

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

**Title I**  
**Evaluation Summary Report**  
**2000-01**

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	<b>Introduction</b>	
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## Introduction

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On October 20, 1994, the Improving America's Schools Act (IASA; P.L. 103-382) was signed into law, reauthorizing all of the federal government's programs and activities under the Elementary and Secondary Education Act (ESEA).<sup>1</sup> The reauthorization of the compensatory education program, referred to as "Title I," prompted a shift in emphasis from a "remedial tract with low expectations for disadvantaged children to a high-performance program dedicated to helping eligible children meet the same challenging academic standards that States are required to establish for all children."

The IASA has allowed for improved integration of Title I and regular classroom instruction. Key components of the law include a new funding structure for allocations, an increased emphasis on parental involvement, an emphasis on professional development for teachers, and a greater level of authority for local schools to design their own programs. The IASA has continued to focus on assessment and school improvement, and satellite programs, such as preschool, migrant education, and neglected and delinquent youth.

### MIAMI-DADE COUNTY PUBLIC SCHOOLS' TITLE I PROGRAM

During the 2000-01 school year, 164 schools in the Miami-Dade County Public Schools (MDCPS) received supplementary funding through the Title I program. These included 129 elementary schools, 3 K-8 centers, 31 middle schools, and 1 senior high school. One of these schools was operated as a public/private partnership school, and five as charter schools. In addition, 13 non-public schools received funding through Title I. A total of \$82,755,872.00 was allocated to support the program in the district. To qualify for funding in the MDCPS during the 2000-01 school year, at least 68% of the schools' students had to be eligible for the free or reduced price lunch program. All qualifying schools implemented schoolwide projects, which allowed for the enhancement of the entire educational process within a school, providing services to every enrolled child. Overall, 44% of the district's students, or more than 157,000 students, were served by Title I programs. This includes 61% of the districts' elementary students, 54% of the middle school students, and 2% of the senior high students.

This Evaluation Summary Report is intended to provide an overview of the Title I program in the MDCPS. Its primary audiences are the groups responsible for major programmatic decisions in the district. These include the School Board as well as district and school level administrators and staff. The report consists of eight 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 districtwide information, like that provided yearly for each Title I school in an Individual School Report. 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

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<sup>1</sup> Federal Programs and Grants Administration. (1996). Title I Handbook, 1996-97. Miami, Florida, Dade County Public Schools.

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## Introduction

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subgroups. Results are presented for each component of the Florida Comprehensive Assessment Test (FCAT) and provide an account of the achievement of the students attending district schools that are funded by the Title I program. The results show that the current levels of achievement of students who attend schools funded by Title I are systematically lower than those of their counterparts who attend more affluent schools. This pattern is seen on both the traditional norm referenced tests and the new, criterion referenced tests administered as part of FCAT. However, positive changes are also noted, as seen through improvement in the Florida Department of Education's assignment of school performance grades. The Evaluation Highlights section begins on page 7.

### **Parent Involvement**

The Parent Involvement section examines the role of parents in Title I schools. Examined are the strategies employed at the school and district levels to increase participation and to provide accommodations in response to the diverse needs of the population. Specifically examined were parents' involvement in school level decision making, the role of the Parent Outreach Program and parent education resource centers. Overall, it was found that the schools have made conscientious efforts to increase parental participation. Evidence was seen that the number of activities held for parents increased somewhat over the previous year, but that the average attendance at those events decreased slightly. In addition, parents seem to be more aware of school level decision making activities than they had the previous year. Nonetheless, many parents remain uninvolved in school activities. Therefore, methods to engage more of the students' parents must continue to be explored. This section begins on page 37.

### **Instructional Programs**

An overview of the programs and projects implemented in the district's Title I schools is also provided. A brief description of the twenty-five most widely implemented projects is given, along with a list of the programs that were in place during the 2000-01 school year. The programs include school restructuring models, curriculum-based models, social/development models, and technological models. An average of twelve programs were offered in each of the district's Title I schools. The Instructional Programs section begins on page 55.

Evaluation reports are also provided for three programs funded through Title I that serve specific groups of students through separate, distinct programs. These programs are: Non-Public Schools, Neglected and Delinquent Centers, and the Migrant Program. They are examined in the following three sections.

### **Title I Non-Public Schools**

During the 2000-01 school year, thirteen non-public schools received funding through the Title I program. Twelve of the schools, which were part of the Archdiocese of Miami, elected to receive instructional services through a private company, Sylvan Learning Systems. The other non-public school, sponsored by the Seventh Day Adventist Church, used the funds to implement a school-based tutorial program. The



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## Introduction

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local objectives, targeting report card grades, were met in first and second grades at the schools receiving services from Sylvan. Students in grades 1 and 2 did not participate in the tutorial program. The more stringent objectives, based on standardized test scores were not met in grades three through eight under either program. However, due to late implementation of the programs in these schools, the results may not reflect the full impact of the supplemental instructional services. The evaluation of the Title I program in non-public schools begins on page 79.

### **Title I Neglected and Delinquent Centers**

The district's 14 neglected and delinquent centers serve a transient population of students. Few students were enrolled long enough to examine the programs' impact on achievement. While the reading and mathematics achievement improved for approximately two-thirds of the participants for whom test results were available, it cannot be inferred that these results are typical of all program participants. This evaluation begins on page 89.

### **Title I Migrant Program**

The Migrant Program consists of a set of programs offered through MDCPS schools and the three migrant housing centers located within the district. The following programs were offered during the 2000-01 school year: 1) the Migrant Early Childhood Learning Program; 2) Migrant Achievement Resources; 3) the Migrant Education Consortium for Higher Achievement; 4) Migrant Academic Planning and Achievement; 5) Supportive Services; 6) Parental Involvement; 7) Advocacy; and 8) Summer Programs. This report provides a description of each component and examines the degree to which each met locally set objectives. These objectives focused on improvement in academic grades; attendance rates; promotion, graduation, and dropout rates; and completion of course work required for graduation and/or promotion. Overall, the program achieved the vast majority of its objectives. In addition, staff have succeeded in increasing the level of parental involvement in their children's education, and have provided a variety of supportive services to the migrant community. A description of the components that make up the Migrant Program and an evaluation of its effectiveness begin on page 93.

### **Best in Class Schools**

A study of Best in Class (BIC) Schools was conducted, which identified Title I schools that were more successful than other, demographically similar schools, based on the schools' performance on the statewide and countywide testing programs in the 2000-01 school year. School level characteristics from the district's computerized records were examined to investigate any relationship with higher levels of achievement. These included characteristics such as pupil-teacher ratio, teaching experience, school size, and percent utilization of school capacity. None of these characteristics were systematically associated with higher performing elementary or middle schools. A description of the procedures used in this analysis, and listing of the schools designated as BIC begin on page 111.

### **Site Visits: Characteristics of Best in Class Schools**

The final section of this report, Site Visits: Characteristics of Best in Class Schools, describes a qualitative research effort, carried out in Spring 2001, that examined the characteristics of middle schools, which had been previously designated as BIC. A summary of research on effective school practices is provided. Also included is a description of the extent to which these practices are carried out in six Title I middle schools. The results indicate that all of the schools utilize effective practices in their operation to some extent. Identified areas for improvement included ensuring fair, consistent disciplinary procedures; engendering feelings of safety on the school campus; and encouraging communication and collaboration among staff. Furthermore, while all stakeholders believed that progress is being made toward the attainment of high expectations for all students in these schools, the majority of the teachers did not feel that their students came equipped with the basic skills necessary to meet that goal, making its attainment that much more difficult. This section begins on page 127.

## **RECOMMENDATIONS**

This evaluation summary report provides an overview of the Title I programs in place in the Miami-Dade County Public Schools. In consultation with program staff regarding the results of the evaluations herein, the following recommendations are made:

- 2) Continue efforts to reduce the gap in achievement between students in the district's Title I and Non-Title I schools.
  - Ensure faithful implementation of promising programs, including the Comprehensive Reading Plan, Direct Instruction, Comer, and the extended school day models.
  - Focus intensive efforts for improvement on the most academically needy students in the schools.
- 3) Explore new means to move parents beyond awareness of school activities to more active participation in their child's education.
- 4) Efforts need to be made to ensure timely implementation of Title I funded programs in the non-public schools.
- 5) In order to comply with new reporting regulations for the Neglected and Delinquent program, specified in the No Child Left Behind Act of 2001, institute procedures for the acquisition and documentation of outcome data.
- 6) Identify and implement practices in middle schools that will address the needs of students not equipped with the basic skills necessary to achieve performance standards.

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	<p><b>Evaluation Highlights</b> Alex Shneyderman</p>	
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## Evaluation Highlights

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### INTRODUCTION

In the Miami-Dade County Public Schools (MDCPS), a total of \$82,755,872 was allocated to support the Title I program during the 2000-01 school year. Schools in which at least 68% of all students were determined to be eligible for the free/reduced price lunch program received Title I funds during that period. These funds were used to serve the needs of approximately 157,000 students attending 164 district schools.

In Evaluation Highlights, schools that were determined to be eligible to receive the Title I funds will be referred to as “Title I schools,” whereas other schools in the district will be referred to as “Non-Title I schools.” Alternative and Special Education Centers are not included in either of these categories.

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 MDCPS and demographic information about their student populations. The second part presents the achievement results of students attending Title I and Non-Title I schools on major state and district assessment programs. These programs include the administration of the Stanford Achievement Test, Ninth Edition (SAT-9) and the Florida Comprehensive Assessment Test (FCAT) . The latter consists of three components: FCAT Norm Referenced Test (FCAT NRT), FCAT Sunshine State Standards (FCAT SSS), and FCAT Writing. These tests are described below.

- SAT-9 is a standardized, norm referenced test designed to measure participants’ performance in comparison to a norm or average of performance by similar students in a national normative sample. In 2001, MDCPS students in grade 2 participated in the reading and mathematics assessments.
- FCAT NRT is a secure version of the SAT-9 used by the state to assess students’ mathematics and reading performance. Students in grades 3-10 attending the district’s schools participated in the 2001 FCAT NRT.
- FCAT SSS is a standardized, criterion referenced test of reading and mathematics designed to measure student mastery of the knowledge specified by the Sunshine State Standards. In the MDCPS, this test was administered to students in grades 3-10.
- FCAT Writing is a test asking students to plan and produce a written response (essay) to a topic or prompt. The 2001 FCAT Writing was given to the district’s students in grades 4, 8, and 10.

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

### CHARACTERISTICS OF TITLE I AND NON-TITLE I SCHOOLS

## Evaluation Highlights

During the 2000-01 school year, Title I funds were available to implement school wide programs in 164 district schools. This number included 132 elementary schools (including 3 K-8 centers), 31 middle schools, and 1 senior high school. The distribution of elementary and middle Title I and Non-Title I schools is shown in Table B-1. The one senior high school that received Title I funds (Booker T. Washington Senior High, located in Region IV and Board Member District 2) is not included in Table B-1. More than one-half of all MDCPS elementary and middle schools received Title-I funds to implement school wide projects aimed at serving the students' needs. The proportions of Title I schools in the MDCPS were 62% for elementary schools and 52% for middle schools. These numbers show that a substantial proportion of all elementary and middle schools in the district served students coming from economically disadvantaged households: at least 68% of the students in these schools were eligible to participate in the free/reduced price lunch program. Schools with such a high concentration of poverty are confronted with extremely challenging educational tasks.

**Table B-1**  
**Distribution of Schools by Region and Board Member District**

		SCHOOL LEVEL				Overall	
		Elementary		Middle			
		Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
REGION	I	28	6	7	2	35	8
	II	22	5	4	3	26	8
	III	27	7	6	2	33	9
	IV	29	6	7	3	36	9
	V	5	38	0	11	5	49
	VI	18	12	5	4	23	16
	Charter	3	6	2	4	5	10
BOARD MEMBER DISTRICT	1	33	3	5	3	38	6
	2	32	1	9	1	41	2
	3	6	5	2	2	8	7
	4	14	4	5	3	19	7
	5	13	5	3	2	16	7
	6	8	10	2	2	10	12
	7	3	25	2	5	5	30
	8	4	18	0	6	4	24
	9	19	9	3	5	22	14
<b>TOTAL</b>		<b>132</b>	<b>80</b>	<b>31</b>	<b>29</b>	<b>163</b>	<b>109</b>

Data Source: Division of Data Quality Management

## Evaluation Highlights

Student populations of Title I and Non-Title I schools differ in many respects. Table B-2 provides various demographic descriptors of student populations in Title I and Non-Title I schools. As mentioned earlier, these do not include Alternative and Special Education Centers. There was only one Title I senior high school during the 2000-01 school year. All figures for Title I students in grades 9 - 12 shown in Table B-2 are based on the student population of that one school.

**Table B-2**  
**Selected Demographic Characteristics of Student Populations**

SELECTED ATTRIBUTES		GRADE LEVEL						OVERALL	
		PK - 5		6 - 8		9 - 12			
		Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
<b>Number of Students</b>		109,111	67,469	46,228	39,276	2,026	91,651	157,365	198,396
<b>Gender</b>	Male	51%	51%	52%	51%	53%	50%	51%	51%
	Female	49%	49%	48%	49%	47%	50%	49%	49%
<b>Race/ Ethnicity</b>	Black	43%	9%	40%	19%	48%	30%	42%	21%
	Hispanic	52%	66%	54%	61%	50%	55%	52%	60%
	White	4%	21%	6%	18%	2%	13%	5%	16%
	Other	1%	4%	1%	3%	<1%	2%	1%	3%
<b>Free/ Reduced Price Lunch (FRL)</b>	FRL	87%	43%	82%	51%	79%	36%	86%	41%
	Non-FRL	13%	57%	18%	49%	21%	64%	14%	59%
<b>Limited English Proficiency (LEP)</b>	LEP < 2yr	20%	19%	9%	7%	13%	7%	17%	11%
	LEP \$2 yr	9%	4%	4%	3%	3%	4%	7%	4%
	Former	22%	23%	42%	36%	39%	39%	28%	33%
	Non-LEP	48%	54%	45%	55%	45%	50%	47%	52%
<b>Exceptional Student Education (ESE)</b>	ESE	9%	8%	13%	10%	25%	9%	10%	9%
	Non-ESE	91%	92%	87%	90%	75%	91%	90%	91%
<b>Migrant Status</b>	Migrant	1%	<1%	1%	<1%	<1%	<1%	1%	<1%
	Non-Migrant	99%	99%	99%	99%	99%	99%	99%	99%

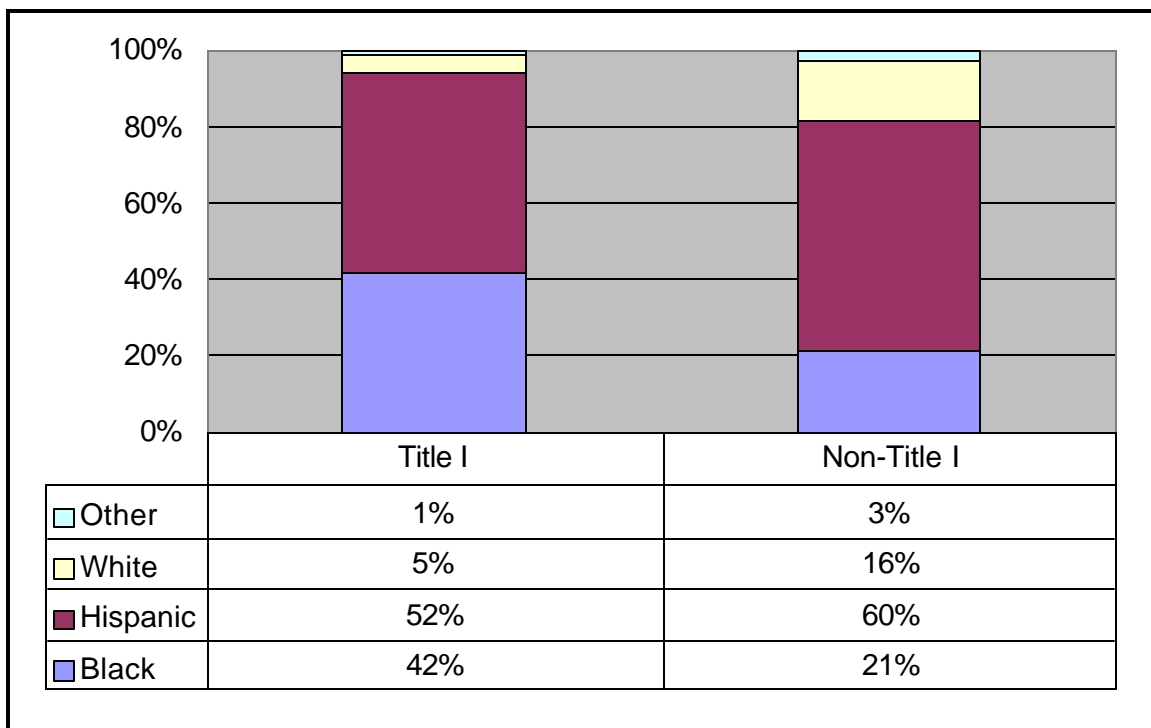
Note: Percentages of students in some categories do not add up to 100% due to rounding errors.

## Evaluation Highlights

Data Source: Division of Data Quality Management

Table B-2 shows that the student population in Title I schools differed substantially from that in Non-Title I schools on several demographic variables. These differences are highlighted below.

The proportion of Black students attending grades PK-5 in Title I schools (43%) was almost five times greater than the corresponding figure for Non-Title I schools (9%). The proportion of Black students in grades 6-8 in Title I schools (40%) was about two times greater than that in Non-Title I schools (19%). The proportions of Hispanic students in each school level were comparable in Title I and Non-Title I schools. Overall, only 11% of the district's students were classified as White. Substantially higher proportions of the White students were found in Non-Title I schools than in Title I schools. The overall Racial/Ethnic distributions of the student populations in Title-I and Non-Title I schools are shown in Figure



**Figure B-1.** Racial/ethnic distributions of student populations in Title I and Non-Title I schools, grades PK through 12.

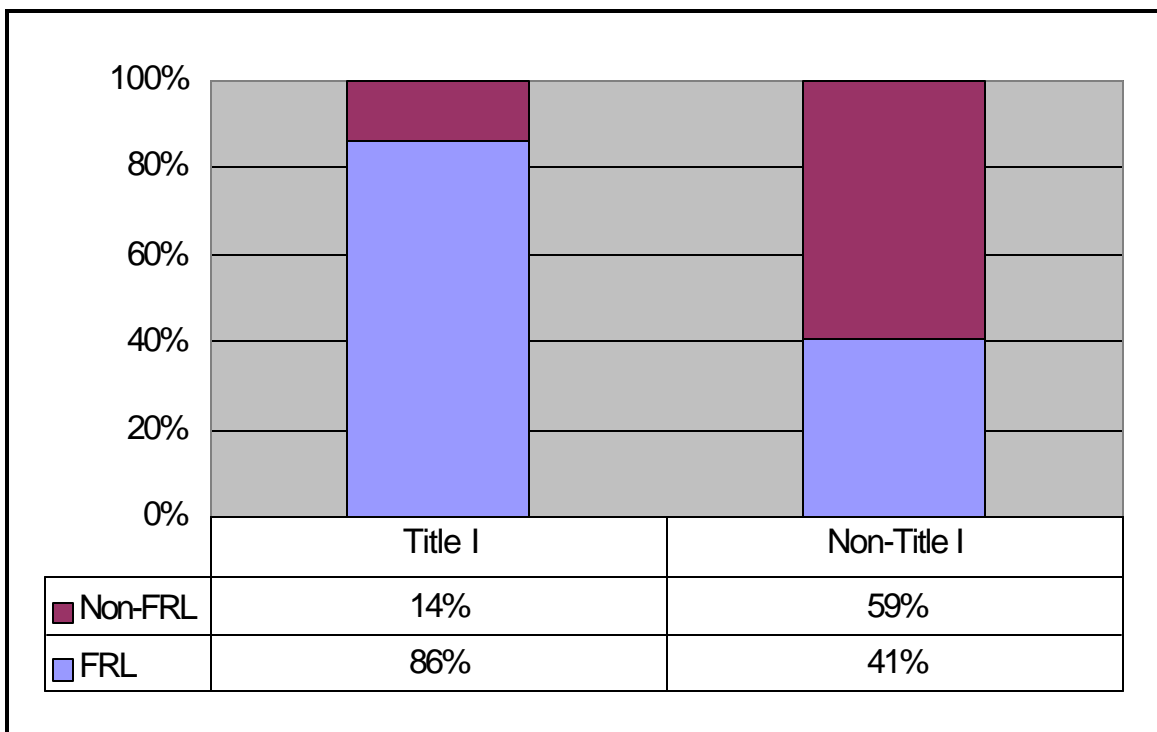
B-1.



	<b>Evaluation Highlights</b>	
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## Evaluation Highlights

Title I schools had a much larger concentration of poverty than non-Title I schools did. As shown in Figure B-2, the proportion of students eligible to receive free/reduced price lunch in Title I schools (86%) was more than twice that in Non-Title I schools (41%). This is not surprising given the criteria for schools to receive Title I funds. The task of educating children becomes extremely challenging in schools with such high concentrations of poverty.



**Figure B-2.** Free/reduced price lunch status distributions of student populations in Title I and Non-Title I schools, grades PK through 12.

**STUDENT ACHIEVEMENT**  
**FCAT SUNSHINE STATE STANDARDS AND WRITING ASSESSMENT**

Student achievement measured by the FCAT SSS is reported in terms of scaled scores and corresponding performance levels, that range from 1 (lowest) to 5 (highest). The Florida Department of Education's accountability program specifies the minimum school wide criteria for performance in reading and mathematics: at least 60% of the students included in the "accountability group" must score at performance level 2 or above. The state's three criteria for inclusion in the accountability group are enrollment in the 'regular' curriculum, English proficiency, and time in attendance. Specifically, this group included only standard curriculum students; students classified as speech impaired, gifted, or hospital/homebound; and Limited English Proficient (LEP) students with more than two years of enrollment in the English for Speakers of Other Languages (ESOL) program. To be included in the accountability group, students also must have attended the same school in October of 2000 and in February of 2001. This report provides the achievement results of all students tested, as opposed to only those included in the state's accountability group. The state's criteria of minimum performance described above are provided only as a guide in interpreting these results.

Tables B-3, B-4, and B-5 show student assessment results on the 2001 FCAT SSS in reading, mathematics, and writing respectively. The shaded cells in these tables correspond to those groups for which the proportions of students meeting the minimum performance criteria increased from the comparable figures in 1999-2000. Note that because there were not any Title I senior high schools in the district during 1999-2000, no comparison of student performance at the senior high level could be made. Tables B-3 and B-4 show that, in Title I schools, the proportions of students scoring at levels '2' or above in reading and mathematics increased from one school year to the next for the majority of student groups. This was especially apparent for reading in grade 4 and mathematics in grades 5 and 8 in Title I schools. These facts provide evidence that students in Title I schools made substantial progress during 2000-01. At the same time it can be seen that students attending Non-Title I schools across all grade levels outperformed their counterparts in Title I schools in all disaggregated categories and in both academic disciplines.

Student achievement on the Florida Writing assessment is measured in terms of overall quality of the essay on a scale from 1 to 6. The state's school wide criterion of minimum performance in writing states that at least 50% of all elementary school students in the accountability group achieve a score of '3' or above. The corresponding minimum criteria in writing are 67% for middle school students, and 75% for high school students. Table B-5 shows student achievement results on the 2001 Florida Writing assessment. It is evident that the proportions of 4<sup>th</sup> grade students achieving scores of '3' or above increased from those in the previous schools year for all student groups in Title I schools, and for almost all student groups in Non-Title I schools. Surprisingly, at the 8<sup>th</sup> grade level, the proportions of students achieving scores of '3' or above did not increase from those in 2000 for any student group in either the Title I or the Non-Title I schools. Table B-5 shows that students attending Non-Title I schools across all grade levels outperformed

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	<b>Evaluation Highlights</b>	
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their peers in Title I schools in all student categories except one. The exception is that the proportion of 8<sup>th</sup> grade LEP students in Title I schools who received ESOL instructions for two or more years and achieved scores of '3' or above (63.7%) was slightly higher than the corresponding figure for Non-Title I schools (61.6%).

Consistently higher reading, mathematics, and writing performance was observed for students attending Non-Title I schools compared to their counterparts in Title I schools. This holds true for all grade levels used by the state for its Accountability Report and for virtually all student categories. Figures B-3 through B-11 illustrate these findings. These results emphasize the detrimental effect that a high concentration of poverty can have on the academic achievement of students in a school. Nonetheless, it should be noted that considerable progress has been made in increasing the proportion of students meeting the state's criteria in Title I and Non-Title I schools alike.

## Evaluation Highlights

**Table B-3  
2001 FCAT Reading  
Proportion of Students Scoring at Performance Levels 2 or above and Number Tested**

SELECTED CATEGORIES		GRADE LEVEL					
		Grade 4		Grade 8		Grade 10	
		Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Gender	Male	47.9% (8,604)	69.6% (5,755)	42.3% (7,071)	62.1% (6,499)	18.4% (147)	52.3% (10,833)
	Female	51.8% (8,555)	72.9% (5,420)	49.7% (7,030)	69.1% (6,153)	23.2% (177)	51.5% (11,631)
Race/ Ethnicity	Black	44.6% (7,366)	60.8% (1,091)	38.0% (5,410)	50.4% (2,528)	16.8% (161)	37.3% (6,740)
	Hispanic	52.2% (8,887)	68.2% (7,363)	48.6% (7,722)	64.5% (7,585)	25.5% (161)	52.4% (12,449)
	White	70.0% (696)	83.4% (2,259)	69.7% (831)	83.1% (2,208)	---- (1)	80.1% (2,873)
	Other	68.6% (210)	84.0% (462)	71.0% (138)	86.1% (331)	---- (1)	76.6% (402)
Free/ Reduced Price Lunch (FRL)	FRL	46.7% (14,964)	58.2% (5,000)	42.4% (11,077)	53.7% (6,284)	19.6% (255)	37.6% (8,044)
	Non-FRL	71.4% (2,195)	81.7% (6,175)	59.0% (3,024)	77.1% (6,368)	26.1% (69)	59.9% (14,420)
Limited English Proficiency (LEP)	LEP <2 yrs	9.7% (1,294)	20.6% (863)	8.9% (1,354)	21.6% (790)	0% (39)	7.2% (1,972)
	LEP \$ 2 yrs	20.7% (919)	30.0% (237)	17.7% (577)	24.0% (383)	---- (9)	12.9% (839)
	Former LEP	57.4% (6,537)	70.0% (3,840)	52.3% (6,037)	65.9% (4,600)	27.6% (134)	54.4% (8,599)
	Non-LEP	53.3% (8,409)	80.5% (6,235)	50.6% (6,133)	72.6% (6,879)	21.8% (142)	60.8% (11,054)
Exceptional Student Education (ESE)	ESE	8.9% (1,829)	24.0% (1,076)	10.5% (1,500)	22.4% (1,203)	0% (44)	14.1% (1,580)
	Non-ESE	54.7% (15,330)	76.2% (10,099)	50.2% (12,601)	70.0% (11,449)	24.3% (280)	54.7% (20,844)
Migrant Status	Migrant	23.3% (198)	---- (6)	29.3% (140)	47.1% (17)	---- (0)	33.3% (72)
	Non- Migrant	50.1% (16,961)	71.2% (11,169)	46.2% (13,961)	65.5% (12,635)	21.0% (324)	51.9% (22,392)
<b>OVERALL</b>		49.8% (17,171)	71.2% (11,181)	46.0% (14,116)	65.5% (12,666)	20.9% (325)	51.8% (22,533)

Note: The percentages shown are based on all students tested. Figures for students in Grade 10 in Title I schools are based on only one school. The shaded cells designate the groups for which the proportion of students meeting the minimum performance criteria increased from the previous year. Percentages based on groups of fewer than 10 students are not shown.

Data Source: Division of Data Quality Management.

	<b>Evaluation Highlights</b>	
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## Evaluation Highlights

**Table B-4  
2001 FCAT Mathematics  
Proportion of Students Scoring at Performance Levels 2 or above and Number Tested**

SELECTED CATEGORIES		GRADE LEVEL					
		Grade 5		Grade 8		Grade 10	
		Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Gender	Male	55.9% (8,764)	76.0% (5,774)	53.1% (7,118)	73.0% (6,523)	33.3% (144)	71.6% (10,801)
	Female	60.5% (8,574)	77.0% (5,716)	54.2% (7,065)	74.6% (6,154)	37.4% (179)	69.6% (11,587)
Race/ Ethnicity	Black	51.3% (7,235)	63.5% (1,103)	42.4% (5,458)	55.7% (2,523)	31.7% (164)	55.0% (6,727)
	Hispanic	61.7% (9,167)	74.6% (7,633)	58.7% (7,749)	74.9% (7,604)	39.5% (157)	74.0% (12,408)
	White	74.5% (760)	86.4% (2,376)	76.2% (837)	87.5% (2,217)	---- (1)	89.8% (2,853)
	Other	82.4% (176)	89.7% (378)	77.7% (139)	92.8% (333)	---- (1)	91.0% (400)
Free/ Reduced Price Lunch (FRL)	FRL	55.3% (14,891)	66.3% (5,053)	50.7% (11,152)	65.1% (6,300)	35.3% (252)	61.3% (8,046)
	Non-FRL	75.4% (2,447)	84.6% (6,437)	64.5% (3,031)	82.3% (6,377)	36.6% (71)	75.8% (14,342)
Limited English Proficiency (LEP)	LEP <2 yrs	25.7% (1,331)	49.5% (856)	30.5% (1,362)	59.1% (801)	10.5% (38)	52.8% (1,954)
	LEP \$ 2 yrs	34.2% (623)	47.8% (245)	36.1% (581)	56.1% (376)	50.0% (8)	49.6% (823)
	Former LEP	64.6% (7,150)	73.2% (3,932)	59.6% (6,074)	73.5% (4,622)	41.4% (133)	72.7% (8,577)
	Non-LEP	59.6% (8,234)	83.2% (6,457)	54.6% (6,166)	76.6% (6,878)	36.1% (144)	73.6% (11,034)
Exceptional Student Education (ESE)	ESE	15.0% (2,086)	27.0% (1,150)	12.3% (1,515)	27.3% (1,209)	7.0% (43)	21.5% (1,589)
	Non-ESE	64.1% (15,252)	82.0% (10,340)	58.6% (12,668)	78.7% (11,468)	40.0% (280)	74.3% (20,799)
Migrant Status	Migrant	44.7% (170)	---- (4)	46.3% (136)	46.7% (15)	---- (0)	48.7% (76)
	Non- Migrant	58.3% (17,168)	76.5% (11,486)	53.7% (14,047)	73.8% (12,662)	35.6% (323)	70.7% (22,312)
<b>OVERALL</b>		58.2% (17,351)	76.5% (11,499)	53.7% (14,197)	73.7% (12,695)	35.6% (323)	70.5% (22,450)

Note: The percentages shown are based on all students tested. Figures for students in Grade 10 in Title I schools are based on only one school. The shaded cells designate the groups for which the proportion of students meeting the minimum performance criteria increased from the previous year. Percentages based on groups of fewer than 10 students are not shown.

Data Source: Division of Data Quality Management.

	<b>Evaluation Highlights</b>	
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## Evaluation Highlights

**Table B-5  
2001 FCAT Writing  
Proportion of Students Earning a Score of '3' or above and Number Tested**

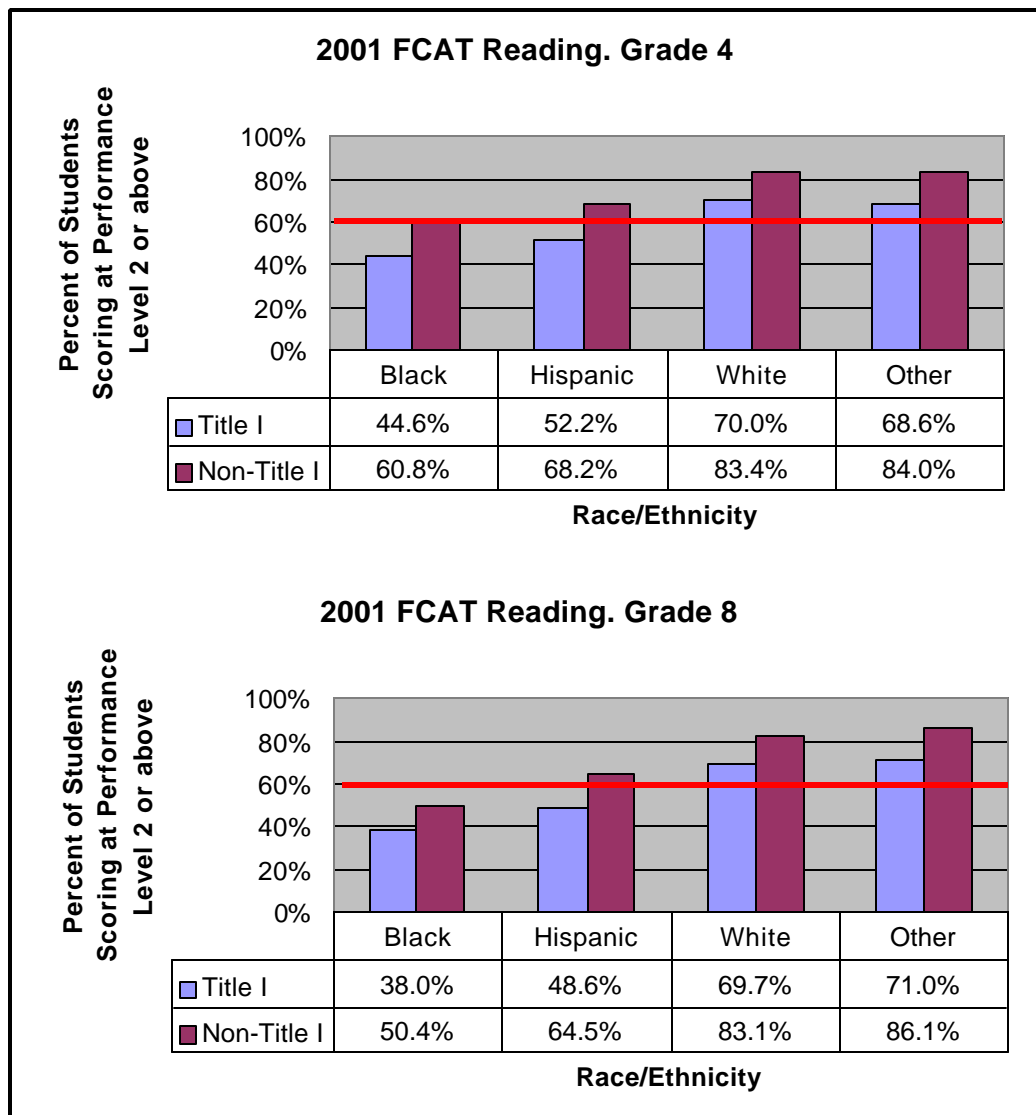
SELECTED CATEGORIES		GRADE LEVEL					
		Grade 4		Grade 8		Grade 10	
		Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
Gender	Male	71.5% (8,565)	83.3% (5,674)	75.2% (7,022)	83.5% (6,522)	59.6% (151)	81.3% (10,929)
	Female	82.8% (8,505)	90.3% (5,390)	85.1% (6,992)	91.7% (6,148)	77.8% (171)	87.9% (11,650)
Race/ Ethnicity	Black	76.9% (7,354)	83.4% (1,093)	81.1% (5,425)	82.3% (2,559)	72.5% (175)	83.2% (6,867)
	Hispanic	76.4% (8,820)	85.3% (7,264)	78.4% (7,600)	86.6% (7,574)	66.4% (152)	83.1% (12,430)
	White	84.5% (689)	91.4% (2,247)	87.9% (849)	95.1% (2,208)	---- (2)	94.1% (2,876)
	Other	90.3% (207)	94.6% (460)	91.4% (140)	96.4% (329)	---- (1)	93.6% (406)
Free/ Reduced Price Lunch (FRL)	FRL	75.5% (14,875)	80.6% (4,930)	78.2% (10,984)	81.9% (6,296)	69.4% (255)	78.3% (8,086)
	Non-FRL	88.0% (2,195)	91.7% (6,134)	87.4% (3,030)	92.1% (6,374)	68.7% (67)	88.3% (14,493)
Limited English Proficiency (LEP)	LEP <2 yrs	32.4% (1,212)	48.7% (795)	29.6% (1,205)	45.2% (767)	14.7% (34)	42.1% (1,888)
	LEP \$ 2 yrs	57.4% (904)	64.8% (227)	63.7% (559)	61.6% (370)	---- (9)	63.3% (813)
	Former LEP	84.3% (6,547)	88.5% (3,832)	86.1% (6,064)	90.8% (4,631)	80.0% (130)	89.0% (8,685)
	Non-LEP	80.1% (8,407)	91.3% (6,210)	85.7% (6,186)	91.3% (6,902)	74.5% (149)	90.1% (11,193)
Exceptional Student Education (ESE)	ESE	27.3% (1,844)	44.2% (1,063)	41.6% (1,517)	56.2% (1,209)	45.0% (40)	57.3% (1,650)
	Non-ESE	83.1% (15,226)	91.2% (10,001)	84.9% (12,497)	90.8% (11,461)	72.7% (282)	86.9% (20,929)
Migrant Status	Migrant	70.2% (205)	---- (6)	70.7% (140)	70.6% (17)	---- (0)	84.0% (75)
	Non- Migrant	77.2% (16,865)	86.7% (11,058)	80.3% (13,874)	87.5% (12,653)	69.3% (322)	84.7% (22,504)
<b>OVERALL</b>		77.1% (17,084)	86.7% (11,070)	80.2% (14,025)	87.4% (12,684)	69.3% (322)	84.7%

Note: The percentages shown are based on all students tested. Figures for students in Grade 10 in Title I schools are based on only one school. The shaded cells designate the groups for which the proportion of students meeting the minimum performance criteria increased from the previous year. Percentages based on groups of fewer than 10 students are not shown.

Data Source: Division of Data Quality Management.

## Evaluation Highlights

The differences in the performance of 4<sup>th</sup> and 8<sup>th</sup> grade students in Title I and Non-Title I schools in reading are shown in Figures B-3 through B-5 for various student categories. (The results of 10<sup>th</sup> grade students are not shown because the figures for Title I schools are based on students from one high school only.) The thick horizontal lines shown are drawn at the levels of minimum performance criteria defined by the state.

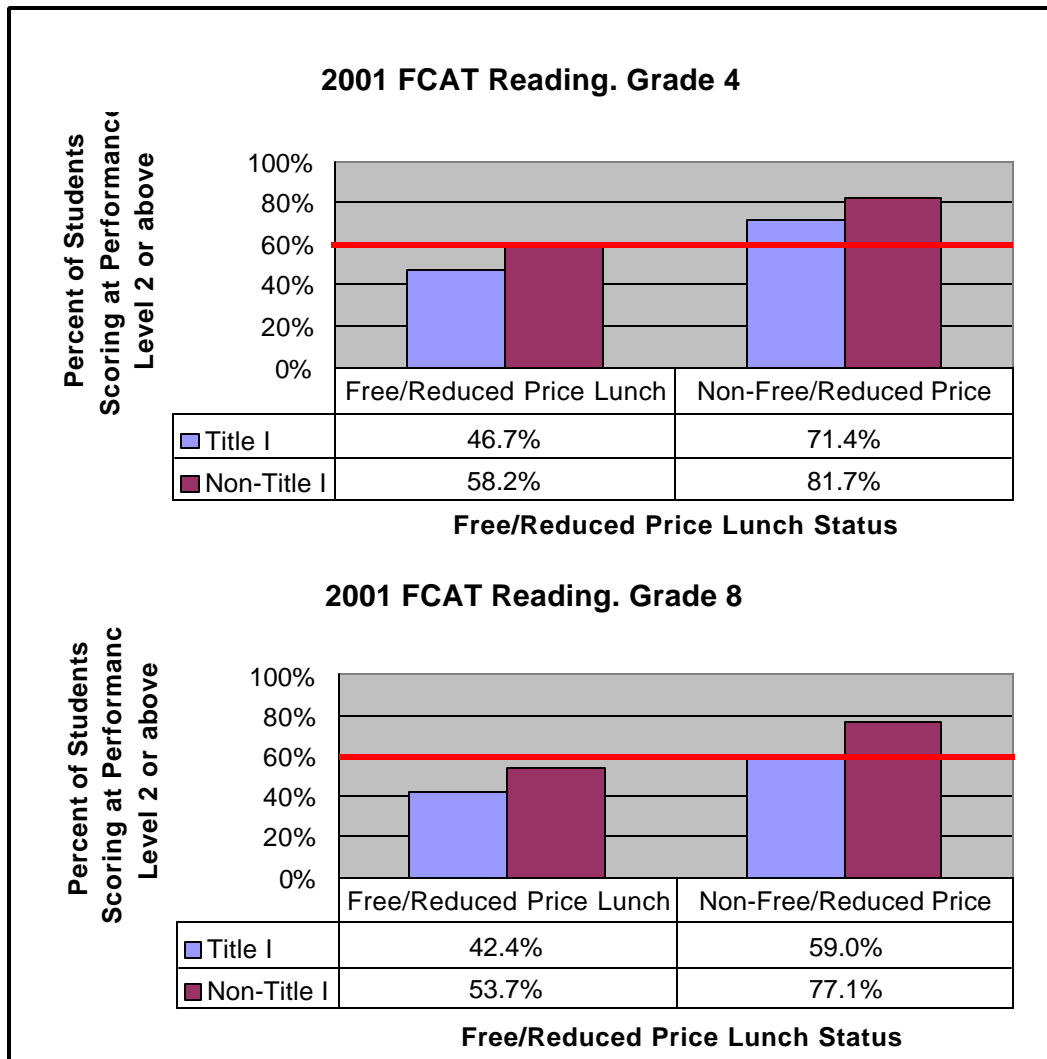


**Figure B-3.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Reading, by race/ethnicity.

Figure B-3 shows the proportions of students scoring at performance level 2 or above by race/ethnicity. This figure demonstrates that Black and Hispanic students in Title I schools did not reach the minimum performance criteria at either the 4<sup>th</sup> or the 8<sup>th</sup> grade levels. At the same time, the students in Non-Title I schools in all racial/ethnic groups (except for Black students at the 8<sup>th</sup> grade level) satisfied the minimum

## Evaluation Highlights

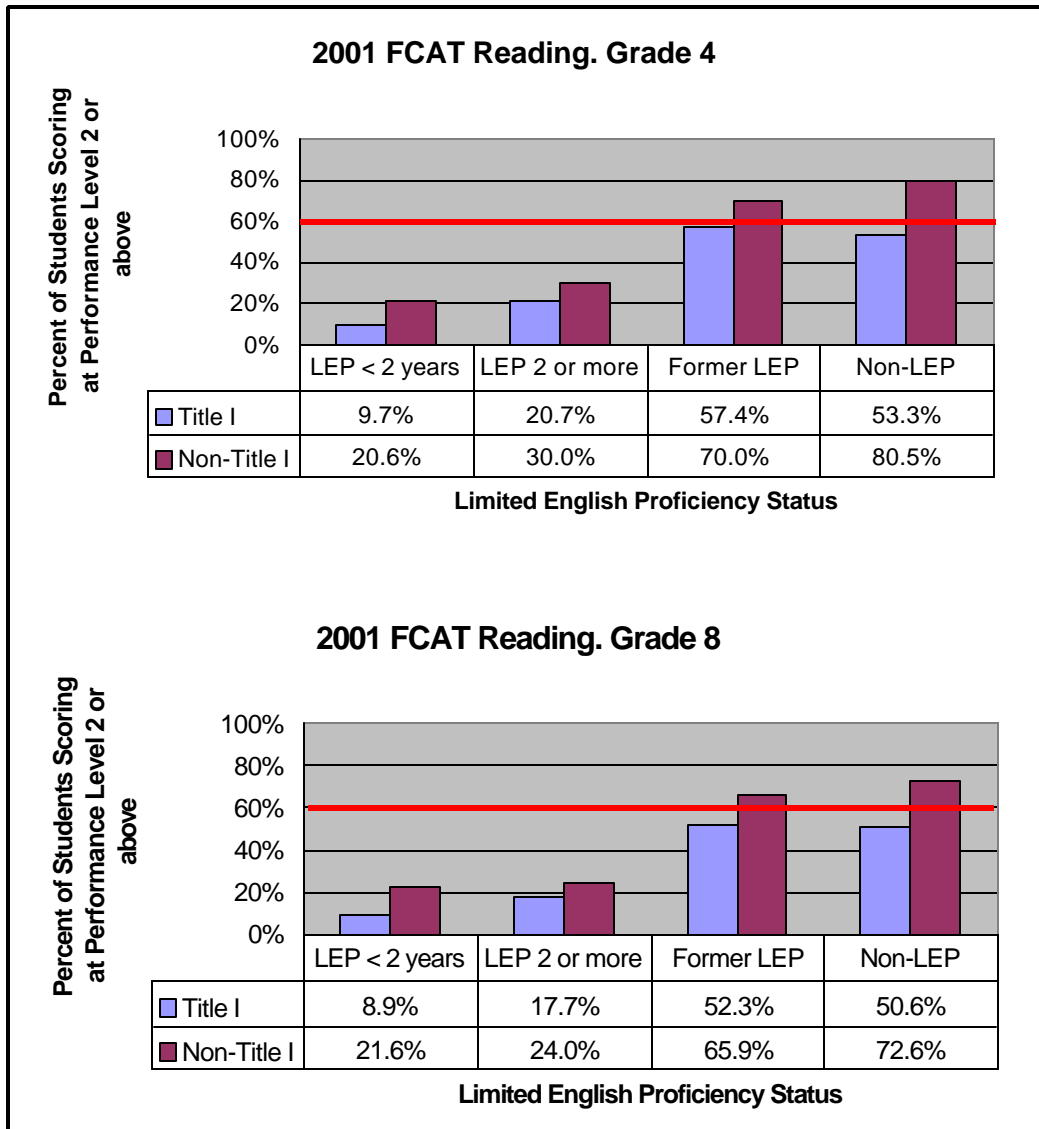
performance criteria in reading. Among 4<sup>th</sup> grade students, this represents an improvement over the 2000 results for every group except one, Other students attending Title I schools.



**Figure B-4.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Reading, by free/reduced price lunch eligibility.

Figure B-4 shows that poverty had a detrimental effect on student achievement in reading. Students who were eligible to participate in the free/reduced price lunch program consistently scored lower than their counterparts from more affluent households. This negative effect was especially apparent in Title I schools where most students qualified to participate in the program. However, it should be noted that higher proportions of these most vulnerable students met the state's criteria in reading in 2001 than in 2000 at both grade levels.

## Evaluation Highlights

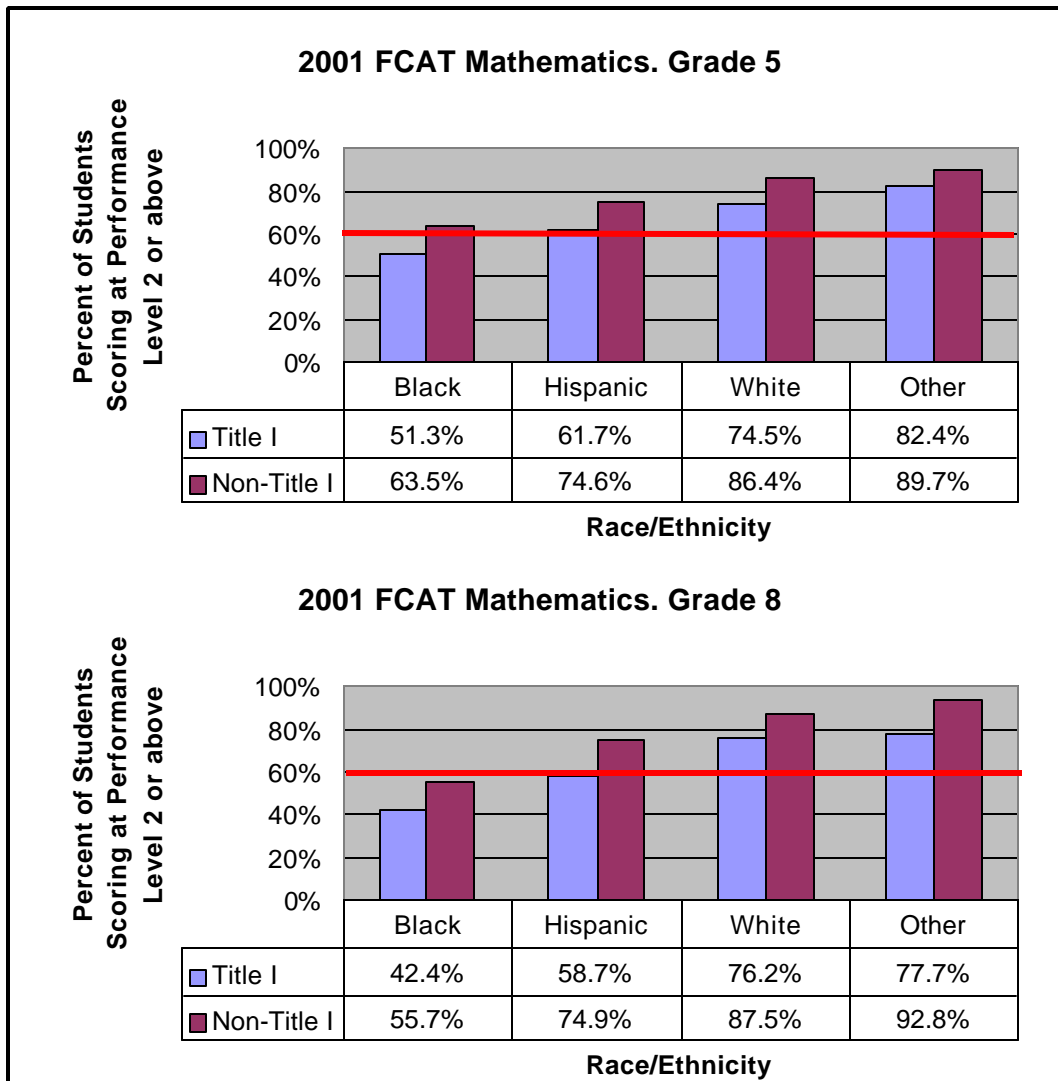


**Figure B-5.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Reading, by Limited English Proficiency status.

Figure B-5 shows that higher percentages of the 4<sup>th</sup> and 8<sup>th</sup> grade students in Non-Title I schools achieved the minimum criteria in reading than did their counterparts in Title I schools. This pattern was apparent for all Limited English Proficiency (LEP) categories. It is not surprising that lower percentage of the LEP students who are currently enrolled in the ESOL program met the criteria than those classified as Former LEP or Non-LEP. However, it is surprising that within Title I schools, higher percentages of the Former LEP students met the criteria compared to those who had never been classified as LEP students. This is a credit to the ESOL program in Title I schools.

## Evaluation Highlights

Figures B-6 through B-9 illustrate differences in mathematics performance of students in grades 5 and 8 in Title I and Non-Title I schools. Again, the thick horizontal lines are drawn at the levels defined by the state as the minimum performance criteria.



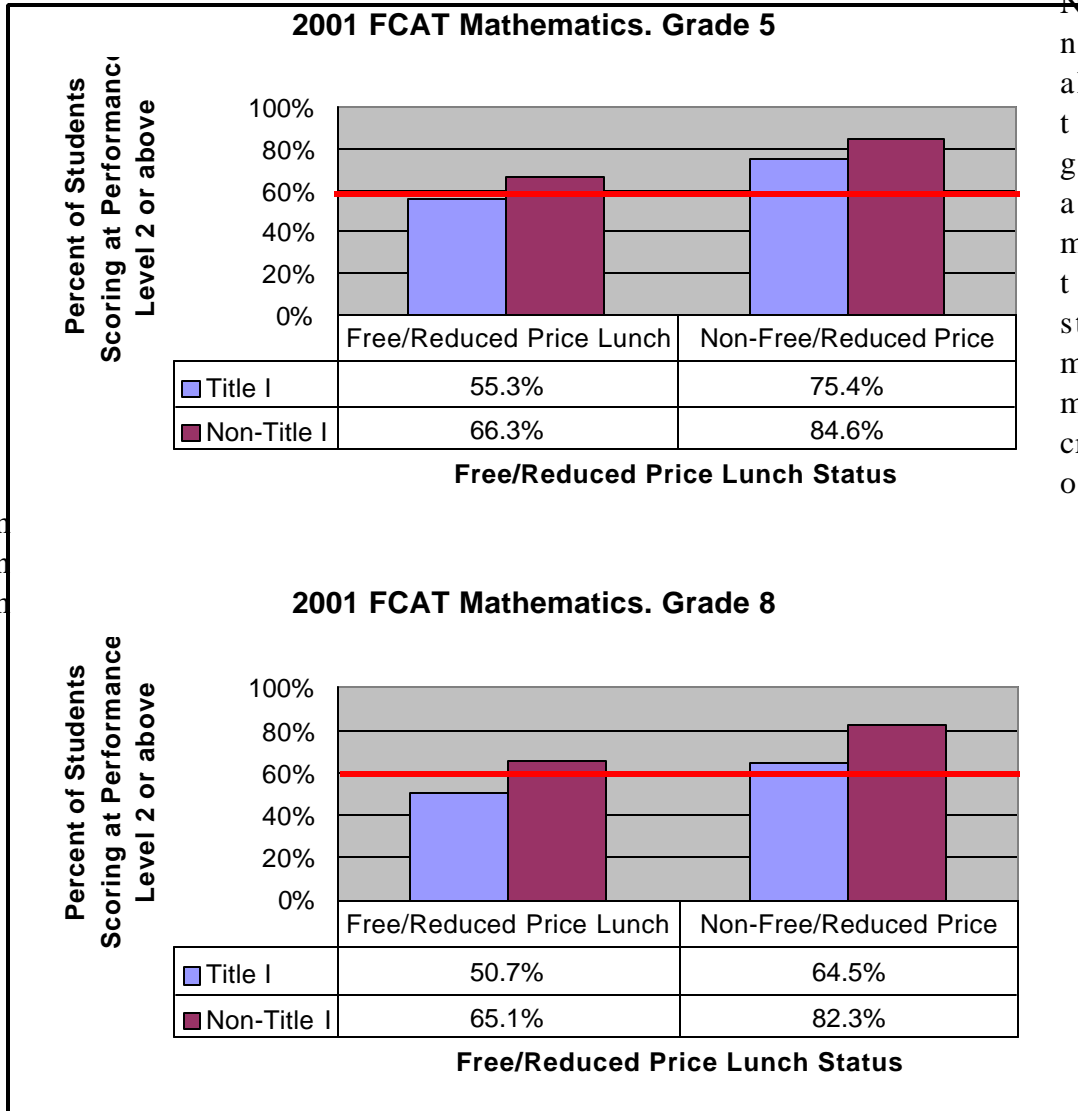
**Figure B-6.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Mathematics, by race/ethnicity.

Figure B-6 demonstrates that students in Non-Title I schools outperformed their peers in Title I schools with higher percentages of students in all racial/ethnic groups meeting the minimum performance criteria in mathematics. At the same time, it should be noted that improvement in mathematics performance was made from 2000 to 2001 at both grade levels for all ethnic groups with only one exception (grade 8, Title I,

**Evaluation Highlights**

performance in mathematics.

Other). Now, nearly all of the groups are meeting the state's minimum criteria of



**Figure B-7.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Mathematics by free/reduced price lunch eligibility.

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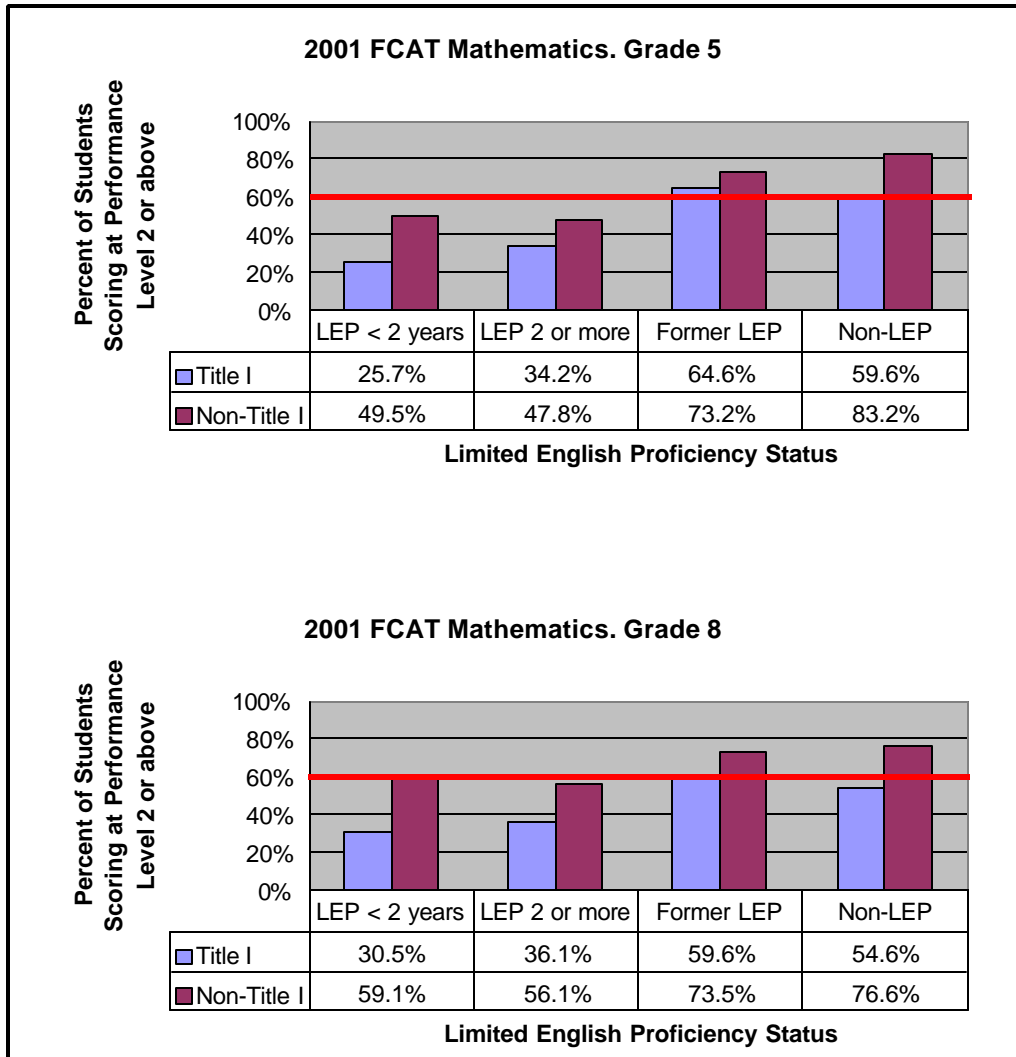
	<b>Evaluation Highlights</b>	
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Figure B-7 demonstrates that students eligible for the free/reduced price lunch program did not perform as well on the 2001 mathematics FCAT SSS as their counterparts from more affluent households. This disadvantageous effect of poverty on mathematics achievement was evident in both Title I and Non-Title I schools and at both grade levels shown. Although the most vulnerable group of students, those in Title I schools who were eligible for the FRL program, did not yet meet the state's criteria of minimum performance in mathematics, improvement was seen from 2000 to 2001 at both the elementary and middle school levels.

## Evaluation Highlights



**Figure B-8.** Proportion of students scoring at performance Level 2 or above on 2001 FCAT Mathematics by Limited English Proficiency status.

Figure B-8 shows that 5<sup>th</sup> and 8<sup>th</sup> grade students in Non-Title I schools achieved higher levels of mathematics performance than did their counterparts in Title I schools. This higher mathematics achievement of students in Non-Title I schools was apparent for all Limited English Proficiency (LEP) categories. It is interesting to note, however, that in Title I schools, higher proportions of Former LEP



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	<b>Evaluation Highlights</b>	
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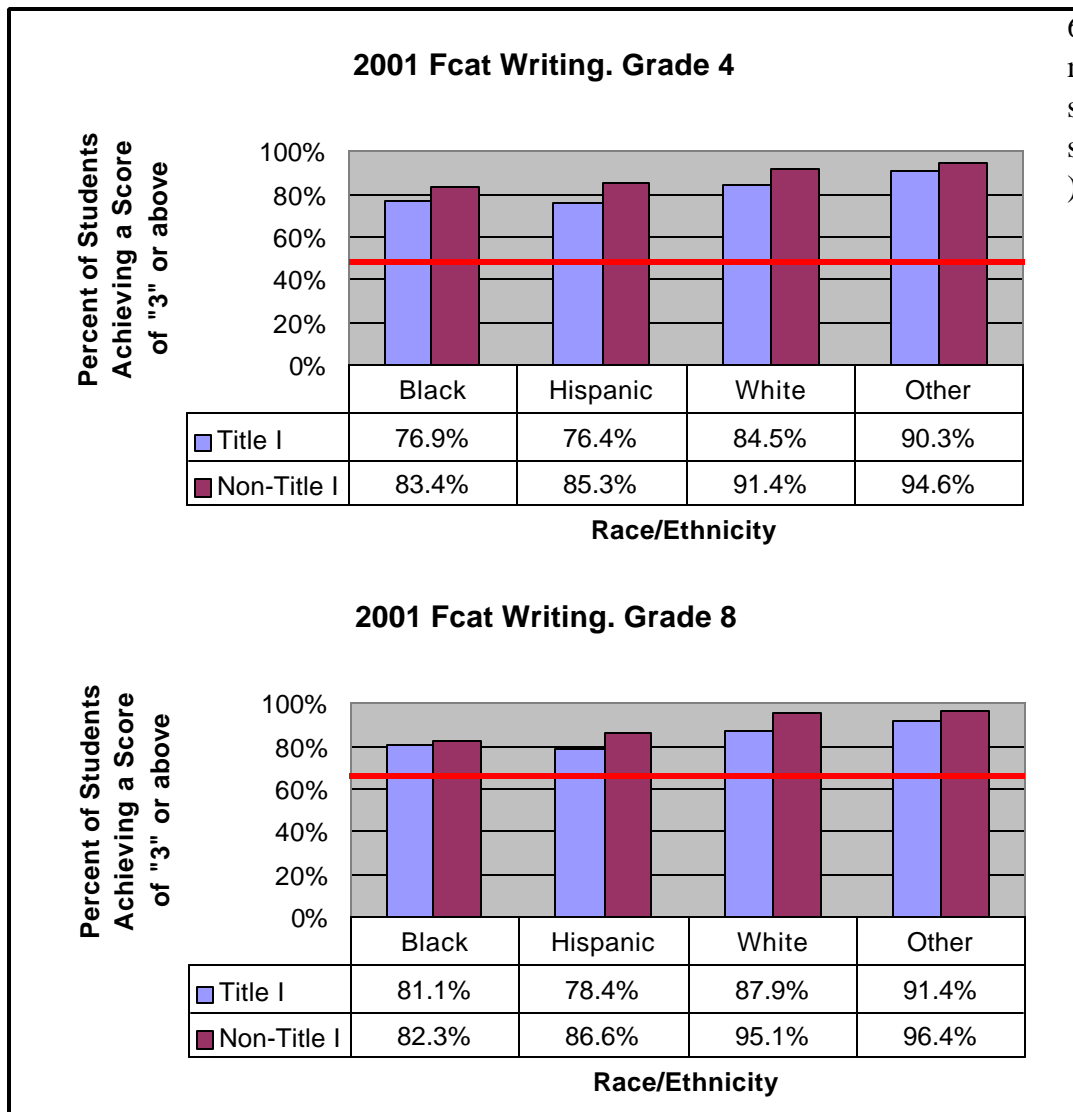
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students met the minimum criteria of mathematics performance compared to those who had never been enrolled in the ESOL program.

## Evaluation Highlights

Figures B-8 through B-10 illustrate differences in writing performance of students in grades 4 and 8 in Title I and Non-Title I schools. The thick horizontal lines represent the levels defined by the state as the Minimum Performance Criteria (50% of students scoring at the level of '3' or above for elementary school students;

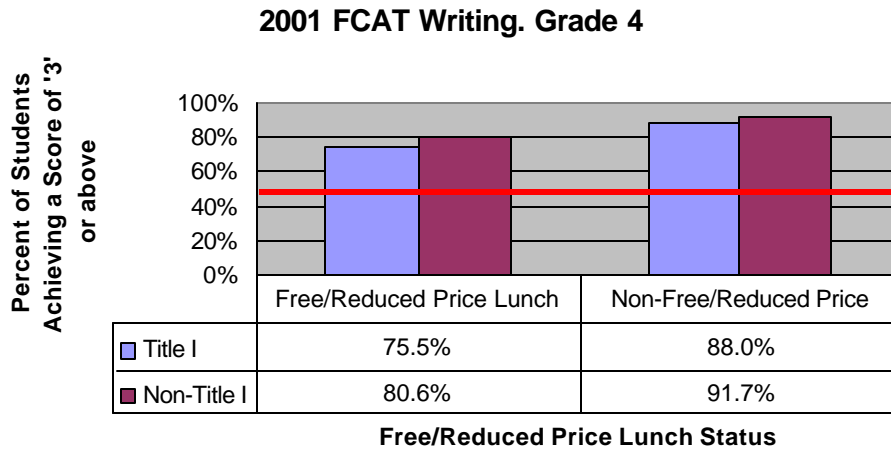
67% for middle school students).

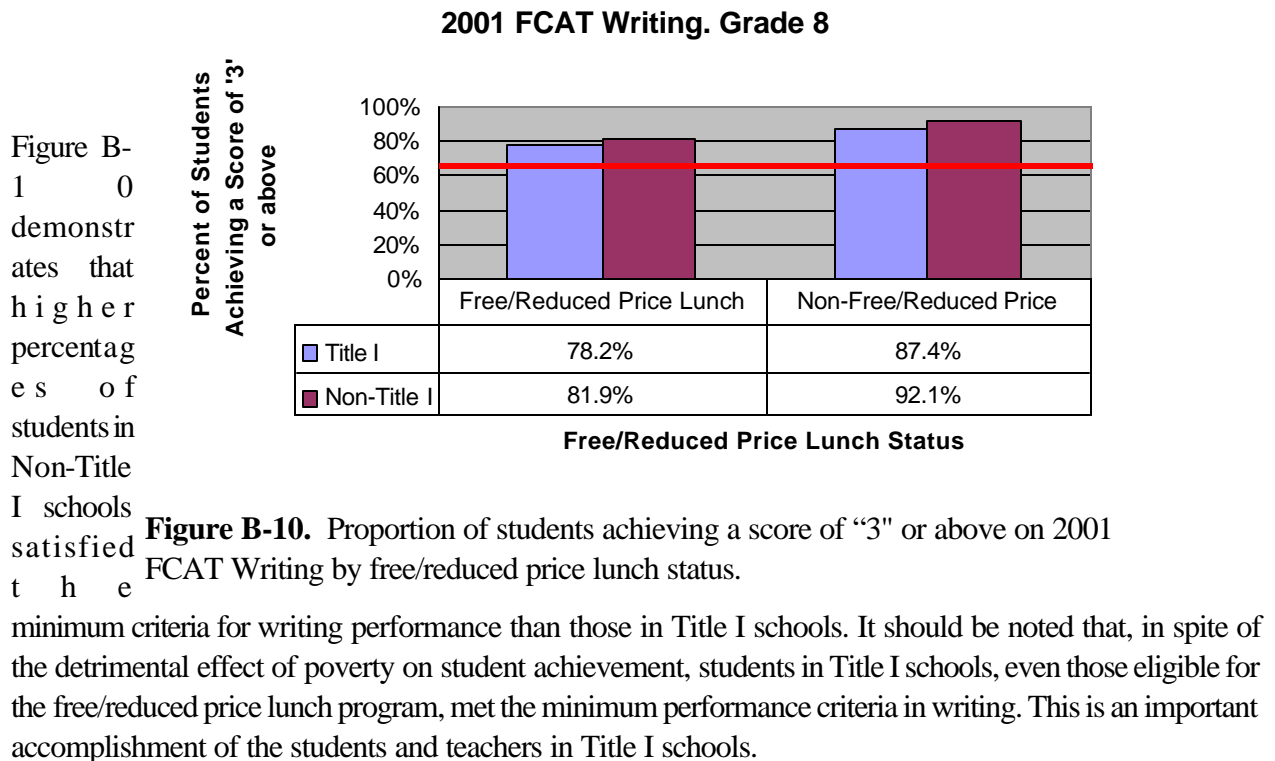


**Figure B-9.** Proportion of students achieving a score of “3” or above on 2001 FCAT Writing, by race/ethnicity.

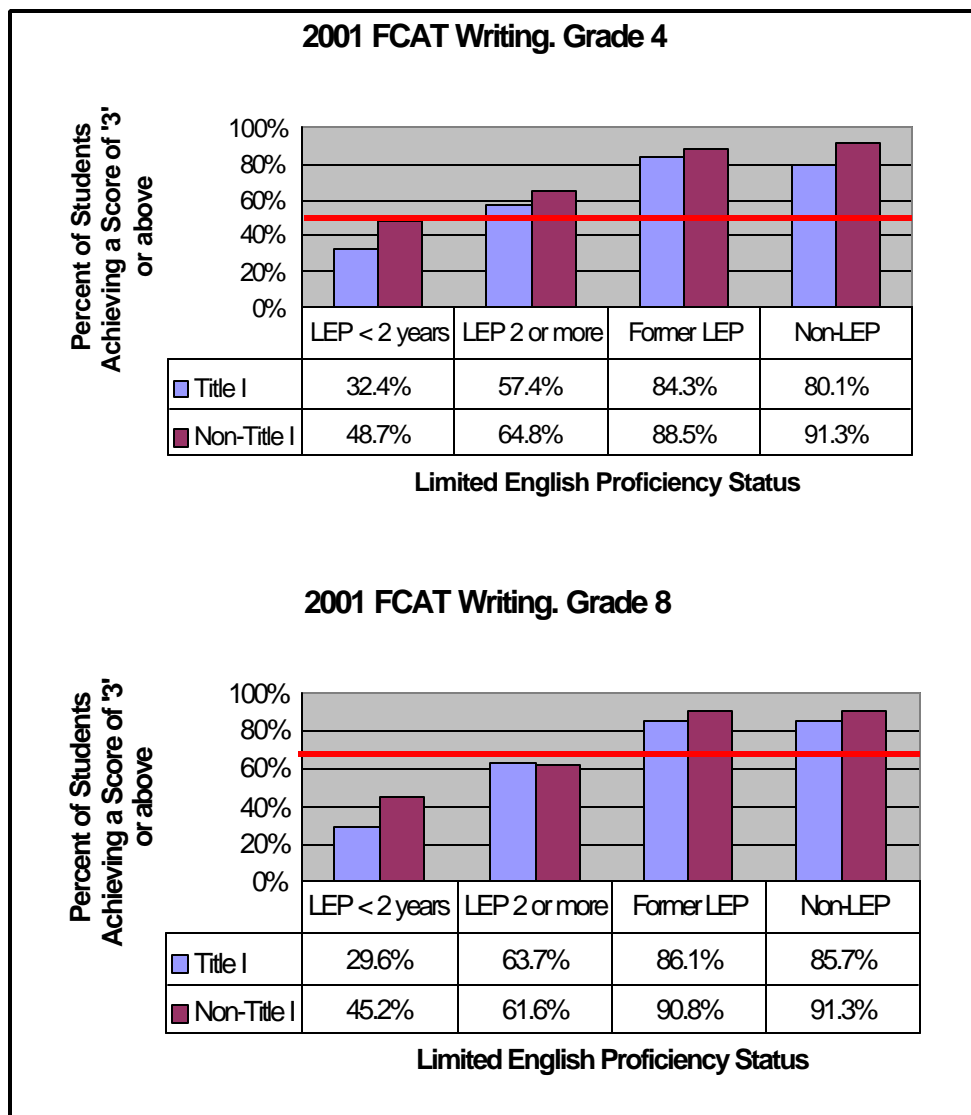
## Evaluation Highlights

Figure B-9 shows that, students of all racial/ethnic groups in both Title I and Non-Title I schools satisfied the state's criteria of minimum writing performance. Nonetheless, an achievement gap remained: higher proportion of students in Non-Title I schools met the minimum performance criteria on the Florida Writing assessment than did their counterparts in Title I schools. This performance gap was evident for students in all racial/ethnic groups shown.





## Evaluation Highlights



**Figure B-11.** Proportion of students achieving a score of “3” or above on 2001 FCAT Writing by Limited English Proficiency status.

Figure B-11 includes the only comparison of the performance on the FCAT SSS that was favorable for a specific category of Title I students. Limited English Proficient 8<sup>th</sup> graders in Title I schools who were enrolled in the ESOL program for two or more years performed better on 2001 FCAT Writing than did their counterparts attending Non-Title I schools. It should be noted that the students classified as Former LEP or Non-LEP at both grade levels as well as the 4<sup>th</sup> grade students who were enrolled in the ESOL program for two or more years met the minimum criteria in writing in both Title I and Non-Title I schools.

## Evaluation Highlights

### FLORIDA'S SCHOOL PERFORMANCE GRADES

In the 1998-99 school year, the Florida Department of Education began the process of assigning school performance grades to public schools in the state. Schools are evaluated and assigned performance grades primarily on the basis of eligible students' performance on the FCAT. (Eligible students include standard curriculum and certain categories of LEP and ESE students as long as the students were enrolled in both October and February at the same school.) Other criteria for grading are also considered. Among them are the percentage of all eligible students tested and the high school dropout rate. Table B-6 shows the distribution of the district's Title I and Non-Title I schools graded by the Florida Department of Education in the 1998-99 through 2000-01 school years.

**Table B-6**  
**Number and Proportion of Schools by School Performance Grade**

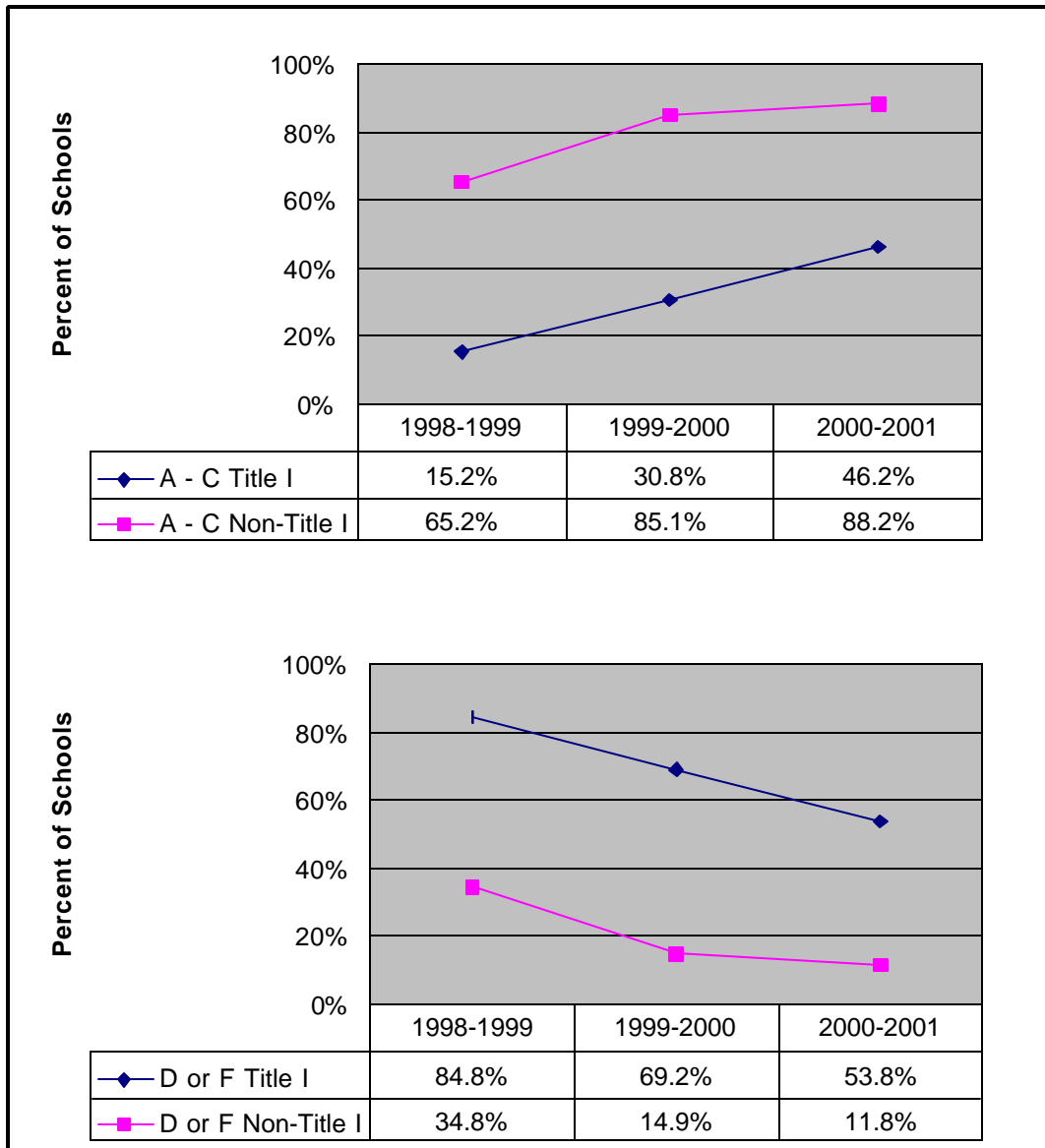
SCHOOL PERFORMANCE GRADE	1998-1999		1999-2000		2000-01	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
A	1 (<1%)	8 (5%)	9 (6%)	31 (23%)	13 (8%)	38 (30%)
B	0 (0%)	15 (9%)	1 (<1%)	18 (13%)	7 (4%)	17 (13%)
C	18 (14%)	80 (51%)	35 (24%)	65 (49%)	52 (33%)	57 (45%)
D	86 (69%)	49 (31%)	99 (68%)	20 (15%)	84 (54%)	15 (12%)
F	20 (16%)	6 (4%)	2 (1%)	0 (0%)	0 (0%)	0 (0%)

Note: Only schools graded by the Florida Department of Education are included in this table.

Data Source: Division of Data Quality Management.

The table shows that both Title I and Non-Title I schools improved over the three-year period in terms of performance grades received. The number of Title I schools receiving the lowest performance grade of "F" dropped precipitously from twenty in 1998-1999 to none in 2000-01. The number of Title I schools receiving the highest performance grade of "A" increased from one to thirteen during the same period. The most illustrative trends in school performance are shown in Figure B-12. In this figure, schools meeting Minimum or Higher Performance Criteria (those graded as "A", "B" or "C") are combined in one category. Similarly, schools failing to meet the Minimum Performance Criteria, which received grades of "D" or "F," are combined.

## Evaluation Highlights



**Figure B-12.** Trends in the Distribution of Florida's School Performance in the MDCPS.

Figure B-12 demonstrates that the proportion of higher performing Title I and Non-Title schools dramatically increased over the three-year period, while the proportion of low performing schools considerably decreased during the same period. These trends were especially apparent for Title I schools. At the same time, the proportion of higher performing Title I schools remained smaller than that for Non-

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	<b>Evaluation Highlights</b>	
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Title I schools, and the proportion of low performing Title I schools remained larger than the corresponding figure for Non-Title I schools.



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## Evaluation Highlights

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### STUDENT ACHIEVEMENT FCAT NORM REFERENCED TEST

In 2001, the norm referenced component of the Florida Comprehensive Assessment Test (FCAT NRT) was administered to students attending grades 3-10 in district schools. This test is a secure version of the Stanford Achievement Test, Ninth Edition (SAT-9). The commercially available version of SAT-9 was administered to grade 2 students as part of the countywide testing program. Both the FCAT NRT and SAT-9 are standardized, norm referenced achievement tests consisting of multiple-choice items. In the following text these tests will be collectively referred to as Norm Referenced Tests (NRT). Students' NRT achievement results are reported in terms of scaled scores that can range from a low of about 400 in grade 2 to a high of about 900 in grade 10.

The Title I and Non-Title I students' reading and mathematics performance on the NRT expressed by their average scaled scores is shown in Figure B-13. Note that these results do not represent the progress of individual students. Rather, they provide a snapshot of student achievement in the district in 2001. It can be seen that the students' average reading and mathematics NRT scaled scores increased from one grade level to the next. One exception to that trend is that the average reading scaled scores decreased from 8<sup>th</sup> to 9<sup>th</sup> grade. This period corresponds to the transition between middle and high schools. It can also be observed that students in Non-Title I schools outperformed their counterparts in Title I schools in both academic disciplines at all grade levels tested. The margin of difference varied between 18 and 26 scaled score points in both the mathematics and reading subtests of the NRT. It is important to note that the average 2001 NRT scores in both subjects were higher than those in 2000 for students in grades 2 through 8 in both Title I and Non-Title I schools with one exception only (5<sup>th</sup> grade average scores in mathematics for both types of schools). As mentioned earlier, there were not any senior high Title I schools in 2000, so the year-to-year comparison of the average NRT scores could not be made at the senior high school level.

Trends in NRT reading and mathematics achievement for the three major racial/ethnic groups are shown in Figure B-14. Since Title I students in grades 9 and 10 represented only one school, the achievement data for these students are not included in this and subsequent figures. It can be observed that White students, as a group, achieved higher average scores than their Hispanic counterparts, who, in turn, achieved higher scores than Black students. This trend was evident in both Title I and Non-Title I schools and in both academic areas. Another observable trend is that students of all racial/ethnic groups in Title I schools achieved lower results on both mathematics and reading NRT than did their counterparts in Non-Title I schools.

Figure B-15 displays 2001 reading and mathematics NRT results by the students' free/reduced price lunch eligibility (FRL). Again, the figure shows the negative impact of poverty on student educational attainment. Both FRL and Non-FRL students in Non-Title I schools achieved higher average scores in reading and mathematics than did their counterparts in Title I schools. Additionally, the Non-FRL students had higher average scores in both academic disciplines than FRL students did in both Title I and Non-Title I schools.

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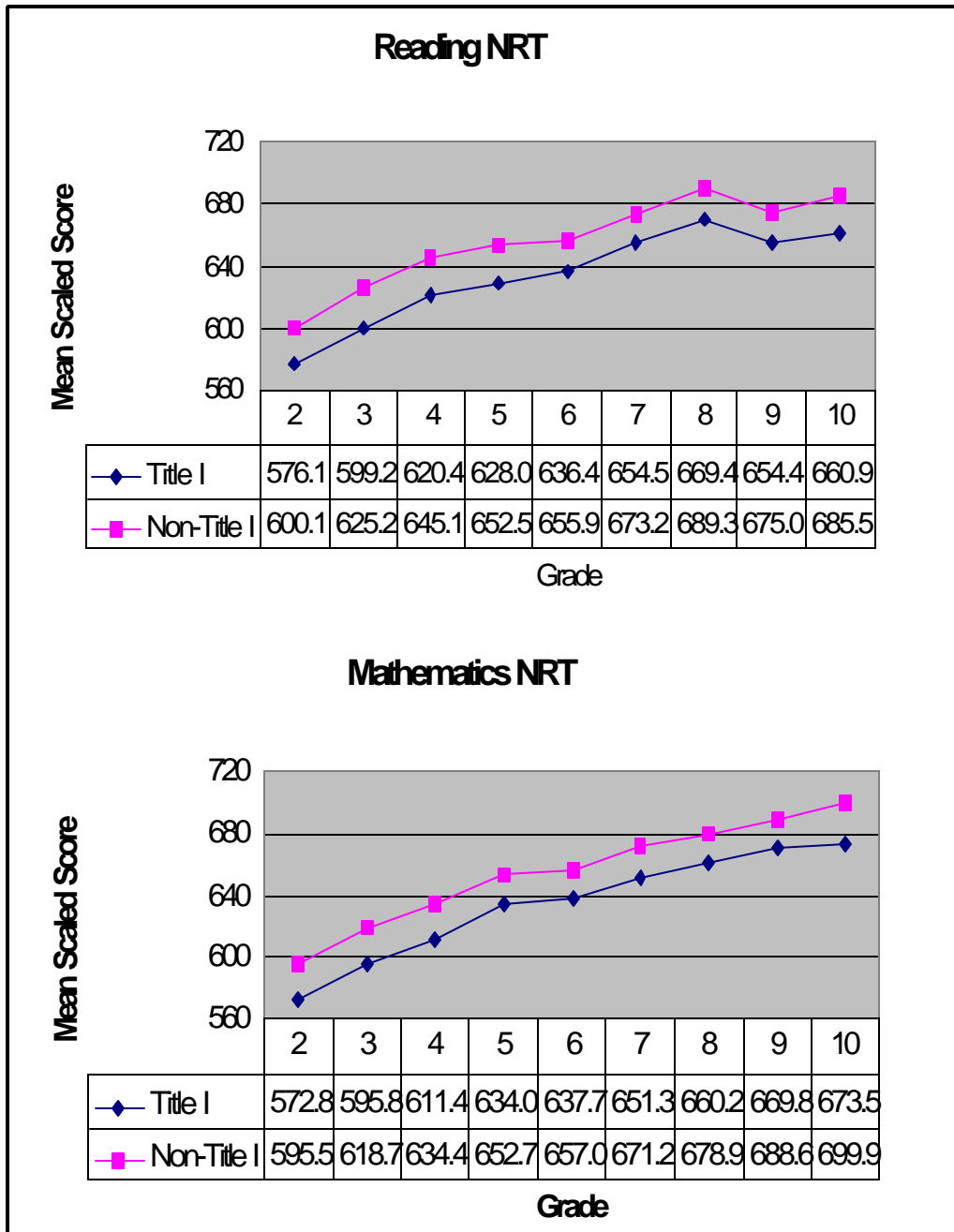
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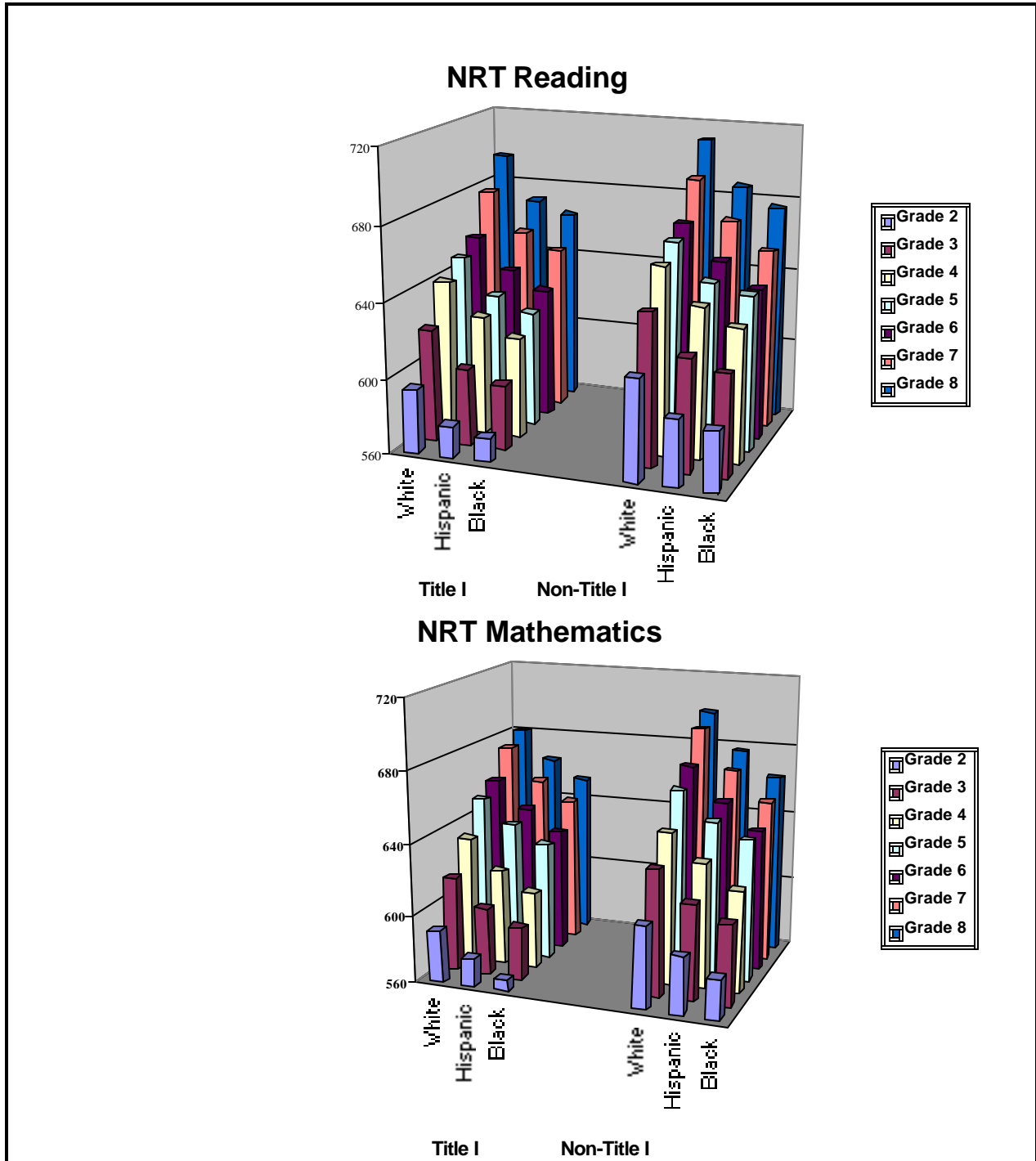
Figure B-16 shows 2001 reading and mathematics results by students' Limited English Proficiency status across grade levels. It is evident that students in Non-Title I schools outperformed their counterparts in Title I schools for all LEP categories in both academic disciplines. It should be noted that Former LEP students in Title I schools again achieved higher average scores than did their peers who had never been enrolled in the ESOL program. This outcome was apparent for students at all grade levels shown on the mathematics component and for almost all grade levels on the reading component of the NRT. This finding corroborates similar results for Former LEP students in the Title I schools on the FCAT SSS reported earlier. It shows the success of the ESOL program in Title I schools in bringing the academic results of LEP students on par with those of native speakers of English.

## Evaluation Highlights



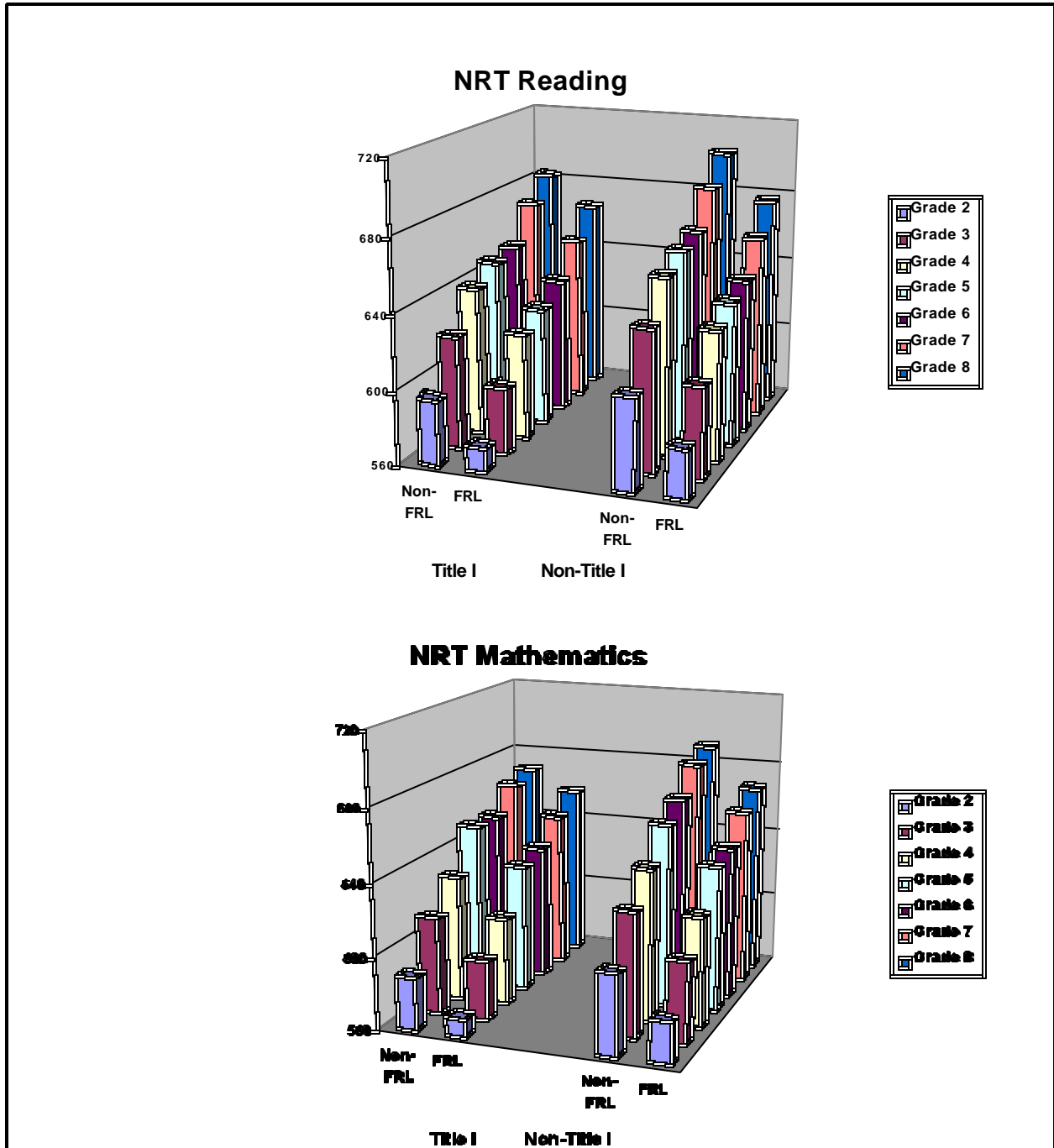
**Figure B-13.** 2001 NRT Reading and Mathematics Results. Note that achievement results for students in 9<sup>th</sup> and 10<sup>th</sup> grades of Title I schools are based on one Title I school only.

## Evaluation Highlights



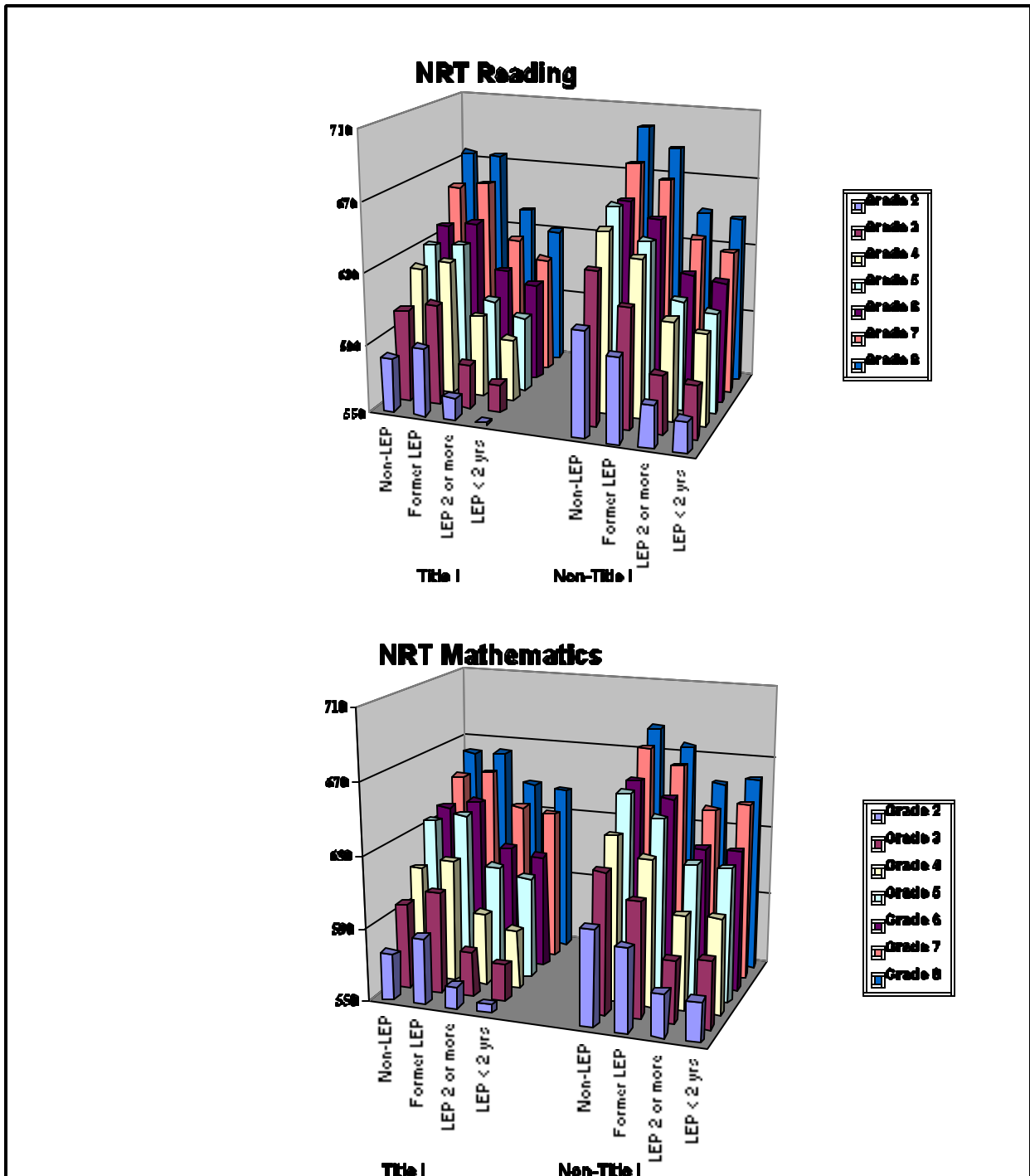
**Figure B-14.** Trends in 2001 NRT Reading and Mathematics scaled scores for major racial/ethnic groups, by grade level.

## Evaluation Highlights



**Figure B-15.** Trends in 2001 NRT Reading and Mathematics scaled scores, by free/reduced price lunch status and grade level.

## Evaluation Highlights



**Figure B-16.** Trends in 2001 NRT Reading and Mathematics scaled scores, by Limited English Proficiency status and grade level.

## CONCLUSIONS

The student achievement outcomes examined in this report revealed that considerable progress was made in the course of the last three school years. The number and proportion of schools receiving performance grades of “D” or “F” decreased dramatically during this period for both Title I and Non-Title I schools in the district. Similarly, the number and percentage of schools graded in higher performance categories of “A”, “B”, and “C” increased substantially for Title I and Non-Title I schools during the same period. Both Title I and Non-Title I schools made substantial progress in increasing the proportions of students who meet the minimum performance criteria in reading, mathematics, or writing during the last two school years. In Title I schools, this progress was especially noteworthy for the 4<sup>th</sup> grade students in reading, 5<sup>th</sup> and 8<sup>th</sup> grade students in mathematics, and 4<sup>th</sup> grade students in writing. The ESOL program in Title I schools was successful in bringing the academic results of LEP students on par with those of native speakers of English. In fact, the Former LEP students in Title I schools performed better on both the FCAT SSS and FCAT NRT than did students who had never been enrolled in the ESOL program.

Students and faculty in Title I schools face very challenging educational tasks. More than two-thirds of students in these schools come from poor, minority households. The 2001 student achievement levels in these schools were consistently lower than those in more affluent schools. This achievement gap was evident on all major components of the district’s assessment program and for all disaggregated student groups. The student achievement results regarding the difference in performance of students in Title I schools and their peers in more affluent schools were consistent with those reported in the earlier editions of this report. The existence of the achievement gap is not a new phenomenon, nor is it restricted to our district. In fact, it is a well-recognized phenomenon that exists not only on the local, but also on the national and state levels. Addressing this problem will require focusing a broad range of national, state, and local resources as well as the energy and expertise of staff members on real achievement by all students.

	<p><b>Parental Involvement</b> Daysi H. Naya Steven M. Urdegar</p>	
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## Parental Involvement

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### EXECUTIVE SUMMARY

During the 2000-01 school year, the Title I program was implemented in 164 public schools, and 13 non-public schools, serving approximately 157,000 students in kindergarten through grade 12. Pivotal to increasing achievement is increasing the parents' role in the education of their children. This evaluation examines the district and school level initiatives that promoted parental involvement in the schools implementing Title I projects during the 2000-01 school year.

It was found that the district increased its effort to enlist parental participation in Title I funded schools during the 2000-01 school year. Evidence was seen that the number of activities held for parents increased somewhat while the average attendance at those events decreased slightly. The school level administrators appear to be implementing practices that enhance participation at such events.

Principals recognized the major barriers to involvement noted by the parents. The identified barriers included schedules conflicting with parents' working hours, the lack of time or interest in participation, lack of transportation, and language barriers. Various strategies, including flexible scheduling and translating services, were implemented to remove those barriers. Schools relied heavily on phone calls, parent-teacher conferences, flyers, home visits and newsletters to promote parental involvement. Activities available for parents included: parent workshops, volunteer programs, PTA meetings, open school nights, and award ceremonies for students' accomplishments. Even though nearly all of the principals indicated that assistance was provided to accommodate parents with special needs, the parents were not typically aware of this assistance. If parents need such arrangements to participate in school functions, this lack of awareness may negatively impact parental participation.

The Parent Outreach Program, implemented by Community Involvement Specialists (CIS) and coordinated through the regional offices, serves as the front line in initiating parental participation through the use of phone-calls, home-visits, and organizing parent meetings/workshops. The CIS's primary goal was to reach out to parents and to draw them in to participate in school activities and functions. Their efforts were concentrated on parents whose children were having difficulty in school. Such services are crucial to the parental involvement efforts of all Title I funded schools.

Each year parents 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 School Improvement Plan, which specifies goals for the school in the coming year. The requirements for involving parents in these school decision making activities seem to have been met. In fact, parent awareness of these activities has substantially increased from the previous year.

Thus, while the district's efforts to increase parental participation in schools implementing the Title I program have made progress, much work remains to be accomplished. Many barriers to parental involvement have been addressed, yet many parents remain uninvolved in school activities. The district should continue to explore new means for improving parental involvement in the schools.

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## INTRODUCTION

The Title I statute, reauthorized as the Improving America's Schools Act (P.L. 103-382), has shifted the emphasis from a remedial program with low expectations for disadvantaged children to a high performance program dedicated to helping such children meet the same challenging academic standards required of all children. Pivotal to the attainment of these goals is an increase in the role of parents in the education of their children. Beginning in the 1995-96 school year, a fixed percentage of the Title I budget allocated to each school was earmarked for the promotion of parental participation. In addition, the law mandated an annual evaluation of the district and school level initiatives which promoted parental involvement. The following section delineates 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 which establishes expectations for parent involvement districtwide. 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 parental involvement.
- ! Coordinate and integrate parental involvement strategies across schools.
- ! Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.

### **School Level Implementation**

Each school served by Title I is required to develop a school level parental 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 parental involvement program, explain the requirements, and discuss parent's right to be involved.
- ! Offer a flexible number of meetings, provide for transportation and/or child care to facilitate parental 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.

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- ! Build capacity for parental 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 parental involvement and ways to reach out to, work with, and communicate with parents; (4) coordinating and integrating school level parental involvement programs with those offered by the district or region; and (5) using any and all additional strategies required to promote parental involvement.
- ! Provide accessibility for special needs groups of parents such as the disabled, limited English proficient, and semi-literate.
- ! Provide for parental information.

One district level program specifically targets the provision of information and resources to parents of Title I students, the Parent Outreach Program. The Title I Parent Outreach Program (POP) 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, inservice activities, and training sessions; and implement plans for conducting home visits during and after school hours. One way in which parents are encouraged to participate is through the activities of the Community Involvement Specialists (CIS) who work in the Title I schools.

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## Parental Involvement

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### DESIGN OF THE EVALUATION

An evaluation of the parental involvement component at Title I schools is mandated by the Improving America's Schools Act. The evaluation was conducted during the 2000-01 school year in all public and non-public schools that receive Title I funding. The evaluation was guided by a series of questions:

1. Has the district succeeded in building capacity for parental involvement?
2. Were annual meetings held to introduce parents to the Parental Involvement Program?
3. Were parents involved in school level decision making?
4. What were the major barriers to parental 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?
6. What was the role of the Parent Outreach Program?

In order to address these questions, data were drawn from the following sources: 1) a Survey of Principals distributed to all Title I funded public and non-public schools; 2) a Parent Survey distributed to parents in all Title I funded public and non-public schools; 3) written records from the Miami-Dade County Public Schools (MDCPS) regional offices; and 4) observations conducted during site visits at MDCPS schools.

A survey was sent to all the principals of Title I funded schools to ascertain their experiences in providing for parental involvement at the school and district levels. The purpose of this survey was to: 1) identify successful parental involvement strategies and make them available to other schools; and 2) identify areas in need of improvement. A total of 164 public schools, and 13 non-public school principals were targeted to receive the Survey of Principals. Of the public school principals, 150 returned completed surveys, resulting in a return rate of 91.5 percent. However, the return rate for the non-public schools was only 30.8 percent (n=4). Responses of the public and non-public school principals are combined in subsequent analyses.

Parent Surveys were distributed in English, Spanish, and Haitian-Creole to the parents of students attending Title I funded public and non-public schools to elicit their perception of the Parental Involvement Program. All of the 164 public and 13 non-public schools were targeted to participate in this activity. The Parent Surveys were distributed in each public school to one randomly selected fourth grade or eighth grade class. In addition, surveys were distributed in each non-public school to the parents of participating Title I funded students attending fourth grade. If the targeted grade was not present at a school, an adjacent grade was chosen. The teachers of the selected classes distributed them to all of their students, who in turn were instructed to take them home and return them to the teachers after their parents had completed them. Each teacher recorded the number of students to whom surveys were distributed as well as the number of surveys returned to them. Completed surveys were forwarded to the Office of Evaluation and Research.

Table C-1 shows the number of schools and parents targeted to participate, and those who participated in the survey. A total of 4920 surveys were distributed to the public school parents (see Table C-1). Of

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these, 2532 were completed and returned. These surveys represented 51.5 percent of the parents in public schools targeted to receive surveys. This return rate is somewhat higher than is typical of parent response rates to such surveys. As such, the responses should be representative of the parents in Title I public schools. An additional 390 surveys were distributed to parents in the non-public schools. A low return rate of 4.1 percent (n=16) was obtained from the non-public schools. With such a low return, conclusions regarding the opinions of non-public school parents can not be drawn. The responses from public and non-public school parents are combined in subsequent analyses.

Information about the Parent Outreach Program in the public schools was also obtained during six site visits conducted in Title I middle schools during May 2001. During these visits, evaluators interviewed Community Involvement Specialists, reviewed available records and materials, and observed instructional activities. Additional information was obtained through written records provided by each of the five regional MDCPS Title I administrative offices and from the Title I Parental Involvement End-of-Year Summary Reports which document the Community Involvement Specialists' activities.

**Table C-1  
Return Rate for the Parents Survey**

	Targeted	Responded	
	n	n	%
<b>Public Schools</b>			
Schools	164	150	91.5
Parents	4920	2532	51.5
<b>Non-Public Schools</b>			
Schools	13	4	30.8
Parents	390	16	4.1

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### RESULTS OF THE EVALUATION

The evaluation of the Title I parental involvement component was conducted in Spring 2001. It targeted all public schools: elementary, middle and senior as well as non-public schools in Miami-Dade County implementing the Title I program. The following results were obtained from an examination of the data from surveys of parents and principals, as well as school and district written records. Results are organized in terms of the previously stated evaluation questions.

#### Building Capacity for Parental Involvement

On the Survey of Principals, one item addressed the percentage of the schools' Title I budget that had been spent for the Parental Involvement Component. The average value was 9.2 percent, in contrast with the required allocation of 1 percent. The principals were also asked to provide information about the level of parental involvement at their school. They were asked to estimate the number of workshops or meetings held each month and the total number of parents attending these activities. This information was requested for both the current (2000-01) and the prior (1999-2000) school years. A summary of their responses is presented in Table C-2 including the mean number of parental activities and attendance figures.

**Table C- 2**  
**Average Participation at Parent Activities**  
**Across Title I Schools**

Month	1999-2000			2000-01		
	Number of Activities	Total Attendance <sup>1</sup>	Average Attendance	Number of Activities	Total Attendance <sup>1</sup>	Average Attendance
September	2.1	168.5	80.2	2.7	174.1	64.5
October	3.2	357.3	111.7	3.6	355.5	98.8
November	3.0	104.6	34.9	3.7	133.5	36.1
December	2.6	108.4	41.7	2.7	111.2	41.2
January	2.5	63.4	25.4	2.8	68.5	24.5
February	3.1	99.2	32.0	3.7	120.2	32.5
March	3.0	78.6	26.2	2.8	77.4	27.6
April	2.4	76.5	31.9	2.7	92.0	34.1
May	3.1	93.9	30.3	3.5	100.6	28.8
June	2.8	158.4	56.6	3.2	169.8	53.8
<b>Total</b>	<b>27.8</b>	<b>1308.8</b>	<b>47.1</b>	<b>31.4</b>	<b>1402.8</b>	<b>44.7</b>

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Note. The figures provided by principals for May and June 2001 are projected values.

<sup>1</sup>Total attendance represents a duplicated count of parents at the activities held.

Table C-2 indicates that an average of 27.8 activities were conducted at the schools during the 1999-2000 school year and an average of 31.4 activities were conducted during the 2000-01 school year. This suggests that the number of activities increased. A further examination of the results indicates that an average of 44.7 parents typically attended activities in 2000-01, as compared to 47.1 in the previous year. Thus, while the number of activities increased from the 1999-2000 to the 2000-01 school year, the average number of parents attending each activity decreased somewhat.

As a means of increasing parental involvement, the district supported the efforts of the schools by providing assistance to parents in the form of informational workshops and training. The results indicate that workshops were held in some schools which covered each of the topics listed on the survey as shown in Table C-3. The table shows the number and percentage of principals and parents who listed each topic. The topic mentioned most frequently by both groups was geared toward informing parents of ways they can help their children improve their academic achievement. Additional topics included workshops in test taking skills, and the new performance standards/ assessment. More than half of the principals also noted offering training with new materials designed to improve academic achievement, literacy training for parents, and workshops on child development issues. In addition, a small percentage of the principals and parents reported the existence of classes to teach parents to speak English.

**Table C- 3**  
**Topics Covered in Workshops, Training and Activities**

	Principals		Parents	
	n	%	n	%
Helping parents work with their children to improve their academic achievement	146	97.3	1468	57.4
Test taking skills	138	94.5	1213	47.4
Performance standards/assessment	140	93.3	1069	41.8
Child development issues	104	69.3	854	33.4
Literacy training for parents	91	60.7	746	29.2
New materials designed to improve academic achievement	84	56.0	602	23.5
English instruction for parents	57	38.0	578	22.6



## Parental Involvement

### Annual Meetings

Schools typically conduct regular parent meetings for the purpose of disseminating information and providing orientation to the school. In fact, schools are required by statute to convene an annual introductory meeting, typically in September, to introduce parents to the Title I program, provide orientation to available services, and kickoff the new school year. While 100.0 percent of the responding principals (n=150) indicated that an annual meeting was held, only 63.3 percent (n=1603) of the parents recalled such a meeting, and only 49.3 percent (n=1076) indicated that they attended it. Across all Title I schools, principals reported that an average of 348 parents per school attended the introductory meeting. 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 parental involvement component; (3) opportunities for parental participation in Title I activities; and (4) ways to notify parents about Title I activities and convenient times for future meetings.

### Parental Involvement in School Level Decision Making

Parental involvement in decision making was addressed in both the Survey of Principals and the Parent Survey. Three types of decision making activities were discussed: parental participation in the development of a parent involvement policy, a Parent School Compact, and a School Improvement Plan (SIP). A summary of the results appears in Table C- 4.

**Table C- 4**  
**Survey Responses Regarding Parental Involvement**  
**in School Level Decision Making**

	Parent Involvement Policy % (n)	Parent School Compact % (n)	School Improvement Plan % (n)
Principals: Developed	95.3 (142)	97.3 (145)	97.3 (145)
Parents: Awareness	56.5 (1446)	43.5 (1114)	56.2 (1437)

A parent involvement team at each school is responsible for developing a parent involvement policy. The responding principals (100.0 percent, n=150) concurred that the teams in their schools were ethnically and economically representative of the surrounding communities. The typical parent involvement team consisted of two administrators, five teachers, five parents, and two students. As Table C- 4 shows, 95.3 percent (n=142) of the principals indicated that a parent involvement policy had been developed in their school. Over half (56.5 percent, n=1446) of the parents were aware of their school's parent involvement policy, up from 36.7 percent the previous year.

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## Parental Involvement

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The purpose of the Parent School Compact is to delineate how the responsibility for the education of children should be partitioned between the school and the home. The principals (97.3 percent, n=145) indicated that a Parent School Compact had been developed in their schools. Fewer parents were aware of this document than of the parent involvement policy discussed above (43.5 percent, n=1114). Nonetheless, considerably higher percentages were aware of it in the 2000-01 school year than in the previous year (29.1percent).

Parental involvement is also mandated in the yearly development of a SIP at each school. It is achieved through mandatory representation of parents on the schools' Educational Excellence School Advisory Council (EESAC). The EESAC oversees the development and implementation of the SIP. It is composed, on the average, of one administrator, seven teachers, six parents, and two students. The principals maintain that parents were advised of their right to attach comments to their SIP (97.3 percent, n=145) if they were dissatisfied. As Table C-4 shows, the parents' responses regarding their awareness of this process is somewhat similar to that of the parent involvement policy discussed above. In the 2000-01 school year, 56.2 percent (n=1437) of the parents were familiar with the School Improvement Plan, up from 38.3 percent the previous year. Thus, with regard to the three decision making activities targeted, it appears that requirements for involving parents have been met. In fact, the percentage of parents who were aware of these activities has increased considerably from the previous year.

### **Barriers to Parental Involvement**

On the surveys, the principals and parents were asked to list the greatest barriers to parental involvement at their school. The number and percentage of the respondents who listed each barrier are shown in Table C-5. Percentages are based on the total number of principals and parents who responded to this open-ended question. The barrier most frequently identified by the principals and the parents involved scheduling, conflicts with the parents' working hours, and lack of time. The next most cited barrier involved motivational factors: apathy, lack of interest, or a sense of not belonging. Additional barriers included a lack of transportation to events, language barriers, and child care and family obligation which precluded participation. One barrier, lack of information or late notification of events, could be avoided by improving communications between the home and school.

School principals and parents were also asked to indicate what arrangements had been made to increase parental involvement at their school. Table C- 6 shows a summary of their responses. As shown, the majority of the principals and about half of the parents noted that activities were scheduled at times convenient for parents and that translation/interpretation had been employed. Approximately half of the principals reported the provision of child care to allow parents to participate. Transportation had also been provided by 20.7 percent of the principals. Approximately half of the responding parents agreed that flexible scheduling and interpretation and/or translation were provided; however, few were aware of the provision of child care and the availability of transportation.

	<b>Parental Involvement</b>	
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**Table C- 5**  
**Barriers to Parental Involvement in the Public Schools**

	Principals		Parents	
	n	%	n	%
1. Scheduling, conflict with working hours and lack of time	100	76.3	786	48.3
2. Apathy, lack of interest, and sense of belonging	42	32.1	212	13.0
3. Transportation	34	26.0	179	11.0
4. Language barrier	34	26.0	83	5.1
5. Lack of information or late notification	23	17.6	216	13.2
6. Child care/family obligations	22	16.8	150	9.2

**Table C- 6**  
**Arrangements Used to Increase Parental Involvement**

	Principals		Parents	
	n	%	n	%
Flexible Scheduling	134	89.3	1346	52.6
Translation/Interpretation	124	82.7	1111	43.4
Child Care	86	57.3	545	21.3
Transportation Provided	31	20.7	378	14.8

The surveys also addressed strategies used to communicate with parents. These results are shown in Table C-7. Nearly all of the principals reported utilizing the strategies presented on the survey to contact parents, with one exception, radio. These strategies included phone calls, school meetings and workshops, parent/teacher conferences, flyers, home visits, and newsletters. Lower percentages of the parents indicated that they were aware of their school using these strategies to promote parental involvement. As the table shows, over half of the parents reported that they were aware of school meetings and workshops, and parent-teacher conferences. Nearly half of the parents report that they were aware of the use of phone calls, flyers and newsletters as a mean to increase parental involvement.

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**Table C-7**  
**Strategies/Methods Used to Increase Parental Involvement**

	Principals		Parent	
	n	%	n	%
1. School meetings and workshops	148	98.7	1433	56.0
2. Phone calls	147	98.0	1112	43.5
3. Parent - teacher conferences	146	97.3	1367	53.4
4. Flyers	143	95.3	1193	46.6
5. Home Visits	127	84.7	671	26.2
6. Newsletter	112	74.7	1110	43.4
7. Radio	19	13.0	113	4.4

The principals and parents were also asked to denote what activities were offered at their schools for parents. It may be seen that each of the seven activities listed were employed in attempts to increase parental involvement. In fact, nearly all principals reported offering parental workshops, opportunities to volunteer, PTA meetings, open school nights, and student award ceremonies. While the majority of the parents were aware of PTA meetings, open school nights, and parent workshops they were less aware of the other activities. Table C- 8 presents a summary of the results.

**Table C- 8**  
**Awareness of Activities Available for Parents**

	Principals		Parents	
	n	%	n	%
1. Volunteering	149	99.3	1265	49.4
2. Open school nights	146	97.3	1647	64.4
3. Parent workshops	145	96.7	1284	50.2
4. PTA meetings	143	95.3	1860	72.3
5. Student awards	142	94.7	1222	47.8

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6. Luncheons/dinners	102	68.0	816	31.9
7. Prize drawings	90	60.0	590	23.1

Principals and parents also provided suggestions to improve parental involvement. Their responses addressed the barriers to parental involvement that have already been discussed. In addition to the strategies already mentioned, parents indicated the need for better communication between parents and children, more information, and more frequent and interesting activities/meetings.

### Strategies for Increasing Involvement of Parents with Special Needs

Principals were asked about strategies provided by the district to help foster the participation of parents with special needs. The principals indicated that various offices in the district provided support to accommodate parents with the following categories of special needs: limited English proficiency, physical challenges, and economic disadvantages.

Overall, 83.3 percent of the principals indicated that assistance was provided to economically disadvantaged parents; 35.2 percent of the parents were aware of such support. Overall, 43.3 percent of the principals indicated that accommodations were made for the physically challenged parents, with 27.6 percent of the parents indicating awareness of such services. In addition, while 87.3 percent of the principals indicated that assistance was available for the parents with limited English proficiency, 56.4 percent of the parents were aware of such provisions. It should be noted that parents who do not require accommodations may not be aware of provisions that are available. However, if parents do require accommodations, this lack of awareness may negatively impact parental participation.

### Parent Outreach Program

The activities of the MDCPS Parent Outreach Program are coordinated through the districts' regional administrative offices. A total of 108 full-time and 63 part-time federally funded Community Involvement Specialists (CIS) worked in the 164 Title I public schools during the 2000-01 school year. The regional office's Summary Reports (through April of each year) indicated that the CIS had conducted the activities noted on Table C- 9.

**Table C- 9**  
**Activities Conducted by the Community Involvement Specialists**

	1999-2000	2000-01
Complete visits	35,393	41,898
Phone calls	109,765	151,500

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Parent meetings/ workshops	4,433	2,916
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While these figures represent a duplicate count of parents who were visited or called, it does provide an indication of the volume of services provided. As the table shows, the numbers of complete home visits and phone calls increased since the previous year, whereas the number of parent meetings/workshops decreased when compared with the previous year. Other activities performed by the CIS during the 2000-01 school year included parent orientation meetings, Parent Advisory Council meetings, District Advisory Council training meetings, Home Learning Reading activities, family learning center activities, outreach office activities, computer training for parents and children, and parent recognition programs for attendance. Community Involvement Specialists also attended activities for their own professional development such as orientation meetings and training at the district level.

Interviews were conducted with the CIS at 5 public middle schools during site visits held in May 2001. All of the interviewed CIS staff (5) verified that they had informed the parents of Title I children of the following purposes of the program: the instructional objectives of the Title I program; methods of insuring that the schools and parents work together; opportunities for parents who lacked literacy skills or whose native language is other than English; and various training opportunities for parents and staff as well as the availability of school-based parent education programs, inservice activities, and training sessions.

The CIS indicated that they spent an average of 50.0 percent of a typical day visiting homes; 18.0 percent making phone contacts; 27.0 percent completing paperwork; and 5.0 percent in other activities. The other activities included attending workshops and meetings, participating in community activities, planning parent conferences, and meeting or training with parents. Among the topics offered in the parent education programs, the most often mentioned were test taking skills, parenting skills, helping students in reading, mathematics, writing, and science; crafts; discipline techniques; and technology.

The CIS interviewed in 5 of the middle schools visited were asked to rank the reasons they conduct home visits. The average rankings of the most prevalent reasons were:

7. Invite parents to participate in school activities such as workshops, volunteer programs, etc.
8. Problems with students' grades, conduct or attendance.
9. Encourage parents to talk with their child's teacher.

In the middle schools visited, the CIS mainly concentrated on visiting parents whose children were having difficulty in school. During the visits, they addressed two issues: encouraging the parents to become involved in school activities, and addressing the child's problems. Across Title I schools, the services provided by the CIS are considered to be crucial to parental involvement efforts.

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	<b>Parental Involvement</b>	
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## CONCLUSIONS

This evaluation examines the district and school level initiatives which promoted parental involvement in the schools that implemented Title I projects during the 2000-01 school year. The sources of data for the evaluation included surveys of public and non-public principals and parents; interviews with Community Involvement Specialists; and district records. The evaluation was guided by a series of questions. The results are described below.

### **1. Has the district succeeded in building the capacity for parental involvement?**

Schools efforts to increase the level of parental participation in Title I funded schools continued during the 2000-01 school year. While evidence indicates that the overall number of activities held for parents increased somewhat from the 1999-2000 school year to the 2000-01 school year, the average number of parents attending each event decreased slightly.

### **2. Were annual meetings held to introduce parents to the Parental Involvement Component?**

Annual meetings were offered at all Title I funded locations with the purpose of introducing the program to the parents and to inform them of the availability of training and assistance at the school. The principals and parents agreed that the following topics were covered at the annual meeting: (1) a description of the Title I program; (2) an explanation of the parental involvement component; (3) opportunities for parental participation in Title I activities; and (4) ways to notify parents to improve participation and attendance.

### **3. Were parents involved in school level decision making?**

Each year parents 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 School Improvement Plan, which specifies goals for the school in the coming year. The requirement for involving parents in these school level decision making activities appears to have been met. In fact, the parents' awareness of these activities has increased considerably from the previous year.

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

Principals recognized the major barriers to involvement noted by the parents. Identified barriers included conflicting schedules with parents' working hours, and lack of time and/or interest in participation. In addition, principals noted that transportation and language served as barriers to prevent parental participation. Strategies were implemented to address those barriers. Schools relied heavily on phone calls, parent-teacher conferences, flyers, home visits, and newsletters to promote parental involvement. Activities available for parents included: parent workshops, volunteer programs, PTA meetings, open school nights, and award ceremonies for students' accomplishments.

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	<b>Parental Involvement</b>	
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**5. What strategies did the district use to improve accessibility for participation and provide for the diverse needs of parents?**

The principals indicated that various offices in the district lent assistance in providing accommodations to parents who are limited English proficient, economically disadvantaged, and, to a lesser extent, physically challenged. However, such accommodations were not generally known to the parents. If parents need such arrangements to participate in school functions, this lack of awareness may negatively impact parental participation.

**6. What was the role of the Parent Outreach Program?**

The Parent Outreach Program implemented by Community Involvement Specialists (CIS) and coordinated through the regional offices, serves as the front line in initiating parental participation through the use of phone-calls, home-visits, and the scheduling of parent meetings/workshops/ conferences. In the middle schools visited, the CIS's efforts were concentrated on visiting parents whose children were having difficulty in school. CIS both encourage parents to become involved in school activities, and help parents address problems. Such services are crucial to the parental involvement efforts of all Title I funded schools.





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	<p><b>Instructional Programs</b> Linda R.W. Sorhaindo</p>	
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## Instructional Programs

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### Summary

During the 2000-01 school year, 164 Miami-Dade County Public Schools (MDCPS) implemented Title I programs. In the ongoing effort to raise the level of student achievement, these schools offered a variety of programs to supplement the standard curriculum. At their discretion, schools developed programs that addressed their particular needs or selected from a variety of nationally recognized instructional programs. This report briefly describes the most widely implemented programs in the district's Title I schools and lists the schools implementing these programs.

The Office of Federal Programs and Grants Administration in the Miami-Dade County Public Schools identifies the best practices and programs available from around the nation and makes these programs available to the district's 164 Title I schools. The programs available include school restructuring models, curriculum-based models, social/developmental models, and technological models. These programs are chosen to supplement and complement the curriculum and culture of the school. The schools are free to adopt any or none of these programs, identify other successful programs, or develop their own programs to address the specific needs of their student population.

### PROGRAMS MOST WIDELY IMPLEMENTED

To identify the instructional programs in use in the Title I schools during the 2000-01 school year, a survey was developed by the Office of Evaluation and Research and completed by an administrator at each school. Table D-1 lists the 25 most widely implemented programs and projects identified by the administrators. Each of these programs was implemented in twenty-five or more Title I schools. Also shown in the table are the total number of Title I schools that offered each program and the subject area or objective targeted by the program.

Efforts to enhance academic achievement by extending the amount of time students received instruction ranked number one as a program component. In 153 of the 164 Title I schools either Saturday, before, or after school tutorial sessions were offered. This represents 93% of all Title I schools.

The next most widely offered program component, Accelerated Reader, was implemented in 145 Title I schools during the 2000-01 school year. Four additional programs that sought to supplement the traditional curriculum through a focus on reading achievement were also among the most widely implemented. They were the Comprehensive Reading Plan, America Reads, Success for All (SFA) and Junior Great Books.

Six other programs stressed overall enhancement of academics. Along with the Extended Day programs these programs represent more than a quarter of the top twenty-five. They include the Academic Enrichment Program (AEP), Teaching Enrichment Activities to Minorities (TEAM), Structured Thinking for Academic Reform (STAR), the Primary Academic Curriculum Enhancement (PACE), Higher Order Thinking Skills (HOTS), and Multicultural Themes.

## Instructional Programs

Underscoring the district's focus on providing educational opportunities for its youngest learners, the High Scope Educational Approach, a pre-kindergarten enrichment program ranked number six of the programs offered at Title I schools. It was offered by 94, or 71%, of the Title I elementary schools. This is in direct alignment with the latest research which points out the significance of early childhood education.

**Table D-1  
Twenty-Five Most Widely Implemented Programs**

Program	Area of Emphasis	# of Schools
Extended Day (After/Before/Saturday Tutorials)	Academic Enhancement	153
Accelerated Reader	Reading	145
Academic Excellence Program (AEP)	Academic Enhancement	116
Comprehensive Reading Program	Reading	110
Urban Systemic Program (USP)	Mathematics and Science	99
High Scope Educational Approach	Pre-K Enrichment	94
Writing Across the Curriculum (WAC)	Writing	82
Teaching Enrichment Activities to Minorities (TEAM)	Academic Enhancement	72
Full Option Science System (FOSS)	Science	66
Peacefully Resolving our Unsettled Differences (PROUD)	Conflict Resolution	63
Jostens Computerized Curriculum	Technology(Reading/Math)	58
America Reads	Reading	58
Computer Curriculum Corporation - Successmaker	Technology(Reading/Math)	43
Success for All (SFA)	Reading	39
Junior Great Books	Reading	37
Acaletics	Mathematics	36
Structured Thinking for Academic Reform (STAR)	Academic Enhancement	34
Flexible Schedule Model	School Restructuring	34
Primary Academic Curriculum Enhancement (PACE)	Academic Enhancement	33
Higher Order Thinking Skills (HOTS)	Academic Enhancement	33
Multicultural Theme	Academic Enhancement	32
Teaching & Learning with Computers	Technology(Reading/Math)	31
Kids & the Power of Work (KAPOW)	Career Exploration	30
Mathematics in Context	Mathematics	28
Strings Training Program	Arts and Culture	25

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## Instructional Programs

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Nine of the most widely implemented programs targeted specific academic subjects. They included the five reading programs already mentioned; two mathematics programs, Acaletics and Mathematics in Context; a science program, Full Option Science System (FOSS); the Urban Systemic Program (USP), which targets both mathematics and science; and a writing program, Writing Across the Curriculum. In addition, three programs focused on technology: Jostens Computerized Curriculum, Computer Curriculum Corporation's Successmaker, and Teaching and Learning with Computers.

The four remaining most widely implemented programs addressed other aspects within the schools: conflict resolution, through Peacefully Resolving Our Unsettled Differences (PROUD); school restructuring, with Flexible Schedule Models; career exploration, through Kids and the Power of Work, (KAPOW); and culture and the arts, through the Strings Training Program. A brief description of each of the top twenty-five programs follows.

### PROGRAM DESCRIPTIONS

**Academic Excellence Program (AEP)** - The Academic Excellence Program is designed to augment the curriculum for academically talented students at the elementary school level. The program stresses advanced academic learning skills that are necessary for effective work in all subjects. These skills include inquiry, analysis, synthesis, and evaluation.

**Acaletics** - Acaletics is a comprehensive mathematics acceleration program. The program is designed to provide a system of tools and services to teachers in an effort to strategically improve the achievement and test scores of students.

**Accelerated Reader** - Accelerated Reader employs technology to provide immediate and constructive feedback to students so as to direct ongoing reading practice. Additionally, the program provides a system to manage and motivate student reading of self-selected books at the appropriate level within the student's zone of proximal development.

**America Reads** - America Reads is a federal grant program designed to: (1) provide students with the skills and support needed to learn to read well and independently, and (2) teach every student to read by the end of third grade. The America Reads program employs research-based methods in an attempt to improve the instructional practices of teachers and other instructional staff. The main focus of America Reads is on hearing the flow of language as the story is read to the children.

**Comprehensive Reading Plan (CRP)** - The Comprehensive Reading Plan is a framework for teaching reading as a balanced approach to literacy. It's goal is to supplement developmental, accelerated, and pro-active reading program requirements that will ensure that students can read on grade level before entering third grade.

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## Instructional Programs

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**Computer Curriculum Corporation's (CCC) Successmaker** - Successmaker is an intensive, computer-based, supplementary management system for early childhood language arts, mathematics, and science. The program creates a customized curriculum for each child by analyzing performance data and adjusting its presentation and strategies accordingly.

**Extended Day Programs** - Additional instructional time is provided to students in small groups or one-on-one. These programs meet before and/or after school, or on Saturday in some schools. The primary goal is to provide enrichment to students along with remediation. In addition to tutoring, some programs offer mentoring and other services.

**Flexible Schedule Model** - Schools replace the normal daily bell schedule with various configurations, the most widely implemented being rotating blocks. Other components may include team teaching and floating elective teachers.

**Full Option Science System (FOSS)** - FOSS is an elementary school science program which incorporates time-honored methodologies such as hands-on inquiry and interdisciplinary projects with contemporary methodologies such as multi-sensory observation and collaborative learning groups. Development of the FOSS program was guided by recent advances in the understanding of how children think and learn.

**Higher Order Thinking Skills (HOTS)** - is a thinking development program for Title I students in Grades 4-8 that combines the use of computers and Socratic teaching in a creative way in accordance with the latest brain theory. The result is a highly interactive and challenging learning environment that develops the key thinking skills that underlie all learning, and thereby improves all aspects of academic and social development.

**High Scope Educational Approach** - High Scope provides an organizational framework for pre-kindergarten teachers and children. Attention to the balance between child-initiated and teacher-initiated activities is central to the implementation of this curriculum. Developmentally appropriate assessment procedures are used to improve the quality of the program on an ongoing basis.

**Jostens Computerized Curriculum** - Jostens Computerized Curriculum is a collection of computer-based instructional programs in reading, mathematics, and language arts/writing. It is based on a pedagogy that selects the method that best relates to the subject matter and utilizes the unique features of a computer for delivering instruction.

**Junior Great Books** - Junior Great Books is an inquiry-based reading approach aimed at developing children's critical-thinking skills and encouraging a lifelong love of literature. Students read, pose thought provoking questions, and discuss a variety of literary works.

**Kids and the Power of Work (KAPOW)** - KAPOW is a national network of business-elementary school partnerships. KAPOW partners teach elementary students about the world of work, help them discover a

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	<b>Instructional Programs</b>	
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broad range of jobs and opportunities, motivate them toward seeing work as a positive option for their future, and convey the importance of staying in school.

**Mathematics in Context (MIC)** - Mathematics in Context is a comprehensive mathematics curriculum. The MIC program focuses on a hands-on approach to elementary and middle grades mathematics stressing conceptual knowledge through the development of higher order cognitive thinking skills. MIC is aligned with the NCTM standards, State of Florida Grade Level Expectations, and the MDCPS Competency Based Curriculum.

**Multicultural Themes** - The Multicultural Themes program supports the district's initiative on Multicultural Education by providing programs that prepare students to function successfully in a culturally and linguistically diverse community. Units are available for United Nations Day, and Hispanic, Italian-American, Native-American, Asian-American, Haitian-American Heritage, National Black History, and Women's History months.

**Peacefully Resolving our Unsettled Differences (PROUD)** - PROUD is a peer mediation program designed to train staff, parents, and students in the use of positive approaches to prevent and/or resolve conflict and violence. The PROUD program has two major goals: (1) reduce violence and decrease anger and aggression through training in nonviolent methods of conflict resolution, and (2) reduce the amount of instructional time lost in the process of dealing with disruptive behavior and conflict.

**Primary Academic Curriculum Enhancement (PACE)** - PACE is a kindergarten through grade two program designed to provide an activity-based curriculum. It focuses on developing a new approach to the teacher-learner relationship. Teachers are trained to encourage and give students opportunities to develop their thinking skills, to ask questions, to investigate alternative solutions to problems, and to respond to open-ended questions.

**Strings Training Program** - The Strings Training Program is designed to provide positive musical experiences on the violin, viola, cello, and bass on the elementary school level. Students have the opportunity to work side-by-side with members of the New World Symphony and may also audition for the Superintendent's annual Honors Orchestra. The purpose of the program is to insure that orchestras flourish in the middle and high schools in the Miami-Dade County Public Schools.

**Structured Thinking for Academic Reform (STAR)** - Project STAR is designed to provide students with an activity-based curriculum that has as its central focus the enhancement of thinking skills. Teachers are trained to encourage students and to give them opportunities to develop their thinking skills, ask questions, investigate alternative solutions to problems, respond to open-ended questions, and work cooperatively for the mutual benefit of each member of the group.

**Success for All (SFA)** - The SFA program, developed by Johns Hopkins University, is designed to meet the needs of children who come from economically deprived backgrounds. There are several key elements



	<b>Instructional Programs</b>	
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that must be included in a school’s implementation plan: (1) one-to-one tutoring, (2) a full-time facilitator, (3) homogeneous ability grouping during the reading periods, (4) a preschool program, (5) cooperative learning, and a (6) Family Support Team designed to work with parents.

**Teaching and Learning with Computers (TLC)** - The TLC project is a partnership between MDCPS and IBM. It provides schools with computers, printers, servers, and professional development on curriculum software for their teachers.

**Teaching Enrichment Activities to Minorities (TEAM)** - TEAM was designed to provide identified students with higher-order thinking skills instruction in a self-contained elementary school classroom setting. TEAM integrates higher order thinking skills instruction with all subject areas.

**Urban Systemic Program (USP)** - The USP is designed to provide an integrated structure to the science and mathematics programs in schools. The program serves to monitor textbook selections and decisions on courses students can take in math and science, develop curriculum for mathematics and science, provide professional development for teachers, inform administrators about mandates related to math and science, and organize activities for students.

**Writing Across the Curriculum (WAC)** - Students in schools implementing the Writing Across the Curriculum program participate in writing activities that are integrated throughout the curriculum and are included in all segments of instruction. Writing is approached as a part of each subject area and not as a separate entity.

### EFFECTIVENESS RANKING

An effort was made to determine how schools assess the impact of the various programs being implemented. Each respondent was asked to specify the top five programs they believe to be having the greatest positive impact on their students academic achievement. The results were compiled to determine an overall ranking. Programs ranked as #1 were assigned five points; programs ranked as #2 were assigned four points; #3, three points; #4, two points; and those ranked #5 were assigned one point. These points were totaled across schools producing the results shown in Table D-2.

**Table D-2  
Number of Schools Ranking Top Rated Programs**

Program		Rankings						Total Points
		1	2	3	4	5	Total	
<b>1</b>	Comprehensive Reading Plan	49	15	9	3	5	81	343

	<b>Instructional Programs</b>	
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<b>2</b>	Extended Day/Tutorials	6	15	24	26	19	90	233
<b>3</b>	Accelerated Reader	13	18	13	10	8	62	204
<b>4</b>	Writing Across the Curriculum	7	10	11	6	6	40	126
<b>5</b>	CCC Successmaker	5	9	7	6	2	29	96

Note that the rankings are influenced not only by their perceived impact, but also by the number of schools in which they are implemented. As such, highly effective programs, implemented in few schools, will not receive a high overall ranking. Table D-2 shows that the Comprehensive Reading Plan received the highest overall ranking, listed by 81 schools and ranked as #1 by 49 schools. The extended day/tutorial programs, which ranked #2, were actually listed by a greater number of schools(90). Rounding out the top five rated programs were Accelerated Reader, Writing Across the Curriculum, and CCC Successmaker.

### PROGRAMS IN TITLE I SCHOOLS

Table D-3 provides a summary of the top 25 programs offered in each of the 164 Title I funded schools in the district. A check “T” denotes which of the twenty-five most widely implemented programs were offered at each school during the 2000-01 school year. For example, on the first page of Table D-3, Avocado Elementary School (# 0161) offered the Academic Excellence Program, Accelerated Reader, the Comprehensive Reading Plan, Extended Day, FOSS, High Scope, PROUD, and the Urban Systemic Program(USP) for a total of 7 out of the 25 most widely implemented programs. Continuing with this example, Avocado Elementary offered two additional programs as indicated by the number two that appears in the “Other Programs” column. As such, Avocado Elementary, offered nine programs in addition to the standard curriculum. Overall an average of about 12 programs were offered in each school.

Over 200 programs, were offered at Title I schools during the 2000-01 school year. Many of these additional programs were developed internally in response to the specific needs of the school’s student population and were offered in only that one school. The programs covered a variety of areas, including reading, mathematics, writing, science, language arts, preschool, physical fitness, personal development and other projects presented as one time events. Some programs provided activities in more than one area. A complete listing of these programs is included in the Appendix beginning on page 63.

**Table D-3  
Most Widely Implemented Programs in Title I Funded Schools**

<b>PROGRAM</b>		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
0040	Liberty City Charter					/	/																				1	3
0081	Allapattah	/		/		/	/			/												/	/	/	/	/	9	
0100	The Mater Center			/								/					/					/				/	5	
0101	Arcola Lake	/		/				/		/		/										/				/	2	9
0111	Angelou, Maya	/			/	/	/			/	/					/							/	/			1	
0121	Auburndale	/		/				/		/	/		/	/		/							/			/	8	
0161	Avacado	/		/		/	/	/		/									/						/	2	9	
0261	Bel-Aire	/		/		/	/			/	/							/		/			/		/	1		
0300	Rosa Parks															/										/	5	7
0321	Biscayne	/				/	/			/	/	/	/	/			/	/	/	/	/			/	/	/	1	
0361	Biscayne Gardens	/	/	/	/			/		/	/	/	/	/			/	/	/			/	/	/	/	/	2	
0401	Blanton, Van E.	/		/		/	/	/		/	/	/											/			7		
0461	Brentwood	/	/	/		/				/	/	/					/	/					/	/	/	8		
0481	Bright, J. H.	/		/	/	/	/	/				/											/	/	/	5		
0521	Broadmoor		/	/								/	/						/			/	/	/		4	12	
0561	Bryan, W. J.	/		/	/	/	/	/		/	/	/						/	/	/				/		4	16	
0641	Bunche Park	/	/	/		/		/		/		/										/	/			1	9	
0651	Campbell Drive	/	/	/	/	/	/	/		/	/	/	/	/			/	/	/			/	/	/	/	/	3	
0661	Caribbean	/		/		/	/	/		/	/					/	/	/		/				/	/	1		
0681	Carol City			/	/	/	/	/		/						/	/	/		/				/		2		
0761	Fienberg/Fisher	/	/	/		/	/	/	/	/	/	/	/	/			/	/	/	/	/	/	/	/	/	/		17

Table D-3, continued

PROGRAM		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
0771	Chapman, William	/						/		/	/										/	/			/	/	2	10
0801	Citrus Grove	/		/							/	/		/											/		2	9
0861	Colonial Drive	/		/	/	/		/		/	/	/		/				/	/	/					/		6	19
0881	Comstock			/	/	/		/	/	/		/		/		/	/				/		/		/			13
1121	Coral Way	/			/	/		/	/	/	/		/	/	/		/							/			2	15
1161	Crestview	/		/	/	/	/	/		/	/				/			/	/	/				/	/	/		15
1361	Douglass, Frederick	/		/	/	/	/	/		/														/			1	9
1401	Drew, Charles R.	/		/	/			/						/										/	/	3	10	
1441	Dunbar	/	/	/			/	/			/		/									/		/	/	1	11	
1481	DuPuis, John G.	/		/		/		/	/		/		/				/							/		/	19	29
1521	Earhart, Amelia	/	/	/	/	/		/		/	/			/		/	/							/	/	8	20	
1561	Earlington Heights			/	/			/			/											/		/		1	7	
1601	Edison Park	/	/	/			/	/					/									/		/	/		9	
1681	Evans, Lillie C.			/				/														/					3	
1801	Fairlawn	/		/	/	/		/				/		/							/			/		2	11	
1841	Flagami	/		/		/		/			/	/	/	/		/	/	/	/	/				/	/	1	16	
1881	Flagler, Henry M.	/		/		/	/	/			/		/													1	8	
1921	Flamingo	/		/	/			/			/	/	/	/						/				/	/	/	4	16
1961	Floral Heights	/		/			/	/						/					/		/	/		/	/		10	
2001	Florida City	/		/			/	/		/	/								/			/			/		9	
2041	Franklin, Benjamin	/	/	/				/			/	/	/			/	/		/		/	/	/	/	/	/		15
2081	Fulford	/		/	/	/		/			/	/	/	/				/	/	/			/	/	/	2	18	

Table D-3, continued

PROGRAM		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
2161	Golden Glades	/		/		/		/			/		/		/			/	/	/					/		1	12
2241	Gratigny	/		/	/	/		/			/													/	/			8
2281	Greynolds Park	/		/				/		/	/	/	/	/	/		/		/		/		/	/	/	/		16
2321	Gulfstream	/		/		/		/		/	/			/												/		8
2331	Hadley, Charles R.	/		/		/		/		/		/	/														5	12
2351	Hartner, Eneida M.	/	/	/			/	/			/			/								/					1	9
2361	Hialeah	/		/	/	/		/		/	/	/	/											/		/		11
2401	Hibiscus	/		/	/	/		/			/						/	/	/				/		/	/	1	12
2501	Holmes	/		/	/	/		/			/	/	/								/				/		4	15
2531	Crowder, Thena			/				/														/						3
2621	Johnson, J.W.					/					/																2	4
2661	Kensington Park	/		/	/	/	/	/			/		/												/	/	6	16
2761	King, Martin Luther		/	/				/				/													/			5
2781	Kinloch Park	/		/	/	/	/	/	/	/	/	/	/			/		/		/				/	/		7	21
2801	Lake Stevens	/		/			/		/	/	/	/	/					/				/		/	/			11
2821	Lakeview	/		/		/		/			/										/		/	/	/			9
2901	Leisure City				/		/	/		/	/											/		/		/	6	14
2911	Lentin, Linda	/	/	/	/	/		/		/	/					/						/	/				1	12
2941	Saunders, Laura C.	/		/			/	/		/	/											/					3	10
2981	Liberty City	/					/	/	/	/				/							/	/						8
3021	Little River	/	/	/				/				/									/	/		/	/	/	2	10

Table D-3, continued

PROGRAM		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
3041	Lorah Park	/	/	/	/	/		/		/	/		/					/						/			4	15
3051	Louverture,	/		/			/	/		/	/	/										/	/			/	3	13
3141	Meadowlane	/		/		/	/	/					/	/				/										8
3181	Melrose	/					/	/		/	/		/								/	/		/	/		2	12
3241	Miami Gardens					/	/	/		/	/			/		/	/	/		/			/	/	/		4	16
3261	Miami Heights	/		/	/	/		/	/	/	/	/				/		/	/	/					/	/	1	16
3301	Miami Park	/	/	/	/	/		/																	/		7	
3341	Miami Shores	/		/		/				/	/		/												/		3	10
3421	Milam, M.A.	/		/	/	/		/		/	/	/		/	/	/			/				/	/	/	/	1	16
3431	Miller, Phyllis R	/	/	/		/		/		/		/															1	8
3501	Morningside	/		/			/	/			/											/	/				2	9
3541	Moton, R. R.	/	/	/	/	/	/	/	/	/	/		/	/					/					/	/		4	19
3581	Myrtle Grove	/		/		/		/		/	/	/							/				/	/	/			11
3621	Naranja	/	/	/	/	/		/		/								/		/			/	/	/	1	13	
3661	Natural Bridge	/		/	/	/		/		/		/						/	/	/			/	/	/		3	16
3701	Norland	/		/				/			/		/	/					/		/		/	/	/	/	2	14
3781	Barbara Hawkins	/		/	/	/		/					/												/	/		8
3821	North County	/	/	/				/		/	/	/	/				/					/		/	/			12
3861	North Glade	/		/				/		/	/													/	/			7
3901	North Hialeah	/		/	/	/		/		/	/					/	/						/	/			1	12
3941	North Miami	/		/	/	/		/		/	/	/	/	/				/		/			/	/	/		6	20

Table D-3, continued

PROGRAM SCHOOL		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
		3981	North Twin Lakes	/		/	/	/		/	/		/								/	/					/	/
4001	Norwood	/	/	/	/	/		/			/								/						/		2	11
4021	Oak Grove	/	/	/				/			/		/	/		/			/			/	/	/	/		2	15
4071	Olinda	/		/			/	/														/		/			2	8
4091	Olympia Heights	/		/		/		/		/	/		/				/				/		/	/	/	/	4	16
4121	Opa-locka	/		/	/	/		/		/		/	/	/					/					/	/	/	5	18
4171	Orchard Villa	/		/	/	/	/	/		/	/			/	/				/		/			/				13
4241	Palm Lakes	/		/	/	/	/			/	/		/	/											/		2	12
4261	Palm Springs	/		/	/	/		/		/	/	/	/	/		/	/							/	/		3	17
4301	Parkview	/	/	/				/										/		/					/			7
4341	Parkway	/		/		/		/			/					/									/	/	6	14
4391	Peskoe			/	/	/		/										/	/	/				/	/	/	14	24
4401	Pharr, Kelsey L.	/		/			/	/		/	/								/		/	/			/			10
4441	Pine Lake	/	/	/	/	/		/		/	/		/	/		/	/	/	/	/				/	/	/	1	18
4461	Pine Villa	/	/	/	/	/		/		/								/		/	/	/	/	/	/	/	4	18
4491	Reeves, Henry E. S.							/														/					4	6
4501	Poinciana Park	/		/	/			/		/	/		/								/	/			/		1	11
4541	Rainbow Park	/		/		/		/		/			/		/	/		/						/			2	11
4611	Redondo	/		/	/	/		/	/										/					/	/		4	13
4651	Richmond	/		/			/	/		/	/								/			/	/				4	13

Table D-3, continued

PROGRAM \ SCHOOL		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs
4681	Riverside			/			/	/			/	/										/	/	/			1	9
4801	Sabal Palm	/		/		/		/											/		/		/	/			1	9
4841	Santa Clara		/					/										/	/			/	/	/			2	9
4881	Scott Lake	/		/							/																1	4
4921	Seminole	/		/		/		/		/	/							/		/			/	/			1	11
4961	Shadowlawn	/		/			/				/			/							/	/			/		3	11
5001	Shenandoah	/		/	/	/	/	/			/		/		/	/												9
5021	Sheppard, Ben	/		/		/	/	/				/													/		6	13
5041	Silver Bluff	/		/	/	/		/			/									/					/			8
5051	Graham, Ernest R.	/		/		/		/	/	/		/	/	/	/	/	/	/	/	/			/	/	/	/	1	20
5081	Skyway	/	/			/	/	/		/	/	/		/	/				/				/	/	/		2	16
5091	South Pointe	/		/	/		/	/		/	/		/	/							/				/	/		12
5201	South Hialeah	/	/	/			/			/		/		/									/				3	11
5281	South Miami Heights	/		/	/	/		/		/	/							/	/	/					/	/	5	17
5321	Southside	/				/		/	/	/	/		/		/	/	/	/	/	/	/	/	/	/	/	/	2	19
5381	Stirrup, E. W. F.	/		/		/		/		/	/	/											/				2	10
5431	Sweetwater	/		/		/		/	/	/	/														/		1	9
5481	Treasure Island	/	/		/	/	/	/		/	/		/					/	/	/	/				/	/	1	16
5561	Tucker, F. S.	/	/	/	/	/	/	/		/	/	/	/						/				/					13
5601	Twin Lakes	/	/	/			/	/		/																	1	7
5711	Walters, Mae	/		/		/		/		/		/											/				1	8
5791	West Homestead	/	/	/			/	/									/	/		/		/	/	/	/			11



Table D-3, continued

PROGRAM \ SCHOOL		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs	
5861	West Little River	/	/	/					/		/		/	/								/							8
5901	Westview						/	/	/	/	/		/						/			/			/		1	10	
5931	Wheatley, Phillis	/		/	/	/	/	/		/	/				/		/		/							/	3	15	
5971	Young, Nathan	/		/		/								/											/	1	6		
5981	Whigham	/		/		/		/		/		/		/	/				/			/	/		/			12	
6011	Allapattah Middle			/		/		/	/							/			/	/				/	/	4	13		
6020	Aspira	/		/		/		/								/	/					/	/		/	1	10		
6031	Brownsville Middle			/		/		/	/											/				/	/	4	11		
6050	Youth Co-op Charter			/		/		/																			3		
6051	Carol City Middle			/		/		/			/						/		/					/	/	5	13		
6061	Campbell Dr. Middle			/		/		/	/			/		/	/				/			/	/		/		11		
6081	Centennial Middle			/	/	/		/			/					/	/		/			/	/		/	/	1	13	
6091	Citrus Grove Middle			/		/	/	/	/			/												/			7		
6121	Dario, Ruben Middle			/		/		/	/							/			/					/		1	8		
6141	Drew, Charles Middle		/	/		/		/			/													/	/	1	8		
6171	Filer, Henry H.			/		/		/			/	/							/					/	/		8		
6231	Hialeah Middle			/		/		/														/				1	5		
6251	Homestead Middle			/		/	/	/		/	/						/		/					/	/	5	15		
6281	Jefferson, T. Middle					/		/				/							/					/	/	3	9		
6301	Kennedy, J.F. Middle			/		/		/	/		/						/		/			/		/	/	4	14		
6331	Kinloch Park Middle			/		/	/	/	/			/				/						/		/		5	14		

Table D-3, continued

PROGRAM		SCHOOL																											
		Academic Excellence	Acaletics	Accelerated Reader	America Reads	Comprehensive Reading Plan	CCC Success Maker	Extended Day	Flexible Schedule Model	FOSS	High Scope	HOTS	Jostens Computerized Curriculum	Junior Great Books	KAPOW	Mathematics In Context	Multicultural Themes	PACE	PROUD	STAR	Strings Training	SFA	Teaching & Learning w/Computers	TEAM	USP	WAC	Number of Other Programs	Total Number of Programs	
6351	Lake Stevens			/		/		/																	/		1	5	
6361	De Diego, Jose Middle			/		/		/															/		/				5
6391	Madison Middle			/		/		/	/										/						/		9	15	
6411	Mann, Horace					/		/	/						/				/						/		5	11	
6421	Marti, Jose Middle			/		/		/	/												/						2	7	
6431	Mays Middle			/	/	/		/							/										/	/	3	10	
6481	Miami Edison Middle			/		/		/	/			/													/	/	4	11	
6521	Miami Springs Middle			/		/		/	/			/							/						/		3	10	
6541	Nautilus Middle	/		/		/		/	/															/	/	2	9		
6591	North Dade Middle		/	/	/	/		/	/			/				/		/			/			/	/	5	17		
6631	North Miami Middle		/	/		/		/	/			/							/						/		1	9	
6681	Palm Springs Middle			/		/		/																			4	7	
6761	Redland Middle			/		/		/	/	/		/				/		/				/		/	/	5	16		
6841	Shenandoah Middle			/				/											/		/		/	/				6	
6981	Westview Middle			/		/		/	/			/										/		/	/	1	9		
7791	Washington Senior			/	/	/		/	/		/					/						/			/	3	12		
TOTALS		116	36	145	58	110	43	153	34	66	94	33	58	37	30	28	32	33	63	34	25	39	31	72	99	82	336	1917	

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	<b>Instructional Programs</b>	
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## CONCLUSIONS

Over 200 different programs and projects were implemented in the district's Title I schools during the 2000-01 school year. These programs were used to enhance the success of our students. They included school restructuring models, curriculum-based models, social/developmental models, and technological models. The programs were selected to supplement and complement the curriculum and culture of the schools.

The twenty-five programs offered by the most Title I schools were listed and described. Programs that extended the traditional school day were the most widely offered. They were implemented in ninety-three percent of all Title I schools. In addition to the Extended Day programs, six of the other most widely implemented programs supplemented the traditional curriculum by focusing on a overall academics. Additionally, nine of the most widely implemented programs focused on enhancing students' academic achievement in specific content areas.

These findings reflect the district's emphasis on assisting its students in meeting high academic standards. Other areas that were targeted by the most widely implemented programs included career exploration, arts and culture, technology, early childhood education, school restructuring, and conflict resolution. An average of twelve programs were offered in each of the district's Title I schools.

The results of the 2000-01 review of the instructional programs available to students in the district's Title I schools echoed past findings. As was the case in prior school years, there seemed to be a concerted effort to match the programs and projects offered to the needs of the student population. The vast array of offerings being made available to the students is appropriate, given the tremendous diversity found within the student population in the Miami-Dade County Public Schools. The joint efforts of the district and the individual schools to provide our students with the best possible programs bode well for the continued improvement of the academic success of the children in the Miami-Dade County Public Schools.

	<b>Instructional Programs</b>	
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Appendix

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## Instructional Programs

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### ADDITIONAL PROGRAMS

Respondents were asked to list any other programs being offered at their schools (in addition to the programs listed on the survey instrument). Close to 200 were recorded in this manner. Following is a list of all programs being offered in Title I schools, grouped by program type. The top twenty-five most widely implemented programs are denoted with double asterisks (\*\*).

#### ACADEMIC ENHANCEMENT (not subject specific)

Academic Excellence Program (AEP)**	Item Bank
Advanced Learning System	Jostens Computerized Curriculum**
Advancing Academics	Lightspan
Alternative Education	Mediated Learning
Apple Distinguished School Technology Program	Middle School Enrichment
CBC	MIND
COMET	Mindplay
Computer Curriculum Corporation - (CCC) Success	Montessori
Core Knowledge	New Beginnings
Co-Teacher Model	Pre-Kindergarten ESE
Creative Educational Institute (CEI)	Primary Academic Curriculum Enhancement
Cyberstar	Project Plus
Daily Double Reading and Math	Project Right Beginnings
Eduquest	SARP
Environmental Theme	Sixth Grade Challenge
Extended Day**	Social Studies Best Practices
FCAT Enhancement Co-Teacher Model	Structuring Thinking for Academic Reform (STAR)**
FCAT Explorer	Teaching and Learning with Computers**
FCAT Friday	Teaching Enrichment Activities to Minorities (TEAM)**
FCAT Simulation	Thinking Thinks
Fourth grade alternative	Wasatch Interactive Learning
Gifted	Waterford
Higher Order Thinking Skills (HOTS)**	

#### CAREER

Bridges to Careers	Career to Work
Career Academy	Kids & the Power of Work (KAPOW)**
Career Day	Making a Job

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## Instructional Programs

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### GENERAL (Mentoring, Physical Fitness, Conflict Resolution, etc.)

Abstinence/ENABL	CBI
AIM	Character and Ethics
All About Me	Chess
Alliance Plus	Child Assault Prevention (CAPP)
ALS	Children's Psych Service
Asthma Program	Citibank Family Tech
Biomedical Env. Agric. Tech	Comer School Development Program (Yale University)
Blast Off!	Communications, Humanities and Technology
Brainchild	Compass
Bridges	Comprehensive School Reform Demonstration
Bus Safety	Connections
Creating Independence	Knowledge Works
CRISS	Microsociety
Curriculum Support	Multicultural Theme**
DARE	PEACE
DEAR	Peacefully Resolving Our Unsettled Differences (PROUD)**
Do the Right Thing	PLATO
Edmark	Project Better
Elite	Project Elite
Extended Media Center Access	Project Merit
Family Tech	Project Mind
Fit to Achieve	Project One
Fitness Gram	Project Teach
Future Investors Club	Project Vision
Gateway	Preparing Teachers for Technology
Gourmet Curriculum	PUSH
Haitian-American Interdisciplinary Teaching	Riggs
Heart to Heart	Sixth Grade Connection
Helping One to Achieve	Smile
Holocaust	Stranger Awareness
HOSTS Tutorial	Strings Training Program**
I Have A Dream	Tech Ed and Mentoring
Inclusion Program	TRACKS
Integrated/Connected Comprehensive Curriculum	U of M Professional Development School
International Education	UM/MDCP ModelProgram
International Studies	Youth Crime Watch
Kagen Cooperative Learning	

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## Instructional Programs

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### LANGUAGE ARTS/READING/BILINGUAL

Academy of Reading	Legado
Accelerated Reader Program**	Let's Go Read
African Voices	Let's Read
America Reads**	Literature Circles
Askia Learning Concepts	Newspaper in Education
ASPIRA	Parent Literacy
Bilingual 2000	PE Reads
Book-It Program	Phonological Awareness
Breakthrough to Literacy	Project Write Beginnings
Buddy Reading	Read 180
Commissioner's Reading Initiative	Read/Write Lab
Competency Based Curriculum	Readers
Comprehensive Reading Plan**	Reading Best Practices
Creative Publications	Reading Experience
DCPS/NAEP Project - Integrated Reading/Writing	Reading First
Developmental Reading	Reading Lab
Digital Talking Book	Saxon Phonics
Extended Bilingual	Shadowlawn's Literacy Project
Extended Foreign Language	Soar to Success
Failure Free Reading	SRA Direct Instruction Program/Reading
Family Literacy	Steck-Vaughn Integrated Reading
FCAT USA Today	Success for All - Roots and Wings (SFA)**
FCAT Writing	Teach Me Writing
Focus on Phonics	Waiting in the Wings
Governors Reading Grant	Wee Deliver
HABLE	Whale Tale's
Harry Potter Book Club	Write-On
I Read	Writer of the Month
ICU	Writing Across the Curriculum (WAC)**
Independent Reading	Writing Lab
In-house Intensive Reading	Writing Pictures
In-house Intensive Writing	Writing Resource Lab
Invitation to Literacy	Young Readers
Junior Great Books**	

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## Instructional Programs

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### MATHEMATICS

Acaletics**	Math Club
Accelerated Math	Math is Not Difficult
Addison Wesley Mathematics	Math Resources Lab
Alpha	Mathematics in Context**
Chicago Math	Motivational Math
Comprehensive Math/Science Plan	Sunshine Math
Developmental Mathematics	Urban Systemic Program (USP)**
Math and Science Literacy	

### PRE-SCHOOL/EARLY CHILDHOOD

Early Intervention	Headstart
Early Success	High Scope**
Florida First Start	Montessori

### SCHOOL RESTRUCTURING

Block Scheduling	Flexible Schedule Model**
Departmentalization	Full Service School Program
Flexible Homogeneous Grouping	Model Learning Environments

### SCIENCE

Comprehensive Math/Science Plan	SECME/SECME RISE
Full Option Science System (FOSS)*	Thinking Science
Math and Science Literacy	Urban Systemic Program (USP)**
Science Fair	Windows on Science
Science Lab	ZAP
Sci-TV	





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	<p><b>Title I Non-Public Schools</b> Daisy H. Naya</p>	
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## Title I Non-Public Schools

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### Summary

Thirteen non-public schools received funding through Title I during the 2000-01 school year. Twelve of the participating schools were non-public schools sponsored by the Archdiocese of Miami and one additional school was sponsored by the Seventh-Day Adventist Church. The twelve schools from the Archdiocese of Miami utilized Title I funds to implement an instructional program delivered by Sylvan Learning Systems. Sylvan provided a direct instructional model to identified students in small groups. The non-public school from the Seventh-Day Adventist Church elected to use its Title I funds to support a school-based tutorial program. A total of 526 students in kindergarten through grade seven received services from Sylvan. In addition, 95 students in grades three through eight received services in the school-based tutorial program. Due to differences in the services provided, the two program types were evaluated separately. Local reading objectives for students in first and second grade, based on final report card grades, were met by the participants in Sylvan. In grades three through eight, neither the Sylvan program nor the school-based tutorial program met the more stringent criteria customarily used by the Florida Department of Education for norm referenced assessments. The low success rate of the students participating in this program is a cause for great concern. However, as the programs were not in place for the full academic year, the results may not reflect the full impact of the instructional services.

### INTRODUCTION

Thirteen non-public schools received funding through Title I during the 2000-01 school year. Of these thirteen schools, twelve were operated by the Archdiocese of Miami and one was sponsored by the Seventh-Day Adventist Church. The Archdiocese of Miami selected Sylvan Learning Systems to provide instructional services in their schools, and a school-based tutorial program was implemented in the one school from the Seventh-Day Adventist Church. Due to contract negotiations and delays with the student allocation process, Sylvan did not implement their program until December 2000. Similar delays and scheduling conflicts occurred for the school-based tutorial program, postponing its implementation as well. Such delays were also experienced during the prior school year (1999-2000). In fact, to satisfy contractual obligations for the 1999-2000 school year, Sylvan provided supplementary services during Summer 2000, and in October and November 2000 (during contract negotiations for the 2000-01 school year). These obligations were satisfied. The following sections describe the services provided during the 2000-01 school year by Sylvan and in the school-based tutorial program.

#### **Sylvan Learning Systems**

Sylvan was retained by the Miami-Dade County Public Schools to deliver instructional services to eligible schools from the Archdiocese of Miami over a three year period. The 2000-01 school year was the second year of that contract. Twelve schools in the Archdiocese of Miami met the requirements for participation during this school year. Sylvan services consist of remedial teacher-directed instruction provided to eligible students in small groups during the school day. Teaching strategies utilize a diagnostic-prescriptive model.

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## Title I Non-Public Schools

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During the sessions, an emphasis is placed on the learning process through the development of critical thinking skills. In reading, instructional emphasis is placed on listening, speaking, reading, and writing. In math, the instructional emphasis is placed on problem solving and concept development through concrete experiences. The Sylvan instructional model consists of the following steps: student referral, diagnostic assessment, classroom teacher/school input, individual prescription, planned diagnostic instruction, small group instruction, daily lesson planning and review, and prescription updates. All materials required for the program were provided by Sylvan.

A curriculum supervisor from Sylvan conducted initial three-day on-site training sessions during October 2000 for designated Sylvan staff members at each school site. Training included reading and mathematics strategies for teachers, testing, and the curriculum. A second in-service training session was provided mid-year. In addition, monthly training sessions were provided to address administrative procedures and to clarify specific strategies and techniques.

During the 2000-01 school year, Sylvan provided up to five hours of instruction per week in each school. Students received instruction in reading, mathematics, or both subjects, based on their individual needs. The students' eligibility for services was determined by standardized test scores, and/or referral by a teacher, principal, or parent. This information, along with the specific content areas targeted for assistance, was documented on a Student Referral Form.

Seven full-time teachers and two part-time teachers provided services at the twelve school sites. A total of 526 students in kindergarten through grade seven received Sylvan instruction in reading and/or mathematics during regular school hours. Of the 526 students, 460 received reading services and 217 received mathematics services.

### **School-Based Tutorial Instruction**

The one non-public school sponsored by the Seventh-Day Adventist Church elected to use Title I funds to support a school-based tutorial instruction program. One part-time teacher was employed to tutor small groups of students on a pull-out basis during the regular school day. Forty minute tutorial sessions were held four days per week, dedicating two days weekly to reading and two days to mathematics. In addition to working with traditional workbooks and worksheets, the students practiced their skills on computers. All materials, software, and computer equipment was purchased with Title I funds.

The students' eligibility was determined by their Reading Comprehension and Total Mathematics scores on the Iowa Test of Basic Skills (ITBS). Identification of eligible students began in November 2000, with full implementation in December 2000. Students attended sessions for reading, mathematics, or both, based on their eligibility for each subject area. In all, 95 students in grades three through eight participated in the tutoring program. Of these, 76 received services in reading and 82 received services in mathematics.

## EVALUATION

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## Title I Non-Public Schools

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Students in kindergarten through grade seven received instruction by Sylvan. Students in grades three through eight participated in the school-based tutorial instruction. Customarily, the Florida Department of Education (FLDOE) has requested the evaluation of only fourth grade achievement in elementary schools and eighth grade achievement in middle schools. Due to the small number of students receiving services in the non-public schools, this local evaluation examines the performance of students in all grade levels where data are available. The FLDOE requires that 33 percent of elementary students and 40 percent of middle school students exceed the 50<sup>th</sup> percentile in reading and mathematics on norm referenced achievement tests (NRT). This is the criteria used to gauge the achievement of students in grades three and above.

Students in kindergarten through grade two do not take NRT tests. As such, the achievement of students in grades one and two is gauged by their final report card grades in reading and mathematics (i.e., the percentage receiving a “C” or above). The non-public schools do not assign report card grades to kindergarten students. As such, students in kindergarten are not included in this evaluation. Results will be presented separately for the schools implementing the Sylvan program and those offering the school based tutorial instruction.

### **Sylvan Learning Systems**

The local objective for students in grades 1 and 2 in the schools that elected to implement the Sylvan program was that the majority of the students would receive a final grade of “C” (satisfactory) or above on their report card in reading and mathematics. Table E-1 provides a summary of the results of the analysis of data obtained from school records. The twelve participating schools provided services to a total of 166 participants in first and second grades. Of these students, 156 received reading services and 68 received mathematics services.

As Table E-1 shows, 57.1 percent of the first grade students and 79.4 percent of the second grade students achieved final grades of “C” or above in reading. In addition, 55.0 percent of the first grade students and 75.0 percent of the second grade students who received Sylvan services in mathematics, achieved a final grade of “C” or above in that subject. Thus, the local objectives in reading and mathematics for students in grades 1 and 2 were achieved in the schools that received Sylvan services.

All of the non-public schools administer the ITBS to students in grades three through eight in the fall. Consequently, the results from the test administered during October 2001 must be used to measure achievement during the previous, 2000-01 school year. As such, eighth grade students who received services during the 2000-01 school year were no longer enrolled in the school when testing was completed. Attrition from one school year to the next also contributed to low percentages of students being evaluated in some grades.

**Title I Non-Public Schools**

**Table E-1  
Sylvan Instruction, Grades 1 and 2  
Final Reading and Mathematics Grades**

Subject	Grade	Services Provided n	Students Evaluated		“C” or above	
			n	%	n	%
Reading	1	79	70	88.6	40	57.1
	2	77	68	88.3	54	79.4
Mathematics	1	24	20	83.3	11	55.0
	2	44	36	81.8	27	75.0

The Sylvan students’ scores on the reading and mathematics subtests of the ITBS, administered in October 2001, were examined. The results are presented in Table E-2. Only 49.0 percent of the students served in reading and 55.8 percent of the students served in mathematics could be included in the evaluation sample. This level of attrition limits the scope of the analysis. However, of all the students evaluated in grades three through seven, only 14.6 percent scored above the 50<sup>th</sup> percentile in reading and 5.2 percent in mathematics. In fourth grade, (i.e., the grade level typically used for state evaluation purposes), only 13.3 percent of the students scored above the 50<sup>th</sup> percentile in reading and 11.1 percent in mathematics. This level of achievement does not meet the state’s criteria of 33 percent of fourth grade students scoring above the 50<sup>th</sup> percentile.

**Table E-2  
Sylvan Instruction, Grades 3-7  
Reading and Mathematics Achievement**

Grade	Participants	Services Provided by Sylvan		Students Evaluated				Students Scoring above the 50 <sup>th</sup> Percentile			
				N		%		Reading		Mathematics	
		Reading	Math	Reading	Math	Reading	Math	N	%	N	%
3	97	85	46	35	18	41.2	39.1	4	11.4	0	0.0
4	75	55	42	30	27	54.5	64.3	4	13.3	3	11.1
5	71	51	30	27	25	52.9	83.3	5	18.5	0	0.0
6	53	48	27	23	7	47.9	25.9	4	17.4	1	14.3

	<b>Title I Non-Public Schools</b>	
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7	12	12	0	8	--	66.6	----	1	12.5	--	---
<b>TOTAL</b>	308	251	138	123	77	49.0	55.8	18	14.6	4	5.2

In addition to the local objectives for schools, Sylvan’s objectives for grades three through seven are stated as follows: “Progress will be measured by pre/post testing results on the ITBS or any other standardized test. For 60 percent of the students who attend 64 hours of Sylvan reading and/or math instruction in a school year, Sylvan assures achievement growth in that targeted content area at a rate that exceeds the state expectations. Sylvan’s own objectives could not be evaluated during the 2000-01 school year since the 64 hours of instruction were not provided to any students during the specified time during the 2000-01 school year. This also limits the interpretation of the local objectives. As such, the results presented may not reflect the full impact of the Sylvan program.

### School-Based Tutorial Instruction

In the one non-public school offering school based tutorial instruction, reading and/or math services were offered only in grades three through eight. As no services were offered in kindergarten through second grade, no evaluation was completed at those grade levels.

Academic progress for the students in grades three through eight who received school-based tutorial instruction was gauged in the same manner described previously using FLDOE guidelines. As Table E-3 shows, a total of 95 students received school based reading and/or mathematics services in grades three through eight. Due to attrition and/or unavailable test scores, only 63 students (82.8 percent) were evaluated in reading, and 68 students (82.9 percent) in mathematics. Results are based on the student’s scores on the October 2001 administration of the reading and/or mathematics subtests of the ITBS. Results indicate that overall only 9.5 percent of the students scored above the 50<sup>th</sup> percentile in reading and 5.9 percent of the students scored above the 50<sup>th</sup> percentile in mathematics. As such, the level of academic achievement attained by the students in grades three through eight in the one non-public school that implemented school-based tutorial instruction did not meet the state’s criteria for achievement.

This school administers the same subtests of the ITBS yearly (unlike the schools operated by the Archdiocese of Miami which administers different subtests at alternate grade levels). As such, it is possible to examine gains in achievement over time, from pretest (Oct. 2000) to posttest (Oct. 2001). The results of this follow-up analysis are presented in Table E-4. The number of students evaluated in this analysis is slightly smaller than that of the previous analysis because a few students lacked pretest scores.



**Title I Non-Public Schools**

**Table E-3  
School Based Tutorial Instruction, Grades 3-8  
Reading and Mathematics Achievement**

Grade	Participants	Services provided by School-Based Tutorial Model		Students Evaluated				Students Scoring above the 50 <sup>th</sup> Percentile			
				N		%		Reading		Mathematics	
				Reading	Math	Reading	Math	Reading	Math	N	%
3	20	16	19	13	14	65.0	70.0	0	0.0	2	14.3
4	10	9	9	9	9	90.0	90.0	1	11.1	0	0.0
5	22	16	20	13	17	59.1	77.3	1	7.7	0	0.0
6	18	14	18	13	14	72.2	77.8	0	0.0	1	7.1
7	18	15	15	15	14	83.3	77.8	4	26.7	1	7.1
8	7	6	1	----	----	----	----	----	----	----	----
<b>TOTAL</b>	95	76	82	63	68	82.8	82.9	6	9.5	4	5.9

Note. 8<sup>th</sup> grade participants were no longer enrolled in the school when the posttests were administered in Oct.2001.

The students' pretest and posttest scores in reading and mathematics were compared. Percentile rank scores are used for all comparisons. The numbers and percentages of the students, who's scores improved are shown in Table E-4. As the table shows although few students met the criteria of scoring above the 50<sup>th</sup> percentile, 46.3 percent of the students who received reading services showed gain in reading achievement, and 52.3 percent of the students who received mathematics services showed gains in mathematics achievement on the ITBS. Thus, few students who participated in the school-based tutorial program met the criteria of scoring above the 50<sup>th</sup> percentile, but approximately half showed gains in achievement from the previous year.

In summary, the objectives in grades three through eight were not met by the non-public schools that received Title I services in the 2000-01 school year. This was true of the twelve schools that received services from Sylvan, and the one school that implemented its own tutorial program. It should be noted that since neither program was in place for a full academic year, the results may not reflect the full impact of the supplemental instructional services.

**Title I Non-Public Schools**

**Table E-4  
School-Based Tutorial Instruction  
Gains in Achievement, 2000 to 2001**

Grade	Participants	Evaluated		Gained			
		Reading	Mathematics	Reading		Mathematics	
		N	%	N	%	N	%
3	20	11	14	6	54.5	11	78.6
4	10	8	8	4	50.0	6	75.0
5	22	11	15	7	63.6	5	33.3
6	18	10	14	1	10.0	8	57.1
7	18	14	14	7	50.0	4	28.6
<b>TOTAL</b>	88	54	65	25	46.3	34	52.3

Note. 8<sup>th</sup> grade participants were no longer enrolled in the school when the posttests were administered in Oct.2001.

## CONCLUSION

Thirteen non-public schools received funding through Title I during the 2000-01 school year. Two different supplemental programs were implemented. Twelve schools sponsored by the Archdiocese of Miami opted to receive services from Sylvan Learning Systems, and one sponsored by the Seventh-Day Adventist Church offered a school-based tutorial program. Program implementation was delayed in all schools due to contract negotiations, conflicts with the student allocation process and/or scheduling conflicts. As such, full implementation of the program in the non-public schools did not occur until December 2000.

Sylvan provided a direct instructional program design, involving small group work with a teacher. The emphasis was placed on process as well as product. A total of 526 students in kindergarten through grade seven received reading and/or mathematics services during the second year of implementation. In the non-public school that elected to implement its own school-based tutorial program, materials and equipment were bought with Title I funds, and remedial tutorial services were offered to the 95 eligible students in grades three through eight.

The local objective, which focused on final report card grades in grades one and two, was met in the non-public schools utilizing the Sylvan program. No Title I services were provided in these grades utilizing the school-based instructional program.

In grades three through eight, the reading and mathematics objectives focused on attainment of state criterion on standardized achievement tests. These more stringent criteria were not met in either program. While attrition limited the number of students who could be included in the evaluation of this program, the low success rate of the students remaining in the program is a great cause for concern. It should be noted that the results may not reflect the full impact of the supplemental instructional services since neither program was implemented for the full academic year.

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<p><b>Title I Neglected and/or Delinquent Centers</b> Daisy H. Naya</p>
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## Title I Neglected and/or Delinquent Centers

### Summary

During the 2000-01 school year, 966 students in kindergarten through grade 12 received Title I reading and/or mathematics services in fourteen Neglected and Delinquent Centers. Due to the transient nature of the Neglected and Delinquent Centers' student population and failure of the majority of the centers to provide the requisite achievement data, the number of Title I participants for whom both pretest and posttest scores were available was very small. While reading and mathematics academic achievement scores improved for approximately two-thirds of the participants for whom test results were available, the results from this small sample can not be generalized to all program participants.

### EVALUATION

During the 2000-01 school year, 966 students in grades K-12 received Title I services in 14 Neglected and Delinquent Centers. Of these students, 821 students received reading services and 788 received mathematics services. Two instructional models were used: Extended Day and Pull-Out. The Extended Day model served 431 students in reading and 442 in mathematics. The Pull-Out model served 390 students in reading, and 346 students in mathematics.

Only three of the fourteen Neglected and Delinquent Centers provided the requisite academic achievement data for the 2000-01 school year. In addition, due to the transient nature of the Neglected and Delinquent Centers' student population, the number of Title I participants for whom both pretest and posttest scores were available was very small. The Reading Comprehension and Mathematics Concepts and Applications subtests of the California Achievement Tests (Form E, 1985 Edition) are administered to all eligible students when they enter the program. These scores serve as the pretest scores. The same subtests are administered again when the student exits from the program, if at least two months have elapsed. These scores serve as the posttest scores. If a student exits the program without previous notification, no posttest is administered. As such, only 34 students had both pretest and posttest reading and /or mathematics scores. Achievement gains were computed for each student with both pretest and posttest scores. The following results were obtained:

- ! Sixty-four percent (n=21) of the 33 students who received reading services for at least two months had scale score gains as measured by the Reading Comprehension subtest of the California Achievement Test.
- ! Only eight students received reading services for the entire 2000-01 school year. Of those, three students showed gains in reading achievement.
- ! Sixty- nine percent (n=22) of the 32 students who received mathematics services for at least two months had scale score gains as measured by the Mathematics Concepts and Applications subtest of the California Achievement Test.

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## Title I Neglected and/or Delinquent Centers

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- ! Only eight students received mathematics services for the entire 2000-01 school year. Of those, five students showed gains in mathematics achievement.

In conclusion, while 966 students received services through the Title I funded Neglected and Delinquent Centers, the academic progress of very few could be evaluated due to unavailable test results. The academic achievement improved for approximately two-thirds of the participants for whom test results were available. The findings were somewhat similar for students who had received reading and mathematics service for the entire 2000-01 school year. However, the academic progress of all students attending Neglected and Delinquent Centers can not be generalized from this small sample. Thus, no definite conclusions can be drawn regarding the academic achievement of the program's participants.

	<p><b>Title I Migrant Program</b> Daysi H. Naya</p>	
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## Title I Migrant Program

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### Summary

The Title I Migrant Program is designed to better equip the district's migrant students to succeed in school. Services were provided to 3202 migrant students from preschool through grade 12 during the 2000-01 school year. In addition, 2666 migrant students received services during the summer of 2001. Migrant students received services through the Title I grant, as they attended schools implementing the Title I program, and through a separately funded migrant program. The results, therefore, reflect services from both funding sources. Two major functions of the Migrant Education Program were to identify and recruit eligible students for participation and to provide educational and/or supportive services. The following components were offered by the Title I Migrant Program during the 2000-01 school year; (1) Migrant Early Childhood Learning Program (MECLP) for 3 and 4-year-olds; (2) Migrant Achievement Resources (MAR); (3) Migrant Education Consortium for Higher Achievement (MECHA); (4) Migrant Academic Planning and Achievement (MAPA); (5) Supportive Services; (6) Parental Involvement; (7) Advocacy; and (8) Summer Programs. The Title I Migrant Program achieved the vast majority of its objectives by focusing on improvement in academic grades, attendance rates, promotion rates, and dropout rates, as well as accrual of additional high school credits necessary for graduation and/or promotion. In addition, staff has reached out to the parents of migrant students and succeeded in increasing the level of involvement in their children's education and activities, as well as providing a variety of supportive services to the migrant community.

### INTRODUCTION

Virtually all migrant students are considered to be at-risk to fail academically due to their periodic relocation, and differences among state and local curricula and testing requirements. For this reason, the Title I Migrant Education Program was established to provide supplementary services to aid migrant students and their families. The Migrant Education Program implements supplemental programs to address low standardized test scores, below average reading levels, absenteeism, gaps in credit accrual, drop-out rates, and low parental participation. The following components were offered by the Title I Migrant Program during the 2000-01 school year: (1) the Migrant Early Childhood Learning Program (MECLP) for 3 and 4-year-olds; (2) Migrant Achievement Resources (MAR); (3) Migrant Education Consortium for Higher Achievement (MECHA); (4) Migrant Academic Planning and Achievement (MAPA); (5) Supportive Services; (6) Parental Involvement; (7) Advocacy; and (8) Summer Programs.

During the 2000-01 school year, 3202 migrant students were served in the Miami-Dade County Public Schools (MDCPS). The services offered to these students were primarily based at the three migrant housing centers located within the district (Royal Colonial, Redland, and South Dade) and at ten MDCPS schools. Migrant students received services through the Title I grant, as they attended schools implementing the Title I program, and through a separately funded migrant program. The results therefore reflect services from both funding sources.

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	<b>Title I Migrant Program</b>	
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## EVALUATION

An evaluator from the Office of Evaluation and Research visited selected migrant project sites during May 2001 to determine if components of the migrant program had been implemented as proposed by the Office of Grants Administration. During these visits the evaluator interviewed administrators, teachers, counselors, and paraprofessionals; reviewed class schedules; observed instructional activities; and reviewed program records. In addition, summary data were obtained from the MDCPS Office of Migrant Education for each of the program's components. A description of each program, the local objectives, and the evaluation findings are presented in the following sections.

### **Migrant Early Childhood Learning Program (MECLP)**

During the 2000-01 school year a total of 69 pre-kindergarten migrant students (18 three-year-olds and 51 four-year-olds) participated in the MECLP in two migrant centers: Royal Colonial, and Redland. The staff consisted of three full-time teachers, and four full-time paraprofessionals. Interviews with the staff, and observations of instructional activities were conducted at the two sites. In addition, the district-wide records of the program were reviewed. The data obtained from those sources provided an overview of the MECLP Program.

In order to attend the preschool program, students had to be classified as migrant. First priority for available class space was given to four-year-olds, followed by students three years of age. The students participated in this component five days a week with student/adult ratios of 10:1 at each of the migrant centers visited, thus matching the requirements specified in the project application. A paraprofessional was present in each of the migrant centers visited in addition to the regular teachers.

The High/Scope Preschool Key Experiences program was implemented in the MECLP. This program focuses on key experiences defined as those in which children have opportunities to make choices and decisions, manipulate materials, use language in personally meaningful ways, and receive appropriate adult support and guidance. Activities provided by the staff focused on: Social-Relations, Initiative, Creative Representation, Music and Movement, Language and Literacy, and Logic and Mathematics.

Two measures were utilized to determine growth for individual children. Results were based on only those students who received 90 days of instruction and from whom both pretest and posttest scores were available. It was expected that after 90 days of instruction in the MECLP, 80 percent of the students would gain five or more points from pretest to posttest on the Brigance Preschool Screen for three- and four-year-old children. In addition, it was expected that 80 percent of the students would also improve by one level on the Oral Language Proficiency Scale (OLPS) Interview after 120 days of instruction. The OLPS was revised by the MDCPS Division of Bilingual Education and World Languages in March 1999, and the revised version requires 120 days of program participation in order to analyze results.

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## Title I Migrant Program

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The students who fulfilled the participation criteria met the performance expectations for both objectives: the Brigance Preschool Screen, and the OLPS. Specifically, 97 percent (n= 40 out of 41) of the prekindergarten students gained five or more points from pretest to posttest on the Brigance Preschool Screen, thus meeting the school readiness objective. In addition, 95.7 percent (n= 76 out of 42) of the prekindergarten students improved one or more levels on the OLPS, which was above the performance expectation. Thus, both objectives of the MECLP were met.

### **Migrant Achievement Resources (MAR)**

The MAR component was conducted through the Neighborhood Learning Centers and Tutorial/ Homework Assistance Centers. The Neighborhood Learning Centers are located at two of the migrant housing centers: Redland and South Dade. Tutorial/Homework Assistance Centers are located at six schools with large migrant student populations: Chapman, Florida City, Leisure City, Redondo, Laura C. Saunders, and West Homestead Elementary Schools. The primary goal of the program was to provide supplemental instruction in language arts and homework assistance to fill the academic gaps of the migrant students. In addition, the MAR component provided enrichment activities such as Boy/Girl Scouts, snacks, and arts and crafts for migrant students. The MAR program at the centers also organized T-Ball and soccer teams which competed on Saturday mornings.

At both the Neighborhood Learning Centers and Tutorial/Homework Assistance Centers, students received individual or small group instruction in language arts based upon objectives developed from the MDCPS Competency Based Curriculum (CBC) and/or the Florida Sunshine State Standards (SSS) . The Migrant Education Program teacher completes a Tutorial Correlation Skills Checklist monthly, in cooperation with each student's reading or classroom teacher. Feedback from the classroom teacher provides the necessary information for planning individualized instruction. The staff included seven part-time teachers in addition to six full-time and fourteen part-time paraprofessionals.

A total of 235 participants in grades K-5 were served through the MAR tutorial/homework assistance programs. To qualify for participation, migrant students were assigned profile scores based on the following criteria:

1. Current migrant status,
2. Mobility (late arriving migrant students have priority),
3. Classroom teacher/counselor/administrator's recommendation,
4. Reading level below grade level,
5. Academic grade of "D" or "F" in core subject areas,
6. Score of 25<sup>th</sup> percentile or below on the reading subtest of the Florida Comprehensive Assessment Test Norm Referenced Test (FCAT-NRT, a form of the Standard Achievement Test, 9<sup>th</sup> Edition),
7. Retained one or more times.

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Students with the highest profile scores were selected to participate, with a maximum of 235 students. Ten slots were scheduled to remain open through the fall to allow for the participation of late arriving migrant students. Lead teachers determined the final selection of participants. As openings occurred, the students with the next highest scores became participants.

The evaluation of this component was based only on the participants who received at least 40 hours of instruction. It was expected that after 40 hours of instruction, 80 percent of the participants would master 80 percent of the objectives developed from the MDCPS Competency Based Curriculum as well as the Florida Sunshine State Standards. In addition, the participating students' report card grades in the targeted academic subject areas (i.e., reading/language arts, writing, mathematics, and social studies) were expected to improve over the course of the school year. In addition, their performance on the reading subtest of the FCAT-NRT was examined along with promotion and attendance rates. Results include the following:

- ! 85.3 percent of the students (192 out of 225 students) who received 40 hours of instruction, mastered 80 percent or more of the assigned language arts/reading objectives;
- ! 81.3 percent of the students (131 out of 161 students) improved one letter grade or more in targeted academic subjects during the 2000-01 school year;
- ! 99.1 percent of the students (221 out of 223) were promoted to the next grade level in 2000-01; and
- ! 60.3 percent of the students (96 out of 159) improved their attendance rate from 1999-2000 to 2000-01.

In addition, scores on the reading subtest of the FCAT-NRT were reviewed. The FCAT-NRT data for the students participating in the MAR component were only available in combination with that of another component, MECHA, discussed below. A score at or below the 25<sup>th</sup> percentile on the reading subtest was required to participate in the tutorial programs. Overall, 39.7 percent of the MAR and MECHA participants with both pretest and posttest scores improved their percentile rank from 2000 to 2001 (119 students out of 300). While these results provide an indication of the students' performance on a standardized achievement test, the relative impact of the two programs (MAR and MECHA) can not be determined given the aggregation of the data.

Overall, the students who participated in the MAR component seem to have benefitted from the program. The local objectives, targeting the mastery of assigned instructional objectives and improvement in targeted subjects, were met. This level of improvement was not seen on the standardized reading test. However, more than half of the participants improved their attendance rates and almost all were promoted to the next grade level. This alone is noteworthy for this transient population.

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<b>Title I Migrant Program</b>
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### **Migrant Education Consortium for Higher Achievement (MECHA)**

MECHA is a collaboration between the MDCPS Migrant Education Program, Barry University, and school districts serving migrant children and youth in five states along the migrant stream of the eastern coast of the United States. The project is designed to develop, implement, and evaluate a comprehensive model for: 1) promoting greater continuity of curriculum for migrant students across school districts; and 2) assisting migrant students to achieve high academic standards through innovative uses of technology to enhance teaching and learning. The project was initiated during the 1996-97 school year, and is scheduled to run for five years.

The World Wide Web (WWW) with the latest technology was used to deliver instruction to migrant students and to assess their progress. Methods to address parent education, teacher training, and dissemination of information about the project incorporate the same technology. The curriculum implements strategies considered to be best practice in education: authentic, project based learning which challenges the learner to apply knowledge and skills; individualized learning plans; thematic units; multi-age grouping; cooperative/collaborative learning groups; alternative assessment procedures; research and problem solving strategies; mentoring; and parent involvement.

Schools implementing the program were: Laura Saunders, Leisure City, Chapman, West Homestead, and Florida City Elementary Schools; Campbell Drive and Homestead Middle Schools; and South Dade and Homestead Senior High Schools. A total of 129 migrant students in grades 3-5 at the elementary level, and 124 students in grades 6-12 at the secondary level were served by this component during the 2000-01 school year. A staff of nine full-time teachers and one full-time paraprofessional were assigned to work on this project. Migrant students meeting the selection criteria were randomly selected to participate from grades 2 through 12 in the above mentioned schools in each school year (i.e., 1997-98, 1998-99, 1999-2000, and 2000-01). This program will be evaluated independently through the grant. During the course of the grant period and at the end of the five year period, project products, instructional materials, and results of the formative and final evaluation reports will be disseminated via the WWW to all agencies serving migrant children and their families.

The local evaluation of this component was based only on the participants who received at least 40 hours of instruction. It was expected that 80 percent of the participants would master 80 percent of the objectives developed from the CBC and the SSS objectives. In addition, all participating students' report card grades in the targeted academic subject areas (i.e., reading/language arts, writing, mathematics, and social studies) were examined. Promotion and attendance records were also examined. The results follow.

An examination of the data yielded the following results for the 129 students who participated at the elementary level (grades 3-5):

- ! 88.6 percent of the students (94 out of 106) mastered 80 percent or more of the assigned language arts/reading objectives;

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- ! 82.8 percent of the students (87 out of 105) improved one letter grade or more in targeted academic subjects during the 2000-01 school year;
- ! 96.7 percent of the students (120 out of 124) were promoted to the next grade level in 2000-01; and
- ! 62.1 percent of the students (51 out of 82) improved their attendance rate from 1999-2000 to 2000-01.

At the secondary level, a total of 124 students participated in the MECHA program in grades 6-12. An examination of the data yielded the following results for the 124 students who participated at the secondary level (grades 6-12):

- ! 83.2 percent of the students (99 out of 119) mastered 80 percent or more of the assigned language arts/reading objectives;
- ! 74.1 percent of the students (83 out of 112) improved one letter grade or more in targeted academic subjects during the 2000-01 school year;
- ! 85.8 percent of the students (103 out of 120) were promoted to the next grade level in 2000-01; and
- ! 54.3 percent of the students (63 out of 116) improved their attendance rate from 1990-2000 to 2000-01.

Therefore, the students who participated in the MECHA component appear to have benefitted from the program. The local academic objectives were met or exceeded at both the elementary and secondary levels. In addition nearly all of the participants were promoted to the next grade level, and more than half of the participants improved their attendance rates.

### **Migrant Academic Planning and Achievement (MAPA)**

The Migrant Academic Planning and Achievement (MAPA) program is a comprehensive multi-component model, designed to provide services to eligible migrant students in grades 6-12. During the 2000-01 academic year the MAPA program was implemented in the following secondary schools: Leisure City Middle School, Campbell Drive Middle School, Homestead Middle School, Homestead Senior High School, and South Dade Senior High School. To qualify for participation, migrant students in the middle and senior high schools were assigned profiles scores based on the following criteria:

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1. Current migrant status.
2. Mobility (late arriving migrant students have service priority).
3. Teacher/counselor/or administrator referral.
4. Student from a partner school district.
5. Reading level one or more levels below current grade level.
6. Have academic grade of “D” or “F” in language arts, reading or mathematics.
7. Score of 25<sup>th</sup> percentile or below on the reading section of the FCAT-NRT.
8. Retained one or more times.
9. Fail the communication or mathematics section of the High School Competency Test (HSCT) (high school only).

Students who met three or more of the selection criteria objectives qualified for the MAPA program. Students with the highest profile scores had priority over students with lower profile scores.

Migrant students who were eligible for the program could participate in one or more of the program’s five major components. During the 2000-01 school year these components were: a) Personal Educational Blueprints, b) Tutorial and Homework Services, c) High School Competency Test Tutorials, d) Peer Counseling, and e) Dreaming of Tomorrow Workshops. In all, 692 eligible migrant students in grades 6-12 participated in the program. The staff consisted of five teachers, three full-time paraprofessionals, and five part-time paraprofessionals. All paraprofessionals were college students. Each component had specific objectives to be achieved. These objectives and the results follow.

### Personal Education Blueprints

The Personal Education Blueprint component is designed to guide migrant students into selecting appropriate classes, based upon the students’ intended career goals. Counseling is also provided to the students and their parents, if necessary, for advice about their failing grades. Personal Education Blueprints are documents to be completed by students in grades 6-12, which outline the courses needed to complete middle school, and/or high school as required by the school district. It was expected that 80 percent of the students who participated would attend five or more seminars and would complete Blueprints. In all, 359 middle/high school students participated in this component. Of these students, 97.3 percent (327 out of 336) attended at least five sessions and completed Blueprints, thus achieving the objective.

### Tutorial and Homework Services

Tutorial services emphasize improvement in reading and mathematics skills for students in grades 6-12. These services were provided either after school, in an extended day model, or during the school day in a limited pull-out model. Factors such as block scheduling, individual students’ educational needs, and the need for remedial instruction were key factors in determining the services requested by each school. Classes generally were conducted three days a week for thirty minutes. The length of instruction varied with the



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individual student's needs (i.e., one semester, one month, full year, etc.). The evaluation of this component was based only on the participants who had received at least 25 hours of instruction. It was expected that 70 percent of the students who received services would improve by one letter grade in the targeted subject area. The staff consisted of five part-time teachers, four full-time paraprofessionals, and three part-time paraprofessionals.

A total of 236 students participated in this component. However, only 208 met the required 25 hours of instruction. Of these 208 students, 188 or 90.4 percent improved one or more letter grades in the targeted subject area. As such, the objective was met for the Tutorial and Homework Services component.

### High School Competency Test (HSCT)Tutorials

With recent changes in Florida's graduation requirements, preparation for the HSCT is crucial. Seniors were given priority, but the goal was to have as many juniors prepare for and pass the HSCT before the test became a burden during a migrant students' senior year. This component also reinforced testing strategies for college entrance examinations, e.g., Scholastic Aptitude Test (SAT), American College Testing Assessment (ACT). Classes were generally conducted three days a week for one-half hour, although flexible scheduling was available to fit individual needs. The staff consisted of five part-time teachers, four full-time paraprofessionals, and three part-time paraprofessionals.

A total of 98 students in grades 11 and 12 received HSCT tutoring services. The evaluation of this component was based only on the participants who had received five or more sessions. It was expected that 70 percent of the eligible participating migrant students would pass the HSCT in at least one area (i.e., Communications or Mathematics). For those who did not pass a section, at least ten points gain was expected if the exam was taken previously. Of the 98 students who received HSCT tutoring, 44 received five or more sessions and could be included in the evaluation sample. Of these, 31 or 70.4 percent passed at least one area of the test. Of the 13 students who did not pass one or both areas of the test, 10 or 76.9 percent gained at least ten points from the previous attempt on one area of the test. Therefore, expectations for this objective were accomplished.

### Peer Counseling

The Peer Counseling program was offered to 692 migrant students in grades 6-12 at four secondary schools. The staff consisted of three full-time paraprofessionals and five part-time paraprofessionals. All of them were college students. Major emphasis was to be placed on training peer counselors to take on the responsibilities of leading student-oriented small group workshops and seminars. Small group and individualized counseling sessions were offered for selected themes and for individual student concerns.

During interviews at each location, the counselors were asked how their time was typically spent. Their average responses follow. More than half of their time was spent in activities typically performed by school counselors: advising, counseling (before, during, and after school hours), record keeping, monitoring

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attendance, conducting home visits, and grade placement referrals. In addition, part of their time was spent in community activities, referring students to academic and supportive services, as well as early identification of potential drop-outs. The staff also tutored low achieving students, selected eligible Summer Institute participants, and coordinated the “Senior’s Recognition Banquet.”

At the end of the school year, the students’ records for the 1999-2000 and 2000-01 school years were compared to examine any improvement in the participants’ attendance rates and grade point averages. In addition, promotion and dropout records were examined for improvements. It was expected that 70 percent of the students who received five or more counseling sessions would improve in these areas. In addition, it was expected that at least 70 percent would graduate and that 10 percent or fewer would drop out. A total of 692 participants were included in the evaluation sample as they attended the required five counseling sessions.

Results indicate that 66.6 percent of the students in grades 6-12 (305 out of 458) improved their attendance rates from 1999-2000 to 2000-01. In addition, half of the migrant students in grades 10 through 12 (50.3 percent or 91 out of 181 students) improved their overall grade point averages from 1999-2000 to 2000-01. Therefore, goals for attendance rate and grade point average were not met. Results also indicate that 81.8 percent of the students in grades 6-12 (414 out of 506) were promoted or graduated. This is higher than the expected 70 percent promotion/graduation rate. The results indicate a 2.1 percent dropout rate, thus achieving the set goal for dropout rate.

Although the goals set for this component were not fully met, the Peer Counseling component seems to have benefitted the participants. Half of the participants improved their grade point average, and the majority improved their attendance rate. In addition, expected rates of graduation/promotion and dropping out were met. As such, participation seems to have provided an advantage to the participants.

### Dreaming of Tomorrow Workshops

Secondary students were presented with a series of career awareness workshops. These workshops were developed to improve students’ understanding of educational courses, and their relationship to potential career choices. Small group or individualized sessions with Peer Counselors or the on-site teacher helped students understand how their educational courses relate to potential career choices. It was expected that 80 percent of the students who participated in the Dreaming of Tomorrow Workshops would complete a Career Choice Survey. Overall, 97.1 percent, or 441 of the 454 students who participated in these workshops, completed the survey, meeting the set goal.

### **Supportive Services**

District-wide documentation was examined to determine the types of supportive services being provided to the migrant students and their families. These services included: medical referrals, field trips for preschool

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students, social services, and nutritional services for MECLP and after school tutorial/ homework assistance participants. In order to reach out to as many parents as possible, written materials (i.e., sign-in sheets, flyers, and agendas) were provided for parents in their native languages. Services were expanded to the Haitian migrant community during the 2000-01 school year. A total of 3,054 services were provided during the 2000-01 school year as compared with 2,893 services being provided the previous year (i.e., 1999-2000). Services included: clothing, food, housing, guidance, pupil transportation, supervision of bus stops, psychological services, and health services. The supportive services staff consisted of four recruiters and two record clerks.

The district ensures cooperation among interstate and intrastate service agencies in identifying and recruiting migrant students through the Certificate of Eligibility. Staff from the Office of Migrant Education, in collaboration with staff from the Office of Information Technology, have developed a system for reporting the number of migrant students in Miami-Dade County, as per state requirements. Staff from this component participated in this identification and recruitment of students through local, statewide, and nationwide efforts. Each student's record was updated to reflect changes in status, such as eligibility for services, and arrival and withdrawal dates. Educational data, a class schedule, health information, etc. were available upon request from sending school districts.

### **Parental Involvement**

District-wide documentation of ongoing meetings of the Parent Advisory Committee was examined. The committee is composed of 15 to 20 concerned migrant parents who meet in order to advise project staff on issues affecting migrant students. There were three general meetings for parents held at the beginning of the year, at which the staff from the migrant office informed parents in the migrant communities of the program and its services. One full-time parent aide was hired to promote communication between the parents of migrant students and instructional personnel. Eleven program teachers and one paraprofessional helped in this endeavor. The program staff provided home visits, training sessions to help parents work with their children to improve their academic achievement, and other ongoing parent/staff activities.

Program personnel made arrangements to increase parental participation in school-related events by scheduling activities and conferences so that working parents were able to attend. An interpreter and a translator of educational materials were provided for parents not fluent in English. In addition, child care was provided during meetings. A total of 394 meetings/events at the local, regional, and district levels were conducted during the 2000-01 school year as compared with 457 meetings in the 1999-2000 school year. This number of meetings includes short informational meetings held on an ongoing basis at T-Ball games, Boy/Girl Scout meetings, holiday programs, holiday food distributions, family outings, nutritional services, etc. Participants in these events totaled 3,704 parents or guardians in 2000-01 as compared with 2,918 in the 1999-2000 school year. While these figures represent a duplicate count of parents who attended more than one activity, it does provide an indication of the volume of services provided. Evidence indicates that the number of activities held for parents decreased somewhat, however, the overall number of parents participating, increased during the 2000-01 school year, when compared with the previous year.

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## Title I Migrant Program

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### Advocacy

The Advocacy component permeated the entire Migrant Program by offering supplemental assistance through services such as counseling, extra-curricular activities, and facilitating communication between parents and school staff to help improve the students' academic success. The staff consisted of five counselors/advocates. The services provided impacted all participating migrant students. Recruiters, as well as the entire migrant staff, provided assistance in identifying and recruiting migrant children through home visits. While this process continued throughout the school year, the main focus was at the beginning of the year. The staff sought to open communication between school staff and parents. Advocacy staff assisted the students' families in receiving services from the schools and service agencies, such as medical, dental, and nutritional clinics, and counseling centers. Advocacy staff also assisted in determining appropriate grade placements, participated in child-study team meetings, and ensured that the school services that were needed, were in fact received (ex., guidance counseling). Parent workshops and personal contacts with parents were conducted, as needed, for issues such as student behavior and attendance problems, and for assistance in acquiring basic needs such as housing, clothing, and food.

Advocacy personnel also worked with the students to foster cultural pride by participating in individual school Hispanic Heritage month activities. Students participated in traditional song and dance performances.

### Summer Programs

The following components were offered by the Title I Migrant Program during the summer of 2001: (1) Migrant Early Childhood Learning Program (MECLP); (2) Home Education Learning Packets (HELP); (3) Secondary Counseling/Advocacy; and (4) Summer Institute. The summer program targeted early childhood education, extended day programs, the provision of support services, and the identification and recruitment of migrant families new to the district. Preschools and neighborhood learning centers were located in three migrant camps: South Dade, Royal Colonial, and Redland. In addition, advocates counseled students to encourage the successful completion of courses required for graduation or promotion. In all, 2666 migrant students from prekindergarten to grade 12 were served during the summer of 2001.

#### Migrant Early Childhood Learning Program (MECLP) - Summer Program

A total of 47 four-year-old and 14 three-year old migrant students participated in the MECLP Summer Program at the Redland and Royal Colonial migrant centers with a staff of three full-time teachers, and three full-time paraprofessionals. The High/Scope Preschool Experiences Curriculum used during the regular school year was also used for the summer program.

Students were assessed through teacher observations on a pre and post basis and individually scored on a High/Scope Preschool Experiences Child Observation Record. It was expected that given the benefit of 12 days of participation in the Summer Program, 80 percent of the students would advance at least one level in the following seven selected skills: expressing choices, cooperating in program routines, relating to other

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<b>Title I Migrant Program</b>
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children, drawing and painting, exhibiting manual coordination, showing interest in reading activities, and sorting. Of these students, 97.7 percent (42 out of 43) of the preschool students met expectations, thereby exceeding the 80 percent achievement level proposed in the program objective.

#### Home Education Learning Packets (HELP)

During the summer school session, Migrant Education Program staff visited homes and classrooms of preschool, elementary, and secondary school migrant students to distribute HELP materials and in the case of home visits, to instruct parents in methods they could use to help their children learn. These packets reinforced the Florida Sunshine State Standards. It was expected that 1120 students would receive the packets so that they could work on the reading and math exercises which were included. In addition to providing stimulating educational material, the staff also instructed parents in ways to help their children learn, by modeling interactions between the parent and the child, outlining activities that parents can do with children, providing basic material for children to use at home, and emphasizing the importance of written material at home (magazines, newspapers, library books). The students attending summer school received assistance in using the supplemental learning materials. In addition, at the secondary level students and parents were informed of credits accrued and grade point average requirements for graduation. Learning packets were distributed during the summer of 2001 to 1349 students in their homes and/or enrolled in summer school. Therefore, results indicate that this goal was exceeded.

#### Secondary Counseling/Advocacy

Migrant students attending summer school in grades 6-12, who exhibited at-risk indicators, were referred to the counseling/advocacy program. A total of 295 migrant students at two middle schools and two senior high schools were served through this component by a staff of three full-time teachers, two-part-time teachers, and six full-time paraprofessionals. It was expected that with at least 18 days of attendance at the middle schools and 27 days of attendance at the senior high schools, at least 80 percent of the students who had received at least four counseling sessions during summer school would pass at least one class needed to advance to the next grade level (grades 6-8) or to graduate (grades 9-12).

In all, 144 students in grades 6-8 and 151 in grades 9-12 attended the summer session for the required number of days and received four counseling sessions, meeting the criteria for inclusion in the evaluation sample. Results indicate that 83.3 percent of the students in grades 6-8, (120 of 144 students) passed at least one class needed for advancement to the next grade level. In addition, 71.5 percent of the students in grades 9-12 (108 out of 151) accrued at least one credit needed for graduation. Therefore, the objective for this component of the migrant summer school program was met at the middle school level, but not met at the senior high school level.

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	<b>Title I Migrant Program</b>	
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Summer Institute

The Summer Institute is a statewide program organized by the Florida Department of Education. It was designed to offer at-risk migrant students the opportunity to participate in a six-week program at the university level, in order to accrue up to two credits toward high school graduation or promotion and to receive tutorial instruction for the HSCT. Students submitted their application to the Summer Institute selection committee, which selected the most “at-risk” migrant students from those applying statewide. The criteria for selection included: poor attendance, failing grades, retentions, missing credits, age/grade discrepancies, and truancy.

Eleven migrant students from the M-DCPS in grades 11-12 were selected to participate in the Summer Institute at the University of South Florida. These students included nine twelfth graders, and two eleventh graders. All eleven students completed the instructional component, and made up the expected two credits for promotion and/or graduated. Therefore, all the eleven students achieved this goal. In addition, all eleven students took and passed at least one component of the HSCT; eight passed both components and three passed one component.

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<b>Title I Migrant Program</b>
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## CONCLUSIONS

The following components were offered by the Title I Migrant Program during the 2000-01 school year: 1) Migrant Early Childhood Learning Program (MECLP) for 3 and 4-year-olds; (2) Migrant Achievement Resources (MAR); (3) Migrant Education Consortium for Higher Achievement (MECHA); (4) Migrant Academic Planning and Achievement (MAPA); (5) Supportive Services; (6) Parental Involvement; (7) Advocacy; and (8) Summer Programs. The two major functions of the Migrant Education Program were to identify and recruit students eligible for participation, and to provide educational and social support services to enable them to succeed in school. Services offered through the Title I Migrant Program were provided to 3202 migrant students in preschool through grade 12 during the regular 2000-01 school year. During the summer of 2001, the program served 2666 migrant students.

The MECLP component provided preschool experiences for the very youngest migrant students. The participants met the performance expectations in terms of school readiness and also in terms of English language acquisition.

The MAR component was implemented for students in grades K-5 by providing tutorial/homework assistance programs to the students. The performance expectations for measuring academic progress were met by the students who participated in this component. The students mastered objectives from the MDCPS Competency Based Curriculum (CBC) and the Florida Sunshine State Standards. In addition, their report card grades and attendance rates improved, and the majority were promoted to the next grade level. These findings are noteworthy for this transient population.

During the fourth year of operation, the goals for the MECHA component were to promote continuity for migrant students across school districts and increase achievement through the use of advanced technology. The performance expectations were met by the majority of the students who participated in this component at both the elementary and secondary levels. The participants mastered CBC objectives, their report card grades and attendance rates improved, and almost all were promoted or graduated. Therefore, this component appears to have benefitted the students who participated.

The MAPA component offered a variety of services to migrant students in grades 6-12. They included: a) Personal Education Blueprints; b) Tutorial and Homework Services; c) High School Competency Test (HSCT) Tutorials; d) Peer Counseling; and e) Dreaming of Tomorrow Workshops. The performance expectations for these services included a variety of goals such as: completing projects; improving report card grades, grade point averages, and attendance rates; and passing the HSCT. The majority of these expectations were fulfilled, providing an advantage to the participants.

The migrant program also offered services to the families of migrant students. These services included: assistance in acquiring medical referrals, nutritional services, guidance services, and health services. District staff also assisted families in securing basic needs such as clothing, food, and housing. A Parent Advisory Committee coordinated the district's efforts to increase the involvement of migrant students' parents. Project

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<b>Title I Migrant Program</b>
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personnel also addressed barriers to parental participation in school related events by scheduling activities and conferences at times when working parents were able to attend, providing an interpreter and/or translator of written materials in native languages, and providing child care during meetings. The number of activities held for parents at the local, region, and district levels somewhat decreased during the 2000-01 school year when compared with the 1999-2000 school year, however, the overall number of parents participating increased. School level administrators appear to be implementing activities and strategies to enhance participation of the migrant students' parents.

The Advocacy component permeated the entire Migrant Program by offering supplemental services. A key task of the Advocacy staff was to keep channels of communication open between parents, school, and social service agencies. Advocacy personnel also worked with the students to foster cultural pride. Additionally, district personnel ensured cooperation among intrastate and interstate agencies in identifying and recruiting migrant students through local, statewide, and nationwide efforts.

The Migrant Education Program also operated in the summer of 2001. The Summer School components included the following: MECLP, Home Education Learning Packets, Secondary Counseling/Advocacy, and the Summer Institute. The recruitment and identification of migrant families also continued through the summer. The academic objectives set for the summer programs focused on mastering individualized sets of objectives and summer course completion. Nearly all of these objectives were met. In addition to traditional types of programs, eleven MDCPS students, were selected to participate in the Summer Institute at the University of South Florida. This program provided an opportunity for secondary school students at particularly high risk to earn credits toward promotion or graduation and to receive tutorial instruction for the HSCT. The students achieved the goals of the Summer Institute regarding course completion, and in passing HSCT subtests.

In conclusion, the Title I Migrant Program provided funding for a variety of programs designed to better equip migrant students to succeed in school. A wide range of supplemental activities and services were provided for the students and their families. Overall, the program goals, focusing on improving the students' academic achievement, attendance rates, promotion rates, and dropout rates, and accruing additional high school credits for graduation or promotion, have been met. In addition, staff have reached out to the parents and succeeded in increasing the level of involvement in their children's education and activities, as well as providing a variety of supportive services to the migrant community.





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	<p><b>Best in Class Schools</b> Steven M. Urdegar</p>	
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**Summary**

This study was conducted to identify Title I-funded schools that were the most successful at promoting student achievement, and to examine the characteristics which distinguish them. To accomplish this goal, all Title I-funded elementary and middle schools were grouped by school level according to three demographic characteristics of the student population: poverty level, ethnicity, and limited English proficiency. A Composite Performance Index was developed which was composed of student performance indicators in reading, writing, and mathematics. The schools with the highest Composite Performance Indices within each group were then identified as Best in Class. School level characteristics such as pupil-teacher ratio, school size, and percent utilization of school capacity were then examined to ascertain whether any factors appeared to be systematically associated with student achievement. No characteristic was identified among either the elementary or middle schools that was systematically associated with high achievement. Follow-up, on-site studies may help to identify organizational factors which distinguish effective high poverty schools.

**INTRODUCTION**

The Title I program provides compensatory education to children in schools within economically disadvantaged communities. The purpose of this study was to identify those Title I-funded schools that were successful at attaining relatively high levels of student achievement and determine what, if any, characteristics distinguish those schools from less successful schools. However, previous studies have revealed that student demographic variables such as ethnicity, socio-economic status, and English proficiency have considerable impact upon student achievement (Levitt, et al., 1995; Chapter 1 Evaluation Advisory Panel, 1994; Office of Policy and Planning, 1993; Madden, et al., 1993; McLoyd, 1990). Therefore, in this study, we created groups or “classes” of schools with similar demographic characteristics and determined which school or schools within each class was most successful or “Best in Class.” In this way, less successful schools within each class would be more likely to emulate those approaches used by their Best in Class counterparts.

## METHODOLOGY

### Grouping of Schools

A statistical procedure called *cluster analysis* was used to create groups or classes of Title I-funded schools which were demographically similar. Separate analyses were performed for elementary and middle schools. School level measures of demographic characteristics related to variations in achievement were defined as the percentages of students in each of the following categories: free/reduced priced lunch eligibility, ethnicity, and limited English proficiency. The clustering procedure grouped schools by examining the mathematical relationship among the school level variables of each school and then assigned the schools in close mathematical proximity to one another to a common cluster. One K-8 center with elementary and middle grade test data was included in both the elementary and the middle school procedures.

### School Performance Indicators

In order to identify the schools within each group that were the most successful at promoting student achievement, a Composite Performance Index was calculated for each school from separate subject area indicators for reading, writing, and mathematics. The subject area indicators were based on the 2000 and 2001 administrations of the Florida Comprehensive Assessment Test (FCAT). The reading and mathematics indicators were based on subtests of the FCAT Sunshine State Standards (SSS) component (reading, grades 4, 8, and 10; mathematics, grades 5, 8, and 10); and the FCAT Norm Referenced Test (NRT) component (reading and mathematics, grades 3 through 8), which is a version of the Stanford Achievement Test (SAT-9). Results from the district's administration of the SAT-9 were used for students in grade 2. The writing indicator was based on school-wide results from the FCAT Writing (WRI), administered to students in grades 4,8, and 10.

School-wide achievement rates for each test were defined as the percentages of all students in the school who met the criteria specified in state and federal accountability systems. As such, for the SSS component, the percentage of students who scored at level 2 or above was used. For the NRT component, the percentage of students who scored above the median (50<sup>th</sup> percentile) was used. And for the WRI, the percentage of students who scored a "3" or above was used.

Scores from the 2000 and 2001 administrations of the SSS, NRT, and the WRI were included to account for the schools' performance over time. More weight was assigned to the 2001 results to emphasize recent performance. As such, a school's reading and mathematics indicators were calculated separately as:

$$((2 * SSS01 + SSS00) / 3 + (2 * NRT01 + NRT00) / 3) / 2.$$

And a school's writing indicator was calculated as:

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$$(2 * WRI01 + WRI00) / 3 .$$

Finally, the Composite Performance Index was calculated by taking the average of the reading, mathematics, and writing indicators. This index was designed to reflect the success of the overall school program. An illustration of the procedure used to calculate the Composite Performance Index is shown in the Appendix beginning on page 124. The schools with the highest indices within their respective clusters were designated as Best in Class, subject to the following decision rules:

- 1. Performance:** The overall academic performance of the school represented by the Composite Performance Index must have exceeded 47.7 for the elementary schools and 55.7 for the middle schools which represents minimum proficiency on all test administrations.
- 2. Exclusivity:** The number of schools identified as best could not exceed three, unless the value of the index of the fourth school exceeded 70 (elementary schools) or 80 (middle schools).
- 3. Cohesiveness:** The largest acceptable gap between the minimum and maximum indices could not exceed 5 points.

After the Best in Class schools were identified, selected school characteristics were compiled from the Miami-Dade County Public Schools (MDCPS) District and School Profiles 2000-01. In order to determine how the characteristics related to the performance of the schools within each cluster, correlation coefficients (statistical measures of association) were then computed between each characteristic and the Composite Performance Index.

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## RESULTS

The computations performed by the clustering procedure generated eight groups of elementary schools and four groups of middle schools. The number of schools in the elementary clusters ranged from a low of 9 to a high of 24, with a mean of 16.4. The number of schools in the middle clusters ranged from a low of 5 to a high of 11, with a mean of 8. Table I-1 presents the schools that comprise each of the eight elementary school clusters (E1 through E8) and the four middle school clusters (M1 through M4).

Also shown on the tables are the values of the grouping characteristics for a typical school (i.e., the school closest to the mathematical center of the cluster). The values listed represent the percentages of students in the school classified as: White (W), Black (B), Hispanic (H), Limited English Proficient (LEP), and eligible for the Free/Reduced Lunch program (FRL). To more easily describe the clusters, the values for each characteristic were ranked as High, Average, or Low based upon the school's ordinal ranking within all Title I-funded elementary and middle schools. These descriptions are included in Table I-1.

Of the eight elementary clusters, three (E1, E2, and E5) were predominantly Black, three (E3, E4, and E8) were predominantly Hispanic, and two (E6 and E7) were multi-ethnic. Of the three Black elementary clusters, one (E1) had a high level of poverty and two (E2 and E5) had average poverty levels, of which, one (E2) also had a high percentage of students classified as LEP. All three of the Hispanic elementary clusters had high percentages of their students classified as limited English proficient with low (E8), average (E3), and high (E4) levels of poverty. Both of the multi-ethnic elementary clusters had average percentages of their students classified as limited English proficient, but had alternately low (E7), and high (E6) levels of poverty.

Of the four middle school clusters one (M3) was predominantly Black, one (M2) was predominantly Hispanic, and two (M1 and M4) were multi-ethnic. One of the multi-ethnic middle school clusters (M1) had a high level of poverty while the other multi-ethnic middle school cluster (M4) had a low level of poverty. The Black and Hispanic middle school clusters (M2 and M3) had average levels of poverty.

Composite Performance Indices were computed for all schools. Best in Class schools were identified in each cluster by applying the decision rules previously outlined. It may be recalled that the decision rule for exclusivity called for three or fewer schools to be designated as Best in Class, unless the value of the index for the fourth school exceeded 70 for elementary schools or 80 for middle schools. Four schools were so identified in one cluster (E3) and five schools were selected in an additional cluster (E8) due to a tie.

Also shown on Table I-1, for reference, are the School Performance Grades assigned to the schools in spring 2001 by the Florida Department of Education. As the table shows, the grades received by the schools designated as Best in Class generally have the highest grades within their groups. However, there are exceptions. The reason for the exceptions is the difference in the criteria used for the two procedures, outlined as follows:

**Table I-1**  
**Best in Class Among Demographically Similar Title I-Funded Schools**

### Elementary Schools

Cluster E1					Cluster E2					Cluster E3					Cluster E4					Cluster E5					Cluster E6				
W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL
0.3	92.6	7.1	7.9	98.2	0.6	85.0	13.6	33.1	91.8	1.0	0.3	97.9	47.4	89.3	0.6	27.7	70.9	43.6	96.3	0.9	93.7	4.3	2.9	86.6	0.6	58.8	40.4	24.2	98.0
Low	High	Low	Low	High	Low	High	Low	High	Avg	Low	Low	High	High	Avg	Low	Avg	High	High	High	Low	High	Low	Low	Avg	Low	Avg	Avg	Avg	High
School		FDOE Grade			School		FDOE Grade			School		FDOE Grade			School		FDOE Grade			School		FDOE Grade							
<b>Bunche Park</b>		<b>C</b>			<b>Fulford</b>		<b>C</b>			<b>Biscayne</b>		<b>A</b>			<b>Angelou, Maya</b>		<b>C</b>			<b>Crestview</b>		<b>C</b>							
<b>Olinda</b>		<b>D</b>								<b>Fienberg/Fisher</b>		<b>B</b>			<b>Melrose</b>		<b>C</b>			<b>Norwood</b>		<b>D</b>							
										<b>Seminole</b>		<b>B</b>								<b>Scott Lake</b>		<b>B</b>							
										<b>Southside</b>		<b>C</b>																	
Allapattah				D	Blanton, Van E.				D	Auburndale				D	Campbell Drive				D	Beckford, E.F./Richmond				D	Bel-Aire				D
Arcola Lake				D	Franklin, Benjamin				D	Bright, James H.				D	Comstock				D	Biscayne Gardens				D	Broadmoor				D
Crowder, Thena				-	Gratigny				D	Citrus Grove				D	Douglass, Frederick				D	Brentwood				B	Chapman, Dr. WilliamA.				D
Edison Park				D	Lakeview				D	Earhart, Amelia				C	Hartner, Eneida M.				D	Carol City				D	Dunbar, Paul L..				D
Evans, Lillie C.				D	Little River				D	Flagler, H. M.				C	Leisure City				D	Colonial Drive				D	Earlington Heights				D
Floral Heights				D	L'ouverture, Toussaint				D	Hialeah				C	Pharr, Kelsey L.				D	Drew, Charles R.				D	Florida City				D
Holmes				D	Morningside				D	Kensington Park				C	Riverside				D	Golden Glades				D	Miami Gardens				D
King, Martin L.				-	Natural Bridge				C	Kinloch Park				D						Hawkins, Barbara J.				D	Miami Park				D
Liberty City				C	North Miami				D	Milam, Marcus A. K-8				A						Hibiscus				C	Naranja				D
Opa Locka				D	Oak Grove				C	North Twin Lakes				A						Lentin, Linda				D	Santa Clara				D
Orchard Villa				D	Shadowlawn				D	Redondo				C						Liberty City Charter				-	Saunders, Laura C.				D
Poinciana Park				D						Shenandoah				C						Moton, Robert R.				C	West Homestead				D
Rosa Parks Community				-						Sheppard, Ben				C						Myrtle Grove				C	West Little River				D
Westview				D						South Hialeah				C						Norland				D					
Wheatley, Phillis				D						Sweetwater				C						North County				C					
Young, Nathan B.				D						Walters, Mae M.				C						Parkview				D					
																				Parkway				C					
																				Pine Lake				D					
																				Pine Villa				C					
																				Rainbow Park				D					
																				Reeves, Henry E.S.				D					

Note. Best in Class schools are shown in boldface. Percentages listed are for the school closest to the center of the cluster. W=White, B=Black, H=Hispanic, LEP=Limited English Proficient, FRL=Free or Reduced Price Lunch. School performance grades are assigned by the Florida Department of Education (FDOE) based on the state accountability system.

**Table I-1 (continued)**



Elementary Schools					Middle Schools																								
Cluster E7					Cluster E8					Cluster M1					Cluster M2					Cluster M3					Cluster M4				
W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL
3.3	47.3	48.5	17.7	83.3	4.6	1.7	93.6	40.5	75.2	0.8	62.9	36.2	7.9	92.4	2.6	1.2	92.9	21.7	82.4	0.3	86.4	13.0	2.1	80.6	19.3	37.4	41.1	3.5	75.7
Avg	Avg	Avg	Avg	Low	High	Low	High	High	Low	Low	Avg	Avg	Avg	High	Avg	Low	High	High	Avg	Low	High	Low	Low	Avg	High	Avg	Avg	Low	Low
School	FDOE Grade				School	FDOE Grade				School	FDOE Grade				School	FDOE Grade				School	FDOE Grade				School	FDOE Grade			
<b>Edelman-Sabal Palm Skyway</b>	<b>B A</b>				<b>Coral Way</b>	<b>C A A A A</b>				<b>Campbell Drive</b>	<b>D</b>				<b>Dario, Ruben</b>	<b>C</b>				<b>Mann, Horace</b>	<b>D</b>				<b>Youth Co-op Charter</b>	<b>-</b>			
Avocado	B				Dupuis, John G.	A				Allapattah	D				Citrus Grove	C				Brownsville	D				Aspira Youth Lead.	D			
Bryan, William J.	C				Fairlawn	C				De Diego, Jose	D				Filer, Henry H.	C				Carol City	D				Centennial	C			
Caribbean	D				Flagami	C				Madison	D				Hialeah	C				Drew, Charles R.	D				Kennedy, John F.	C			
Greynolds Park	C				Graham, Ernest R.	A				Miami Edison	D				Kinloch Park	C									Lake Stevens	D			
Gulfstream	C				Mater Center School	-				North Miami	D				Marti, Jose	C									Mays	C			
Lake Stevens	C				Meadowlane	B				Westview	D				Miami Springs	C									Redland	C			
Miami Shores	D				Miami Heights	C									Palm Springs	C													
Miller, Phyllis R.	C				North Hialeah	D									Shenandoah	C													
North Glade	D				Olympia Heights	C																							
Peskoe, I. & B.	D				Palm Lakes	C																							
South Miami Heights	D				Palm Springs	A																							
Whigham, Dr. Edward L.	C				Silver Bluff	D																							
					Stirrup, E. W. F.	A																							
					Treasure Island	A																							

Note. Best in Class schools are shown in boldface. Percentages listed are for the school closest to the center of the cluster. W=White, B=Black, H=Hispanic, LEP=Limited English Proficient, FRL=Free or Reduced Price Lunch. School performance grades are assigned by the Florida Department of Education (FDOE) based on the state accountability system.

The **Best in Class** study ranks schools based on a Composite Performance Index, calculated using the results of all three FCAT components (SSS, NRT, and WRI) from the 1999-2000 and 2000-01 school years. In addition, as grades 2 through 8 take the NRT test, the index reflects the performance of students in all these grades on the NRT, in addition to the one grade tested at each school level on the SSS and WRI.

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**School Performance Grades** on the other hand are assigned by the FDOE based on the scores of students in grades, 4/5, 8, and 10 on two of the three FCAT components: SSS and WRI. As such, schools without these grade levels (i.e. K-3 centers) do not receive performance grades. Furthermore, grades “C” through “F” are based on the percentage of students meeting specified criteria in the targeted subjects. Only the grades “A” and “B” consider performance over time.

Thus, the procedures used for assessing school-wide performance in the Best in Class study differ from those used in the state accountability system in three important ways:

- ! Additional measures of student performance,
- ! Additional grade levels,
- ! Performance over time.

Due to these differences, the Composite Performance Index represents a more comprehensive indicator of a school’s performance. Although it provides a slightly different snapshot of the district’s Title I schools, we believe it provides a more sensitive means of comparing schools within similar demographic groups.

Table I-2 shows the minimum, mean, and maximum values of the Composite Performance Index for each group of schools. The mean index values of the Best in Class schools in each cluster are also given. As Table I-2 shows, the indices computed for each of the elementary school clusters ranged from a low of 12.4 to a high of 84.1; the overall mean index values ranged from 48.8 to 74.6. The mean index value of the Best in Class elementary schools in each cluster ranged from 63.0 to 82.3. The index values for the middle schools in each cluster ranged from 26.9 to 78.8; the mean overall index value ranged from 49.5 to 66.2. The mean index value for the middle schools identified as Best in Class ranged from 56.6 to 78.8.

The demographic characteristics used in the cluster analysis were chosen because they were known to correlate with student achievement. In this context, Best in Class means that schools are identified that have outperformed other schools that are subject to the effects of similar demographic characteristics. Generally, the poverty levels were inversely related to the overall mean performance measures. Among the elementary schools, the clusters which had the highest and lowest poverty levels, (E8 and E1) had the lowest and highest mean Composite Performance Indices respectively. A similar pattern was observed among the middle schools. The cluster which had the highest poverty level, (M1) had the lowest overall mean Composite Performance Index. However, in this case, the middle school with the lowest poverty level (M4) did not have the highest overall mean CPI.

**Table I-2**  
**Composite Performance Indices of the Demographically Similar Clusters**

Cluster	Overall	Best in Class
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	<b>Best in Class Schools</b>	
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<b>Elementary Schools</b>	Minimum	Mean	Maximum	Mean
<b>Cluster E1</b>	12.4	48.8	71.4	71.4
<b>Cluster E2</b>	44.0	56.0	71.6	71.6
<b>Cluster E3</b>	59.4	69.8	82.2	79.5
<b>Cluster E4</b>	46.7	56.7	64.9	64.2
<b>Cluster E5</b>	46.2	62.6	74.7	72.3
<b>Cluster E6</b>	41.6	50.6	64.8	63.0
<b>Cluster E7</b>	52.4	66.1	79.0	76.9
<b>Cluster E8</b>	65.9	74.6	84.1	82.3
<b>Middle Schools</b>				
<b>Cluster M1</b>	26.9	49.5	57.0	56.6
<b>Cluster M2</b>	37.3	66.2	75.0	74.0
<b>Cluster M3</b>	49.7	56.0	63.4	62.5
<b>Cluster M4</b>	37.3	59.1	78.8	78.8

In order to determine if other school characteristics are associated with high achievement, archival data of selected school level characteristics were obtained from the M-DCPS District and School Profiles 2000-01. The characteristics included: capacity utilization, mobility, funds expended, student membership, average teaching experience, out-of-field placements, pupil-teacher ratio, student attendance, indoor and outdoor suspension rates, dropout prevention program referral rate, and the percentage of non-gifted exceptional students. These characteristics were then correlated with the CPI within each cluster. Table I-3 presents the correlation coefficients by cluster.

The correlation coefficient (D) measures the relationship between two variables and can vary between -1 (always negative) and 1 (always positive). The magnitude indicates the strength of the relationship and the sign provides the direction. A value of "0" means that there is no relationship between the two variables. Statistically significant correlations are indicated by an asterisk. As Table I-3 shows, the analysis failed to identify any characteristics for which the correlation coefficients were statistically significant across all, or even the majority of the clusters.

**Best in Class Schools**

**Table I-3  
Relationship of Achievement to the School level Characteristics  
of Demographically Similar Schools**

Characteristics	Cluster E1	Cluster E2	Cluster E3	Cluster E4	Cluster E5	Cluster E6
	D	D	D	D	D	D
Capacity Utilization	-0.05	0.47	-0.29	-0.40	0.13	0.10
Mobility Index	-0.01	-0.34	0.24	-0.72*	-0.14	-0.35
Pupil Teacher Ratio	-0.53*	0.21	-0.08	-0.28	-0.23	-0.02
Teaching Experience	0.17	0.08	-0.11	-0.43	0.20	0.54
Out-of-Field Placements	-0.11	0.39	-0.02	0.71*	-0.03	-0.22
Student Membership	-0.35	0.13	-0.26	-0.23	-0.15	-0.47*
Student Attendance	0.40	0.61*	0.44	0.56	0.45	0.44
Exceptional Students	0.08	-0.13	0.08	0.15	-0.16	-0.09
Funds Expended <sup>1</sup>	0.48	-0.06	0.47*	-0.22	0.08	0.28
Indoor Suspensions	-0.11	0.17	0.02	-0.02	-0.24	-0.28
Outdoor Suspensions	-0.14	0.24	0.08	-0.37	0.06	-0.06
Dropout Prevention	-0.12	-0.02	-0.32	-0.17	-0.28	-0.05
Characteristics	Cluster E7	Cluster E8	Cluster M1	Cluster M2	Cluster M3	Cluster M4
	D	D	D	D	D	D
Capacity Utilization	0.10	-0.27	-0.01	0.35	-0.56	0.37
Mobility Index	-0.33	0.10	-0.41	-0.32	-0.88	-0.19
Pupil Teacher Ratio	0.17	-0.06	0.01	0.39	-0.08	0.33
Teaching Experience	0.08	0.16	0.26	0.02	0.38	0.45
Out-of-Field Placements	0.25	0.14	-0.14	0.50	-0.53	0.02
Student Membership	0.32	-0.12	0.20	0.44	-0.56	0.41
Student Attendance	0.48	0.41	0.10	0.38	0.78	0.57
Exceptional Students	-0.01	0.08	-0.28	0.44	-0.18	-0.41
Funds Expended <sup>1</sup>	-0.46	0.21	-0.15	0.16	0.79	0.14
Indoor Suspensions	-0.46	0.15	0.17	-0.58	0.08	-0.57
Outdoor Suspensions	0.22	-0.26	0.70	0.14	0.33	0.90*
Dropout Prevention	-0.11	0.14	-0.02	0.57	0.62	0.88*

Note. Values for Exceptional Students, Suspensions, and Dropout Prevention represent a percentage of Student Membership. Values for Out-of-Field Placements represent a percentage of instructional staff.

<sup>1</sup> Cost per full-time-equivalent student.

\* Statistically significant  $p < .05$ .

## CONCLUSIONS

The purpose of this study was to identify relatively high performing Title I-funded schools and to examine the characteristics which distinguish them. To accomplish this goal, all Title I-funded elementary and middle schools were grouped according to three characteristics of the student population in the school: poverty level, ethnicity, and limited English proficiency. The clustering procedure resulted in 8 groups of elementary schools containing between 9 and 24 schools with a mean of 16.4 schools per group. The middle school clusters were grouped into four clusters which contained between 5 and 11 schools, with a mean of 8.0 schools per group.

As overall measures of school-wide achievement, Composite Performance Indices were computed for each school by combining indicators derived from standardized test scores in reading, writing, and mathematics. Using these indices and specified decision criteria, Best in Class schools were identified in each cluster. Finally, to identify the school level characteristics that were associated with high achievement across clusters, selected characteristics were correlated with the achievement index. No characteristic was identified among either the elementary or middle schools that was systematically associated with high achievement. Nevertheless, schools may be able to gain insight into the strategies and ethos of the “best” schools within their group by networking with those schools.

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	<b>Best in Class Schools</b>	
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**Appendix**

	<b>Best in Class Schools</b>	
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**Calculation of the Composite Performance Index**

The Composite Performance Index was calculated from an aggregation of separate proficiency indicators for reading, writing, and mathematics. It was based on the 2000 and 2001 administrations of the Florida Comprehensive Assessment Test (FCAT). The reading and mathematics indicators were based on subtests of the FCAT Sunshine State Standards (SSS) component (reading, grades 4, 8, and 10; mathematics, grades 5, 8, and 10); and the FCAT Norm Referenced Test (NRT) component (reading and mathematics, grades 3 through 8), which is a version of the Stanford Achievement Test (SAT-9). Results from the district’s administration of the SAT-9 were used for students in grade 2. The writing indicator was based on school-wide results from FCAT Writing (WRI), administered to students in grades 4, 8, and 10.

School-wide achievement rates for each test were defined as the percentages of all students in the school who met the criteria specified in state and federal accountability systems. As such, for the SSS component, the percentage of students who scored at level 2 or above was used. For the NRT component, the percentage of students who scored above the median (50<sup>th</sup> percentile) was used. And for the WRI, the percentage of students who scored a “3” or above was used.

Scores from the 2000 and 2001 administrations of the SSS, NRT, and WRI were included to account for the schools’ performance over time. More weight was assigned to the 2001 results to emphasize recent performance. As such, a school’s reading and mathematics indicators were calculated separately as:

$$((2 * SSS01 + SSS00) / 3 + (2 * NRT01 + NRT00) / 3) / 2.$$

For example, consider the data for the sample school portrayed in Table I-4 below. The percentages of students attaining level 2 and above on the SSS reading subtest were 35% in 2000, and 44% in 2001. The percentages of students exceeding the 50<sup>th</sup> percentile on the NRT reading subtest were 30% in 2000, and 39% in 2001.

**Table I-4  
Sample School: Percentages of Students  
Meeting State/Federal Criteria on the SSS, NRT, and WRI**

Subtest	Sunshine State Standards		Norm Referenced Test	
	1999-2000	2000-01	1999-2000	2000-01
Reading	35	44	30	39
Mathematics	53	64	60	65
Writing	78	87	--	--

\*Note. The percentages listed represent the percentage of students in the sample school who met the criteria specified in state and federal accountability systems.



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	<b>Best in Class Schools</b>	
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Therefore, the reading indicator for the sample school was calculated as follows.

$$\text{Reading: } ((2 * 44 + 35) / 3 + (2 * 39 + 30) / 3) / 2 = 40.0$$

Similarly, Table I-4 shows that the percentages of students attaining level 2 and above on the SSS mathematics assessment were 53% in 2000, and 64% in 2001. The percentages of students exceeding the 50<sup>th</sup> percentile on the NRT mathematics assessment were 60% in 2000, and 65% in 2001. Thus, the mathematics indicator for the sample school was calculated as follows.

$$\text{Mathematics: } ((2 * 53 + 64) / 3 + (2 * 60 + 65) / 3) / 2 = 61.8$$

Returning again to Table I-4, one sees that the percentages of students scoring a “3” and above in writing were 78% in 2000, and 87% in 2001. The formula for a school’s writing indicator was as follows.

$$(2 * \text{WRI01} + \text{WRI00}) / 3$$

Thus, the writing indicator for the sample school was calculated as follows.

$$\text{Writing: } (2 * 87 + 78) / 3 = 84.0$$

Finally, the Composite Performance Indicator for the sample school, obtained by combining the three subject area indicators together was computed as shown.

$$\text{Composite Performance Index: } (40.0 + 61.8 + 84.0) / 3 = 61.9$$

Note that the designation of a school as Best in Class is contingent upon its attainment of minimum acceptable school performance based upon the criteria in state and federal accountability systems. As such, the minimum performance criteria for the reading and mathematics portions of the SSS component, specified by the FDOE under the current school grading system is that 60% of the students must score at Level 2 or above. For the reading and mathematics portions of the NRT component, the performance criteria used was that specified by the FDOE under the former accountability system. Using that system, schools were designated as “critically low,” if more than 33% of the elementary students or 40% of the middle students scored at or below the 50<sup>th</sup> percentile. Finally, the minimum performance criterion for the WRI component, specified by the FDOE under the current school grading system, is that 50% of the elementary students and 67% of the middle students must score a “3” or above. The minimum acceptable Composite Performance Index, obtained by substituting the minimum criteria into the equations listed above is 47.5 for the elementary schools and 55.7 for the middle schools. These values were used in the decision rule regarding minimum performance for designation as a Best in Class school.

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	<p><b>Site Visits: Characteristics of Best in Class Schools</b> Sally A. Shay</p>	
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## Site Visits: Characteristics of Best in Class Schools

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### EXECUTIVE SUMMARY

Beginning in the 1995-96 school year, the Office of Evaluation and Research has identified relatively high performing Title I schools within demographically similar groups, and designated these schools as “Best in Class” (BIC). At the request of Federal Programs and Grants Administration, this follow-up study was conducted to identify practices in BIC schools which differentiate them from other similar schools. In-depth site visits were conducted in May 2001 at six middle schools funded by Title I. These schools represent three demographically distinct groups. Three of these schools had been designated as BIC, and three were comparison schools, not so designated. During the site visits, data were collected from a variety of sources, including: general observations at the school sites; observations in classrooms; surveys of teachers, students, and parents; interviews with parent outreach specialists and school level administrators; and a review of documents provided by the schools.

Seven characteristics identified by research on effective schools were used as a framework for this study. Three of these characteristics focus on administrative and/or organizational factors. They are implementation of a mission statement to guide instruction, effective leadership practices, and provision of a safe and orderly environment. It was found that all schools had a formal mission statement in place, and exhibited leadership practices which facilitate continuous school improvement. While programs and policies appeared to be in place to address health, wellness, and safety, some areas for improvement were identified. These were primarily in the provision of fair, consistent disciplinary procedures, and engendering feelings of safety on the school campus. Surprisingly, comparison schools appeared to have an advantage over the BIC schools in two areas: encouraging communication and collaboration among staff, and the provision of a safe and orderly learning environment.

Three other characteristics identified as effective practices focus directly on instruction and student achievement. These are providing an opportunity to learn, holding high expectations for the students, and assessing the students’ learning. The schools had all implemented appropriate procedures to ensure that these practices were firmly in place. Class time appeared to be utilized appropriately, and assessment techniques were geared to assessing the students’ understanding in various ways. Diverse course offerings were available for the students’ different developmental stages. Also, academic and extracurricular activities were available, covering a wide range of interests, to give students the opportunity to discover their own talents and abilities. Regrettably, the majority of the teachers did not believe that their students were equipped with the basic skills necessary for high achievement. Nonetheless, the stakeholders all appear to believe that progress is being made toward their expectations, and agree that their school provides its students with a good education.

The final characteristic addresses productive relationships between the school, home, and community. The six middle schools visited had made efforts to reach out to the parents and the surrounding communities, and to elicit their support. While the parents reported that they are asked to participate in their child’s education, and do to some extent, the teachers assert that this is not generally the case. Most troubling is

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the finding that nearly half of the teachers feel that the parents and teachers do not hold similar expectations for the students. This is the key to effective home-school relationships.

Thus, the site visits revealed some surprising results. Although all of the schools utilize effective practices in their operation, the comparison schools appeared to have incorporated some of them to a higher degree than the schools designated as BIC. This finding is surprising given that the BIC designation was based on higher levels of student achievement. Although this finding could be due to chance, speculation suggests that the efforts required to raise achievement in all Title I schools, but particularly in the lower achieving comparison schools, were evident in the demonstration of effective practices seen during these site visits.

## INTRODUCTION

The Title I Program provides supplementary funding for the highest poverty schools in the country (Federal Programs and Grants Administration, 1997). During the 2000-01 school year, 164 schools in the Miami-Dade County Public Schools (MDCPS) received funding to implement schoolwide Title I programs. These included 129 elementary schools, 3 K-8 centers, 31 middle schools, and one senior high school. These schools represent the highest poverty schools in the fourth largest school district in the nation. Typically, schools with high concentrations of students from low-income families have lower levels of student achievement. In fact, the Florida State Department of Education has reported that indicators of student achievement in reading, mathematics, and writing for high poverty schools were all far below those for medium and low poverty schools (1994). However, despite the disadvantages experienced in these schools, and by the students who attend them, there are cases in which some schools excel academically.

In order to identify high achieving schools in the MDCPS, Title I evaluation staff from the Office of Evaluation and Research have conducted studies of “Best in Class” schools yearly, beginning with the 1995-96 school year. In these studies, schools funded by Title I are grouped into demographically similar clusters and ranked according to their score on a composite index of academic performance, which includes reading, mathematics, and writing indicators (Urdegar, 2001). From these rankings, Best in Class schools are identified within the clusters. The composite indices are subsequently correlated with other archival school level variables in an attempt to identify factors related to student achievement. These variables include: pupil-teacher ratio, teaching experience, school size, student attendance, percentage of exceptional students, indoor and outdoor suspensions, capacity utilization, and an indicator of student mobility. Unfortunately, such readily available data have not been shown to be directly associated with student achievement once demographic variables are controlled. In fact, based on data from the 1999-2000 school year, none of these variables were significantly correlated with the composite index in a majority of the clusters. Thus it became evident that traditional methodology would not be sufficient to identify the factors which enable some schools to excel.

Therefore, beginning in the 1997-98 school year at the request of Federal Program and Grants Administration, site visit studies have been conducted which have gone beyond the quantitative data and examined more qualitative characteristics of these schools. Specifically, the characteristics identified by research on effective schools were used to provide a framework to describe the practices that distinguish relatively high performing Title I schools from others with similar demographic makeups. Following is a description of these effective practices.

### **Background Information**

The effective school movement began in the late 1960's, with descriptive studies of individual effective schools. Initial studies lead to sets of characteristics that have been found to correlate with student achievement, and the “new excellence movement began to sweep the country like a storm” (Lezotte, 1986). More recently, school effectiveness research has served as the backbone for school improvement models.

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In addition, the National Middle School Association (NMSA) has issued a report, entitled “This We Believe: Developmentally Responsible Middle Level Schools,” which outlines the characteristics of effective middle schools and the practices that lead to such success (1995).

Sammons, Hillman, and Mortimore (1995) conducted a comprehensive review of school effectiveness research carried out in America and the United Kingdom. In compiling a list of the “key determinants” of effective schools, they warn of the danger of inferring causal relationships between these characteristics and high student achievement. In many ways, the two may be reciprocal in nature. For example, high expectations may indeed lead to enhanced achievement, and this in turn could cause further high expectations for succeeding age groups. On the other hand, low expectations may in fact be self-fulfilling. If low expectations lead to poor attendance and poor behavior, underachievement may, in fact, be a result.

The Florida State Department of Education Chapter 1 Successful Schools Pilot Study (1994) identified seven correlates of effective schools which have been used in investigations statewide. The associated practices which lead to student success were modified somewhat to accommodate the unique characteristics of middle schools in the department’s 1996 report on high performing middle schools. The guidelines set forth by the NMSA have also been incorporated. These characteristics are shown in Table J-1 and are discussed in the following sections.

### **Clear School Mission**

All stakeholders in effective schools have a shared vision and goals. The school’s mission is focused on the students, and stems from the particular needs of middle school students, promoting academic achievement as well as personal development. There is unity and consistency schoolwide, with regard to rules, discipline policies, assessments, and general expectations. The principals tend to build a consensus among the teachers, staff, parents, and students regarding values and goals, so that the school functions as a whole. Finally, there is a spirit of collegiality and sense of community, with the belief that all views are represented and considered seriously.

### **Instructional Leadership**

Effective schools have professional leadership. While leadership styles may vary, principals of effective schools are proactive. They serve as mediators or buffers for external sources, guarding against undue pressure from outside sources, and/or procuring additional resources for their schools, perhaps through partnerships or grants. Given that effective change comes from within, they are the initiators of the school improvement process. However, their leadership is not authoritarian. Rather, it is participatory, sharing leadership responsibilities and collaborating with school staff. Principals in effective schools are viewed as the leading professionals, available and accessible, with expert knowledge in education.

Educators at the middle school level must be committed to young adolescents, having made a conscious choice to work with them. Educators must understand the changing youth culture. The NMSA notes that

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while all adults in developmentally responsive middle level schools serve as student advocates, there should be a designated advocate or advisor to support each individual student. Flexible, organized structures are provided in such schools, utilizing block scheduling which provides for common planning time for interdisciplinary teams of teachers, and often subdividing large schools into ‘schools-within-a-school’ (1995).

**Table J-1  
Seven Correlates of Effective Schools**

Characteristic	Description
<b>Clear School Mission</b>	There is a clearly stated mission that focuses on academics.
<b>Instructional Leadership</b>	Principals demonstrate strong leadership, especially in the areas of curriculum and instruction, and they are able to share leadership by involving other staff members in leadership activities and positions.
<b>Safe and Orderly Learning Environment</b>	The school is safe and the students conduct themselves in an orderly manner with all parties engaged in purposeful activities that are learning related.
<b>Opportunity to Learn and Time on Task</b>	The school regards learning time as a critical resource and manages it well through classroom procedures and interactive learning.
<b>High Expectations</b>	The school operates on the belief that all students can learn the basic and higher order skills that are a part of the school curriculum.
<b>Frequent Monitoring</b>	There are regular assessments of student progress and the effectiveness of school programs.
<b>Home-School-Community Relations</b>	Parents and the community understand and actively support the purpose of the school and are treated as partners in their children’s education.

*Note.* Adapted from the Florida State Department of Education’s *Chapter 1 Successful Schools. Pilot Project Report. 1993-94, 1994.*

### **Safe and Orderly Learning Environment**

An effective school has an environment conducive to learning. This entails a safe and orderly environment. Sammons, et al. (1995) pointed out that schools do not become more effective when they are orderly, but that orderliness is a prerequisite for effective learning. The physical aspect of the building should be attractive and in good repair. It is thought that such attributes add to morale and discourage vandalism.

At the middle school level, emphasis is placed on preventive discipline. Explicitly stated rules and routines help to maintain order and keep students on task. Peer mediation and in-school suspension programs are



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often used to deal with infractions. Other programs and policies should be available to foster health, wellness and safety. In addition, students' participation in school, particularly through service activities and in positions of responsibility, help students to establish their place in the community.

### **Opportunity to Learn and Time on Task**

Probably the most fundamental characteristic of effective schools is a concentration on teaching and learning. Subsumed under this characteristic are the following elements: utilization of varied teaching approaches; provision of an instructional program that is challenging, integrative, and explorative; and maximization of learning time. As such, instructional approaches should include direct instruction, experiments and demonstrations, simulations, and independent study. Emphasis should be placed on cooperation and collaboration, with students grouped as needed, by ability, interest, or other characteristic. The curriculum should advance the academic skills of all ability groups, recognizing the developmental diversity of middle school students. Course selections should be available to challenge the most gifted and enable the least capable. Technological resources should be available, as tools, to enhance the instructional program. In addition, teachers should be afforded the opportunity to participate in staff developmental activities in support of these goals.

The middle school educational experience should also allow for exploration in academic subjects, vocational experiences, and recreational activities. Such opportunities provide students with the opportunity to discover their own unique abilities and talents, and prepare them for life as productive citizens. At the middle school level, education should be integrative, connecting school to real life issues, and encouraging critical thinking and informed decision making.

### **High Expectations**

In an effective school, there are high expectations for all students. This includes providing intellectual challenges which require imagination, problem solving abilities, and the use of higher order thinking skills. Low expectations suggest a lack of control over the students' difficulties, leading to a passive approach to teaching. High expectations suggest a more active role for the teachers, and empower the students to learn. However, Wilson and Corcoran (cited in Sammons, et al., 1995) warned that "raising expectations is an incremental process and demonstrated success plays a critical role." It is essential that the expectations are obtainable. It has been found that homework completion has three times more influence on student achievement than parental social status (NMSA, 1995). Moreover, students must be held accountable for their own learning. Students who feel that their success is under their own control, rather than attributable to their teachers or some other outside forces, are more motivated and likely to achieve. As such, the students' rights and responsibilities are clear and held to be important in effective schools.

### **Frequent Monitoring**

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An additional characteristic of effective schools is monitoring progress toward the achievement of goals. This measurement must take place at all levels: schoolwide, at the classroom level, and for individual students. At the classroom level, the students' understanding should be assessed in various ways, such as informal verbal questioning, quizzes, homework, and tests. The attention should be focused on the goals, and the extent to which the goals of the school are being met. Assessment should focus on individual progress, rather than comparing students to one another. And, in order to develop a sense of responsibility, students should be held responsible for completing assignments and maintaining a record of their grades. Moreover, the students must be held accountable for their own work. This characteristic sends a clear message to the students concerning priorities, and provides positive reinforcement for goals which are met.

### Home-School Community Relations

A productive home-school partnership is another characteristic of effective schools, particularly in schools with high concentrations of poor or working class students (Hollinger and Murphey, cited in Sammons, et al., 1995). The form of such a partnership is difficult to define and depends largely on the context at a particular school. For example, "formalized" involvement, such as PTA activity, is not always successful, sometimes creating barriers to those parents who are not part of the clique. While the mechanisms for successful parental involvement are unclear, the key seems to be ensuring that the students' parents and teachers both have similar objectives and expectations for the students, providing combined support for learning. Schools can help the parents to create and sustain a positive home learning environment.

It is interesting to note that the level of funding and availability of resources did not seem to be major determinants of school effectiveness. The synthesis of research pointed out that adequate resources are available for materials and supplies almost without exception, (Sammons, et al., 1995). Adequate resources, then, are necessary, but not sufficient for a school's success.

In its study of higher performing, higher poverty middle schools, the Florida Department of Education identified barriers to school improvement efforts. The most frequently listed barriers were, in essence, reversals of many of the factors that have been listed as characteristics of effective schools. These included issues such as ineffective leadership, apathetic (or even incompetent) teachers, the lack of a team effort, no schoolwide focus on the students, large class sizes, a lack of ongoing professional development and collegial learning activities, little school/parent/community communication, and a lack of commitment to ongoing school improvement.

Overall, the correlates of effective schools discussed above are interrelated and mutually dependent. Many seem to be a matter of common sense. In fact, effectiveness research is often criticized for stating the obvious. However, as Rutter (cited in Sammons, et al. 1995) suggested, "research into practical issues such as schooling rarely comes up with findings that are unexpected." Furthermore, this list of characteristics is not considered to be a blueprint for success. The context of any specific school must be taken into account. "Success does not stem merely from the existence of certain structures of organization, teaching patterns, or curriculum planning, but is dependent on the spirit and understanding that pervades the life and work of

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a school, faithfully reflecting its basic objectives” (Department of Education and Science Inspectorate of Schools, London, cited in Sammons, et al., 1995).

This is the foundation for the current study of Best in Class schools. These characteristics of effective schools will be examined in an attempt to demonstrate their relationship to student success in the MDCPS.

### DESIGN OF THE STUDY

Although schools implementing the Title I program represent the highest poverty schools in the district, some schools obtain high levels of academic performance despite serious economic constraints. This study extends the “Best in Class” study (Urdegar, 2001) by examining characteristics of these schools through in-depth site visits. The purpose is to identify the characteristics which differentiate them from other demographically similar schools. The focus of the study was guided by the following question:

- ž To what extent do the Title I middle schools identified as “Best in Class” and the comparison schools implement the practices identified in effective school research?

To identify the high performing middle schools, all Title I-funded schools were grouped into demographically similar clusters based on the three characteristics of the student population that are most highly associated with variations in achievement: socioeconomic status, ethnicity, and English proficiency. A composite index of academic performance was calculated which included school wide performance indicators from the 1999 and 2000 administrations of the Florida Comprehensive Assessment Test (FCAT). These indicators included reading and mathematics scores on both the Sunshine State Standards (SSS) and Norm Referenced Test (NRT) components of the FCAT, as well as the Writing component. The schools were then ranked according to their composite index scores, and relatively high performing schools within each cluster were identified as “Best in Class” (BIC). One BIC middle school in each group was identified for participation in this study. A comparison school was also selected from those not designated as BIC. Table J-2 lists the schools in each group with the participating BIC school shown in boldface and the comparison school shown in italics.

Administrators at each school were contacted and visitation dates were scheduled in advance. Teams of two evaluators visited each school site for four to six hours. The site visits were conducted in May 2001. A series of instruments was used to record observations and ascertain stakeholders’ opinions at the schools. These included: 1) a General Checklist; 2) a Classroom Observation Checklist; 3) a Teacher Survey; 4) a Student Survey; 5) a Parent Survey; 6) a Parent Outreach Specialist Survey; and 7) an Administrator Interview Guide. In addition, documents and archival data were examined to corroborate data obtained from other sources.

The General Checklist was used by the evaluators to record observations concerning the students’ arrival/dismissal time, the school grounds, and other general attributes of the school. The checklist consists of two types of items. The first item type takes the form of a question, and provides the response options of “Yes,” “No,” or “N/A,” to be used if evidence relating to the question is not observed. The second item type adheres to a Likert format. Each item consists of a statement describing an attribute of the school. The following response scale is used to indicate the level of agreement with the statement: “Strongly disagree,” “Disagree,” “Agree,” and “Strongly agree.” The scale also includes the option, “Not applicable,” which is considered a non-response. Space is provided for descriptions of any attributes which are checked “No” or rated “Disagree” or “Strongly Disagree.”

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The Classroom Observation Checklist was used by the evaluators to record observations during classroom visits in six randomly selected classes at each school. It contains items with the same format types as the General Checklist. This checklist addresses issues such as the physical attributes of the classroom, degree of student engagement, and teacher-student relations.

**Table J-2**  
**Participating Best in Class and Comparison Schools**  
**in Demographically Similar Groups**

Cluster 1	Cluster 2	Cluster 3
<i>Brownsville</i>	Citrus Grove	Allapattah
Carol City	<b>Dario, Ruben</b>	Campbell Drive
<b>Centennial</b>	Filer, Henry H.	Drew, Charles R.
Kennedy, John F.	Hialeah	Jefferson, Thomas
Mays	<i>Homestead</i>	De Diego, Jose
North Dade	Kinloch Park	Madison
Redland	Marti, Jose	<b>Mann, Horace</b>
	Palm Springs	<i>Miami Edison</i>
	Shenandoah	North Miami
		Westview

*Note.* Best in Class schools are shown in **boldface**. Comparison schools participating in the study are shown in *italics*.

The Teacher Survey was designed to ascertain the opinions of the teachers regarding their experiences in the school. It addresses such issues as school policies, intra-school communications, parent/community involvement, curriculum issues, and other attributes of the school. The items generally conform to a Likert format like those on the checklists described above. Teachers indicate their level of agreement with a series of statements about the school. A copy of the survey was placed in each teacher's school mailbox, with instructions to return it in the return envelope provided. Confidentiality was ensured, although, the surveys were coded to follow up with non-respondents.

The Student Survey was designed to ascertain the students' opinions regarding their school. It contains items which address the school's climate, the students' classes, and the availability of extracurricular activities. Most of the items on the Student Survey adhere to a Likert format, while others are presented in multiple choice format. The Student Surveys were distributed by the evaluators to all students present in the six classes selected for observation in each school. The Student Surveys were anonymous, however, the sets were identified by school and class.

The Parent Survey was designed to ascertain the parents' level of satisfaction with their child's school. It addresses home-school communications, the extent to which the parents feel welcomed at the school, and their level of involvement. The Parent Survey adheres to the same Likert scale format as the Teacher

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Survey. Copies of the Parent Survey, in English, Spanish, and Haitian-Creole, were provided to four selected mathematics classes in each school. The accompanying instructions directed the teachers to distribute one survey to each student in their first class that day. Students were instructed to use the sealed return envelope provided to return the completed survey to their classroom teacher, and the surveys were returned as class groups. The Parent Surveys were anonymous, however, the sets were identified by school and class.

The Parent Outreach Specialist Survey was used as a guideline during an informal interview conducted with the parent outreach specialist at the school. The survey consisted of eight questions regarding the Parent Outreach Specialist's role in facilitating home-school communications.

Formal interviews were conducted with the principal and/or assistant principal at each school, using the Administrator Interview Guide. The guide consists of twelve open-ended questions which address the key characteristics of effective schools, as well as issues relating to Title I funding. Notes taken during interviews were analyzed descriptively through a content analysis.

In addition, the principal at each school was asked to provide a set of documents for review. The requested documents were the Parent-Student Handbook and a list of instructional programs, projects, and/or grants operating in the school. These documents were collected during the site visit for later review and content analysis. These two sources of data were used primarily to corroborate data obtained through other sources. A summary of the sources of data used to examine each of the characteristics of effective schools is shown in Table J-3.

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**Table J-3  
Sources of Data for the Research Questions**

	General Observation Checklist	Classroom Observation Checklist	Teacher Survey	Student Survey	Parent Survey	Parent Outreach Specialist Survey	Principal Interview	Documents / Archival Data
<b>Effective Practices:</b>								
Clear School Mission	/	/	/				/	/
Instructional Leadership	/		/	/			/	
Safe and Orderly Environment	/	/	/	/	/		/	
Opportunity to Learn		/	/	/	/		/	/
High Expectations		/	/	/	/		/	
Frequent Monitoring		/	/					
Home-School-Community Relations	/		/		/	/	/	/

### RESULTS OF THE STUDY

School level differences were examined in three Title I middle schools designated Best in Class (BIC) and three comparison schools in May 2001. As noted in the Design of the Study, several instruments were developed to collect data during the visits. These include: a General Observation Checklist, a Classroom Observation Checklist, a Teacher Survey, a Parent Survey, a Parent Outreach Specialist Survey, and an Administrator Interview Guide. A pilot study was conducted during the 1997-98 school year that showed the instruments to be an efficient means of gathering data during site visits. Revisions were made to the instruments as a result of the pilot study, and to adapt them for use at the middle school level. In addition, a Student Survey was developed for use in the middle schools. Copies of the instruments used during site visits in the 2000-01 school year may be found in the Appendix beginning on page 159.

A General Observation Checklist was used by each evaluator at each school site to record observations around the school grounds. As such, 24 forms were completed at the six schools. Item responses in subsequent discussions of the survey results reflect the average of the evaluators' ratings.

Classroom Observation Checklists were completed in six randomly selected classrooms at each school site. Ratings were assigned by the evaluators in each classroom. In all, 72 checklists were completed for the 36 classrooms visited. As with the General Checklists, the item responses discussed subsequently reflect the average of the evaluators' responses.

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The Teacher Survey was distributed to each regular classroom teacher in the selected schools. Of the 382 teachers targeted to receive surveys, 282 returned completed surveys, resulting in a 73.8% response rate. This level of response is adequate to generalize results to all teachers in the selected schools. Therefore, confidence may be placed in the results of the Teacher Survey.

The Student Surveys were distributed by the evaluators to each student present in the 36 classes selected for observation, as described above. In all, 860 surveys were distributed and 849, or 98.7% were completed by the students. This high level of response ensures that the students were well represented.

Parent Surveys were distributed to four mathematics classes in each school. Of the 24 classrooms targeted to receive surveys, 20 classrooms returned sets of completed surveys. In all, 223 parents completed surveys, with an average of 11.2 surveys returned per classroom. These surveys represented 83.3% of the classrooms and every school participating in the site visits. This level of response suggests that the parents were sufficiently represented to provide an indication of the general opinions of the parents in these schools.

The Parent Outreach Specialist Survey and Administrator Interview Guide were both used as guidelines in conducting interviews with school staff members. Notes taken by the evaluators during the interviews were analyzed through content analyses. In addition, the review of documentation entailed a qualitative analysis of the contents of each type of document. As such, the data obtained through these sources is descriptive in nature.

Data obtained during the site visits may be used to describe practices in these Title I schools, and to examine differences between the schools designated BIC and those not so designated. The results will be presented based on the characteristics of effective schools listed in the Florida Department of Education's Chapter 1 Successful Schools Study (1994) and shown in Table J-1. As stated previously, these characteristics are often interrelated and mutually dependent. A description of the characteristics of the schools visited follows.

### **Clear School Mission**

The key feature of a school with a clear school mission is that all stakeholders have a shared vision and similar goals. It requires consensus building and collegiality among all stakeholders. As a part of its School Improvement Plan, each school in the district is required to have a formal mission statement. All six schools had retained the same mission statement from the 1999-2000 school year. During the site visits, only one of the schools visited had its mission statement prominently displayed in the school. Nonetheless, the majority of the teachers felt that their school's mission statement was an accurate description of the goals held by the students, faculty, and administration in the school.

It was noted that student work, awards, and accomplishments were displayed in various locations throughout the schools. Students were also observed to be working and learning in areas other than the



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classroom in the schools. These two features convey pride in the students' accomplishments and school-wide cooperation leading toward the attainment of common goals.

Essential to staff's commitment to a common goal is adequate communication within a school. Somewhat higher percentages of the teachers in the comparison schools indicated that communication was sufficient for them to receive notification of pertinent information and events, and that their ideas were considered in decisions made regarding instructional programs and policies in the school. As an indicator of staff cohesiveness, the teachers were asked whether teachers in the school generally respected one another and got along. Overall, most of the teachers believed this to be true.

Table J-4 shows a summary of these results. The percentages and number of responses given represent endorsement of the statements listed on the General Checklist, Classroom Observation Checklist, and Teacher Survey. Statements of endorsement included responses of "Yes" to items with a Yes/No format, and responses of "Agree" and "Strongly Agree" to items adhering to a Likert format. Any statistically significant differences between the responses of the BIC and the comparison schools, based on Chi-square analyses, are shown in boldface type ( $p < .05$ ). The complete text of the items may be seen on copies of the instruments found in the Appendix beginning on page 159.

**Table J-4**  
**Endorsement of Items Regarding a Clear School Mission**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
<b>General Checklist</b> (n=6 schools)	5. Mission statement displayed	0.0 (0)	33.3 (1)
	9. Student work displayed in building	66.7 (2)	66.7 (2)
	13. Student awards displayed	100.0 (3)	100.0 (3)
	16. Collegiality among staff	100.0 (3)	100.0 (3)
	17. Students learning throughout school	100.0 (3)	100.0 (3)
<b>Classroom Observation</b> (n=36 classrooms)	7. Students' work displayed in classroom	72.2 (13)	44.4 (8)
<b>Teacher Survey</b> (n=282 teachers)	6. Mission statement practiced	81.7 (107)	89.3 (117)
	10. Ideas considered regarding programs/policies	57.4 (70)	68.1 (81)
	27. Communication is sufficient	70.9 (95)	80.2 (105)
	28. Teachers respect one another	83.6 (112)	88.5 (115)

Note. Percentages and numbers of responses shown represent responses of "Yes" on the Yes/No items and "Agree" and "Strongly Agree" on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

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<sup>1</sup>No differences between Best in Class and comparison schools were found to be statistically significant ( $p < .05$ ).

During interviews, the principals were asked how they insured that all stakeholders (i.e., the students, staff, and community) support the tenets set out in the mission statement. The principals noted how they enlisted the support of various groups. Five of the six principals mentioned informing parents through the PTSA, EESAC committee, or notices sent home with students. Half of the principals mentioned training staff members, and only one mentioned reviewing the mission statement with students. While one first-year principal at a designated BIC school was unfamiliar with the existing mission statement, three of the principals noted that they tried to keep the meaning behind their mission statement fresh and visible. As one stated, the school's mission is simply "something we do. Everything we do and every penny we spend goes to educate children."

So, it is clear that all the schools visited had formal mission statements. However, the degree to which the statements served to focus the schools' efforts differed substantially from school to school. Items addressing interpersonal interactions within the schools suggested that this aspect may have been somewhat better in the comparison schools, although none of the differences were great enough to achieve statistical significance. Respect among staff was quite high overall.

### **Instructional Leadership**

While effective principals have been shown to have many different styles, they also have common attributes. The literature shows that principals in effective middle schools demonstrate strong leadership, and involve other staff members in leadership activities and positions. Casual observations at the schools indicated that the majority exhibited evidence of effective instructional leadership. Results on indicators of instructional leadership are shown in Table J-5. Few differences were observed between schools designated as BIC and the comparison schools.

As the table shows, most of the teachers indicated that opportunities were available for collaboration and cooperation among faculty. A significantly larger percentage of the teachers in the comparison schools agreed with this item than those in the BIC schools (comparison, 86.2%; BIC 74.3%). In addition, the principals in every school professed to utilize interdisciplinary teams as the underlying organizational structure of their school. The majority of the teachers concurred, including a somewhat larger percentage of the teachers from the comparison schools (comparison, 85.0%; BIC 75.2%).

One of the key characteristics of developmentally responsible middle schools has been identified as the designation of an adult advocate for every student. The principals mentioned a variety of individuals who fulfill this role including counselors (particularly TRUST counselors) and career specialists. In one school, an assistant principal and counselor are designated to follow a class as it proceeds through the school. Overall, just over half of the teachers endorsed a related item on the survey which read, "An adult advocate is designated to support the academic and personal development of each student in this school." Contrary

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to this lukewarm endorsement, more than 80% of the students agreed that a trusted adult was available to whom they could turn if they really needed help with a problem. Perhaps this is because most of the teachers indicated that they had, in fact, made a conscious decision to teach young adolescents at the middle school level. Furthermore, the majority of the students believed “that the administrators care about the students” in their school.

Finally, in effective schools, the administrators serve as the key in procuring needed resources for their staff, and initiating the school improvement process. The majority of the teachers endorsed the items related to this feature ( i.e., principals obtain what is needed; are demanding of self; and are demanding of staff). In addition, the majority believed that their efforts are appreciated by the administration.

Thus, the Title I middle schools participating in this study tended to have many attributes associated with effective instructional leadership. The schools appeared to provide opportunities for teachers to collaborate and contribute toward the instructional program. In addition, they provide students with an adult advocate, and provide the leadership necessary for school improvement. Responses to two items that addressed a team-based approach to teaching suggested an advantage in favor of the comparison schools.

**Table J-5**  
**Endorsement of Items Regarding Instructional Leadership**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
<b>General Checklist</b> (n=6 schools)	2. Administrators present at arrival	66.7 (2)	100.0 (3)
	10. Greeted promptly in office	66.7 (2)	66.7 (2)
	11. Staff helpful	66.7 (2)	100.0 (3)
	12. Office neat / orderly	100.0 (3)	100.0 (3)
<b>Teacher Survey</b> (n=282 teachers)	<b>8. Opportunity to collaborate</b>	<b>74.3 (101)</b>	<b>86.2 (112)</b>
	<b>9. Interdisciplinary teams utilized</b>	<b>75.2 (100)</b>	<b>85.0 (113)</b>
	19. Adult advocate available	53.3 (56)	65.7 (65)
	29. Efforts appreciated by administrator	67.7 (90)	75.2 (97)
	30. Principal obtains what is needed	69.4 (86)	76.9 (93)
	31. Principal demanding of self	82.9 (87)	84.9 (101)
	32. Principal demanding of staff	86.4 (108)	92.3 (120)
	33. Conscious decision to teach at middle school	88.6 (117)	84.6 (110)

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Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
Student Survey (n=849 students)	15. Trusted adult available	82.3 (345)	81.8 (315)
	16. Administrators care about students	66.8 (267)	72.2 (267)

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>Statistically significant differences ( $p < .05$ ) between Best in Class and comparison schools are printed in **boldface** type.

### Safe and Orderly Environment

An environment conducive to learning is a prerequisite for effective instruction. Included in this characteristic is the management of student behavior, policies and programs that address health and safety, and the physical aspect of the building and grounds. Table J-6 presents a summary of the items relating to this characteristic. Casual observations conducted during the site visits identified few differences between the BIC and comparison schools with regard to the physical properties of the building and grounds. Such attributes were considered to be adequate at most of the schools visited. However, just over half of the teachers in the BIC and comparison schools concurred with this assessment. Even lower percentages of the students agreed. Only 28.7% of the students in the BIC schools and 35.9% of those in the comparison schools agreed that their school is usually clean. This represents a statistically significant difference between the two school types.

Observations conducted while the students were arriving at school led to the conclusion that student behavior on the school grounds was orderly in all but one school. Student movement in the halls during class changes was judged to be orderly in half the schools. Generally, adults were present and visible to monitor student conduct.

The principals noted that programs and policies addressing health, wellness, and safety were available in all the schools, but to varying degrees. Most reported providing formal instruction on topics including human growth and development, AIDS, and/or drug advisement as part of science, physical education, or academic advisement periods. Half offered resources for medical services including vision/hearing screening, immunizations, and referrals to counseling and social services. These services were more likely to be offered in the comparison schools than the BIC schools. The majority of the teachers were aware of such policies, including significantly greater percentages of the teachers from the comparison schools (BIC, 73.5%; comparison, 84.4%).

Disciplinary policies provide a foundation for the management of disruptive behavior. The students were asked if “the kids in this school usually listen to their teachers and follow the rules.” Overall, only about one-quarter of the students felt that the students do so. All three stakeholder groups (teachers, students, and parents) were asked if the discipline policy was fair and consistent at their school. Overall, about three-

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quarters of the parents believed that to be true, with no statistically significant difference between the two types of schools. However, this was not the case for the teachers and students, who have the most direct knowledge of conditions in their schools. Overall, about half of the teachers believed that discipline policies were fair and consistent, with significantly fewer of the teachers in the BIC schools believing that to be the case (BIC, 35.8%; comparison, 59.5%). Similar significant differences were found for the students, with 50.5% of the students in the BIC schools, and 61.4% of those in the comparison schools agreeing that policies were fair. In addition, the teachers were asked whether their recommendations for disciplinary procedures are supported by the administration. In the BIC schools, 59.8% of the teachers concurred, compared to 73.6% of the teachers in the comparison schools, a statistically significant difference.

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**Table J-6**  
**Endorsement of Items Regarding a Safe and Orderly Learning Environment**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
General Checklist (n=6 schools)	1. Drop off/pick up area	66.7 (2)	66.7 (2)
	3. Adults present during class changes	100.0 (3)	100.0 (3)
	6. School is clean	66.7 (2)	66.7 (2)
	7. Building well maintained	66.7 (2)	66.7 (2)
	8. Grounds well maintained	66.7 (2)	100.0 (3)
	14. Students' behavior orderly before school	100.0 (3)	66.7 (2)
	15. Students' movement orderly in halls	66.7 (2)	33.3 (1)
	20. Feel safe on school grounds	100.0 (3)	100.0 (3)
Classroom Observation (n=36 classrooms)	1. Classroom rules posted	38.9 (7)	33.3 (6)
	5. Classroom clean/well maintained	72.2 (13)	66.7 (12)
	6. Classroom neat/orderly	88.9 (16)	83.3 (15)
Teacher Survey (n=282 teachers)	<b>20. Policies foster health, wellness and safety</b>	<b>73.5 (97)</b>	<b>84.4 (108)</b>
	<b>21. Discipline policies fair and consistent</b>	<b>35.8 (49)</b>	<b>59.5 (78)</b>
	<b>22. Disciplinary decisions upheld</b>	<b>59.8 (76)</b>	<b>73.6 (95)</b>
	35. School clean/well maintained	60.5 (81)	57.3 (75)
	<b>36. Feel safe at school</b>	<b>66.9 (91)</b>	<b>79.7 (106)</b>
Student Survey (n=849 students)	<b>4. Feel safe at school</b>	<b>51.3 (216)</b>	<b>59.8 (232)</b>
	<b>5. Discipline policy fair and consistent</b>	<b>50.5 (199)</b>	<b>61.4 (231)</b>
	6. Kids follow rules	24.0 (99)	27.8 (108)
	<b>17. School is clean</b>	<b>28.7 (121)</b>	<b>35.9 (137)</b>
Parent Survey (n=223 parents)	2. Discipline policy fair and consistent	72.5 (66)	76.1 (89)
	3. Child is safe at school	68.8 (66)	75.8 (91)

Note. Percentages and numbers of responses shown represent responses of "Yes" on the Yes/No items and "Agree" and "Strongly Agree" on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>Statistically significant differences ( $p < .05$ ) between Best in Class and comparison schools are printed in **boldface** type.

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Finally, each stakeholder group was asked about safety in their school. In the BIC schools 68.8% of the parents indicated that they felt their child is safe at their school; 75.8% of the parents in the comparison schools concurred, a greater percentage, but not statistically significant. Similar percentages of the teachers concurred, with 66.9% of the teachers in the BIC schools and 79.7% of those in the comparison schools agreeing that they feel safe in school. This difference is statistically significant. A significant difference was also identified in the students' responses, with 51.3% of the students in the BIC schools and 59.8% of those in the comparison schools indicating that they feel safe in their school.

In summary, the analysis of data obtained during the site visits identified some trends regarding disciplinary practices and feelings of safety in the schools. Generally, the students and teachers provided a less favorable appraisal of the learning environment than the parents. Additionally, the results from the BIC schools tended to be less favorable than those from the comparison schools. This is in contrast to what may have been expected, given the higher levels of achievement exhibited in the BIC schools.

### **Opportunity to Learn and Time on Task**

In effective schools, learning time is regarded as a critical resource. Moreover, all efforts focus on academics, including content mastery, curriculum coverage, and the teachers' knowledge of the subject matter. The items concerning this characteristic are listed in Table J-7. During classroom observations, behavior management techniques were considered to be adequate to maintain order in the classrooms, even though rules of behavior were only posted in about one-third of the classrooms. The majority of the teachers noted that their students participate willingly in class discussions and activities, an aspect that was substantiated during classroom observations. Class time also appeared to be devoted to learning, generally free from disruptions with minimal organizational activities.

A variety of activities and teaching styles were observed during the observations. The two predominant activities were teacher-led question and answer periods, in 75.0% of the 36 classes observed; and independent work, observed in 61.1% of the classes. Other activities included: lectures, 38.9%; class discussions, 13.9%; and administration of tests or quizzes, 13.9%. Observations of student presentations, audio-visual presentations, small group work, or demonstrations were rare (observed in only one or two classes).

In developmentally responsible middle schools, a wide range of exploratory opportunities should be made available for students, both in academic course offerings and extracurricular activities. No significant differences were found between the BIC and comparison schools regarding this issue. The majority of the teachers agreed that "diverse courses are available to challenge the most capable students and enable the least capable." Most of the students agreed that their "classes are about the right level of difficulty."

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**Table J-7**  
**Endorsement of Items Regarding the Opportunity to Learn and Time on Task**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
<b>General Checklist</b> (n=6 schools)	18. Evidence of clubs / activities	100.0 (3)	100.0 (3)
<b>Classroom Observation</b> (n=36 classrooms)	9. Behavior management techniques adequate	88.9 (16)	94.4 (17)
	11. Class time devoted to learning	77.8 (14)	94.4 (17)
	13. Students participate in class	88.2 (15)	93.8 (15)
<b>Teacher Survey</b> (n=282 teachers)	7. Opportunity for training	80.9 (110)	85.2 (115)
	13. Students participate in class	86.7 (117)	79.4 (104)
	16. Diverse courses available	67.4 (91)	77.2 (98)
	17. Opportunities available to discover talents	81.8 (108)	86.4 (114)
<b>Student Survey</b> (n=849 students)	7. Classes right difficulty level	84.9 (366)	84.2 (325)
	13. Teachers want me to learn	89.1 (375)	87.8 (339)
	14. Extra-curricular activities available	86.9 (358)	90.3 (345)

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>No differences between Best in Class and comparison schools were found to be statistically significant ( $p < .05$ ).

In addition, most of the teachers and students indicated that opportunities are provided through the curriculum and school activities for students to discover their talents and abilities. On the Student Survey, the students were presented with a list of activities and asked to check all in which they participate. Ranked in order of the level of participation across all schools, the activities were: band/chorus, in which 26.0% of the students participated; athletics, 16.6%; clubs, 12.1%; cheerleaders/majorettes/dancers, 8.6%; newspaper/yearbook, 5.1%; student government, 4.8%; peer counseling, 4.5%; academic organizations, 3.8%; and other activities, 3.4%. Even with these levels of participation, 40.4% of the students reported that they did not participate in any school activities.

In the 2000-01 school year, all six of the schools visited had instituted after-school tutoring sessions to supplement the standard school day. In addition, four offered before-school sessions, and two offered Saturday sessions. Most of the tutoring programs were staffed by certified teachers. Other individuals who provided tutoring services included high school or college students, or other volunteers from the community. Typically, tutoring was available to any interested students.



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Thus, appropriate practices appear to be in place to afford students with the opportunity to learn. Class time appears to be utilized appropriately, and the students seem to be active participants. In addition, diverse course offerings are available for students at their appropriate levels of development, and to allow for exploration. Extracurricular activities are also available in a wide range of areas to give students an opportunity to discover their own talents and abilities. As such, both the BIC and comparison schools appear to provide opportunities for their students to learn and grow.

### **High Expectations**

The reauthorization of Title I changed the focus of Title I schools from remediation of a targeted group to the expectation that all students can learn the basic and higher order skills that are part of the school curriculum. Such an expectation empowers students to become intellectually engaged. Table J-8 lists the survey items corresponding to this characteristic. Casual observations conducted in the schools found that the classroom environments appeared to be conducive to learning. The students were mostly engaged by the lessons being presented. In addition, the teacher/student interactions were appropriate, with the teachers treating the students with respect.

Homework completion is a predictor of academic success, as it extends the learning experience beyond the school day, engenders the development of responsibility, and keeps parents informed of their child's class work. Items on the Parent Survey and the Student Survey address the prevalence of homework assignments. Most of the parents indicated that their "child regularly brings home assignments to complete as homework." Lower percentages, but still a majority, of the students asserted that they "have homework to do every day." Significantly higher percentages of the parents and students in the BIC schools endorsed these two items than did their counterparts in the comparison schools (students: BIC, 66.3%, comparison, 58.1%; parents: BIC, 89.4%, comparison, 78.3%).

Similarly, for optimal achievement, the students must perceive that their academic success is under their own control. Nearly all of the students acknowledged that they are held responsible for making sure that their assignments are done correctly and are turned in on time. Likewise, nearly all of the students indicated that they believe that they can improve their grades if they work harder in class.

Contrary to these optimistic findings, the teachers' responses to the survey identified one area that is a cause for concern. One item read, "The students in this school have the basic skills necessary for high achievement." Less than half of the teachers in both the BIC and comparison schools agreed with this statement.

The principals were asked how they define student success at their school. Four of the six principals mentioned a school-wide focus on FCAT, the state-wide assessment system used by the Florida Department of Education in its A+ Plan for school improvement and accountability. Four out of the six principals also mentioned student-level achievement, evidenced by classroom grades, honor roll, and/or

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personal progress. Additionally, all but one principal noted that student success includes other personal attributes, such as attendance, conduct, a good attitude, preparation for the future, and English fluency. Half of the principals observed that success was different from child to child, underlining the need to provide students with a variety of outlets for success.

**Table J-8**  
**Endorsement of Items Regarding High Expectations**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
Classroom Observation (n=36 classrooms)	12. Students engaged by lesson	83.3 (15)	88.9 (16)
	14. Teacher respects students	100.0 (18)	94.4 (17)
Teacher Survey (n=282 teachers)	12. Students have basic skills for high achievement	47.4 (63)	36.1 (48)
	<b>18. Students held accountable for work</b>	<b>52.6 (71)</b>	<b>65.2 (86)</b>
	37. Students get good education	77.6 (104)	84.0 (110)
Student Survey (n=849 students)	9. Held responsible for assignments	95.6 (415)	92.6 (365)
	<b>11. Daily homework</b>	<b>66.3 (285)</b>	<b>58.1 (227)</b>
	12. I can improve my grades if I work hard	94.9 (407)	97.0 (385)
	18. Get good education	80.9 (339)	82.6 (323)
Parent Survey (n=223 parents)	<b>9. Child gets good education</b>	<b>92.7 (89)</b>	<b>83.2 (99)</b>
	<b>10. Child regularly has homework</b>	<b>89.4 (84)</b>	<b>78.3 (94)</b>

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>Statistically significant differences ( $p < .05$ ) between Best in Class and comparison schools are printed in **boldface** type.

Each principal was also asked to provide a list of the programs, projects, and/or grants in operation in their school. Eighty different programs were listed which addressed a wide range of needs in the schools. Included were programs for reading, writing, mathematics, and science, as well as programs in less traditional subjects, such as technology and conflict resolution.

All six schools utilize the Accelerated Reader Program in combination with the district’s Comprehensive Reading Plan. In addition, five of the six implement the Urban Systemic Program (for mathematics and science), and Writing Across the Curriculum. Two programs were present in all three BIC schools: Mathematics in Context (not implemented in any of the three comparison schools), and Peacefully Resolving our Unsettled Differences, or PROUD (also implemented in one comparison school). The number of programs operated by the schools ranged from 10 to 42, with a median of 17 programs.

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In summary, evidence was found to suggest that schools hold high expectations for their students. A wide range of programs and special projects are in place which are geared toward meeting those expectations. However, the majority of the teachers did not believe that their students were equipped with the basic skills necessary for high achievement. The majority of the parents and students indicated that homework is assigned regularly, including significantly higher percentages of the respondents in the BIC schools. The teachers generally agreed that students are held accountable for their work, with significantly more agreeing with this prospect in the comparison schools. The students concurred with this assessment. Furthermore, most of the teachers, students, and parents believed that the students are receiving a good education. Thus, given the perceived limitations, the stakeholders appear to believe that progress is being made toward their expectations.

### **Frequent Monitoring**

All MDCPS schools participate in the statewide assessment program which is based on the Florida Comprehensive Assessment Test (FCAT), administered to all students in grades 3-10. The FCAT consists of two components: the FCAT Sunshine State Standard Component (SSS), which features reading, mathematics, and writing tests; and the FCAT Norm Referenced Component (NRT), a form of the Stanford Achievement Test, 9<sup>th</sup> Edition (SAT-9) which features the Reading Comprehension and Mathematics Problem Solving subtests. Students in grade 2 are administered only the reading and mathematics subtests from the SAT-9.

Students' scores from this testing program are used within the district to track individual students' growth over time, ascertain the effectiveness of educational programs, and determine a school's progress toward achieving the goals delineated in its School Improvement Plan. In addition, scores of students in grades 4, 5, 8, and 10 on the FCAT-SSS Component are used by the Florida Department of Education (DOE) to assign letter grades to schools. Of the three BIC schools visited, two were assigned C's, and one was assigned a D for the 2000-01 school year (based on testing in spring 2000). All three comparison schools were assigned D's.

In addition to large scale assessments, evidence was obtained concerning student achievement at the classroom level. Table J-9 shows a summary of the items regarding this issue. Nearly all of the teachers acknowledged that it is important to assess students' understanding of subject matter in different ways. And, most of the students indicated that their teachers regularly assign special projects like student reports or experiments. During classroom observations, teacher led question/answer periods were observed in approximately three-fourths of the classes. In addition, quizzes or tests were administered in a small percentage of the classes (5 classes, or 13.9%).

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**Table J-9**  
**Endorsement of Items Regarding Frequent Monitoring**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
Teacher Survey (n=282 teachers)	15. Assess student achievement in different ways	100.0 (135)	99.3 (134)
Student Survey (n=849 students)	8. Teachers assign special projects	76.6 (324)	76.2 (294)

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>No differences between Best in Class and comparison schools were found to be statistically significant ( $p < .05$ ).

### Home-School-Community Relations

The key element of home-school-community relations is that participants understand and actively support the school’s purpose. In this way, parents are engaged as partners in their child’s education. To facilitate communication at the schools, parent reception centers were evident in or near the main office in one BIC school and all three comparison schools. The majority of the teachers agreed that school-wide efforts had been made to involve parents at their schools. Table J-10 presents the results from all items that deal with parental involvement.

Parent involvement can include a wide range of activities that require varying levels of commitment from the parents, from making school policy decisions to responding to teachers’ telephone calls. Most of the parents reported feeling welcome at their child’s school, and a majority indicated that they were informed of school events and had been asked to visit or volunteer. They were aware of a variety of activities that were held in their schools for parents to attend, and they reported that they had attended an average of three activities during the school year. In addition, most agreed with the statement, “Parents I know have helped to make decisions about this school (for example, School Improvement Plan, EESAC Committee, School-Parent Compact, or personnel selections).” However, a statistically significant greater percentage of the parents in the comparison schools were aware of such involvement in policy making capacities (BIC, 55.6%; comparison, 71.3%).

Despite this optimistic picture of parental involvement, the teachers’ responses to related items present a picture that is somewhat less encouraging. Fewer than half of the teachers indicated that the parents attended school functions, such as student performances, open houses, or PTA meetings. The discrepancy between the parents’ and staffs’ responses is not terribly surprising. It is true that the parents who returned surveys represented all of the schools participating in the evaluation. However, it is also true that the ones who return surveys are typically more involved in other aspects of school life as well. As such, the responding parents’ reports of participation are likely accurate, as is the staff’s frustration regarding parental

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involvement. The focus remains on encouraging even more parents to share in their child’s educational experience.

Regarding support at home for school goals, just over half of the teachers noted that parents and teachers hold similar objectives and expectations for the students. This facet is considered the core of effective home-school relationships.

**Table J-10**  
**Endorsement of Items Regarding Home-School-Community Relations**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
<b>General Checklist</b> (n=6 schools)	4. Parent reception center	33.3 (1)	100.0 (3)
<b>Teacher Survey</b> (n=282 teachers)	23. Services available for families	84.9 (107)	89.5 (111)
	24. Parents and teachers hold similar expectations	59.1 (78)	51.5 (67)
	25. Parents attend school functions	38.8 (50)	32.5 (41)
	26. School-wide effort to involve parents	72.4 (92)	77.3 (99)
<b>Parent Survey</b> (n=223 parents)	1. Feel welcomed at school	84.0 (79)	82.4 (98)
	4. Services available for families	76.3 (58)	80.0 (84)
	5. Informed about school events	74.7 (68)	74.1 (86)
	6. Asked to visit or volunteer	53.2 (41)	60.2 (65)
	<b>7. Parents help to make decisions</b>	<b>55.6 (35)</b>	<b>71.3 (72)</b>
	8. Parents respected at school	79.3 (65)	80.7 (92)

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>Statistically significant differences ( $p < .05$ ) between Best in Class and comparison schools are printed in **boldface** type.

During the interviews with the principals, a variety of techniques were mentioned that are used to encourage parents to participate in school functions. Most of the principals mentioned formal meetings held for parents, such as PTSA or monthly Title I parent meetings. Parent representatives are also encouraged to provide support through participation in EESAC committee meetings. Other means of drawing parents into the schools included student performances, booster clubs, family activities with an academic focus, and celebrations. Most of the activities were announced through letters and memos sent home with the students, although one principal mentioned posting events on the school marquee.

The principals were also asked to describe the extent to which the community is involved in their school.

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While four of the six schools noted a high degree of community support, two of the principals in BIC schools mentioned that the community organizations and businesses in their areas were not particularly supportive. In the schools with active participation, the organizations contributed in many ways, including donations, participation in career days, and volunteering in the schools. Donations included food, services, incentives, and additional funding. Such community support provides supplemental resources for the schools.

Overall, it is clear that most schools have made an effort to reach out to parents and enlist their participation. Furthermore, it appears as though the efforts have been successful to some extent, although there is still room for improvement. The principals reported trying a wide variety of techniques to draw parents into the schools. Some of these techniques were student performances, luncheons or dinners, and notices sent home with students. Although most of the responding parents reported that they are asked to participate, and do participate in their child's education to an extent, the teachers asserted that this is not generally the case. Perhaps most distressing, just over half of the teachers felt that "the parents and I share similar objectives and expectations for the students." This aspect represents the key to effective home-school relations.

### Resources

Adequate resources are considered a necessary, but not sufficient, condition for a school's success. During the site visits, the evaluators rated the adequacy of space in the classroom and the resources available in the media center. Based on casual observations, these resources appeared to be adequate. The Teacher Survey also dealt with this issue. The majority of all the teachers agreed that the materials and supplies available were adequate for instruction, however, a statistically significant higher percentage of the teachers in the BIC schools agreed than did their counterparts in the comparison schools.

Just over half of the teachers indicated that class size was adequate for instruction in their classrooms. In the BIC schools, the teachers reported an average of 29.2 students per class, while the average was 27.2 in the comparison schools. These figures include both standard and ESE classes.

As another indication of the adequacy of resources, the teachers were asked if they received sufficient support to use technology as part of their instructional program. The majority agreed that support in the use of technology was adequate, however, again the teachers in the BIC schools were more likely to agree than their counterparts in the comparison schools. A summary of these results is shown in Table J-11.

Each of the schools visited implement Title I schoolwide projects, which provide supplementary funding for the schools' instructional programs. As such, the principals were asked how Title I funds were spent in their school. The vast majority of the Title I funds were expended for personnel. Most schools employed additional teachers. Some also hired educational specialists, community involvement specialists, and paraprofessionals. Other areas of expenditure were technology, materials and supplies, and field trips. Thus, based on the results of these site visits, the schools implementing Title I programs appear to have sufficient

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resources.

**Table J-11**  
**Endorsement of Items Regarding Adequate Resources**

Source	Item	Best in Class <sup>1</sup> % (n)	Comparison <sup>1</sup> % (n)
<b>General Checklist</b> (n=6 schools)	19. Resources available in media center	100.0 (3)	100.0 (3)
<b>Classroom Observation</b> (n=36 classrooms)	15. Adequate space in classrooms	88.9 (16)	94.4 (17)
<b>Teacher Survey</b> (n=282 teachers)	<b>11. Support for technology use</b>	<b>75.6 (99)</b>	<b>54.7 (70)</b>
	14. Class size adequate	53.3 (72)	55.2 (70)
	<b>34. Adequate material and supplies</b>	<b>78.4 (105)</b>	<b>61.4 (81)</b>

Note. Percentages and numbers of responses shown represent responses of “Yes” on the Yes/No items and “Agree” and “Strongly Agree” on the items adhering to a Likert Scale. See the appendix for the complete text of the items.

<sup>1</sup>Statistically significant differences ( $p < .05$ ) between Best in Class and comparison schools are printed in **boldface** type.

Finally, the principals were asked to list the attributes that they believe cause a middle school to be successful. Their responses were in keeping with effective school practices, and underscore the results heretofore discussed. The attribute ranked highest by the principals was the dedication and commitment provided by a skilled teaching staff, and staff development to enhance teaching skills. The second most important attribute was a curriculum appropriate for the student population. Also judged to be necessary for success were a safe, nurturing environment and parental involvement in the educational process. Overall, the principals felt that the students need to be given the tools necessary for success, through fostering character development, cultural diversity, and pride.

Thus, the findings of this study have revealed some surprising results. All of the schools were found to have incorporated some of the characteristics identified by research on effective practices. However, across all the data collection instruments used during the site visits, few statistically significant differences were found to differentiate the BIC schools from those selected for comparison purposes. Of the significant differences found, the comparison schools seemed to have an advantage in two areas: facilitating cooperation and collaboration among school staff members, and provision of a safe and orderly learning environment.

## CONCLUSIONS

A qualitative research study of six middle schools implementing the Title I program in the Miami-Dade County Public Schools was conducted during May 2001. This study was designed to examine school level characteristics associated with effective school practices, and to provide a description of these characteristics in the schools. Three of the schools visited had been identified as “Best in Class” (BIC) within demographically similar groups; and three schools were selected from those not so designated. Data were collected from a variety of sources, including: general observations at the school sites; observations in classrooms; surveys of teachers, students, and parents; interviews with parent outreach specialists and school level administrators; and a review of documents provided by the schools. The study was guided by the following question that may now be addressed.

**! To what extent do the Title I middle schools identified as “Best in Class” and the comparison schools implement the practices identified in effective school research?**

The site visits conducted at the six selected middle schools implementing the Title I program generated valuable data on effective practices. All six demonstrated many of the characteristics associated with effective school practices. However, some areas of concern were identified. The findings were as follow.

All six schools had formal mission statements in place. However, the degree to which the statements actually served to focus school-wide efforts differed substantially from school to school. Similarly, effective leadership practices were evident in all the schools, enabling efforts for continuous school improvement. One key component of this characteristic focused on the opportunities for the staff to collaborate and contribute to the instructional program. Responses to items addressing personal interactions within the schools suggested that levels of cooperation and collaboration may have been somewhat better in the comparison schools than in those designated as BIC.

The provision of a safe and orderly environment is a prerequisite for learning. Programs and policies appeared to be in place to address health, wellness, and safety. But, some areas for improvement were identified, primarily in the provision of fair, consistent disciplinary procedures. Again, the results from the comparison schools tended to be more favorable than those from the BIC schools. While the majority of the stakeholder groups (teachers, students, and parents) in both the BIC and comparison schools reported feeling safe at school, substantial numbers of the respondents did not concur. This is a cause for concern.

Evidence of effective practices that focus directly on instruction and student achievement were apparent in both the BIC and comparison schools. Appropriate practices were in place to provide students with the opportunity to learn. Class time appeared to be utilized appropriately, and the students were active participants in their learning experiences. In addition, appropriate assessment techniques were used to assess students’ understanding in various ways. Diverse course offerings were available for students at different developmental stages, and academic and extracurricular activities were also available in a wide range of areas to give students the opportunity to discover their own talents and abilities.



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## Site Visits: Characteristics of Best in Class Schools

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In addition, evidence was found to suggest that the schools hold high expectations for their students. Regrettably, the majority of the teachers did not believe that their students were equipped with the basic skills necessary for high achievement. It appears that appropriate assignments are given, and that students are held accountable for their own work (particularly in the BIC schools). Furthermore, all three stakeholder groups agreed that their school provides the students with a good education. Thus, the stakeholders appear to believe that progress is being made.

Finally, the six middle schools visited had made efforts to reach out to the parents and the surrounding communities, and to elicit their support. Most of the parents reported that they are asked to participate in their child's education, and do to some extent. However, the teachers assert that this is not generally the case. Most troubling is the finding that nearly half of the teachers feel that the parents and teachers do not hold similar expectations for the students. This is the key to effective home-school relationships.

Thus, the site visits revealed some surprising results. Although all of the schools had incorporated effective practices into their operation, the comparison schools exhibited two characteristics to a somewhat higher degree than the schools designated as BIC. These focused on encouraging cooperation and collaboration among staff, and provision of a safe and orderly learning environment. This finding is surprising given the higher levels of achievement of the students in the BIC schools. Although this finding could be due to chance, speculation suggests that the efforts required to raise achievement in all Title I schools, but particularly in the lower achieving comparison schools, was evident in the demonstration of effective practices seen during these site visits.

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**Appendix**

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	<b>Bureau Response/Plans of Action to Address Evaluation Findings</b>	
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**The 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.**

