

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

**Title I
Evaluation Summary Report
2001-02**

July 2003

Principal Evaluators/Authors:

Jerome L. Levitt, Ph.D.
Sally A. Shay, Ph.D.
Marjorie K. Hanson, Ph.D.
Daysi H. Naya, M.S.
Steven M. Urdegar, M.B.A.

Table of Contents

	Page
A. Introduction	1
Miami-Dade County Public Schools' Title I Program.....	3
Recommendations	6
B. Evaluation Highlights	7
Introduction	9
Characteristics of Title I and Non-Title I Schools.....	10
Florida's School Performance Grades	13
Student Achievement: FCAT Sunshine State Standards and Writing Assessment	14
Student Achievement: FCAT Norm-Referenced Test.....	23
Student Achievement: Measuring the Gap on the FCAT Norm-Referenced Test	27
Conclusions.....	30
Appendix: FCAT-NRT Performance Data Tables	31
C. Parent Involvement	35
Executive Summary.....	37
Introduction	38
Design of the Evaluation.....	39
Results of the Evaluation	41
Conclusions.....	48
D. Instructional Programs	51
Introduction	53
Programs Most Widely Implemented	53
Program Descriptions	55
Effectiveness Rankings	58
Programs in Title I Schools.....	59
Conclusions.....	67
Appendix: All Programs in Title I Schools	68
E. Title I Non-Public Schools	71
Introduction	73
Evaluation	75
Conclusions.....	80
F. Title I Neglected and/or Delinquent Centers	81
Evaluation	83
G. Title I Migrant Program	85
Introduction	87
Evaluation	88
Conclusions.....	100

Table of Contents, Continued

I. Best in Class Schools 103
Introduction 105
Methodology 105
Results 108
Conclusions 114
References 115

K. Bureau Response/ Plans of Action to Address Evaluation Findings 117

	Introduction	
--	---------------------	--

The Elementary and Secondary Education Act was first enacted in 1965, and provided funding for compensatory education programs in the nation's poorest schools.¹ This act was reauthorized in 1994 as the Improving America's Schools Act, which provided a shift in emphasis from a remedial program for disadvantaged children to a high-performance program dedicated to helping eligible children meet the same challenging standards expected for all children. The most recent reauthorization of this act, the No Child Left Behind (NCLB) Act of 2001, was signed into law on January 8, 2002, and strengthens the requirements leading to high achievement for all students. It redefines the federal government's role in K-12 education, and stresses closing the achievement gap between disadvantaged and/or minority students and their more affluent peers.

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS' TITLE I PROGRAM

During the 2001-02 school year, 170 schools in the MDCPS received supplementary funding through the Title I program. These included 136 elementary schools, 32 middle schools, and 2 senior high schools. Seven of these schools were operated as charter schools. In addition, Title I funds were provided to operate programs in eligible non-public schools and centers serving neglected and delinquent children in the district. A total of \$84,983,390 was allocated to support the Title I program in 2001-02. To qualify for funding in the Miami-Dade County Public Schools (MDCPS) during the 2001-02 school year, at least 69% of a school's students had to be eligible for the free or reduced price lunch program. Overall, 45% of the district's students, or more than 161,000 students, were served by Title I programs. This includes 62% of the district's elementary students, 53% of the middle school students, and 6% of the senior high students.

Title I law allows for the implementation of either schoolwide or targeted assistance programs. Schoolwide programs facilitate the enhancement of the entire educational process within a school, providing services to every enrolled child. Alternatively, targeted assistance projects are meant to supplement the educational experiences of specific, eligible students in a school. During the 2001-02 school year, all MDCPS public schools receiving Title I funds implemented schoolwide programs.

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

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

the district. These include the School Board as well as district and school level administrators and staff. The report consists of seven 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 subgroups. Results are presented for each component of the Florida Comprehensive Assessment Test (FCAT). They 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 norm-referenced and criterion-referenced tests, administered as part of the FCAT and the district's assessment program. Trends from 2000-01 to 2001-02 are examined. 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 and the role of the Parent Outreach Program. 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 remained relatively consistent over the previous year, and that the average attendance at those events increased slightly. About half of the parents were aware of school level decision making activities in which parents play a part. Nonetheless, many parents remain uninvolved in school activities. Therefore, new measures to engage the students' parents must continue to be explored. This section begins on page 35.

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 2001-02 school year. The programs include curriculum-based models, social/development models, technological models, and school restructuring models. Overall, an average of thirteen programs were offered in the district's Title I schools. The programs rated as most effective by the principals were the Comprehensive Reading Plan, Accelerated Reader, and extended day programs. The Instructional Programs section begins on page 51.

Evaluation reports are also provided for three satellite 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 2001-02 school year, nineteen non-public schools received funding through the Title I program. All but one of the non-public schools selected Sylvan Learning Systems to provide supplementary tutorial services to eligible students in their schools. Twelve of these schools were operated by the Archdiocese of Miami. Six additional schools operated by the Orthodox Jewish Day Schools were funded; however, only four implemented Sylvan programs. Extra services were provided by Sylvan in those four schools to satisfy contractual obligations. The one non-public school that did not contract with Sylvan, sponsored by the Seventh Day Adventist Church, used the funds to implement a school-based tutorial program. The evaluation of the non-public program examines the achievement of specified local objectives for the different program types. Local objectives targeting report card grades were mostly met for first and second grade students in both program types. However, the programs were not as successful in meeting the more stringent objectives, based on standardized test scores, for students in grades three through eight. While only about half of the older participants remained in the same school in Fall 2002 to participate in post-testing, the low success rate of those who remained is a cause for concern. The evaluation of the Title I program in non-public schools begins on page 71.

Title I Neglected and Delinquent Centers

The district's thirteen 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 three-quarters of the participants for whom test results were available, it cannot be inferred that these results are typical of all program participants. This section begins on page 81.

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 2001-02 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 85.

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 2001-02 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. Only one such characteristic was found to be systematically associated with higher performing elementary and middle schools. The BIC schools generally had higher rates of student attendance than other, similar schools. A description of the procedures used in this analysis, and listing of the schools designated as BIC begin on page 103.

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:

1. Continue efforts to reduce the gap in achievement between students in the district's Title I and Non-Title I schools by providing quality supplementary programs, such as an extended school day.
2. Take efforts to ensure timely implementation of Title I services in non-public schools and Neglected and Delinquent Centers.
3. Explore new means of obtaining active parental participation in the students' educational experiences.

	<p>Evaluation Highlights Dr. Marjorie K. Hanson</p>	
--	----------------------------------------------------------------	--

Evaluation Highlights

SUMMARY

A total of \$84,983,390 was allocated to support the Title I program in the Miami-Dade County Public Schools during the 2001-02 school year. These funds were used to facilitate schoolwide programs in schools in which at least 69% of the students were eligible for the free or reduced price lunch program (FRL). In all, more than 161,000 students were served in 136 elementary schools, 32 middle schools, and 2 senior high schools. These totals include seven charter schools. The student achievement outcomes as measured by school grades indicate that the number of these schools receiving grades of C or better has steadily increased. Nevertheless, the students' performance on the test used to calculate the schools' grades, the Florida Comprehensive Achievement Test-Sunshine State Standards (FCAT-SSS), remained lower at Title I schools than at Non-Title I schools. Similar differences between Title I and Non-Title I schools were found for student performance on Florida's norm-referenced test, the FCAT-NRT. Many of the differences in performance could be explained by the concentration of conditions that are associated with lower academic achievement at the Title I schools. For example, the Title I schools enrolled a higher proportion of minority students and limited English proficient students than the Non-Title I schools. Students with those characteristics performed less well than those who did not possess the characteristics, with few exceptions.

INTRODUCTION

In the Miami-Dade County Public Schools (MDCPS), a total of \$84,983,390 was allocated to support the Title I program during the 2001-02 school year. These funds were used to supplement the educational program schoolwide at 170 schools in which at least 69% of the students had been eligible to receive free or reduced price lunch (FRL) during the prior school year. Seven of these were charter schools. The funds served to supplement the educational services provided to more than 161,000 students. The Evaluation Highlights section of the *Title I Evaluation Summary Report* presents comparative information regarding the demographic characteristics and the academic performance of the schools that receive Title I funding and those that do not. In this section, the schools that are funded by the Title I program will be referred to as "Title I schools," whereas other schools in the district will be designated "Non-Title I schools." Alternative and Special Education Centers are not included in either of these categories.

The demographic data in the first section are derived from the information gathered for the Student Data Base System by MDCPS' Office of Information Technology. Since the data vary somewhat throughout the year as students move around in the system, it should be noted that this "snapshot" is from March 1, 2002. This date was selected because of its proximity to the time at which student testing occurs. Achievement data are drawn from students' performance on the Florida Comprehensive Achievement Test (FCAT), a battery of assessments developed for the Florida Department of Education (FDOE) and administered throughout the state. The state's grading system for schools provides a ready comparison of the achievement of the schools' students. The school grades are derived from the criterion-referenced component of the FCAT, which assesses student achievement on selected benchmarks in reading, mathematics, and writing as defined by the Sunshine State Standards (SSS). The remaining component of the FCAT battery is a norm-referenced test (NRT) of student achievement in reading and mathematics, which is scaled to a national sample of students at a fixed point in time. As such, it is well suited to studying trends and making comparisons among different populations.

	Evaluation Highlights	
--	------------------------------	--

The reading and mathematics subtests of both the FCAT-SSS and the FCAT-NRT are administered in grades 3 through 10 in districts throughout Florida. In addition, the MDCPS administers the Stanford Achievement Test, 9th edition, in grade 2. This test is equivalent to the FCAT-NRT. The FCAT-SSS writing subtest is administered in grades 4, 8, and 10.

CHARACTERISTICS OF TITLE I AND NON-TITLE I SCHOOLS

During the 2001-02 school year, the Title I program provided supplementary funds to a substantial portion of the elementary and middle schools in MDCPS, 136 (63%) of the elementary and 32 (53%) of the middle schools. In contrast, only two of the senior high schools (6%) received the supplemental funding. The distribution of these schools and the Non-Title I schools across the district's six regions is summarized in Table B-1. The proportion of elementary schools receiving supplemental funding ranged from a low of 14% in Region V to a high of 84% in Region IV. The proportion of middle schools ranged from 10% in Region V to 80% in Region I. The senior high schools receiving Title I funding were located in Regions IV and VI.

The schools are also categorized according to their location within each of the nine school board voting districts in the second part of Table B-1. The distribution of the Title I schools among these districts ranged from a low of 11% of the elementary schools in District 7 to a high of 100% in District 2, and from 17% of the middle schools in District 8 to 82% in District 2. The two senior high schools receiving Title I funding were in Districts 2 and 9.

Schools with concentrations of poverty high enough to qualify for Title I funding tend to be those that are confronted with major educational challenges. The differences between the student populations in Title I and Non-Title I schools are summarized according to selected demographic indicators in Table B-2. In almost all of the demographic categories examined, the student population at Title I schools had a higher proportion of students in categories that are associated with lower scores on standardized tests of academic achievement. For example, there was a slightly higher proportion of males than females at Title I middle schools and senior high schools. As a group, males of that age tend to score lower than females on tests of both mathematics and language arts skills. In elementary schools the balance between males and females is the same for both Title I and Non-Title I schools.

In the racial/ethnic category, there were more black students and fewer white students in Title I schools than in Non-Title I schools at all three levels. Limited proficiency in English (LEP) was more common among the students in Title I elementary and middle schools than among students in Non-Title I schools. Finally, at all levels, the rate of FRL, exceptionalities, and migrant status was higher for Title I schools than Non-Title I schools. The prevalence of any one of these characteristics in a set of schools would tend to be associated with poorer academic performance. The fact that so many of the characteristics were concentrated in the Title I schools suggests that large groups of students fell into more than one of these low-achieving categories. For example, of the over 56,000 boys in Title I elementary schools, it is likely that at least 50,000 were eligible for free lunch and that almost 20,000 were less than proficient in English. The multiplicity of characteristics associated with poor academic performance among the student populations at these schools create a challenge for everyone involved in their education - teachers, administrators, and parents. Despite these daunting challenges, achievement at some of these schools improved during the 2001-02 school year.

Evaluation Highlights

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

	School Level						Overall	
	Elementary		Middle		Senior High		Title I	Non-Title I
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I		
BY REGION								
I	30	6	8	2	0	6	38	14
II	23	6	4	4	0	5	27	15
III	27	9	6	3	0	6	33	18
IV	31	6	7	5	1	6	39	17
V	6	38	1	10	0	5	7	53
VI	19	14	6	4	1	5	26	23
BY SCHOOL BOARD VOTING DISTRICT								
1	33	5	5	2	0	3	38	10
2	34	0	9	2	1	5	44	7
3	6	5	1	3	0	3	7	11
4	15	3	5	3	0	5	20	11
5	13	6	3	2	0	2	16	10
6	8	9	2	2	0	5	10	16
7	3	25	2	5	0	4	5	34
8	5	17	1	5	0	4	6	26
9	19	9	4	4	1	2	24	15
ALL SCHOOLS								
	136	79	32	28	2	33	170	140

Note. Alternative schools and special education centers are not included in these figures.

Evaluation Highlights

Table B-2
Selected Demographic Characteristics of the Student Populations

	Grade Level						Overall	
	PK through 5		6 through 8		9 through 12		Title I	Non-Title I
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I		
	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)	% (n)
GENDER								
Male	51(56,098)	51(34,155)	52(24,065)	50(20,787)	53(2,808)	50(45,720)	51(82,971)	51(100,662)
Female	49(53,178)	49(32,226)	48(22,532)	50(20,484)	47(2,515)	50(45,638)	49(78,225)	49(98,348)
RACE/ETHNICITY								
Black	41(45,200)	10(6,431)	39(17,980)	19(7,642)	43(2,313)	29(26,303)	41(65,493)	20(40,376)
Hispanic	53(58,227)	66(43,956)	56(25,970)	62(25,448)	49(2,592)	57(52,114)	54(86,789)	61(121,518)
White	4(4,245)	20(13,247)	5(2,223)	17(7,037)	7(364)	12(11,236)	4(6,832)	16(31,520)
Other	1(1,604)	4(2,747)	1(424)	3(1,144)	1(54)	2(1,705)	1(2,082)	3(5,596)
LIMITED ENGLISH PROFICIENCY (LEP)								
LEP<2 years	20(21,781)	17(11,350)	8(3,874)	7(2,788)	7(397)	7(6,783)	16(26,052)	11(20,921)
LEP≥2 years	9(10,320)	5(3,326)	5(2,361)	3(1,377)	3(164)	4(4,043)	8(12,845)	4(8,746)
Former LEP	24(26,014)	24(15,991)	43(20,231)	35(14,511)	38(2,047)	40(36,410)	30(48,292)	34(66,912)
Non-LEP	47(51,161)	54(35,714)	43(20,131)	55(22,595)	51(2,715)	48(44,122)	46(74,007)	51(102,431)
FREE OR REDUCED PRICE LUNCH (FRL)								
FRL	87(95,231)	43(28,287)	82(38,359)	51(21,016)	77(4,092)	38(34,519)	85(137,682)	42(83,822)
Non-FRL	13(14,045)	57(38,094)	18(8,238)	49(20,255)	23(1,231)	62(56,839)	15(23,514)	58(115,188)
EXCEPTIONAL STUDENT EDUCATION (ESE)								
ESE	9(10,094)	8(5,598)	13(6,220)	10(4,193)	21(1,097)	9(8,536)	11(17,411)	9(18,327)
Non-ESE	91(99,182)	92(60,783)	87(40,377)	90(37,078)	79(4,226)	91(82,822)	89(143,785)	91(180,683)
MIGRANT STATUS								
Migrant	1(1,248)	<1(38)	1(462)	<1(13)	4(221)	<1(176)	1(1,931)	<1(227)
Non-Migrant	99(108,028)	99(66,343)	99(46,135)	99(41,258)	96(5,102)	99(91,182)	99(159,265)	99(198,783)
TOTAL								
	(109,276)	(66,381)	(46,597)	(41,271)	(5,323)	(91,358)	(161,196)	(199,010)

Note: Percentages in some categories may not total 100 because they are rounded.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System, March 1, 2002, Office of Information Technology.

Evaluation Highlights

FLORIDA'S SCHOOL PERFORMANCE GRADES

In 1998-99, the FDOE began assigning grades to its public schools annually. From the outset, the system for determining the grades was based primarily on students' performance on the FCAT-SSS, but a dramatic change to the system for assigning grades occurred in 2002 when students' annual learning *gains* were also included in the system. In that year, 162 Title I schools and 133 Non-Title I schools were assigned grades. A few schools did not receive grades because of the age level served, small size, or recent opening.

The distributions of grades for schools in MDCPS over the past four years are displayed in Table B-3. The most common grade each year for Title I and Non-Title I schools is highlighted. Although the grades are not directly comparable across the years because of modifications to the system that the FDOE used to determine them, it is interesting to note that for the first three years, the most common grade for Title I schools was D and the most common grade for Non-Title I schools was C. In 2001-02, that pattern changed, with Title I schools most likely to receive a C, and Non-Title I schools most likely to receive an A. The number of schools receiving an A has increased for both categories of schools over the four years. However, while the number of schools receiving an F decreased for both categories of schools from 1998-99 to 2000-01, there was an increase in that number for both categories in 2001-02.

Table B-3

Florida's School Performance Grades for Miami-Dade County Public Schools

Grade	1998-99		1999-00		2000-01		2001-02	
	Title I	Non-Title I						
	% (n)	% (n)						
A	<1 (1)	5 (8)	6 (9)	23 (31)	8 (13)	30 (38)	14 (22)	61 (81)
B	0 (0)	9 (15)	<1 (1)	13 (18)	4 (7)	13 (17)	23 (38)	13 (17)
C	14 (18)	51 (80)	24 (35)	49 (65)	33 (52)	45 (57)	38 (61)	17 (23)
D	69 (86)	31 (49)	68 (99)	15 (20)	54 (84)	12 (15)	20 (32)	5 (7)
F	16 (20)	4 (6)	1 (2)	0 (0)	0 (0)	0 (0)	6 (9)	4 (5)

Note: Only schools graded by the Florida Department of Education (FDOE) are included. The most common grades for each group are shaded.
Data source: FDOE School Accountability Reports.

STUDENT ACHIEVEMENT: FCAT SUNSHINE STATE STANDARDS

The FDOE's school performance grades are based upon student performance on the FCAT-SSS. Student achievement scores in reading and mathematics are reported in terms of achievement levels that range from 1 (lowest) to 5 (highest). The FDOE's accountability program in 2001-02 awarded points to schools according to the percentage of students scoring at Level 3 or above in reading and mathematics. The accountability program also awarded points for improvement in reading and mathematics from one year to the next. However, the data regarding improvement are not made available to local districts in a form that would allow the district to replicate the State's computations for Title I and Non-Title I students.

Performance on the FCAT-SSS Reading Exam

Student performance on the FCAT-SSS Reading Exam is summarized in Table B-4. In 2002, a total of 52,284 grade 3 through 5 students in Title I schools took the FCAT-SSS Reading Exam, as compared to 32,937 grade 3 through 5 students in Non-Title I schools. Of the Title I students, 38.4% (20,097) performed at Level 3 or above on the exam, compared to 61.6% (20,284) of the Non-Title I students. As was explained in an earlier section, such a difference in performance for students in Title I schools, while it is not desirable, may be expected, given the multiple challenges to learning that the students in these schools faced. The second and third columns of Table B-4 contain the percentage of grade 3 through 5 students that met or exceeded the state criteria for reading in 2002 for the demographic groups enumerated in Table B-2, by the Title I status of the school they attended. The subsequent columns in Table B-4 contain the percentages for students in grades 6 through 8 and grades 9 and 10.

The last row of Table B-4 contains the reading performance for "Standard Curriculum" students. These students, which exclude most exceptional education students and limited English proficient students in the program for less than two years, make up the group from which achievement information is drawn to determine the school performance grades. As might be expected, the performance percentages were higher for the standard curriculum group than they were for the total population of students that took the exam.

As can be seen by studying Table B-4, for almost every demographic category and grade level, the percentage of students who performed at Level 3 or above in reading was greater for students enrolled in Non-Title I schools than it was for those enrolled in Title I schools. For grade level 3 through 5, 61.6% of the students in the Non-Title I schools met the state's criteria compared to 38.4% in Title I schools, a 23 percentage point difference. The results for middle school students (grades 6 through 8) exhibited a similar pattern, although the percentages of students meeting the criteria tended to be lower than those of the elementary students. The overall performance for Non-Title I middle school students was 46.4%, compared to 27.4% for Title I students, a 19 percentage point difference. Since the senior high grade level students that were tested in Title I schools represented only about five percent of all senior high students tested, comparisons between the Title I and Non-Title I student performance were not meaningful for that level.

Evaluation Highlights

Table B-4
Percentage of Title I and Non-Title I Students Scoring at Level 3 or Higher
on the 2002 FCAT-SSS Reading Exam and the Number Tested
by Selected Demographic Characteristics

	Grade Level					
	3 through 5		6 through 8		9 and 10	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
	% (N tested)					
GENDER						
Male	35.7(26,406)	58.5(16,835)	24.9(22,963)	42.9(21,113)	10.3(1,595)	21.0(26,528)
Female	41.3(25,850)	64.9(16,086)	30.0(21,865)	50.2(20,490)	11.2(1,436)	24.0(26,006)
RACE/ETHNICITY						
Black	32.7(21,584)	50.8(3,238)	19.3(17,154)	30.3(8,189)	6.1(1,221)	12.5(15,099)
Hispanic	41.1(27,987)	58.3(21,824)	30.8(25,115)	45.7(25,312)	11.7(1,593)	22.0(30,496)
White	56.4(1,988)	74.7(6,539)	47.7(2,140)	64.5(6,965)	29.2(192)	45.7(6,009)
Other	60.4(697)	76.7(1,320)	53.8(409)	69.2(1,137)	36.0(25)	47.4(930)
LIMITED ENGLISH PROFICIENCY (LEP)						
LEP<2 years	7.6(3,940)	18.3(2,377)	4.5(3,720)	10.8(2,738)	0.3(306)	2.4(4,451)
LEP≥2 years	13.7(3,465)	23.9(1,078)	6.5(2,236)	12.2(1,361)	0.0(103)	1.8(2,413)
Former LEP	45.0(19,965)	57.8(11,043)	32.3(19,609)	45.8(14,566)	11.4(1,214)	20.8(20,882)
Non-LEP	41.6(24,886)	71.7(18,423)	29.2(19,263)	53.2(22,938)	13.3(1,408)	29.5(24,788)
FREE OR REDUCED PRICE LUNCH (FRL)						
FRL	35.6(45,525)	48.3(14,404)	24.9(36,832)	34.3(21,389)	9.4(2,365)	14.4(21,471)
Non-FRL	57.5(6,731)	71.9(18,517)	38.9(7,996)	59.3(21,214)	15.5(666)	28.1(31,063)
EXCEPTIONAL STUDENT EDUCATION (ESE)						
ESE	5.3(5,438)	12.8(3,156)	3.4(5,311)	8.0(4,146)	0.9(330)	2.3(4,346)
Non-ESE	42.3(46,818)	66.8(27,275)	30.6(39,517)	50.7(37,457)	12.0(2,701)	24.3(48,188)
MIGRANT STATUS						
Migrant	17.7(599)	30.0(20)	15.1(451)	6.2(16)	6.0(133)	7.2(111)
Non-Migrant	38.7(51,657)	61.6(32,901)	27.5(44,377)	46.5(41,587)	11.0(2,898)	22.5(52,423)
TOTAL*						
	38.4(52,284)	61.6(32,937)	27.4(44,845)	46.4(41,623)	10.8(3,032)	22.5(52,569)
STANDARD CURRICULUM STUDENTS ONLY						
	45.4(42,920)	70.9(19,325)	33.3(35,744)	53.8(34,543)	13.5(2,360)	26.5(43,601)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Figures for students in Grades 9 and 10 in Title I schools are based on only two schools.

*Each of the totals includes a few students that are not categorized by demographic characteristics.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System.

Evaluation Highlights

There were some exceptions to the general pattern of performance on the FCAT-SSS Reading Exam. For example, the percentage of FRL students scoring at Level 3 or above was only about 13 percentage points greater at Non-Title I elementary schools than at Title I schools. At middle schools the difference was about 10 percentage points. This would be expected since FRL status is associated with poverty, a prime factor affecting student achievement whether or not the students are concentrated in Title I schools. Thus, more of the Non-FRL students than the FRL students consistently performed at or above Level 3 on reading. However, it is disturbing to note that students' poverty was not the only factor associated with their performance. Although Non-FRL students in Title I schools performed higher than FRL students, their counterparts in Non-Title I schools were even more likely to perform at or above Level 3. In elementary schools, the difference in performance for Non-FRL students at the two types of schools was about 14 percentage points. In middle schools, the difference was over 20 percentage points. As mentioned in a previous section, these trends may be at least partially accounted for by the concentration of factors in addition to poverty associated with poorer academic performance in Title I schools.

The lowest-achieving groups of students in reading were in the LEP and ESE categories. Not surprisingly, students who were enrolled in courses to improve their basic English (whether they had less than two years of such instruction, or more) did not perform as well as students who no longer needed such courses or who never needed such instruction. There were about 11,000 LEP students at the elementary school level and about 10,000 at the middle school level. Less than 25% of them performed at Level 3 or above on the reading exam. Nevertheless, those at Non-Title I schools outperformed those at Title I schools. Migrant students also tended to perform poorly in reading, a fact which was probably attributable to their LEP status. Incidentally, migrant middle school students comprised the one category in which Title I students appeared to outperform Non-Title I students, with 15.1% of the former reaching the state criteria as compared to 6.2% of the latter. Closer examination of this category, however, reveals that the 6.2% figure is based on the performance of only 16 students, a size insufficient to allow any conclusions to be drawn.

The exceptional student education (ESE) population is comprised of a variety of disabilities that range from those that may have very little impact on student achievement (e.g., speech disorder) to those that have a profound impact on any kind of learning (e.g., severe mental handicap). The vast majority of the almost 9,000 elementary and 9,500 middle school ESE students that took the FCAT-SSS Reading Exam have been diagnosed with conditions that affect their learning ability. For this reason, their scores were not included with the standard curriculum student scores in the determination of the school grades. The number of ESE students in Title I schools was about equal to the number of ESE students in Non-Title I schools. As can be seen in Table B-4, less than 10% of exceptional students reached the state's criteria in reading. Nevertheless, those in Non-Title I schools did slightly better than those in Title I schools.

Performance on the FCAT-SSS Mathematics Exam

Table B-5 contains the percentage of students at all three grade levels that met or exceeded the state criteria for the FCAT-SSS Mathematics Exam in 2002 for the demographic groups enumerated in Table B-2, by the Title I status of the school they attended. In general, mathematics

Evaluation Highlights

performance was quite similar to reading performance. Therefore, the patterns among the percentages in Table B-5 are quite similar to those in Table B-4. Thus, 60.3% of the elementary students at Non-Title I schools met the state standards, compared to 38.4% at Title I schools, a 22 percentage point difference. For grade level 6 through 8, 45.5% of the students at Non-Title I schools and 25.8% of those at Title I schools met the standards, a 20 percentage point difference. Once again, the differences between students at Non-Title I and Title I schools for students receiving FRL were about 12 points in grades 3 through 5 and 10 points in grades 6 through 8. On the other hand, the differences between the performance of Non-FRL students at Non-Title I and Title I schools were about 13 points in grades 3 through 5, and 22 points in grades 6 through 8.

There were, however, some exceptions to the similarity of reading and mathematics performance. Although exceptional students continued to be the lowest scoring group of students, the mathematics performance of LEP students was more like that of their Non-LEP counterparts than it had been in reading. It was perhaps not surprising that, as can be seen in Table B-5, 34.5% of elementary students that had been enrolled in LEP programs for less than two years in Non-Title I schools performed at Level 3 or above in mathematics while only 18.3% of them performed that high in reading, a difference of 17 points. The corresponding percentages for LEP students in Title I schools were 15.7% and 7.6%, a difference of only about 8 points. The same pattern can be seen for students that had two or more years of English language instruction and were still enrolled, and for each group of LEP students in middle schools. These differences between mathematics and reading performance did not occur among students that had once taken English courses but were no longer enrolled in them.

Comparison of Performance on the FCAT-SSS Reading and Mathematics Exams

Two other observable differences between reading and mathematics performance can best be seen by graphing the scores. Figure B-1 portrays the FCAT-SSS performance for males and females in Title I and Non-Title I schools. The proportion of students performing at Level 3 or above in the reading exam is represented by blue lines and the proportion performing at Level 3 or above on the mathematics exam by red lines. As can be seen in Figure B-1, the percentage of female elementary level students in Non-Title I schools that performed at or above the state criteria in reading was 64.9%. This performance not only exceeded that of males in Non-Title I schools (58.5%), but also exceeded their own performance in mathematics (59.8%). This exceptional level of achievement for females was not as evident in the population of female students in Title I elementary schools, where the percentage of females scoring at Level 3 or above in reading (41.3%) was only about two points more than those meeting the criteria in mathematics (38.9%). The distribution of performance by gender for grades 6 through 8 is displayed in Figure B-2. Performance for those grades was lower than it was for the younger grades. Nevertheless, the percentage of females scoring at Level 3 or above in reading exceeded that in mathematics by about three percentage points in both Title I and Non-Title I schools. The females' performance was also six or seven percentage points higher than that of males in the corresponding types of schools.

Evaluation Highlights

Table B-5
Percentage of Title I and Non-Title I Students Scoring at Level 3 or Higher
on the 2002 FCAT-SSS Mathematics Exam and the Number Tested
by Selected Demographic Characteristics

	Grade Level					
	3 through 5		6 through 8		9 and 10	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
	% (N tested)					
GENDER						
Male	38.0(26,477)	60.8(16,824)	25.0(22,973)	44.4(21,087)	22.1(1,563)	40.9(26,363)
Female	38.9(25,877)	59.8(16,073)	26.7(21,921)	46.7(20,499)	19.3(1,435)	38.6(25,974)
RACE/ETHNICITY						
Black	30.8(21,642)	43.1(3,238)	16.9(17,142)	28.2(8,181)	12.5(1,198)	23.5(14,994)
Hispanic	42.5(28,032)	58.1(21,814)	29.9(25,186)	44.6(25,309)	23.4(1,582)	41.2(30,404)
White	56.6(1,985)	72.6(6,526)	43.3(2,155)	64.6(6,960)	45.1(193)	68.2(6,003)
Other	58.6(695)	77.8(1,319)	56.7(411)	72.6(1,136)	60.0(25)	71.2(936)
LIMITED ENGLISH PROFICIENCY (LEP)						
LEP<2 years	15.7(3,936)	34.5(2,383)	10.4(3,717)	23.8(2,752)	11.0(301)	20.5(4,438)
LEP≥ 2 years	17.9(3,489)	32.8(1,073)	11.9(2,245)	20.0(1,366)	11.4(105)	17.0(2,391)
Former LEP	45.2(19,992)	56.9(11,042)	31.0(19,689)	43.8(14,555)	22.7(1,206)	40.6(20,801)
Non-LEP	39.5(24,937)	67.3(18,399)	25.2(19,243)	50.7(22,913)	21.9(1,386)	44.8(24,707)
FREE OR REDUCED PRICE LUNCH (FRL)						
FRL	35.8(45,612)	48.0(14,407)	23.5(36,882)	33.7(21,416)	19.3(2,350)	31.1(21,343)
Non-FRL	56.5(6,742)	69.9(18,490)	36.4(8,012)	58.0(20,170)	25.9(648)	45.8(30,994)
EXCEPTIONAL STUDENT EDUCATION (ESE)						
ESE	6.2(5,482)	13.1(5,330)	2.2(5,330)	6.2(4,123)	1.3(315)	6.0(4,302)
Non-ESE	42.2(46,872)	65.3(29,736)	29.0(39,564)	49.8(37,463)	23.0(2,683)	42.8(48,035)
MIGRANT STATUS						
Migrant	24.8(600)	40.0(20)	13.1(444)	7.1(14)	22.6(133)	14.7(109)
Non-Migrant	38.6(51,754)	60.3(32,877)	26.0(44,450)	45.5(41,572)	20.7(2,865)	39.8(52,228)
TOTAL*						
	38.4(52,389)	60.3(32,910)	25.8(44,913)	45.5(41,606)	20.8(2,999)	39.8(52,377)
STANDARD CURRICULUM STUDENTS ONLY						
	44.6(42,972)	67.9(27,240)	30.9(35,805)	51.8(34,527)	24.8(2,348)	44.8(43,484)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Figures for students in Grades 9 and 10 in Title I schools are based on only two schools.

*Each of the totals includes a few students that are not categorized by demographic characteristics.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System.

Evaluation Highlights

These figures also clearly illustrate the differences in the performance of students enrolled in Title I and Non-Title I schools. As stated previously, the student population at Title I schools have higher proportions of students in demographic categories that are associated with lower scores on standardized tests of academic achievement. One such category is socioeconomic status. Since Title I designation is a proxy for socioeconomic status, it becomes clear that the reading and mathematics performance of poor students who attend Title I schools is lower than that of their more affluent counterparts in Non-Title I schools.

Such trends are also seen in the differences in reading and mathematics performance among racial/ethnic groups. Higher proportion of poor minority students, particularly poor black students, attend Title I schools. The distribution of performance on the FCAT-SSS by racial/ethnic group is portrayed in Figures B-3 and B-4. Generally, black students exhibited the lowest level of performance, Hispanics did somewhat better, whites performed better than the Hispanics, and the other category (Asian, multiracial, and native American) performed the best. It should be noted that the other category comprises only about two percent of the students participating in the exam.

For the most part, the pattern of similar performance on reading and mathematics subtests and better performance for students in Non-Title I schools held for this distribution. However, an exception to the pattern can be seen in Figure B-3 where the proportion of black elementary students in Non-Title I schools scoring at Level 3 or above in reading (50.8%) exceeded that in mathematics (43.1%) by nearly eight percentage points. That difference in performance was not reflected among Title I students, nor did it appear among the middle school students (Figure B-4).

These two cases of exceptional performance in reading for female students and black students, both of which occurred in Non-Title I elementary schools, suggest that there may also be potential that is not being tapped among certain segments of the Title I population. It also points out a need to address mathematics performance among these students that excel in reading.

Performance on the FCAT Writing Exam

Student performance on the FCAT Writing Exam is reported in terms of achievement levels that range from 1 (lowest) to 6 (highest). The writing performance measure that contributed to the determination of Florida's school grades was the mean of the percentage of students scoring 3.0 or above on the writing exam, and the percentage scoring 3.5 or above. This number tended to be relatively high in 2002 for almost all categories of students in both Title I and Non-Title I schools. In fact, as can be seen in Table B-6, it was 60.6% for fourth grade students and 73.5% for eighth grade students in Title I schools. The percentages for Non-Title I fourth and eighth graders were higher, 74.4% and 81.7%, respectively.

Evaluation Highlights

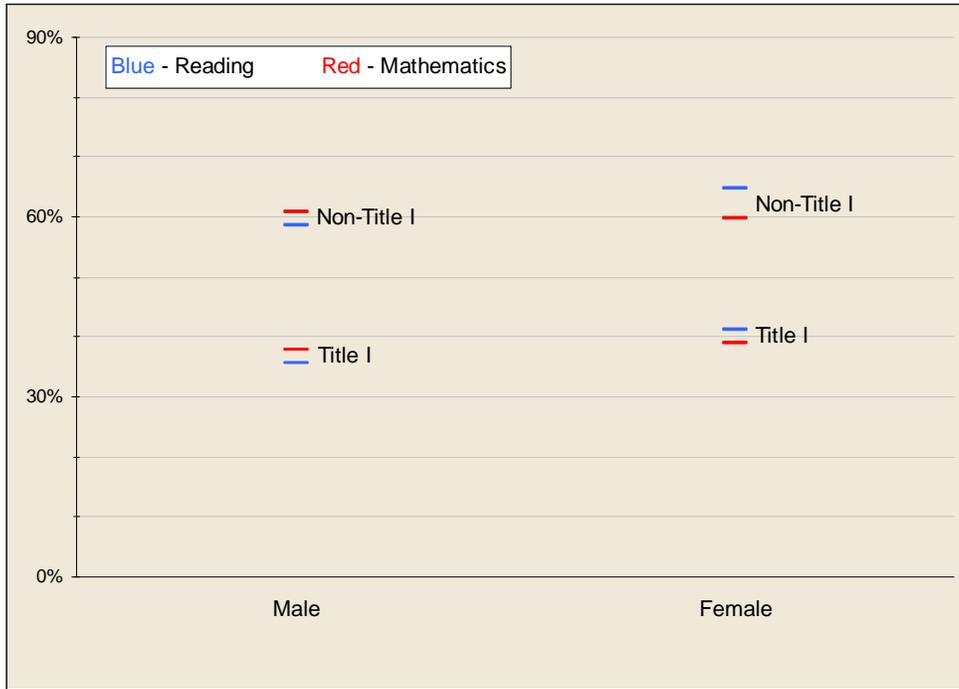


Figure B-1. Percentage of elementary school Title I and Non-Title I students (grades 3 through 5) scoring at Level 3 or higher on the 2002 FCAT-SSS by gender



Figure B-2. Percentage of middle school Title I and Non-Title I students (grades 6 through 8) scoring at Level 3 or higher on the 2002 FCAT-SSS by gender

Evaluation Highlights

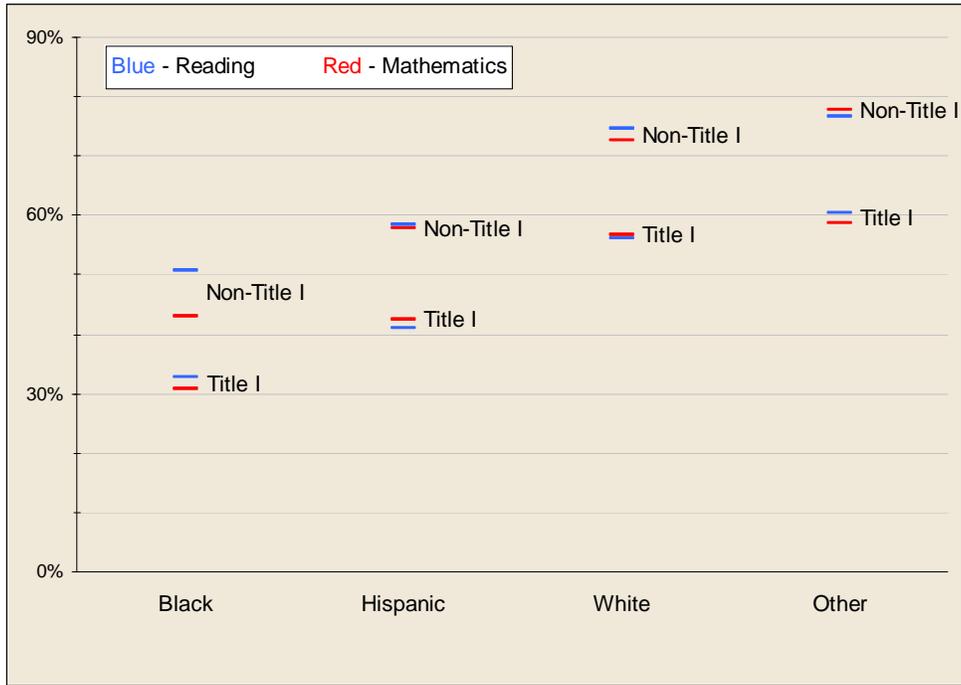


Figure B-3. Percentage of elementary school Title I and Non-Title I students (grades 3 through 5) scoring at Level 3 or higher on the 2022 FCAT-SSS by race/ethnicity

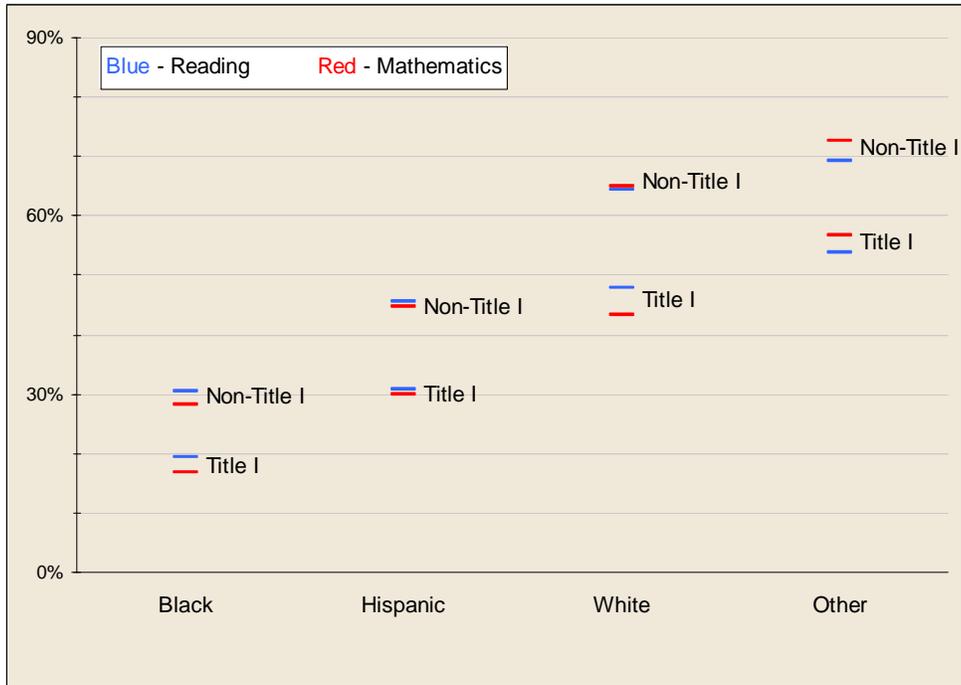


Figure B-4. Percentage of middle school Title I and Non-Title I students (6 through 8) scoring at Level 3 or higher on the 2022 FCAT-SSS by race/ethnicity

Evaluation Highlights

Table B-6
Percentage of Title I and Non-Title I Students Meeting State Standards¹
on the 2002 FCAT-SSS Writing Exam and the Number Tested
by Selected Demographic Characteristics

	Grade					
	4		8		10	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
GENDER						
Male	54.4(8,821)	69.0(5,460)	67.8(7,258)	77.0(6,920)	69.6(501)	78.0(11,459)
Female	67.1(8,511)	79.9(5,378)	79.4(7,141)	86.6(6,667)	81.1(524)	85.9(11,888)
RACE/ETHNICITY						
Black	59.7(7,236)	64.4(1,014)	74.5(5,510)	76.9(2,696)	77.9(410)	79.8(6,628)
Hispanic	60.7(9,250)	73.3(7,159)	71.8(8,029)	80.6(8,181)	71.0(532)	80.9(13,393)
White	67.7(610)	81.2(2,225)	83.4(736)	89.4(2,362)	92.5(73)	90.8(2,912)
Other	68.0(236)	80.9(440)	85.5(124)	92.2(348)	90.0(10)	91.5(414)
LIMITED ENGLISH PROFICIENCY (LEP)						
LEP<2 years	20.5(1,266)	37.8(769)	23.1(1,208)	34.6(838)	19.6(102)	41.8(1,860)
LEP≥ 2 years	34.9(954)	53.0(329)	46.4(716)	57.4(431)	42.6(34)	56.3(1,054)
Former LEP	67.4(6,769)	75.4(3,655)	80.1(6,307)	84.8(4,881)	84.4(388)	86.4(9,362)
Non-LEP	64.1(8,343)	79.6(6,085)	79.8(6,168)	86.4(7,437)	82.1(501)	87.5(11,071)
FREE OR REDUCED PRICE LUNCH (FRL)						
FRL	58.9(15,123)	66.4(4,716)	71.5(11,392)	75.5(6,893)	75.4(766)	75.5(8,492)
Non-FRL	72.3(2,209)	80.6(6,122)	81.2(3,007)	88.1(6,694)	75.7(259)	85.7(14,855)
EXCEPTIONAL STUDENT EDUCATION (ESE)						
ESE	16.8(1,862)	29.4(1,052)	35.3(1,574)	47.2(1,353)	56.4(78)	53.0(1,772)
Non-ESE	65.9(15,470)	79.3(9,786)	78.2(12,825)	85.5(12,234)	77.0(947)	84.4(21,575)
MIGRANT STATUS						
Migrant	44.1(202)	----(3)	58.4(137)	----(7)	71.2(52)	71.6(37)
Non-Migrant	60.8(17,130)	74.4(10,835)	73.7(14,262)	81.7(13,580)	75.7(973)	82.0(23,310)
TOTAL²						
	60.6(17,336)	74.4(10,842)	73.5(14,404)	81.7(13,588)	75.5(1,025)	82.0(23,354)
STANDARD CURRICULUM STUDENTS ONLY						
	69.7(14,250)	82.8(8,985)	83.9(11,564)	89.0(11,312)	84.3(837)	88.2(19,625)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Data for students in Grade 10 in Title I schools are based on only two schools. Percentages based on groups of fewer than 10 students are not shown.

¹In determination of Florida's school grades in 2002, high standards were defined as the mean of the percentage of students in a school who scored 3.0 or higher and the percentage who scored 3.5 or higher.

²Each of the totals includes a few students that are not categorized by demographic characteristics.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System.

STUDENT ACHIEVEMENT: FCAT NORM-REFERENCED TEST

The FCAT Norm-Referenced Test (NRT) is more suited to studying trends and making comparisons among different populations than is the FCAT-SSS. Student performance on the FCAT-SSS is analyzed because of the prominent role it plays in the grading of schools. Nevertheless, it is a criterion-referenced instrument. Such instruments are not the best vehicles for comparing performance among various student populations, or even for the same population from year to year. The fact that the FDOE has often adjusted its criteria for attaining the various achievement levels on the FCAT-SSS in order to increase the challenge to schools across the state makes any comparisons across years particularly questionable. On the other hand, the FCAT-NRT is scaled to a national sample of students at a fixed point in time, and, therefore, it can be used to make more reliable comparisons. This test, which consists of a reading and a mathematics component, is administered in grades 3 through 10 in Florida, and MDCPS administers an equivalent test, the Stanford Achievement Test, 9th edition, in grade 2.

Performance on the FCAT-NRT Reading Exam

Student performance on the FCAT-NRT Reading Exam is summarized in Table B-7. In 2002, a total of 69,070 grade 2 through 5 students in Title I schools took the FCAT-NRT Reading Exam or its equivalent, as compared to 43,626 grade 2 through 5 students in Non-Title I schools. Of the Title I students, 36.4% (25,176) performed above the 50th percentile on the exam, compared to 61.4% (26,796) of the Non-Title I students. As with the FCAT-SSS exams, such a difference in performance for students in Title I schools, while it is not desirable, may be expected, given the multiple challenges to learning that the students in these schools faced. The second and third columns of Table B-7 contain the percentage of students in grade 2 through 5 that performed above the 50th percentile in reading in 2002 for the demographic groups enumerated in Table B-2 by the Title I status of the school they attended. The subsequent columns in Table B-7 contain the percentages for students in grades 6 through 8, and grades 9 and 10. The last row of Table B-7 contains the reading performance for “Standard Curriculum” students. For this group of students, which excludes most exceptional education students and limited English proficient students who were in the program for less than two years, the performance percentages were higher than for the total population of students that took the exam.

As can be seen by studying Table B-7, for almost every demographic category and grade level, the percentage of students who performed above the 50th percentile in reading was greater for students enrolled in Non-Title I schools than it was for those enrolled in Title I schools. For grade level 2 through 5, the Non-Title I schools had a 25 percentage point advantage overall. The performance of students in grade level 6 through 8 was somewhat lower than that of the elementary students, and the difference between the Title I and Non-Title I performance was smaller (21 percentage points). Once again, since the grade level 9 and 10 students that were tested in Title I schools represented only about four percent of all students tested in senior high, comparisons between the Title I and Non-Title I performance were not meaningful for that level.

Evaluation Highlights

Table B-7
Percentage of Title I and Non-Title I Students Scoring above the 50th Percentile
on the FCAT-NRT Reading Exam and the Number Tested
by Selected Demographic Characteristics

Category	Grade Level					
	2 through 5		6 through 8		9 and 10	
	Title I % (N)	Non-Title I % (N)	Title I % (N)	Non-Title I % (N)	Title I % (N)	Non-Title I % (N)
GENDER						
Male	32.9 (34,934)	58.0 (22,251)	28.3 (23,033)	48.8 (21,113)	15.4 (1,493)	27.4 (25,707)
Female	40.1 (34,021)	65.0 (21,329)	36.2 (21,885)	57.2 (20,502)	18.9 (1,373)	33.5 (25,312)
RACE/ETHNICITY						
Black	31.1 (28,281)	51.0 (4,248)	23.8 (17,163)	37.1 (8,197)	12.5 (1,152)	18.2 (14,492)
Hispanic	38.8 (37,123)	58.2 (28,957)	35.6 (25,193)	51.7 (25,315)	17.3 (1,505)	30.2 (29,698)
White	54.0 (2,619)	74.8 (8,592)	54.2 (2,152)	72.1 (6,963)	38.2 (186)	58.0 (5,906)
Other	57.5 (932)	75.7 (1,783)	58.5 (410)	75.3 (1,140)	60.9 (23)	55.7 (923)
LIMITED ENGLISH PROFICIENCY (LEP)						
LEP<2 years	9.8 (5,259)	25.7 (3,296)	5.1 (3,720)	14.2 (2,752)	1.4 (289)	4.1 (4,349)
LEP≥2 years	21.6 (7,917)	33.7 (2,575)	9.1 (2,236)	16.2 (1,365)	0.0 (98)	3.6 (2,320)
Former LEP	43.9 (23,549)	58.2 (13,849)	37.6 (19,687)	52.4 (14,555)	18.2 (1,140)	29.1 (20,305)
Non-LEP	39.1 (32,230)	71.3 (23,860)	34.6 (19,275)	60.0 (22,943)	20.8 (1,339)	39.0 (24,045)
FREE OR REDUCED PRICE LUNCH (FRL)						
FRL	33.7 (60,031)	48.0 (18,907)	29.4 (36,906)	40.7 (21,419)	15.2 (2,239)	20.2 (20,862)
Non-FRL	55.3 (8,924)	71.8 (24,673)	45.1 (8,012)	65.9 (20,196)	23.8 (627)	37.5 (30,157)
EXCEPTIONAL STUDENT EDUCATION (ESE)						
ESE	5.6 (6,388)	14.5 (3,794)	4.7 (5,357)	12.0 (4,147)	1.6 (304)	5.7 (4,190)
Non-ESE	39.6 (62,567)	65.9 (39,786)	35.9 (39,561)	57.4 (37,468)	18.9 (2,562)	32.7 (46,829)
MIGRANT STATUS						
Migrant	13.9 (837)	32.0 (25)	16.4 (445)	0.0 (17)	9.2 (131)	8.4 (107)
Non-Migrant	36.8 (68,118)	61.5 (43,555)	32.3 (44,473)	52.9 (41,598)	17.5 (2,735)	30.5 (50,912)
TOTAL*						
	36.4 (69,070)	61.4 (43,626)	32.2 (44,948)	52.9 (41,651)	17.1 (2,867)	30.4 (51,101)
STANDARD CURRICULUM STUDENTS ONLY						
	42.2 (57,631)	69.3 (36,646)	39.0 (35,805)	60.7 (34,546)	21.3 (2,240)	35.4 (42,403)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Data for students in Grades 9 and 10 in Title I schools are based on only two schools. Percentages based on groups of fewer than 10 students are not shown.

*Each of the totals includes a few students that are not categorized by demographic characteristics.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System.

Evaluation Highlights

The exceptions to the general pattern of performance on the FCAT-NRT Reading Exam mirrored those identified for the FCAT-SSS Reading Exam. For example, the same disturbing finding that Non-FRL students in Title I schools did not perform as well as their counterparts in Non-Title I schools appeared in the FCAT-NRT data. Once again, the lowest-achieving groups of students in reading were in the LEP and ESE categories, and migrant students' performance was also low. The 17 migrant middle school students in Non-Title I schools did not perform as well as their counterparts in Title I schools, but this cohort of students was too small to allow any conclusions to be drawn about their program.

Performance on the FCAT-NRT Mathematics Exam

Table B-8 contains the percentage of students at all three grade levels that performed above the 50th percentile in mathematics in 2002 for the demographic groups enumerated in Table B-2 by the Title I status of the school they attended. Unlike the performance on the FCAT-SSS, in general, mathematics performance on the FCAT-NRT was somewhat better than reading performance. In grades 2 through 5, the percentage of students in Title I schools performing above the 50th percentile in mathematics was eight points greater on the mathematics exam than on the reading exam. Similarly, the percentage of students in Non-Title I schools performing at that level on the mathematics exam was five points greater on the mathematics exam than on the reading exam.

Despite this advantage on the mathematics exam, the patterns among the data in Table B-8 are quite similar to those in Table B-7. Once again, the performance in Non-Title I schools exceeded that in Title I schools, this time by 23 percentage points overall for the grade 2 through 5 level and 21 percentage points for the grade 6 through 8 level. In mathematics as in reading, the differences between FRL students in Title I and Non-Title I schools hovered close to 14 percentage points, and Non-FRL students in Title I middle schools fell 12 percentage points behind students in Non-Title I middle schools.

Comparison of Performance on the FCAT-NRT Reading and Mathematics Exams

The exceptions to the similarity of the patterns of achievement in reading and mathematics observed for the FCAT-SSS scores were also observable in the FCAT-NRT. Although exceptional students were once again the lowest scoring group, the differences between the reading and mathematics performance of LEP students were greater than for students not enrolled in English language classes. For example, as can be seen in Table B-8, 40.0% of elementary students that had been enrolled in LEP programs for less than two years in Non-Title I schools performed above the 50th percentile in mathematics while only 25.7% of them had performed that high in reading, a difference of about 14 points. The corresponding percentages for LEP students in Title I schools were 20.9% and 9.8%, a difference of about 11 points.

Evaluation Highlights

Table B-8
Percentage of Title I and Non-Title I Students Scoring above the 50th Percentile
on the FCAT-NRT Mathematics Exam and the Number Tested
by Selected Demographic Characteristics

Category	Grade Level					
	2 through 5		6 through 8		9 and 10	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
	% (N)	% (N)	% (N)	% (N)	% (N)	% (N)
GENDER						
Male	43.2 (34,995)	66.4 (22,272)	35.6 (22,961)	56.2 (21,083)	35.5 (1,486)	51.2 (25,606)
Female	45.0 (34,027)	66.9 (21,337)	38.5 (21,878)	60.4 (20,483)	34.6 (1,371)	52.7 (25,257)
RACE/ETHNICITY						
Black	36.5 (28,300)	51.9 (4,250)	27.3 (17,116)	40.3 (8,169)	27.6 (1,146)	36.2 (14,435)
Hispanic	48.3 (37,175)	64.4 (28,981)	41.3 (25,162)	58.1 (25,298)	36.6 (1,502)	53.8 (29,617)
White	60.8 (2,614)	78.4 (8,594)	57.6 (2,150)	76.3 (6,961)	65.1 (186)	76.5 (5,891)
Other	62.2 (933)	82.3 (1,784)	67.6 (411)	81.9 (1,138)	73.9 (23)	79.7 (920)
LIMITED ENGLISH PROFICIENCY (LEP)						
LEP<2 years	20.9 (5,262)	40.0 (3,294)	15.1 (3,713)	34.8 (2,753)	23.1 (290)	32.2 (4,338)
LEP≥2 years	27.8 (7,958)	41.1 (2,579)	17.3 (2,234)	29.5 (1,364)	10.3 (97)	28.9 (2,318)
Former LEP	53.4 (23,563)	64.9 (13,863)	43.3 (19,656)	57.7 (14,547)	37.9 (1,136)	53.4 (20,238)
Non-LEP	45.2 (32,239)	74.2 (23,873)	37.1 (19,236)	63.2 (22,902)	37.1 (1,334)	56.5 (23,969)
FREE OR REDUCED PRICE LUNCH (FRL)						
FRL	41.6 (60,091)	55.3 (18,926)	34.6 (36,835)	46.9 (21,383)	33.3 (2,233)	43.6 (20,784)
Non-FRL	61.3 (8,931)	75.4 (24,683)	48.1 (8,004)	70.3 (20,183)	41.5 (624)	57.6 (30,079)
EXCEPTIONAL STUDENT EDUCATION (ESE)						
ESE	9.8 (6,408)	19.2 (3,793)	5.1 (5,315)	12.9 (4,132)	6.6 (301)	12.8 (4,149)
Non-ESE	47.6 (62,614)	71.2 (39,816)	41.3 (39,524)	63.3 (37,434)	38.5 (2,556)	55.4 (46,714)
MIGRANT STATUS						
Migrant	27.2 (838)	48.0 (25)	24.7 (441)	5.9 (17)	32.8 (131)	27.1 (107)
Non-Migrant	44.3 (68,184)	66.7 (43,584)	37.1 (44,398)	58.3 (41,549)	35.2 (2,726)	52.0 (50,756)
TOTAL*						
	44.1 (69,140)	66.6 (43,656)	37.0 (44,869)	58.2 (41,602)	35.1 (2,858)	51.9 (50,943)
STANDARD CURRICULUM STUDENTS ONLY						
	49.9 (57,678)	73.7 (36,676)	43.9 (35,771)	65.4 (34,508)	40.8 (2,233)	57.5 (42,297)

Note: The computation of each percentage is based on the total number of students tested by demographic characteristic and their school's Title I status. Data for students in Grades 9 and 10 in Title I schools are based on only two schools. Percentages based on groups of fewer than 10 students are not shown.

*Each of the totals includes a few students that are not categorized by demographic characteristics.

Data Source: Computation by the Office of Educational Planning and Quality Enhancement based on data in the Student Data Base System.

Evaluation Highlights

The exceptional performance in reading by females and black students in Non-Title I elementary schools observed on the FCAT-SSS was also present in the FCAT-NRT results. In the case of the NRT, however, the reading performance for these categories of students was almost the same as the mathematics performance, in contrast to the five percentage point difference observed in the overall population. The percentage of female elementary students in Non-Title I schools that performed above the 50th percentile in reading was 65.0%, almost as high as their performance in mathematics (66.9%). Similarly, the percentage of black elementary level students in Non-Title I schools that performed above the 50th percentile in reading was 51.0%, almost as high as their mathematics performance (51.9%). Once again, this exceptional performance did not appear for these groups in Title I schools or in middle school.

STUDENT ACHIEVEMENT: MEASURING THE GAP ON THE FCAT NORM-REFERENCED TEST

Differences in achievement between students at Title I schools and those at Non-Title I schools have been observed in this report and others. However, from a practical standpoint, it may not be clear whether these differences are large enough to be of concern. Furthermore, it is of interest to know if the differences grow appreciably larger or smaller from year to year. Formal statistical significance in and of itself is practically meaningless in a district the size of MDCPS, because very small differences are often statistically significant. Therefore, other methods must be applied in order to determine the importance of the test score differences that have been labeled “the achievement gap.”

A standard method for determining the importance of differences has been gaining acceptance in the field of educational statistics over the past two decades. That method uses “effect sizes” that take into account not only the difference between the mean scores of two different groups, but also the amount of dispersion within each group, i.e., the extent to which the individual scores within each group differ from the group’s mean. The result of this calculation, the effect size, is a standard measure of the difference between the performance of two groups that is independent of both the size of the population and the scale of the test.

The effect sizes that represent differences between the levels of achievement at Title I and Non-Title I schools on the FCAT-NRT Reading and Mathematics Exams are portrayed in Figures B-5 and B-6, respectively. The effect sizes are presented for grades 2 through 8. The square red symbols represent the effect size differences for each grade in 2001, and the square green symbols represent the differences in 2002.

Like any statistic, the effect size is an estimate, and so each effect size symbol is bracketed to show the limits of a 95% confidence interval. For example, in Figure B-5, the estimated difference between the Grade 2 reading performance of Title I and Non-Title I schools in 2001 represented by the red square is .587. Although it cannot be assured that the difference in performance is precisely .587, it can be affirmed by using the logic of sampling theory that the true difference is very likely to fall within with limits of a 95% confidence interval, in this case between .562 and .612. Similarly, the estimated difference between the Grade 2 reading performance of Title I and Non-Title I schools in 2002 represented by the green square is .576, and the true difference is very likely to fall within .552 and .601. Since the 95% confidence intervals for 2001 and 2002 differences in reading performance in Grade 2 overlap, it can be stated that, for practical

Evaluation Highlights

purposes, the differences from one year to the next neither increased nor decreased. In other words, the gap in reading performance neither widened nor narrowed.

In fact, a perusal of both Figures B-5 and B-6 reveals that the confidence intervals surrounding the estimates of the differences in performance between the two types of schools for 2001 and 2002 consistently overlap. Therefore, it may be concluded that the differences in performance between Title I and Non-Title I schools remained essentially the same from one year to the next.

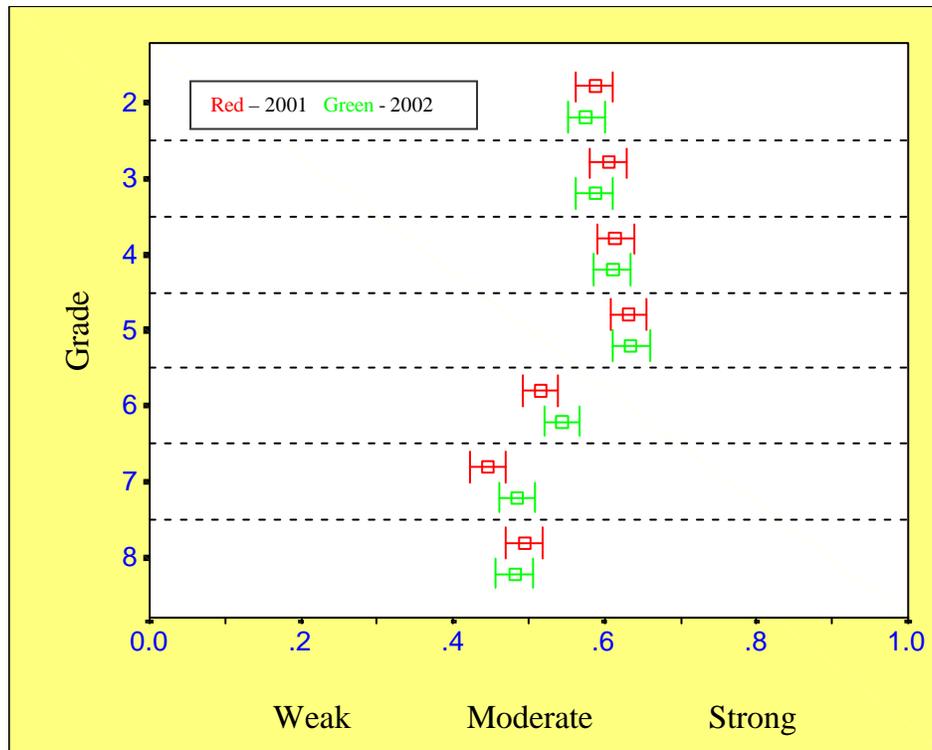


Figure B-5. The effect size estimates of the difference between the FCAT-NRT Reading Exam performance of students in Title I and Non-Title I schools by grade

Experience with effect sizes has led to designations of the magnitude of the effect size statistic. These designations appear along the x-axis in the figures. As can be seen by examining Figure B-5, differences between the reading performance of Title I and Non-Title I schools range from about .4 to .7. Since .5 is considered a moderate effect size, these differences in performance generally fit within the moderate range. To look at an example, the effect size difference between the grade 2 reading performance of the Non-Title I and Title I schools in 2001 is about .6, a moderate effect size. In contrast, the difference in the grade 7 performance in 2001 is below .5, which is on the moderate side of weak. Overall, the effect size differences in reading for the middle grades (6 through 8) are smaller than those for the elementary grades (2 through 5). This variation in effect sizes may be due to differences between the elementary and middle school reading curricula or to differences in the proportion of the schools funded by Title I at the elementary and middle school levels.

Evaluation Highlights

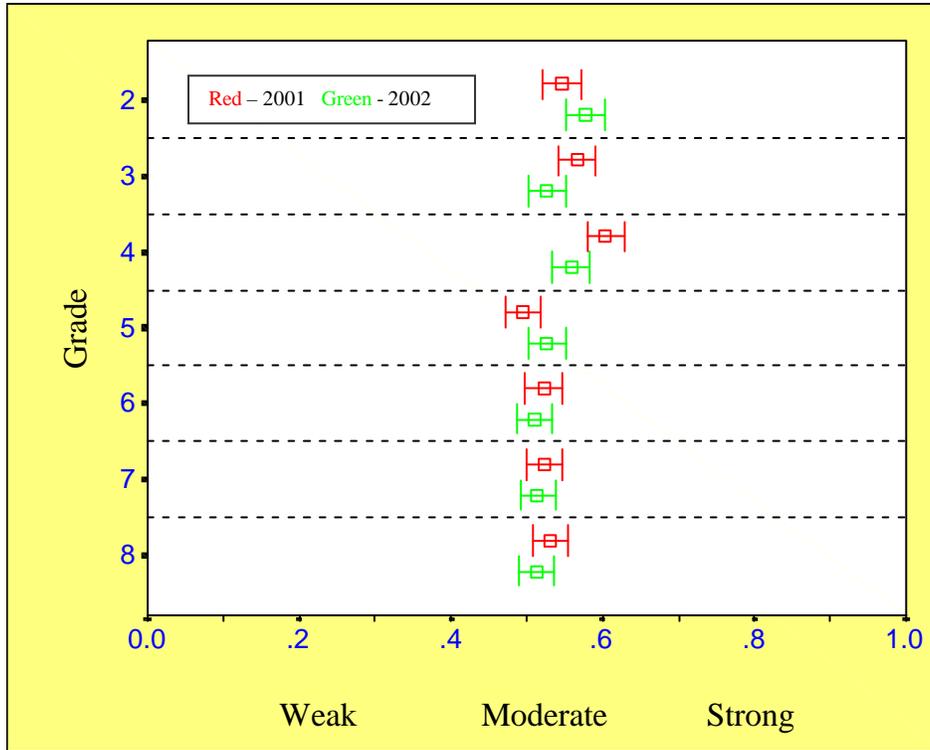


Figure B-6. The effect size estimates of the difference between the FCAT-NRT Mathematics Exam performance of students in Title I and Non-Title I schools by grade

The effect size differences between the Title I and Non-Title I schools for mathematics portrayed in Figure B-6 also indicate moderate differences at each grade. In fact, the differences are more consistent across the grades than they are for reading, ranging from .5 to .6 in magnitude. Detailed enumeration of the effect size comparisons for the FCAT-NRT may be found in Appendix Tables B-7 and B-8.

CONCLUSIONS

The student achievement outcomes as measured by school grades indicate that improvement occurred at Title I schools in the past four years. The number of these schools receiving grades of C or better has steadily improved until the most common grade for the 2001-02 school year was C, as compared to D in prior years. Nevertheless, the students' performance on the test used to calculate the schools' grades, the FCAT-SSS, remained lower at Title I schools than at Non-Title I schools. Many of the differences in performance could be explained by the concentration of conditions that are associated with lower academic achievement at the Title I schools. This fact was supported by the comparisons of the test performance of students possessing those characteristics with the performance of students without them. Students who received FRL, those who belonged to a minority group, and those who were limited English proficient, for example, performed less well than those who did not possess those characteristics, with few exceptions.

An analysis of the FCAT-NRT test results for 2001 and 2002 revealed that the differences in the achievement of students in Title I and Non-Title I schools found on the FCAT-SSS also exist for the norm-referenced test performance data. More specifically, the difference in achievement between students at Title I schools and those at Non-Title I schools is moderate across all grades in both reading and mathematics. Furthermore, there did not appear to be a reduction in this gap in achievement from 2001 to 2002.

APPENDIX
FCAT-NRT Data Tables

Evaluation Highlights

**Table B-7
FCAT-NRT Reading Exam Scaled Scores for Title I and Non-Title I Students**

Grade	Title I			Non-Title I			Effect Size Difference		
	Number tested	Mean	Standard deviation	Number tested	Mean	Standard deviation	Lower bound	Estimate	Upper bound
2001									
2	15,833	575.6	39.9	10,228	599.7	42.8	0.562	0.587	0.612
3	17,255	598.7	41.9	10,940	624.8	44.9	0.581	0.605	0.630
4	17,212	620.0	39.4	11,195	644.6	41.4	0.589	0.613	0.638
5	17,320	627.6	37.8	11,506	652.1	40.3	0.607	0.631	0.655
6	14,823	636.1	35.7	13,527	655.3	39.2	0.491	0.515	0.538
7	14,693	654.1	41.0	13,051	672.7	42.7	0.422	0.446	0.470
8	14,167	669.0	39.1	12,651	688.8	41.2	0.470	0.494	0.519
2002									
2	16,709	576.4	40.2	10,729	600.3	43.5	0.552	0.576	0.601
3	17,247	601.7	42.5	10,820	627.3	45.7	0.563	0.587	0.612
4	17,458	622.7	39.8	10,892	647.2	40.8	0.585	0.610	0.634
5	17,656	631.4	38.7	11,185	656.5	41.0	0.611	0.635	0.659
6	15,624	639.4	36.4	13,666	659.9	39.4	0.520	0.543	0.567
7	14,741	656.4	41.1	14,258	676.8	42.9	0.462	0.485	0.509
8	14,583	671.6	38.2	13,727	690.5	40.4	0.457	0.481	0.504

Note: All mean differences are statistically significant ($p < .01$)

Data Source: Computation by Steven Urdegar, Office of Evaluation and Research, based on data in the Student Data Base System.

Evaluation Highlights

Table B-8
FCAT-NRT Mathematics Exam Scaled Scores for Title I and Non-Title I Students

Grade	Title I			Non-Title I			Effect Size Difference		
	Number tested	Mean	Standard deviation	Number tested	Mean	Standard deviation	Lower bound	Estimate	Upper bound
2001									
2	15,905	572.4	40.7	10,262	595.0	42.3	0.521	0.546	0.572
3	17,262	595.4	40.2	10,958	618.3	41.2	0.541	0.566	0.590
4	17,190	611.0	37.9	11,197	634.0	38.7	0.579	0.603	0.628
5	17,336	633.6	37.2	11,504	652.2	38.0	0.472	0.496	0.519
6	14,794	637.4	34.8	13,513	656.6	39.1	0.498	0.522	0.546
7	14,663	650.9	34.5	13,036	670.8	41.8	0.499	0.523	0.547
8	14,150	659.8	32.4	12,582	678.5	38.2	0.507	0.531	0.555
2002									
2	16,768	573.0	40.9	10,765	597.0	42.4	0.552	0.577	0.602
3	17,257	600.5	41.6	10,819	622.4	41.5	0.502	0.526	0.551
4	17,465	616.8	38.7	10,890	638.4	38.3	0.534	0.558	0.583
5	17,650	636.9	38.0	11,182	657.2	39.3	0.503	0.527	0.551
6	15,599	641.2	35.2	13,662	660.1	39.2	0.488	0.511	0.534
7	14,708	655.6	36.9	14,230	676.4	43.9	0.491	0.514	0.538
8	14,562	663.9	32.0	13,710	682.1	38.7	0.490	0.513	0.537

Note: All mean differences are statistically significant ($p < .01$)

Data Source: Computation by Steven Urdegar, Office of Evaluation and Research, based on data in the Student Data Base System.

	Parent Involvement Daysi H. Naya	
--	--------------------------------------------	--

EXECUTIVE SUMMARY

During the 2001-02 school year, the Title I program was implemented in 170 public schools, and 17 non-public schools, serving over 161,000 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 which promoted parental involvement in the schools that implemented Title I projects during the 2001-02 school year.

It was found that the district increased its effort to enlist parental participation in Title I-funded schools this year. Evidence was seen that while the number of activities held for parents remained relatively constant, the average attendance at those events increased slightly in both the public and non-public schools. 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 primary barriers were schedule conflicts and lack of time to participate. Strategies were implemented to remove those barriers. Schools relied 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 student's accomplishments. Even though nearly all of the principals in public schools 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 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. Such services are crucial to the parental involvement efforts of all Title I-funded schools.

Acknowledging the efforts made to increase participation, additional areas were identified in which there is still room for improvement. 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. Although the schools have complied with requirements for involving parents in the development of these documents, only about half of the parents were aware of these practices.

In summary, 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 of the parents remain unaware of and/or uninvolved in school activities. The district should continue to explore new means for improving parental involvement in the schools.

INTRODUCTION

The Title I statute, reauthorized as the Improving America's Schools Act (P.L. 103-382) in 1994 and most recently reestablished as the No Child Left Behind (NCLB) Act of 2001 (P.L. 107-110), is centered on providing a high quality education to all children. Pivotal to the attainment of these goals is an increase in the role of parents in the education of their children. Beginning in 1995-96, 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 both the 1994 and 2001 statutes.

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 district wide. This policy describes how the district will accomplish the following goals:

- Involve parents in the development of the plan.
- Provide coordination, technical assistance, and other support to the schools.
- Build school and parent capacity for strong 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.
- 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

	Parent Involvement	
--	---------------------------	--

- 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.

DESIGN OF THE EVALUATION

An evaluation of the parental involvement component is mandated by the Title I statute. The evaluation was conducted during the 2001-02 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 170 public, and 17 non-public school principals were targeted to receive the Survey of Principals. Of the public school principals, 158 returned completed surveys, resulting in a return rate of 92.9%. However, only 9 non-public school principals returned surveys resulting in a return rate of only 52.9%. Responses of the public and non-public school principals are separated in subsequent analyses. Some respondents failed to answer every item on their survey. As such, the numbers and percentages presented correspond to the number of responses to each particular item.

Parent Involvement

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 170 public and 17 non-public schools were targeted to participate in this activity. The Parent Surveys were distributed in each public school to one 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 surveys 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 5100 surveys were distributed to the public school parents (see Table 1). Of these, 2649 were completed and returned. These surveys represented 52.0% 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 510 surveys were distributed to parents in the non-public schools. A return rate of 13.3% (n=68) was obtained from the non-public schools. With such a low return rate, definite conclusions regarding the opinions of non-public school parents can not be drawn. The responses from public and non-public school parents are separated in subsequent discussions.

Table C-1
Return Rate for the Survey of Parents and Principals

	Targeted	Responded	
	n	N	%
Public Schools			
Principals	170	158	92.9
Parents	5100	2649	52.0
Non-Public Schools			
Principals	17	9	52.9
Parents	510	68	13.3

Information about the Parent Outreach Program in the public schools was also obtained during the site visits conducted in selected Title I schools during May 2002. 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.

Parent Involvement

RESULTS OF THE EVALUATION

The evaluation of the Title I parental involvement component was conducted in Spring 2002. It targeted all public elementary, middle and senior high schools as well as all 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 values spent in the public schools was 8.0%, and 10% in the non-public schools, these estimates both exceed the required allocation of 1%. 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 (2001-02) and the prior (2000-01) school years. A summary of the responses for 2001-02 is presented in Table C-2, including the mean number of parental activities and attendance figures for both public and non-public schools.

Table C-2
Average Participation at Parent Activities
Across Title I-funded Schools, 2001-02

Month	Public			Non-Public		
	Number of Activities	Total Attendance ¹	Average Attendance	Number of Activities	Total Attendance ¹	Average Attendance
September	2.3	153.0	66.5	1.5	150.0	100.0
October	4.0	437.0	109.3	1.7	55.0	32.4
November	3.5	105.0	30.0	1.8	43.3	24.1
December	3.0	146.7	48.9	1.0	13.0	13.0
January	2.8	82.2	29.4	1.3	22.0	16.9
February	3.6	127.6	35.4	2.0	74.0	37.0
March	3.1	91.7	29.6	1.5	36.7	24.5
April	3.0	96.3	32.1	1.0	117.0	117.0
May	3.4	123.8	36.4	1.5	57.1	38.1
June	2.7	190.8	70.7	1.1	26.7	24.3
Total	31.6	1554.1	49.2	14.4	594.8	41.3

Note. The figures provided by principals for May and June 2002 are projected values.

¹Total attendance represents a duplicated count of parents at the activities held.

Table C-2 indicates that an average of 31.6 activities were conducted at the public schools during the 2001-02 school year. This represents a small increase over the previous school year (2000-01) in which the total number of activities reported was 31.0. A further examination of the results indicates that an average of 49.2 public school parents typically attended activities in 2001-02, as compared to 47.2 in the previous year. Thus, while the number of activities remained about the

	Parent Involvement	
--	---------------------------	--

same in public schools from the 2000-01 to the 2001-02 school year, the average number of parents attending each activity increased slightly.

Only five principals from the non-public schools provided the requested information regarding parent participation. The responses indicate that an average of 14.4 activities were conducted during the 2001-02 school year. This represents an increase over the previous school year (2000-01) in which the total number of activities reported was 12.4. A further examination of the non-public school record indicates that an average of 41.3 parents typically attended Title I activities during the 2001-02 school year, as compared to 37.8 in the previous school year. Thus, the total number of activities as well as the average number of parents attending each activity increased over the previous school year. However, no definite conclusions can be drawn based on the small number of non-public schools included in the analysis.

As a means of increasing parental involvement, the district supported the efforts of the schools by providing assistance in the form of informational workshops and training. Items on both the Survey of Principals and Parents Survey addressed this training. The respondents were asked to indicate which of a series of listed topics were presented at their school. Table C-3 shows the number and percentage of principals and parents who listed each topic. The topic mentioned most frequently by the principals and parents from both the public and non-public schools was informing parents of ways they can help their children improve their academic achievement. Additional topics frequently mentioned by the principals included workshops in test taking skills and performance standards/ assessment. A discrepancy was noted regarding English instruction for parents. This topic was listed by all of the responding non-public school principals and only 5% of the non-public school parents. This topic was noted least frequently by public school principals and parents alike. Other pertinent topics included new materials designed to improve academic achievement, child development issues, and literacy training for parents.

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, to introduce parents to the Title I program, provide orientation to available services, and kick off the new school year. While 100.0% of the responding public school principals (n=157) indicated that an annual meeting was held, 88.9% of the non-public schools principals (n=8) indicated that one was held. Only 60.0% (n=1575) of the public school parents and 73.3% (n=44) of the non-public school parents recalled such a meeting. While only 46.5% (n=1033) of the public school parents and 71.4% (n=40) of the non-public school parents indicated that they had attended. Across all public Title I schools, an average of 423 parents attended the introductory meeting and across all non-public schools an average of 63 parents attended. A majority of the parents and principals from both public and non-public schools 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.

Parent Involvement

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

	Principals				Parents			
	Public		Non-Public		Public		Non-Public	
	N	%	n	%	N	%	n	%
1. Helping parents work with their children to improve their academic achievement	152	96.8	6	66.7	1500	56.6	38	63.3
2. Test taking skills	149	94.9	4	44.4	1157	43.6	13	21.7
3. Performance standards/ assessment	142	90.5	3	33.3	1048	39.5	25	41.7
4. New materials designed to improve academic achievement	100	63.7	3	33.3	673	25.4	7	11.7
5. Child development issues	97	61.8	6	66.7	869	32.8	28	46.7
6. Literacy training for parents	97	61.8	3	33.3	767	28.9	12	20.0
7. English instruction for parents	62	39.5	9	100.0	660	24.9	3	5.0

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 parent involvement team at each school is responsible for developing the parent involvement policy. Nearly all of the responding principals (public, 92.8%, n=141; non-public, 80.0%, n=4) 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, six teachers, seven parents, and three students in the public schools, and of two administrators, two teachers, four parents and one student in the non-public schools.

As Table C-4 shows, 96.8% (n=151) of the public school and all of the responding non-public school principals (5) indicated that a parent involvement policy had been developed in their school. However, only about half of the parents in both public and non-public schools were aware of this policy. 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. Nearly all of the principals (public, 99.4%, n=155; non-public, 100.0%, n=7) indicated that a School Compact had been developed in their schools. Less than half of the parents in both public and non-public schools were aware of this document.

Parental involvement is also mandated in the yearly development of a SIP at each school. It was achieved through representation of parents on the schools' Educational Excellence School Advisory Council (EESAC). The EESAC oversees the development and implementation of the SIP. It was comprised, on the average, in the public schools of one administrator, six teachers, six parents, and two students, whereas in the non-public schools the EESAC committee was comprised of two administrators, one teacher, five parents, and one student. The public school principals maintain that parents were advised of their right to attach comments to their SIP (public, 98.7%, n=155; non-public, 75.0%, n=3) if they were dissatisfied. As Table C-4 shows, just over half of the parents were aware of this process. Thus, with regard to the three decision

Parent Involvement

making activities targeted, it appears that requirements for involving parents in school-level decisions have been met. However, only about half of the students' families are aware of these practices.

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)
Was it developed?			
Public Principals:	96.8 (151)	99.4 (155)	98.7 (155)
Non-Public Principals:	100.0 (5)	100.0 (7)	75.0 (3)
Are you aware?			
Public Parents:	53.0 (1404)	38.7 (1025)	52.4 (1389)
Non-Public Parents:	60.0 (36)	46.7 (28)	55.0 (33)

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 from both public and non-public schools who responded to this open-ended question. The barrier most frequently identified by all respondents involved the time required: scheduling of the activities, conflicts with the parents' working hours, and lack of time. Also noted were motivational issues, lack of transportation to events, language barriers, child care, and family obligations which precluded participation. The second most frequent reason given by public school parents, lack of information or late notification of events, could be avoided by improving communications between the home and school.

Table C-5
Barriers to Parental Involvement in the Public Schools

	Principals				Parents			
	Public		Non-Public		Public		Non-Public	
	n	%	n	%	N	%	n	%
1. Scheduling, conflicts and lack of time	214	51.6	14	66.7	2239	66.2	65	72.2
2. Apathy, lack of interest, and sense of belonging	57	13.7	1	4.8	210	6.2	10	11.1
3. Transportation	44	10.6	2	9.5	233	6.8	4	4.4
4. Language barrier	41	9.9	0	-	132	3.9	1	1.1
5. Child care/family obligations	39	9.4	4	19.0	242	7.2	5	5.6
6. Lack of information or late notification	20	4.8	0	-	325	9.6	5	5.6

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, but only about half of the parents agreed that activities were scheduled at times convenient for parents. Translation and/or interpretation had been employed

Parent Involvement

according to the majority of the principals from the public schools and almost half of the parents from the public schools. Approximately half of the responding principals from the public schools and one-third from the non-public schools reported the provision of child care to allow parents to participate.

Table C-6
Arrangements Used to Increase Parental Involvement

	Principals				Parents			
	Public		Non-Public		Public		Non-Public	
	n	%	n	%	n	%	n	%
Flexible Scheduling	140	89.2	6	66.7	1324	49.9	31	51.7
Translation/Interpreter	131	83.4	2	22.2	1082	40.8	11	18.3
Child Care	87	55.4	3	33.3	579	21.8	17	28.3
Transportation Provided	40	25.5	9	100	401	15.3	2	3.3

The surveys also addressed strategies used to communicate with parents. These results are shown in Table C-7. Of the strategies presented to the principals, nearly all reported utilizing almost every listed strategy to contact parents. These included phone calls, flyers, school meetings and workshops, parent/teacher conferences, home visits, and newsletters. Very few selected notification by radio, the last response which is listed on the table. Lower percentages of the parents indicated that they were aware of their school using these strategies to promote parental involvement.

Table C-7
Strategies Used to Increase Parental Involvement

	Principals				Parent			
	Public		Non-Public		Public		Non-Public	
	n	%	n	%	N	%	n	%
1. Phone calls	153	97.5	8	88.9	1231	46.3	26	43.3
2. School meetings and workshops	152	96.8	7	77.8	1438	54.1	40	66.7
3. Flyers	152	96.8	7	77.8	1101	41.4	21	35.0
4. Parent-teacher conferences	150	95.5	8	88.9	1431	53.8	38	63.3
5. Home Visits	139	88.5	9	100.0	595	22.4	1	1.7
6. Newsletter	115	73.3	8	88.9	985	37.1	32	53.4
7. Radio	16	10.2	9	100.0	94	3.5	0	0.0

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

Parent Involvement

Table C-8
Awareness of Activities Available for Parents

	Principals				Parents			
	Public		Non-Public		Public		Non-Public	
	n	%	n	%	N	%	n	%
1. Parent workshops	157	100.0	7	77.8	1272	47.9	33	55.0
2. Volunteering	155	98.7	7	77.8	1283	48.3	36	60.0
3. Open school nights	155	98.7	8	88.9	1632	61.4	31	51.7
4. PTA meetings	148	94.3	6	66.7	1787	67.2	34	56.7
5. Student awards	147	93.6	6	66.7	1203	45.3	27	45.0
6. Luncheons/ dinners	112	71.3	6	66.7	743	28.0	27	45.0
7. Prize drawings	98	62.4	6	66.7	614	23.1	32	53.3

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, more information, and more frequent and interesting activities and/or 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, 81.0% of the public school principals and 44.0% of those from non-public schools indicated that assistance was provided to economically disadvantaged parents. Few parents were aware of such support. In addition, 43.3% of the public school principals and 22.0% of the non-public indicated that accommodations were made for the physically challenged parents. About a third of the responding parents were aware of such services. Finally, while 89.8% of the public school principals indicated that assistance was available for the parents with limited English proficiency, only 33.3% of the non-public schools principals indicated the availability of such assistance. About half 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, additional awareness is needed to obtain additional parental participation.

Parent Outreach Program

The activities of the MDCPS Parent Outreach Program are coordinated through the districts' administrative regional offices. A total of 133 full-time and 46 part-time federally funded Community Involvement Specialists (CIS) worked in the 170 Title I public schools during the 2001-02 school year. The regional office's Summary Reports track the activities of the CIS. The activities conducted throughout the 2000-01 and 2001-02 school years are noted on Table C-9.

Parent Involvement

Table C-9
Activities Conducted by the Community Involvement Specialists

	2000-01	2001-02
Complete visits	41,898	39,109
Phone calls	151,500	155,564
Parent meetings/workshops	2,916	2,434

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 number of phone calls increased since the previous year whereas the number of complete visits and the parent meetings/ workshops decreased somewhat when compared with the previous year. Other activities performed by the CIS during the 2001-02 school year included parent orientation meetings, Parent Advisory Council meetings, District Advisory Council training meetings, home learning activities, family learning center activities, outreach office activities and computer training for parents and children. Community Involvement Specialists also attended activities for their own professional development.

Interviews were conducted with the CIS at four selected public schools during site visits held in May 2002. Each of the interviewed CIS staff 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; and opportunities for parents who lacked literacy skills or whose native language is other than English. Half of the respondents stated that training opportunities were provided 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 41.3% of a typical day visiting homes; 20.0% making phone contacts; 8.8% completing paperwork; and 20.0% in training activities. Additional activities included attending meetings, participating in community activities and planning parent conferences.

They were asked to rank the reasons they conduct home visits. The main reasons were encouraging parents to talk with their child's teacher, encouraging the parents to become involved in school activities, and addressing the child's problems with grades, conduct, or attendance. Across Title I schools, the services provided by the CIS are considered to be crucial to parental involvement efforts.

CONCLUSIONS

This evaluation examined the district and school level initiatives which promoted parental involvement in the schools that implemented Title I projects during the 2001-02 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?

Title I-funded schools continued their efforts to increase the level of parental participation during the 2001-02 school year. The overall number of activities held for parents in the public schools remained relatively stable from the 2000-01 school year to the 2001-02 school year, while the average number of parents attending these events increased slightly. Too few non-public schools provided the information required to draw conclusions regarding this question.

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

Annual meetings were offered at all Title I-funded public schools and most of the non-public schools. The purpose of the meetings was to introduce the program to the parents and to appraise 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 are required to participate in the development of three documents: the Parent School Compact, which delineates partitioning of the responsibility for education between the school and the home; the parent involvement policy, which describes how the school will seek to engage parents; and the School Improvement Plan, which specifies goals for the school in the coming year. Although the schools have complied with requirements for involving parents in the development of these documents, this has involved a limited number of parents at each school. Approximately, half of the parents are not aware of these practices. These findings applied to both public and non-public schools.

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

Principals recognized the major barrier to involvement which was also noted by the parents: conflicting schedules and lack of time. Also noted as barriers were motivational issues, lack of transportation, and language barriers. The majority of the principals assert that strategies were implemented to address scheduling problems, language barriers, and child care. Half, or fewer, of the parents concurred. Schools relied heavily on phone calls, parent-teacher conferences, flyers, home visits, and newsletters to promote parental involvement. Activities

	Parent Involvement	
--	---------------------------	--

available for parents included: parent workshops, volunteer programs, PTA meetings, open school nights, and award ceremonies for students' accomplishments.

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

The principals in public schools 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. 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. These results are applicable to both public and non-public schools.

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

The Parent Outreach Program is implemented in the public schools by Community Involvement Specialists (CIS) and coordinated through the regional offices. The CIS serve as the front line in initiating parental participation through the use of phone calls, home-visits, and the scheduling of parent meetings/workshops/conferences. The CIS's efforts concentrate on encouraging parents to become involved in school activities, and helping parents to address problems their child may have in school. Such services are crucial to the parental involvement efforts of all Title I-funded schools.

	<p style="text-align: center;">Instructional Programs Steven M. Urdegar</p>	
--	----------------------------------------------------------------------------------------	--

Instructional Programs

Summary

One hundred seventy Miami-Dade County Public Schools (MDCPS) implemented Title I programs during the 2001-02 school year. 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 Title I 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 170 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 2001-02 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 25 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.

The most widely offered program, Accelerated Reader, was implemented in 94.7% (161 out of 170) of the Title I schools during the 2001-02 school year. Four additional programs that focus on reading achievement are also among the 25 most widely implemented. They are the Comprehensive Reading Plan, America Reads, SRA/Reading Mastery, and Junior Great Books.

Ranking second are extended day programs that seek to enhance academic achievement by increasing the amount of time students received instruction. In 90.6% (154 out of 170) of the Title I schools, either Saturday, before, or after school tutorial sessions were offered. Six additional programs in the top 25 also stress overall enhancement of academics. They include the Academic Excellence 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.

Underscoring the district's focus on providing educational opportunities for its youngest learners, the High/Scope Educational Approach, a pre-kindergarten enrichment program, ranks number five among the programs offered at Title I schools. It was offered by 75.7%, (103 out of 136) of the Title I elementary schools. This is in direct alignment with the latest research which points to the significance of early childhood education.

Instructional Programs

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

Program	Area of Emphasis	# Schools	% Schools
Accelerated Reader	Reading	161	94.7
Extended day programs	Academic Enhancement	154	90.6
Comprehensive Reading Plan	Reading	137	80.6
Academic Excellence Program (AEP)	Academic Enhancement	118	69.4
High/Scope Educational Approach	Pre-K Enrichment	103	60.6
Peacefully Resolving Our Unsettled Differences (PROUD)	Conflict Resolution	93	54.7
Writing Across the Curriculum (WAC)	Writing	93	54.7
Urban Systemic Program (USP)	Mathematics and Science	92	54.1
Teaching Enrichment Activities to Minorities (TEAM)	Academic Enhancement	82	48.2
America Reads	Reading	71	41.8
Full Option Science System (FOSS)	Science	71	41.8
Jostens Computerized Curriculum	Technology (Reading/Math)	66	38.8
Structuring Thinking for Academic Reform (STAR)	Academic Enhancement	50	29.4
Computer Curriculum Corporation (CCC) Successmaker	Technology (Reading/Math)	48	28.2
Junior Great Books	Reading	43	25.3
Multicultural Theme	Academic Enhancement	41	24.1
Higher Order Thinking Skills (HOTS)	Academic Enhancement	37	21.8
Primary Academic Curriculum Enhancement (PACE)	Academic Enhancement	35	20.6
Teaching and Learning with Computers (TLC)	Technology (Reading/Math)	35	20.6
SRA/Reading Mastery	Reading	34	20.0
Kids & the Power of Work (KAPOW)	Career Preparation	33	19.4
Acaletics	Mathematics	30	17.6
Flexible Schedule Model	School Restructuring	30	17.6
Mathematics in Context	Mathematics	27	15.9
Full Service School Program	School Restructuring	25	14.7

	Instructional Programs	
--	-------------------------------	--

Ten of the most widely implemented programs target specific academic subjects. They include 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 focus on technology: Jostens Computerized Curriculum, Computer Curriculum Corporation's Successmaker, and Teaching and Learning with Computers.

The four remaining most widely implemented programs address other aspects within the schools: conflict resolution, through Peacefully Resolving Our Unsettled Differences (PROUD); school restructuring, with the Flexible Schedule Model and Full Service Schools; and career exploration, through Kids and the Power of Work (KAPOW). A brief description of each of the top 25 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. Its 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.

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.

	Instructional Programs	
--	-------------------------------	--

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.

Full Service Schools - The Full Service Schools program integrates education, medical, and social services on school grounds for the benefit of meeting the needs of the children and their families.

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 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 - Mathematics in Context is a comprehensive mathematics curriculum, which focuses on a hands-on approach to elementary and middle grades mathematics stressing

	Instructional Programs	
--	-------------------------------	--

conceptual knowledge through the development of higher order thinking skills. Mathematics in Context is aligned with the National Council of Teachers of Mathematics standards, State of Florida Grade Level Expectations, and the MDCPS Competency Based Curriculum.

Multicultural Themes - Multicultural Themes 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.

SRA/Reading Mastery - SRA/Reading Mastery is a direct instruction reading program for kindergarten through fifth grade featuring a highly structured sequence of scripted lessons. Originally developed by Siegfried Engelmann of Science Research Associates, SRA/Reading Mastery addresses word attack, vocabulary, story reading, and comprehension.

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.

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 the 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

Instructional Programs

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 RATING

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

Note that the ratings are influenced not only by their perceived impact, but also by the number of schools in which they were implemented. As such, highly effective programs that were implemented in few schools, will not receive a high overall rating. Table D-2 shows that the Comprehensive Reading Plan received the highest overall rating, listed by 98 schools and rated as #1 by 64 schools. The Accelerated Reader, thought to be the second most effective program, was listed by 88 schools but rated as #1 in only 11. Rounding out the five programs thought to be the most effective were: extended day programs (programs operated before-school, after-school, and/or on Saturday); Writing Across the Curriculum; and CCC Successmaker.

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

Program		Rankings						Total Points
		1	2	3	4	5	Total	
1	Comprehensive Reading Plan	64	18	10	4	2	98	432
2	Accelerated Reader	11	31	17	19	10	88	278
3	Extended day programs	11	13	23	19	19	85	233
4	Writing Across the Curriculum	8	11	13	10	2	44	145
5	CCC Successmaker	6	8	6	6	3	28	95

PROGRAMS IN TITLE I SCHOOLS

Table D-3 provides a summary of the programs offered in each of the district's 170 Title I-funded schools in the district. A check "✓" denotes which of the 25 most widely implemented programs were offered at each school during the 2001-02 school year. For example, on the first page of

	Instructional Programs	
--	-------------------------------	--

Table D-3, Auburndale Elementary School (# 0121) offered the Accelerated Reader, extended day, the Full Option Science System (FOSS), the High/Scope curriculum, Kids and the Power of Work (KAPOW), Multicultural Themes, Peacefully Resolving Our Unsettled Differences (PROUD), SRA/Reading Mastery, and Writing Across the Curriculum (WAC) for a total of nine out of the 25 most widely implemented programs. Continuing with this example, Auburndale Elementary offered five additional programs that were not included in the top 25 as indicated by the number “5” that appears in the “Other Programs” column. As such, Auburndale Elementary implemented a total of 14 programs or projects to supplement the standard curriculum. Overall, an average of about 13 programs were offered in each school. However, it should be noted that the programs listed for any given school may not be implemented at all grade levels.

In all, over 150 programs, were offered at Title I schools during the 2001-02 school year. Many of these programs were developed internally in response to the specific needs of the school’s student population and were offered in only 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 all of the programs offered in the district’s Title I schools is included in Appendix A.

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

SCHOOL	PROGRAM	Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs
0040	Liberty City Charter	✓		✓		✓	✓											✓			✓		✓				3	11
0081	Smith, Lenora B./Allapattah	✓		✓		✓	✓			✓	✓									✓	✓			✓	✓	✓	3	15
0100	Mater Center Charter			✓	✓								✓					✓					✓			✓	2	8
0101	Arcola Lake El.	✓		✓	✓	✓		✓				✓								✓					✓	2	10	
0111	Angelou, Maya El.	✓				✓	✓			✓		✓					✓				✓			✓	✓	1	11	
0121	Auburndale El.			✓				✓				✓				✓		✓			✓				✓	5	14	
0161	Avocado El.	✓		✓		✓		✓		✓		✓	✓						✓	✓	✓			✓	✓	1	13	
0261	Bel-Aire El.			✓	✓	✓	✓			✓		✓		✓					✓	✓	✓			✓	✓	3	14	
0300	Rosa Parks/Florida City					✓								✓											✓	1	4	
0321	Biscayne El.	✓		✓		✓		✓		✓	✓	✓		✓					✓	✓			✓	✓	✓	2	16	
0361	Biscayne Gardens El.	✓	✓	✓	✓	✓		✓		✓		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	9	29
0401	Blanton, Van E. El.			✓	✓	✓		✓		✓		✓		✓						✓				✓	✓		9	
0461	Brentwood El.	✓	✓	✓		✓		✓				✓	✓	✓										✓	✓	1	12	
0481	Bright, James H. El.	✓		✓	✓	✓		✓						✓										✓	✓	✓	6	15
0500	Rosa Parks/Overtown					✓		✓																		1	3	
0521	Broadmoor El.			✓	✓	✓		✓						✓				✓						✓		13	20	
0561	Bryan, William J. El.	✓		✓	✓	✓		✓		✓		✓		✓					✓	✓		✓			✓	3	15	
0641	Bunche Park El.	✓	✓	✓				✓		✓		✓		✓		✓				✓				✓	✓	2	12	
0651	Campbell Drive El.	✓	✓	✓		✓		✓		✓		✓		✓						✓	✓		✓	✓	✓	✓	7	24
0661	Caribbean El.	✓		✓		✓		✓		✓		✓		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		16
0681	Carol City El.	✓		✓		✓		✓		✓							✓		✓		✓	✓	✓	✓	✓	2	14	
0761	Fienberg/Fisher El.	✓		✓				✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	3	22
0771	Chapman, William A. El.	✓		✓	✓	✓		✓				✓								✓				✓	✓	2	10	
0801	Citrus Grove El.	✓		✓								✓	✓	✓	✓					✓	✓			✓	✓	3	14	
0861	Colonial Drive El.	✓		✓	✓	✓		✓		✓		✓	✓	✓					✓	✓				✓	✓	5	17	
0881	Comstock El.	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓		✓	✓		16
1121	Coral Way El.	✓			✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓							✓	✓	7	20
1161	Crestview El.	✓		✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓				✓		✓	✓	✓	3	17

Note. The programs operating at any given school are not necessarily implemented at all grade levels.
Miami-Dade County Public Schools

Table D-3 (continued)
Most Widely Implemented Programs in Title I-funded Schools

SCHOOL	PROGRAM	Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs
1361	Douglass, Frederick El	✓		✓	✓	✓	✓	✓		✓	✓	✓											✓	✓				11
1401	Drew, Charles R. El.	✓		✓	✓	✓	✓	✓			✓	✓				✓								✓			4	13
1441	Dunbar, Paul L.	✓		✓	✓	✓	✓	✓			✓	✓						✓			✓					✓	1	10
1481	Dupuis, John G. El.	✓		✓	✓	✓	✓	✓	✓			✓		✓				✓				✓				✓	16	25
1521	Earhart, Amelia El.	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓									✓	✓	6	17
1561	Earlington Heights El.			✓	✓	✓	✓	✓				✓												✓			1	7
1601	Edison Park El.	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓							✓	✓		✓			1	12
1681	Evans, Lillie C. El.			✓	✓	✓	✓	✓		✓	✓						✓	✓			✓						1	9
1801	Fairlawn El.	✓		✓	✓	✓	✓	✓				✓		✓			✓	✓									4	11
1841	Flagami El.	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓		✓			✓	✓	3	18
1881	Flagler, Henry M. El.	✓		✓	✓	✓	✓	✓				✓	✓	✓													1	8
1921	Flamingo El.	✓		✓	✓	✓	✓	✓				✓	✓	✓		✓						✓	✓	✓	✓	✓	1	15
1961	Floral Heights El.	✓		✓	✓	✓	✓	✓						✓	✓			✓			✓			✓	✓	✓	3	15
2001	Florida City El.	✓		✓	✓	✓	✓	✓		✓											✓	✓				✓	1	8
2041	Franklin, Benjamin El	✓	✓	✓	✓	✓	✓	✓				✓		✓			✓	✓						✓	✓	✓	2	15
2081	Fulford El.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓					✓			✓		✓		✓	1	15
2111	Hialeah Gardens	✓		✓	✓	✓	✓	✓				✓	✓	✓										✓				9
2161	Golden Glades El.	✓		✓	✓	✓	✓	✓				✓	✓	✓					✓	✓	✓	✓					5	15
2241	Gratigny Elem	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓							✓				✓	✓	1	13
2281	Greynolds Park El.	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓					✓	✓		✓			1	11
2321	Gulfstream El.	✓		✓	✓	✓	✓	✓				✓				✓										✓		9
2331	Hadley, Charles R. El.	✓		✓	✓	✓	✓	✓		✓		✓		✓		✓	✓			✓		✓		✓	✓		3	16
2351	Hartner, Eneida M.	✓		✓	✓	✓	✓	✓				✓				✓											4	11
2361	Hialeah El.	✓		✓	✓	✓	✓	✓		✓				✓				✓	✓			✓	✓	✓		✓		12
2401	Hibiscus El.	✓		✓	✓	✓	✓	✓		✓		✓		✓		✓			✓	✓		✓		✓	✓	✓	1	16
2501	Holmes El.	✓		✓	✓	✓	✓	✓				✓		✓	✓							✓					4	13
2531	Crowder, Thena El.			✓	✓	✓	✓	✓				✓		✓										✓			2	8
2621	Johnson, James W. El.			✓	✓	✓	✓	✓				✓														✓	2	5
2661	Kensington Park El.	✓		✓	✓	✓	✓	✓				✓													✓	✓	7	16
2761	King, Martin Luther El			✓	✓	✓	✓	✓		✓		✓		✓													2	8
2781	Kinloch Park El.	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓				✓			✓		✓			5	17
2801	Lake Stevens El.	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓						✓			✓	✓	✓	1	14
2821	Lakeview El.	✓		✓	✓	✓	✓	✓				✓												✓	✓		1	9

Note. The programs operating at any given school are not necessarily implemented at all grade levels.

Table D-3 (continued)
Most Widely Implemented Programs in Title I-funded Schools

SCHOOL	PROGRAM	Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs
2901	Leisure City El.	✓		✓	✓	✓	✓	✓		✓		✓													✓	2	11	
2911	Lentin, Linda El.	✓	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓			✓			✓	✓	✓	2	15
2941	Saunders, Laura C. El.	✓		✓	✓	✓	✓	✓			✓	✓													✓	✓	4	15
2981	Liberty City El.	✓		✓	✓		✓	✓		✓						✓									✓	✓	6	14
3021	Little River El.	✓	✓	✓				✓				✓	✓	✓				✓			✓			✓	✓	✓	2	14
3041	Lorah Park El.	✓	✓	✓	✓	✓		✓		✓		✓							✓		✓			✓	✓	✓	3	14
3051	L'Ouverture, Toussaint			✓			✓	✓														✓				✓	1	6
3141	Meadowlane El.	✓		✓		✓	✓	✓						✓						✓	✓	✓	✓	✓	✓	✓	1	13
3181	Melrose El.	✓		✓			✓	✓		✓		✓								✓	✓	✓	✓	✓	✓	✓	3	12
3241	Miami Gardens El.					✓	✓	✓		✓		✓	✓			✓		✓	✓			✓	✓	✓	✓	✓	4	17
3261	Miami Heights El.	✓		✓	✓	✓	✓	✓	✓	✓		✓					✓		✓	✓	✓		✓	✓	✓	✓		14
3301	Miami Park El.	✓	✓	✓	✓	✓		✓			✓	✓										✓		✓	✓	✓		12
3341	Miami Shores El.	✓		✓		✓		✓	✓	✓		✓		✓	✓				✓			✓	✓		✓	✓	4	17
3421	Milam, Marcus A.	✓		✓	✓	✓		✓		✓		✓			✓				✓	✓	✓			✓	✓	✓	5	19
3431	Miller, Phyllis R. El.	✓	✓	✓						✓				✓	✓			✓			✓	✓			✓	✓	7	16
3501	Morningside El.	✓		✓		✓	✓	✓				✓													✓		3	10
3541	Moton, Robert R. El	✓		✓			✓	✓			✓				✓	✓						✓				✓	4	13
3581	Myrtle Grove El.	✓		✓		✓		✓		✓		✓			✓						✓		✓		✓	✓	1	12
3621	Naranja El.	✓	✓	✓	✓	✓		✓		✓		✓							✓	✓		✓		✓	✓	✓	1	14
3661	Natural Bridge El.	✓		✓	✓	✓		✓				✓				✓				✓	✓	✓		✓	✓	✓	2	15
3701	Norland El.	✓		✓	✓	✓		✓			✓	✓				✓						✓		✓	✓	✓	1	12
3781	Barbara Hawkins El.	✓		✓	✓	✓		✓		✓			✓	✓	✓						✓			✓	✓	✓		13
3821	North County El.	✓	✓	✓				✓	✓	✓		✓	✓	✓							✓	✓		✓	✓		1	14
3861	North Glade El.	✓		✓				✓														✓		✓	✓		1	7
3901	North Hialeah El.			✓	✓	✓		✓						✓										✓			1	7
3941	North Miami El.	✓	✓	✓	✓	✓		✓		✓	✓	✓				✓			✓	✓			✓	✓	✓	✓	4	23
3981	North Twin Lakes El.	✓		✓	✓	✓		✓	✓		✓	✓									✓	✓		✓	✓	✓	11	22
4001	Norwood El.	✓	✓	✓	✓	✓		✓				✓									✓					✓	2	10
4021	Oak Grove El.	✓		✓	✓	✓		✓				✓	✓	✓		✓	✓				✓		✓	✓	✓	✓	3	17
4071	Olinda El.	✓		✓			✓	✓			✓				✓							✓					3	10
4091	Olympia Heights	✓		✓		✓		✓		✓		✓	✓					✓					✓			✓	4	14
4121	Opa-Locka El.	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓							✓			✓	✓	✓	6	20
4171	Orchard Villa El.	✓		✓		✓	✓	✓		✓		✓				✓								✓	✓	✓	4	14

Note. The programs operating at any given school are not necessarily implemented at all grade levels.

Table D-3 (continued)
Most Widely Implemented Programs in Title I-funded Schools

SCHOOL	PROGRAM	Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs	
4241	Palm Lakes El.	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓					✓				✓			2	14	
4261	Palm Springs El.	✓		✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓		✓				✓			6	22	
4301	Parkview El.	✓	✓	✓				✓				✓							✓	✓	✓	✓	✓	✓	✓		1	12	
4341	Parkway El.	✓		✓				✓				✓			✓		✓			✓	✓			✓	✓	✓	4	15	
4391	Peskoe, Irving & Beatrice	✓		✓	✓	✓		✓		✓									✓	✓		✓			✓	✓	4	14	
4401	Pharr, Kelsey L. El.	✓		✓		✓	✓	✓		✓		✓	✓			✓				✓	✓				✓	✓	2	14	
4441	Pine Lake El.	✓		✓	✓	✓		✓		✓		✓			✓				✓	✓		✓	✓	✓	✓	✓	5	21	
4461	Pine Villa El.	✓	✓	✓	✓	✓		✓		✓									✓	✓		✓	✓	✓	✓	✓	7	20	
4491	Reeves, Henry E.S. El.							✓																			4	5	
4501	Poinciana Park El.	✓		✓	✓	✓		✓		✓	✓	✓		✓		✓					✓						4	15	
4541	Rainbow Park El.	✓	✓	✓		✓		✓				✓			✓		✓			✓		✓		✓		✓	3	16	
4611	Redondo El.	✓		✓	✓	✓		✓	✓			✓									✓		✓	✓			2	12	
4651	Beckford, E.F./Richmond	✓	✓	✓	✓	✓	✓	✓		✓		✓									✓		✓		✓		3	15	
4681	Riverside El.			✓		✓	✓	✓				✓										✓			✓		2	8	
4801	Edelman, G.K/Sabal Palm	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓					✓	✓				✓	✓	✓	4	18	
4841	Santa Clara El.		✓	✓		✓	✓	✓				✓							✓	✓				✓	✓		3	13	
4881	Scott Lake El.	✓		✓				✓				✓	✓		✓						✓						3	10	
4921	Seminole El.	✓		✓		✓		✓				✓							✓			✓			✓		2	10	
4961	Shadowlawn El.	✓		✓	✓	✓	✓	✓				✓				✓					✓					✓	3	14	
5001	Shenandoah El.	✓		✓	✓	✓	✓					✓		✓	✓		✓				✓						3	13	
5021	Sheppard, Ben El.	✓		✓	✓	✓	✓	✓		✓	✓	✓		✓	✓				✓	✓		✓		✓	✓	✓	4	21	
5041	Silver Bluff El.	✓		✓	✓	✓	✓	✓				✓									✓	✓						8	
5051	Graham, Ernest R. El.	✓		✓		✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3	24	
5061	Finlay, Dr. Carlos J.	✓		✓	✓	✓				✓		✓	✓		✓	✓	✓							✓	✓		6	18	
5081	Skyway El.	✓	✓	✓		✓	✓	✓		✓		✓	✓		✓	✓					✓		✓	✓	✓		1	16	
5091	South Pointe El.	✓		✓	✓	✓	✓					✓			✓	✓					✓						4	13	
5141	Sibley, Hubert O. El.	✓		✓	✓	✓	✓	✓		✓	✓	✓			✓	✓											3	12	
5201	South Hialeah El.	✓		✓				✓				✓	✓									✓		✓	✓		4	12	
5281	South Miami Heights El	✓		✓	✓	✓				✓		✓							✓	✓		✓		✓	✓			11	
5321	Southside El.	✓				✓		✓	✓	✓		✓		✓		✓			✓	✓		✓	✓	✓	✓	✓	3	19	
5381	Stirrup, E.W.F. El.	✓		✓		✓		✓		✓		✓	✓											✓			1	9	
5431	Sweetwater El.	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓								✓				2	14	
5481	Treasure Island El.	✓		✓		✓	✓	✓		✓				✓	✓							✓			✓	✓	5	15	

Note. The programs operating at any given school are not necessarily implemented at all grade levels.
 Miami-Dade County Public Schools

Table D-3 (continued)
Most Widely Implemented Programs in Title I-funded Schools

SCHOOL	PROGRAM	Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs	
5561	Tucker, Frances S. El.	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓					✓			✓					13	
5601	Twin Lakes El.	✓	✓					✓		✓												✓			✓	✓	2	9	
5711	Walters, Mae M. El.	✓		✓		✓		✓				✓		✓										✓		✓	1	8	
5791	West Homestead El.	✓		✓			✓	✓										✓				✓		✓		✓	2	10	
5861	West Little River El.	✓	✓	✓				✓				✓		✓	✓							✓		✓			2	9	
5901	Westview El.	✓		✓	✓	✓		✓				✓		✓							✓		✓		✓		2	12	
5931	Wheatley, Phillis El.	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓			✓			✓		✓		✓		2	15	
5971	Young, Nathan El.	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓	✓		✓			✓		✓		✓	✓	2	11	
5981	Whigham, Dr. Edward L.	✓		✓	✓	✓	✓	✓		✓			✓		✓	✓					✓		✓		✓	✓		12	
6011	Allapattah Middle			✓		✓		✓	✓		✓						✓	✓			✓	✓	✓		✓	✓	4	16	
6020	Aspira Youth Leadership			✓				✓										✓								✓	1	5	
6031	Brownsville Middle			✓		✓		✓	✓												✓				✓	✓	2	9	
6050	Youth Co-Op Charter			✓		✓																					2	5	
6051	Carol City Middle			✓		✓		✓					✓					✓							✓	✓	4	13	
6060	Aspira South Youth			✓		✓		✓													✓				✓	✓	3	5	
6061	Campbell Drive Middle			✓		✓		✓									✓				✓		✓			✓	4	11	
6081	Centennial Middle			✓	✓	✓		✓					✓				✓	✓			✓		✓		✓	✓	5	17	
6091	Citrus Grove Middle			✓		✓	✓	✓	✓					✓											✓		1	8	
6121	Dario, Ruben Middle			✓		✓		✓	✓												✓		✓		✓		1	8	
6141	Drew, Charles R. Middl			✓		✓		✓					✓													✓	4	8	
6171	Filer, Henry H. Middle			✓		✓		✓	✓									✓								✓	✓	6	6
6231	Hialeah Middle			✓		✓		✓													✓		✓		✓	✓	2	9	
6251	Homestead Middle			✓		✓	✓	✓	✓	✓			✓					✓			✓				✓	✓	7	18	
6281	Jefferson, Thomas Middle			✓		✓		✓						✓							✓				✓	✓		7	
6301	Kennedy, John F. Middle			✓		✓		✓	✓				✓					✓					✓		✓	✓	3	13	
6331	Kinloch Park Middle			✓		✓	✓	✓	✓					✓			✓						✓		✓	✓	6	17	
6351	Lake Stevens Middle			✓		✓		✓	✓												✓				✓	✓	4	11	
6361	De Diego, Jose Middle			✓		✓		✓															✓		✓	✓	1	7	
6391	Madison Middle			✓		✓		✓	✓		✓										✓		✓		✓		9	17	

Note. The programs operating at any given school are not necessarily implemented at all grade levels.
 Miami-Dade County Public Schools

Table D-3 (continued)
Most Widely Implemented Programs in Title I-funded Schools

PROGRAM		Academic Excellence Program	Acaletics	Accelerated Reading Program	America Reads	Comprehensive Reading Plan	C.C.C. / Successmaker	Extended Day Tutorials	Flexible Scheduling System	Full Option Science System	Full Service Schools	High/Scope Educational Approach	HOTS	Jostens Computerized Curriculum	Junior Great Books	Kids and the Power of Work	Math in Context	Multicultural Themes	PACE	PROUD	SRA / Direct Instruction	S.T.A.R.	Teaching & Learning with Computers	T.E.A.M.	Urban Systemic Program	Writing Across the Curriculum	Number of Other Programs	Total Number of Programs
6411	Mann, Horace Middle		✓	✓		✓		✓	✓					✓	✓					✓				✓	✓	1	11	
6421	Marti, Jose Middle			✓		✓		✓		✓				✓										✓		5	12	
6431	Mays Middle			✓	✓	✓		✓	✓		✓					✓				✓				✓		4	13	
6481	Miami Edison Middle			✓		✓		✓	✓					✓								✓		✓	✓	5	13	
6521	Miami Springs Middle			✓		✓		✓						✓										✓	✓	3	8	
6591	North Dade Middle		✓	✓	✓	✓		✓	✓				✓							✓				✓	✓	6	17	
6631	North Miami Middle			✓		✓		✓	✓					✓						✓				✓	✓	2	9	
6681	Palm Springs Middle			✓		✓		✓						✓										✓	✓	3	7	
6761	Redland Middle			✓		✓		✓												✓		✓				5	10	
6841	Shenandoah Middle			✓		✓	✓	✓	✓					✓						✓		✓		✓	✓	2	12	
6961	West Miami Middle			✓		✓		✓						✓						✓				✓	✓	1	7	
6981	Westview Middle		✓	✓		✓		✓										✓		✓	✓	✓	✓		✓	2	13	
7151	Homestead Senior			✓	✓	✓		✓												✓				✓	✓		6	
7791	Washington, Booker T.			✓	✓	✓		✓	✓											✓				✓	✓	4	12	
	Total	118	30	161	71	137	48	154	30	71	25	103	37	66	43	33	27	41	35	93	34	50	35	82	92	93	491	2200

Note. The programs operating at any given school are not necessarily implemented at all grade levels.

CONCLUSIONS

More than 150 different programs and projects were implemented in the district's 170 Title I schools during the 2001-02 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 are listed and described. Accelerated Reader, a language arts program, was the most widely offered, implemented in 94.7 percent of all Title I schools. Programs that extend the traditional school day were a close second, implemented in 90.6 percent of the schools. In addition to the extended day programs, six of the other most widely implemented programs supplement the traditional curriculum by focusing on academic enhancement. Additionally, ten of the most widely implemented programs focus 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 addressed by the most widely implemented programs included career exploration, technology, early childhood education, school restructuring, and conflict resolution. An average of about 13 programs were offered in each of the district's Title I schools.

The results of the 2001-02 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.

APPENDIX
All Programs in Title I Schools

Instructional Programs

All Programs in Title I Schools

Respondents were asked to list any other programs being offered at their schools (in addition to the programs listed on the survey instrument). Over 150 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 an asterisk (*).

ACADEMIC ENHANCEMENT (not subject specific)

Academic Excellence Program (AEP)*	I Have A Dream/Tutorial
Asthma Program	International Studies
Brain Child	Jostens Computerized Curriculum*
Comer School Development Program	Model Learning Environments
COMET	Preventative Program
CCC - Successmaker*	Primary Academic Curriculum Enhancement* (PACE)
Core Knowledge (E.D. Hirsch)	Saxon Math/Phonics
Co-Teacher Model	Sixth Grade Connection
Daily Double (Reading and Math)	Structuring Thinking for Academic Reform* (STAR)
Early Intervention	Teaching and Learning with Computers*
Extended Access Media Center	Teaching Enrichment Activities to Minorities*
Extended day programs*	Tutorials
FCAT Enhancement	Wausatch
Higher Order Thinking Skills (HOTS)*	

CAREER EXPLORATION

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

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

Bus Safety	LEXIA Learning Systems
CAP (Child Assault Prevention)	Lightspan
Chess	Montessori
Citibank Family/Tech	Multicultural Themes*
Do the Right Thing	PEACE
Fit to Achieve	PROUD*
Fitness Gram	Project Better
Full Service School Program*	Stranger Awareness
Heart to Heart Program	Strings Training Program
Helping Our Students to Succeed (HOSTS)	Youth Crime Watch

Instructional Programs

LANGUAGE ARTS/READING

Academy of Reading	Invitation to Literacy
Accelerated Reader*	Junior Great Books*
Advanced Learning System	Legado
African Voices	Let's Read
All Aboard	Literature Circles
America Reads*	Middle School Enrichment
Bilingual 2000	Mindplay - My Reading Coach
Bilingual Curriculum	New Beginnings
Blast off!	Newspaper in Education
Book-It program	Project BEAR
Breakthrough to Literacy	Project ELITE -Enriched Language Instruction. - Thinking Environment
Buddy Reading	Project INSPIRE - Integrating & Nurturing the Special Arts
CEI (Creative Educational Institute)	Project Merit Reciprocal Teaching
Communications, Humanities and Technology	Project Plus
Comprehensive Reading Plan*	Project Right Beginnings
Comprehensive School Reform Demonstration	Project Teach
Creating Independence through Student-owned. Strategies (CRISS)	Read/Write Lab
DCPS/NAEP - Integrated Reading/Writing Program	Reading Best Practices
Developmental Reading	Reading First
Digital Talking Book Project	Reading Lab
During School Tutorial	Scholastic's Read 180
Extended Bilingual program	Soar to Success
Failure Free Reading	SRA/Reading Mastery*
Family Literacy	Success for All - Roots and Wings (SFA)
FLASH	Teach Me Writing
HABLE	Title I Reading Tutorial
Helping One Student to Succeed (HOSTS)	Waterford Reading System
I Read Program	Writing Across the Curriculum (WAC)*
ICU-Intensive Care Reading program	Writing Lab
Integrated Comprehensive Curriculum Model	Young Readers

Instructional Programs

MATHEMATICS/SCIENCE

Abstinence/ENABLE	Full Option Science System (FOSS)*
Acaletics*	Future Investors Club of America
Accelerated Math	Math is not Difficult (project MIND)
Addison Wesley Mathematics	Math Resource Lab
Advancing Academics	Mathematics in Context*
AIMS	PLATO
Alliance Plus	Project VISION
Askis Learning Concepts	SECME
Biomedical Environmental. Agricultural Technology	Smile
Compass Learning	TRACKS
Comprehensive Math/Science	Urban Systemic Program (USP)*
Developmental Math	ZAP Think-n-Science
Environmental Theme	Zoology

PRESCHOOL

Florida First Start	High/Scope*
Head Start	

SCHOOL RESTRUCTURING

Departmentalization	Flexible Scheduling*
Flexible Homogeneous Grouping	

	Title I Non-Public Schools Daysi H. Naya	
--	----------------------------------------------------	--

Non-Public Schools

Summary

Title I funding was provided to supplement the educational program in nineteen non-public schools during the 2001-02 school year. All but one of the non-public schools selected Sylvan Learning Systems to provide supplementary tutorial services to eligible students in their schools. Twelve of these schools were operated by the Archdiocese of Miami. Six additional schools operated by the Orthodox Jewish Day Schools were funded; however, only four implemented Sylvan programs. Extra services were provided by Sylvan in those four schools to satisfy contractual obligations. The one non-public school that did not contract with Sylvan, sponsored by the Seventh Day Adventist Church, used the funds to implement a school-based tutorial program. A total of 761 students in kindergarten through grade eight received services from Sylvan. In addition, 102 students in grades one through eight, received services in the school-based tutorial program. Due to differences in the services provided, the two program types were evaluated separately. The local objectives based on final report card grades were generally met by students in first and second grade who participated in both Sylvan and the school-based tutorial program. The programs were not as successful in meeting the more stringent criteria applied to students in grades three through eight which focus on performance on norm-referenced tests. While only about half of the older participants remained at their schools, and could thus be included in the evaluation, the low success rate of those who remained is a cause for concern.

INTRODUCTION

Title I funding was provided to supplement the educational program in nineteen non-public schools during the 2001-02 school year. Of these schools, twelve were operated by the Archdiocese of Miami, six by the Orthodox Jewish Day Schools, and one was sponsored by the Seventh-Day Adventist Church. The Archdiocese of Miami and the Orthodox Jewish Day Schools selected Sylvan Learning Systems to provide instructional services in their schools. A school-based tutorial program was implemented in the one school operated by the Seventh-Day Adventist Church, which functioned independently from the other programs.

Sylvan was initially retained by the Miami-Dade County Public schools to deliver instructional services to eligible non-public schools over a three year period. The 2001-02 school year was the third year of that contract, which has now been extended for an additional three year period (i.e., until the 2004-2005 school year). Sylvan was previously implemented in the twelve schools from the Archdiocese of Miami and became fully operational in these schools in October 2001.

The schools operated by the Orthodox Jewish Day Schools were new Sylvan participants during the 2001-02 school year. As stated previously, Title I funding was provided to implement programs in six schools operated by this organization. However, due to a lack of qualified staff and space available to house the program, the Sylvan program was not implemented in two of these schools during the 2001-02 school year. To satisfy contractual obligations, Sylvan provided extra services in the four schools operated by the Orthodox Jewish Day Schools that did

implement programs. Planning was initiated in October 2001, with subsequent implementation. The following sections describe the services provided during the 2001-02 school year by Sylvan Learning Systems and the school-based tutorial program.

Sylvan Learning Systems

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. 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 mathematics, 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 are provided by Sylvan.

A curriculum supervisor from Sylvan conducted initial two day on-site training sessions during October 2001 for new teachers and a one day on-site training session for the previously hired teachers. Additional meetings and preparation of schedules and teaching materials continued over the next several days. 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 2001-02 school year, Sylvan provided each student with two or three sessions per week lasting 45-50 minutes. As stated previously, additional services were provided in the four schools sponsored by the Orthodox Jewish Day Schools to compensate for uninitiated programs in two schools. These services ran two additional hours, to a maximum of ten hours weekly in the fully operational schools.

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.

Ten full-time teachers and four part-time teachers provided services at the sixteen school sites. A total of 761 students in kindergarten through grade seven received Sylvan instruction in reading and/or mathematics during regular school hours. Of the 761 students, 656 received reading services and 339 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. Two full-time teachers were employed to provide services to students during the regular school day. Tutoring was offered four

	Non-Public Schools	
--	---------------------------	--

days per week, devoting two days to reading and two to mathematics. Students participated in 30 minute small group sessions twice a week in each subject, based on their eligibility.

The tutorial program utilized two different computer-based educational tools during the course of the 2001-02 school year. Beginning in September 2001, the program employed the Brainchild System. Reading and/or mathematics cartridges were used by the students to study, drill, and assess mastery of various skills and objectives at the appropriate grade levels. In addition, worksheets were assigned to provide extra practice on some skills. However, the Brainchild system did not provide materials for students in grades one or two. In December 2001, the program shifted to using the Compass Learning program.

Compass Learning is a computerized educational tool that allows each child to work at his or her own pace. Students in grade one through eight, receive tutoring via computer to obtain mastery of specific objectives. First, students are individually assessed and assigned to an appropriate grade level. Based on the computerized assessment, the students are assigned various activities designed to strengthen areas of weakness. The program is designed to help the students progress from their current level of achievement toward their appropriate grade level in the areas of reading and mathematics. In addition to practicing their skills on computers, the students worked with traditional workbooks and worksheets. All materials, software, and computer equipment were purchased with Title I funds.

The students' eligibility for services was determined by standardized test scores and/or referral by a teacher, principal, or parent. In all, 102 students in grades one through eight participated in the school-based tutorial program. Of these, 97 received services in reading and 81 received services in mathematics. Incidentally, students in grade five did not participate due to a conflict in scheduling.

EVALUATION

Services were provided to students in kindergarten through grade eight through Sylvan, and in grades one through eight in the school-based tutorial instruction program. Student achievement can only be gauged by standardized achievement test scores for students in grades three and above, as younger students do not participate in such testing programs. Prior to the introduction of the Florida A+ Plan, the Florida Department of Education (FLDOE) customarily required that 33 percent of elementary students and 40 percent of middle school students exceed the 50th percentile in reading and mathematics on norm-referenced achievement tests. These are the criteria that will be used to gauge the performance of the students in grades three and above.

Because younger students do not participate in standardized testing programs, their levels of academic achievement must be gauged in other ways. Kindergarten students are not included in this evaluation, since most of the non-public schools do not assign standard letter grades at this grade level. The academic achievement of students in grades one and two is gauged by their final report card grades in reading and mathematics. The criteria used is the percentage who receive a **C** or above in these subjects.

Non-Public Schools

Academic Achievement: Grades One and Two

The objective for students in grades one and two was that the majority of the students would receive final grades 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 in grades one and two. Results are presented separately for students who received services through Sylvan and those who participated in the school-based tutorial instruction program.

**Table E-1
Grades 1 and 2
Final Reading and Mathematics Grades**

Subject	Grade	Services Provided N	Students Evaluated		“C” or above	
			N	%	N	%
Sylvan Learning Systems						
Reading	1	128	106	82.8	37	34.9
	2	127	104	81.9	62	59.6
Mathematics	1	56	44	78.6	22	50.0
	2	77	54	70.1	35	64.8
School-Based Tutorial Instruction						
Reading	1	6	6	100.0	5	83.3
	2	9	9	100.0	9	100.0

In the sixteen schools served by Sylvan, run by the Archdiocese of Miami and the Orthodox Jewish Day Schools, a total of 255 students participated in first and second grades. Of these, reading services were provided to 128 students in first grade and 127 students in second grade, and math services were provided to 56 students in first grade and to 77 in second grade.

As Table E-1 shows, in the schools implementing Sylvan, 34.9 percent of the first grade students and 59.6 percent of the second grade students achieved final grades of “C” or above in reading. In addition, 50.0 percent of the first grade students and 64.8 percent of the second grade students achieved a final grade of “C” or above in mathematics. Thus, the objective was achieved for the second students in reading and those in first and second grade in mathematics.

In the single school operated by the Seventh Day Adventist Church, six first grade students and nine second grade students were provided with reading services. No services were provided to these students in mathematics. As Table E-1 shows, in the school implementing the school-based tutorial program, five of the six first grade students, and all nine of the second grade students achieved a final grade of “C” or above in reading. Thus, the objective was achieved in reading for students in grades one and two in the school implementing the school-based tutorial instruction program.

Academic Achievement: Grades Three through Eight

Non-Public Schools

The academic achievement of students in grades three through eight is gauged by their performance on norm-referenced achievement tests. Due to differences in testing procedures in the various organizations, the students' test results could not be aggregated. As such, the test results are presented separately for schools operated by the Archdiocese of Miami (Sylvan), the Orthodox Jewish Day Schools (Sylvan), and the Seventh-Day Adventist Church (school-based tutorial instruction).

As stated previously, the objective for students in grades three and above is based on FLDOE guidelines for norm-referenced achievement tests. As such, it is expected that 33 percent of the elementary students and 40 percent of the middle school students would exceed the 50th percentile.

Archdiocese of Miami, Sylvan Learning Systems

The Archdiocese of Miami administers the Iowa Test of Basic Skills (ITBS) to students in grades three through eight in October of each year. Consequently, the results from the test administered in the following school year (October 2002) must be used to measure achievement during the 2001-02 school year. Eighth grade students who received services during the 2001-02 school year were no longer enrolled in the school when testing was completed and are not included in the analysis. Attrition from one school year to the next also contributed to low percentages of students being evaluated.

Table E-2
Grades 3 and Above
Archdiocese of Miami, Sylvan Learning Systems
Standardized Achievement Test Results

Grade	Participants	Services Provided by Sylvan		Students Evaluated				Students Scoring above the 50 th Percentile			
				Reading		Math		Reading		Math	
		Reading	Math	N	%	N	%	N	%	N	%
3	119	109	50	68	62.4	31	62.0	21	30.9	7	26.1
4	103	90	69	47	52.2	35	50.2	8	17.1	8	25.0
5	98	68	65	26	38.2	17	26.2	3	11.5	7	43.8
6	39	44	38	10	22.7	6	15.8	1	10.0	0	0.0
7	14	6	8	5	83.3	0	0.0	0	0.0	0	0.0
TOTAL	373	317	230	156	49.2	89	38.7	33	21.2	22	24.7

Note. Results based on students' scores on the Iowa Test of Basic Skills (ITBS) in October 2002.

The students' scores on the reading and mathematics subtests of the ITBS, administered in October 2002, were examined. The results are presented in Table E-2. Only 49.2 percent (n=156) of the students served in reading and 38.7 percent (n=89) of the students served in mathematics could be included in the evaluation sample. This level of attrition limits the scope of the analysis.

Non-Public Schools

However, of all the students evaluated in grades three through seven, only 21.2 percent scored above the 50th percentile in reading and 24.7 percent in mathematics. These levels of achievement do not meet the state's criteria of 33 percent of elementary students and 40 percent of middle school students scoring above the 50th percentile. In fact the criteria is met in only one of the ten possible data points: fifth grade students in mathematics.

Orthodox Jewish Day Schools, Sylvan Learning Systems

The Orthodox Jewish Day Schools do not systematically administer standardized achievement tests in all of the schools that they operate. Three of the four participating schools administered such tests during the 2001-02 school year. In these schools, the Stanford Achievement Test (SAT) was administered twice: in October 2001 as a pretest; and in May 2002 as a posttest. Although the tests were administered in three schools, one school failed to provide the required data, due to changes in staffing. As such, levels of achievement for students in grades three and above can only be evaluated in two of the participating schools. Out of the 97 students who participated in the program in the four Orthodox Jewish Day Schools, 84 received reading services and 94 received math services. Only 39.3 percent of these students, attending two of the schools, were included in the evaluation sample.

Table E-3
Grades 3 and Above
Orthodox Jewish Day Schools, Sylvan Learning System
Standardized Achievement Test Results

Grade	Participants	Services Provided by Sylvan		Students Evaluated				Students Scoring above the 50 th Percentile			
				Reading		Math		Reading		Math	
		Reading	Math	N	%	N	%	N	%	N	%
3	17	17	16	5	29.4	4	25.0	0	0.0	0	0.0
4	20	20	20	13	65.0	13	65.0	3	23.1	3	23.1
5	20	15	20	6	40.0	11	55.0	3	50.0	4	36.4
6	30	30	30	9	30.0	9	30.0	3	33.3	3	33.3
7	8	0	8	0	-	0	-	-	-	-	-
8	2	2	0	0	-	0	-	-	-	-	-
Total	97	84	94	33	39.3	37	39.3	9	27.3	10	27.0

Note: The participants and services provided reflect services in all four participating schools. However, student achievement data was only available for students in two of the four schools.

Results presented in Table E-3 represent the Sylvan students' scores on reading and mathematics on the SAT, administered in May 2002. Of the students included in the evaluation sample in grades three and above, only 27.3 percent overall scored above the 50th percentile in reading and 27.0 percent scored above the 50th percentile in mathematics. This level of achievement does not meet the state's criteria of 33 percent of elementary students scoring above the 50th. However,

Non-Public Schools

when examined separately, the criteria for elementary students was met in fifth and sixth grades in both reading and mathematics.

Seventh-Day Adventist Church, School-Based Tutorial Instructional Program

The school operated by the Seventh-Day Adventist Church, which implemented the school-based tutorial program, administered the ITBS as a pretest during September 2001 and as a posttest in April 2002. 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-4 shows, a total of 87 students received school based reading and/or mathematics services in grades three through eight. Across all grade levels, 76 students (96.2 percent) were evaluated in reading, and 75 students (90.4 percent) in mathematics.

The results shown on Table E-4 are based on the students' scores on the April 2002 administration of the reading and/or mathematics subtests of the ITBS. Results indicate that overall only 15.8 percent of the students scored above the 50th percentile in reading and 5.3 percent of the students scored above the 50th 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 criteria was met only by third grade students in reading.

Table E-4
School Based Tutorial Instruction, Grades 3 through 8
Standardized Achievement Test Results

Grade	Participants	Services Provided by School-Based Tutorial Model		Students Evaluated				Students Scoring above the 50 th Percentile			
				Reading		Math		Reading		Mathematics	
		Reading	Math	N	%	N	%	N	%	N	%
3	15	13	14	13	100.0	13	92.9	6	46.2	0	0.0
4	15	14	15	14	100.0	12	80.0	0	0.0	2	16.6
5	0	0	0	0	0	0	0	0	0	0	0
6	22	21	20	21	100.0	19	95.0	0	0.0	0	0.0
7	19	18	18	15	83.3	15	83.3	5	33.3	2	13.3
8	16	13	16	13	100.0	16	100.0	1	7.7	0	0.0
TOTAL	87	79	83	76	96.2	75	90.4	12	15.8	4	5.3

	Non-Public Schools	
--	---------------------------	--

In summary, the objectives in grades three through eight were generally not met by the non-public schools that received Title I services in the 2001-02 school year. This was true of the schools sponsored by the Archdiocese of Miami and Orthodox Jewish Day Schools, that received services from Sylvan, and the school that implemented its own tutorial program.

CONCLUSIONS

During the 2001-02 school year, Title I funding was provided to supplement the educational program in nineteen non-public schools. They included twelve schools operated by the Archdiocese of Miami, six by the Orthodox Jewish Day Schools, and one by the Seventh-Day Adventist Church. Due to hiring delays and problems with space availability, programs were not implemented in two of the Orthodox Jewish Day Schools. The funds set aside for these programs were used to augment the programs in the four remaining Orthodox Jewish Day Schools. Steps should be taken in the future to ensure that this problem does not recur.

All but one of the non-public schools opted to receive supplementary services from Sylvan Learning Systems. The one school operated by the Seventh-Day Adventist Church provided a school-based tutorial program instead.

Sylvan Learning Systems offers a direct instructional program design, involving small group work with a teacher. A total of 761 students in kindergarten through grade eight received reading and/or mathematics services in the sixteen participating schools. 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 tutoring services were offered to the 102 eligible students in grades one through eight.

The students' levels of academic achievement were evaluated in two ways. The objectives for students in grades one and two focused on final reading and mathematics report card grades. In the sixteen schools utilizing Sylvan Learning Systems, the objective for reading was met by second grade students (not by first grade students), while the objective for mathematics was met by both first and second grade students. In the one school that offered school-based tutorial services the objective in reading was met in both grades one and two, and no mathematics services were provided at these grade levels.

In grades three through eight, the reading and mathematics objectives focused on attainment of state criterion on standardized achievement tests. Overall, these more stringent criteria were not met in schools offering either program. While the number of students who could be included in the evaluation of this program was limited, the low success rate is a cause for concern.

	<p>Title I Neglected and Delinquent Centers Daisy H. Naya</p>	
--	--------------------------------------------------------------------------	--

Title I Neglected and Delinquent Centers

Summary

During the 2001-02 school year, 418 students in kindergarten through grade 12 received Title I reading and/or mathematics services in thirteen Neglected and Delinquent Centers. Due to the transient nature of the Neglected and Delinquent Centers' student population, the majority of the centers failed to provide the requisite achievement data. As such, the number of Title I participants for whom both pretest and posttest scores were available was very small. Reading and mathematics academic achievement scores improved somewhat for approximately three-quarters of the participants for whom test results were available. However, the results from this small sample can not be generalized to all program participants.

EVALUATION

During the 2001-02 school year, 418 students in grades K-12 received Title I services in thirteen Neglected and Delinquent Centers. Of these students, 405 received reading services and 354 received mathematics services. Two instructional models were used: extended day and pull-out. The extended day model served 126 students in reading and 120 in mathematics. The pull-out model served 279 students in reading and 234 students in mathematics.

Only four of the thirteen Neglected and Delinquent Centers provided the requisite academic achievement data for the 2001-02 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 54 students had both pretest and posttest reading scores and 48 students had both pretest and posttest mathematics scores. Achievement gains were computed for each student with both pretest and posttest scores. The following results were obtained:

- Seventy-eight percent (n=42) of the 54 students who received reading services for at least two months had raw score gains as measured by the Reading Comprehension subtest of the California Achievement Test.
- Seventy-three percent (n=35) of the 48 students who received mathematics services for at least two months had raw score gains as measured by the Mathematics Concepts and Applications subtest of the California Achievement Test.

In conclusion, while 418 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 somewhat for approximately three-quarters of the participants for whom test results were available. However, due to the limitations of the available

	Title I Neglected and Delinquent Centers	
--	-------------------------------------------------	--

data, these results can not be generalized to all students attending Neglected and Delinquent Centers. Thus, no definite conclusions can be drawn regarding the academic achievement of the programs participants.

	<p style="text-align: center;">Title I Migrant Program Daisy H. Naya</p>	
--	-------------------------------------------------------------------------------------	--

Title I Migrant Program

Summary

The Title I Migrant Program is designed to better equip the district's migrant students to succeed in school. Services were provided to 3521 migrant students from preschool through grade 12 during the 2001-02 school years. In addition, 2490 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 2001-02 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 the 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 2001-02 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 2001-02 school year, 3521 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.

EVALUATION

An evaluator from the Office of Evaluation and Research visited selected migrant project sites during May 2002 to determine if components of the migrant program had been implemented as proposed by Title I 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 2001-02 school year a total of 64 pre-kindergarten migrant students (18 three-year-olds and 46 four-year-olds) participated in the MECLP in two migrant centers: Royal Colonial, and Redland. The staff consisted of three full-time teachers, and three 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 students who fulfilled the participation criteria met the performance expectations for both objectives: the Brigance Preschool Screen, and the OLPS. Specifically, 98.0 percent (50 out of 51) 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, 84.0 percent (42 out of 50) of the prekindergarten students improved one or more levels on the OLPS. 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 completed a Tutorial Correlation Skills Checklist monthly, in cooperation with each student's reading or classroom teacher. Feedback from the classroom teacher provided the necessary information for planning individualized instruction. The staff included six part-time teachers in addition to seven full-time and sixteen part-time paraprofessionals.

A total of 368 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, or administrator's recommendation,
4. Reading level below grade level,
5. Academic grade of "D" or "F" in core subject areas,
6. Score at the 25th 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, 9th Edition),
7. Retained one or more times.

Students with the highest profile scores were selected to participate, with a maximum of 368 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,

Title I Migrant Program

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:

- 80.1 percent of the students (262 out of 327 students) who received 40 hours of instruction, mastered 80 percent or more of the assigned language arts/reading objectives;
- 79.8 percent of the students (225 out of 282 students) improved one letter grade or more in targeted academic subjects during the 2001-02 school year;
- 96.1 percent of the students (296 out of 308) were promoted to the next grade level in 2001-02; and
- 93.2 percent of the students (192 out of 206) improved their attendance rate from 2000-01 to 2001-02.

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 25th percentile on the reading subtest was required to participate in the tutorial programs. Overall, 36.6 percent of the MAR and MECHA participants with both pretest and posttest scores improved their percentile rank from 2001 to 2002 (106 students out of 290). 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 benefited 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, almost all were promoted to the next grade level and improved their attendance rates. This alone is noteworthy for this transient population.

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 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

Title I Migrant Program

assessment procedures; research and problem solving strategies; mentoring; and parent involvement.

The project was initiated during the 1996-97 school year and was first implemented in the 1997-98 school year. During the fifth and final year of MECHA, participating students applied the knowledge that they had gained throughout the Project. The resources and skills provided by the project, through the use of the Internet Search Engines and instructional software, enabled students to research, explore, practice, and review homework assignments, as well as improve their academic skills. This additional assistance was designed to improve grades and to facilitate promotion to the next grade level. Increased communication among the classroom teacher, MECHA teachers, students, and parents was another outcome of the MECHA project. The use of electronic mail and articulation forms encouraged this increased communication.

MECHA students participated in a variety of projects during the final year. Some of the projects included: career searches, resume writing, insurance calculations for a car, home buying, college financial aid searches, and formulating research timelines. Through Project MECHA participants were given the tools to further their education.

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 97 migrant students in grades 2-5, and 120 students in grades 6-12 were served by this component during the 2001-02 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, 2000-01 and 2001-02). This program was 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 were to 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 97 students who participated at the elementary level (grades 2-5):

- 80.2 percent of the students (69 out of 86) mastered 80 percent or more of the assigned language arts/reading objectives;
- 79.5 percent of the students (66 out of 83) improved one letter grade or more in targeted academic subjects during the 2001-02 school year;

Title I Migrant Program

- 96.3 percent of the students (78 out of 81) were promoted to the next grade level in 2001-02; and
- 74.1 percent of the students (60 out of 81) improved their attendance rate from 2000-01 to 2001-02.

At the secondary level, a total of 120 students participated in the MECHA program in grades 6-12. An examination of the data yielded the following results for the 120 students who participated at the secondary level:

- 97.6 percent of the students (40 out of 41) mastered 80 percent or more of the assigned language arts/reading objectives;
- 75.9 percent of the students (44 out of 58) improved one letter grade or more in targeted academic subjects during the 2001-02 school year;
- 94.8 percent of the students (55 out of 58) were promoted to the next grade level in 2001-02; and
- 67.3 percent of the students (33 out of 49) improved their attendance rate from 2000-01 to 2001-02.

Therefore, the students who participated in the MECHA component appear to have benefited from the program. The local language arts objectives were met and over three-fourths of the students' final grades improved. In addition nearly all of the participants were promoted to the next grade level, and more than two-thirds 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 2001-02 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 profile scores based on the following criteria:

1. Current migrant status
2. Mobility (late arriving migrant students have priority)
3. Teacher, counselor, or administrator's recommendation
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 at the 25th percentile or below on the reading section of the FCAT-NRT
8. Fail the communication or mathematics section of the High School Competency Test (HSCT) (high school only)
9. Score in Level I on the reading or mathematics section of the FCAT SSS
10. Retained one or more times.

	Title I Migrant Program	
--	--------------------------------	--

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 2001-02 school year these components were: a) Personal Educational Blueprints, b) Tutorial and Homework Services, c) High School Competency Test (HSCT)/FCAT Tutorials, d) Peer Counseling, and e) Dreaming of Tomorrow Workshops. In all, 681 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. The majority of the 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 failing grades. Personal Education Blueprints are documents to be completed by students in grades 6, 7, and 9 – 12, which outline the courses needed to complete middle school, and/or high school as required by the school district. Students in 8th grade do not participate because they participate in the County Career Awareness Planning Program required by the district. In all, 195 middle/high school students participated in this component. It was expected that 80 percent of the students who participated would attend five or more seminars and would complete Blueprints. All 157 of the students who attended the required five sessions completed the Personal Education Blueprint, 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 one-half hour. The length of instruction varied with the individual student's needs (i.e., one semester, one month, full year.) 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, three full-time paraprofessionals, and seven part-time paraprofessionals.

A total of 272 students participated in this component. However, only 220 met the required 25 hours of instruction. Of these 220 students, 197, or 89.5 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)/FCAT Tutorials

With recent changes in Florida's graduation requirements, most MDCPS students are required to pass the FCAT to graduate, while others who previously took the HSCT can meet graduation requirements by passing the HSCT. As such, preparation for these tests is crucial. Services for seniors were given priority, but the goal was to have as many juniors as possible prepare for and pass the HSCT/FCAT before the test became a burden during a migrant students' senior year. 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 97 students in grades 11 and 12 received HSCT/FCAT 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 (Communications or Mathematics) and the FCAT (Reading or Math). For those who did not pass a section, at least a ten point gain was expected if the exam was taken previously. Results are presented separately for students required to pass the HSCT and FCAT.

Of the 44 students who received HSCT tutoring, all 44 received five or more sessions and could be included in the evaluation sample. Of these, 36 or 81.8 percent passed at least one area of the test. Of the 8 students who did not pass one or both areas of the test, 6 or 75.0 percent, gained at least ten points from the previous attempt. Therefore, expectations for students participating in the HSCT component were accomplished.

Of the 53 students who received FCAT tutoring, 50 received five or more sessions and could be included in the evaluation sample. Of these, 32 or 64.0 percent passed one or more subtest of the FCAT. Of the 18 who did not pass the FCAT, only 8 were able to be evaluated since they had a previous FCAT score. Of those, 5 students, or 62.5, percent gained at least 10 points on the FCAT. Therefore, results for students participating in the FCAT component were somewhat lower than expected.

Peer Counseling

The Peer Counseling program was offered to 681 migrant students in grades 6-12 at four secondary schools. The staff consisted of three full-time paraprofessionals and seven part-time paraprofessionals. Most 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 staff was 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 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 “Seniors’ Recognition Banquet.”

At the end of the school year, the students’ records for the 2000-01 and 2001-02 school years were compared to examine any improvement in the participant’s attendance rates and grade point averages. In addition, promotion and dropout records were examined. 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 681 participants were included in the evaluation sample as they attended the required five counseling sessions.

Results indicate that attendance rates from 2000-01 to 2001-02 improved for 65.5 percent of the students in grades 6-12 (224 out of 342). In addition, 64.1 percent of the migrant students in grades 10 through 12 (75 out of 117 students) improved their overall grade point averages from 2000-01 to 2001-02. Results also indicate that 78.8 percent of the students in grades 6-12 (328 out of 416) were promoted or graduated. This is higher than the expected 70 percent promotion/graduation rate. The results indicate that from a total of 681 students at the high school level only 5 students dropped out. This represents less than 1 percent who dropped out, considerably lower than the set goal for dropout rate.

Although the goals set for this component were not fully met, the Peer Counseling component seems to have benefited many of the participants. About two-thirds of the participants improved their grade point average and their attendance rate. In addition, expected rates of graduation and promotion 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, 401 students participated in the Dreaming of Tomorrow Workshops. However, only 250 of the participants attended 5 or more of the workshop sessions. All of these students, who attended the required number of workshops, completed the Career Choice 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 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.

	Title I Migrant Program	
--	--------------------------------	--

Services were expanded to the Haitian migrant community during the 2001-02 school year. An initiative was implemented to expand, recruit, identify, and serve the needs of the Haitian population in the northern part of Miami-Dade County. A total of 89 Haitian migrant students from approximately 25 elementary, middle and secondary schools from the northern part of the county received supportive services during the 2001-02 school year. The recruiter identified the needs of the Haitian migrant workers population and referred students to the appropriate agencies to receive medical, dental, counseling, and nutritional services.

The traditional program based at the migrant housing centers located in the southern part of Miami-Dade County also provided supportive services to migrant students and their families. An additional 2464 services were provided during the 2001-02 school year, as compared with 3,054 services in the previous year (i.e., 2000-01). 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 comprised of 15 to 20 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, and 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 675 meetings/events at the local, regional, and district levels were conducted during the 2001-02 school year as compared with 394 meetings in the 2000-01 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 4,344 parents or guardians in 2001-02 as compared with 3,704 in the 2000-01 school year.

Title I Migrant Program

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, as well as the overall number of parents participating, increased during the 2001-02 school year, when compared with the previous year. A major effort was initiated during 2001-02 to involve parents in their children's education. Therefore there was a substantial increase in participation during the 2001-02 school year as compared to the previous school year.

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, along with the regular 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 2002: (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 two migrant camps: South Dade, and Redland. In addition, advocates counseled students to encourage the successful completion of courses required for graduation or promotion. In all, 2,490 migrant students from pre-kindergarten to grade 12 were served during the summer of 2002.

Migrant Early Childhood Learning Program (MECLP) - Summer Program

A total of 17 four-year-old and 16 three-year old migrant students participated in the MECLP Summer Program at the Redland migrant center with a staff of two full-time teachers and three

Title I Migrant Program

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 pretest and posttest basis, and individually assessed 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 children, drawing and painting, exhibiting manual coordination, showing interest in reading activities, and sorting. Of these students, 96.8 percent (30 out of 31) 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 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 650 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, and 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 2002 to 1,545 students in their homes and/or in summer school. This is an increase from 1349 learning packets that were distributed to migrant students during the summer of 2001. Therefore, results indicate that the goal for the summer of 2002 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 310 migrant students at two middle schools, and two senior high schools received services. The students were served through this component by a staff of three full-time teachers, two full-time paraprofessionals, and three part-time paraprofessional aides. It was expected that with at least 18 days of attendance at the middle schools and 30 days of attendance at the senior high schools, at least 80 percent of the students who had received at least three counseling sessions during summer school would pass at least one class needed to advance to the next grade level (grades 6-8) or would accrue at least one credit (grades 9-12).

In all, 254 students 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 87.9 percent of the students in grades 6-8, (87 of 99 students) passed at least one

Title I Migrant Program

class needed for advancement to the next grade level. In addition, 81.3 percent of the students in grades 9-12 (126 out of 155) accrued at least one credit needed for graduation. Therefore, the objective for this component of the migrant summer school program was met.

Summer Institute

The Summer Institute is a statewide program organized by the Florida Department of Education. It was designed to offer at-risk migrant high school students the opportunity to participate in a four-week program at the university level. Participants could accrue one credit toward high school graduation or promotion, and receive tutorial instruction for the test required for graduation. 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.

During the summer of 2002 Barry University was awarded the contract to offer the Summer Institute. Thirty-two students attended the Summer Institute at Barry University. Of these, twenty seven students completed the four week program. All of them accrued one credit for promotion and/or graduation. In addition, 13 students received tutoring to pass a test required for high school graduation: eleven for the HSCT and two for the FCAT.

Of the eleven students who received tutoring for the HSCT, nine took the Communication subtest. Only two of the nine (22.2 percent) passed. Eight of the eleven students took the HSCT Mathematics subtest. Five of the eight (62.5 percent) passed this subtest.

Two students received tutoring for the FCAT. Of the two, neither passed the reading test and only one passed the mathematics test.

In summary, 27 of the 32 students who participated in the Summer Institute were successful in completing the instructional component and accruing one high school credit. However, the tutorial component was not as successful.

CONCLUSIONS

The following components were offered by the Title I Migrant Program during the 2001-02 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. 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 3,521 migrant students in preschool through grade 12 during the regular 2001-02 school year. During the summer of 2002, the program served 2,499 migrant students.

Title I Migrant Program

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 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 its fifth, and final, 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 benefited 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)/ FCAT 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 or the FCAT. 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 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 and overall number of parents participating increased during the 2001-02 school year when compared with the 2000-01 school year. 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.

	Title I Migrant Program	
--	--------------------------------	--

The Migrant Education Program also operated in the summer of 2002. 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, 32 MDCPS students, participated in the Summer Institute at Barry University. 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/FCAT.

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 an additional high school credit 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.

Best in Class Schools
Steven M. Urdegar

Best in Class Schools

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 comprised 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. Only one such characteristic was identified; the Best in Class elementary and middle schools generally had better student attendance than the other schools in each group. None of the other characteristics appeared to have a consistent systematic association with achievement.

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(s) within each class was most successful or “Best in Class.” The identification of a set of practices, which distinguish Best in Class schools, would permit them to be modeled by other, less successful schools.

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 which research has indicated are 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. Two K-8 centers with elementary and middle grade test data were included in both the elementary and the middle school procedures.

Sources of Data

The accountability system employed by the Florida Department of Education (FDOE) is based on the administration of the Florida Comprehensive Assessment Test (FCAT), a battery of assessments that contains both criterion-referenced and norm-referenced components. The state assigns school grades based on the criterion-referenced portion of the FCAT, which assesses student achievement on selected benchmarks in reading, mathematics, and writing as defined by the Sunshine State Standards (SSS). The remaining component of the FCAT battery is a secure version of the Stanford Achievement Test, 9th Edition (SAT-9), which is a norm-referenced test (NRT). NRT tests are scaled to a national sample of students, and facilitate comparisons among students and the analysis of trends.

The reading and mathematics subtests of both the FCAT-NRT and FCAT-SSS are administered in grades 3 through 10 to students in all schools in the state. In addition, the Miami-Dade County Public Schools (MDCPS) administers a parallel form of the SAT-9 to students in grade 2. FCAT Writing is administered statewide to students in grades 4, 8, and 10.

The school grade points, calculated from test results on the FCAT-SSS and FCAT Writing and used to assign school grades, were obtained from the FDOE website (Office of Publications and Statistics, 2002). Data from the FCAT-NRT and SAT-9 were obtained from MDCPS mainframe computer records. Included in the analysis are standard curriculum students only, enrolled at the same school during testing and at two additional points in time: October 2001 and February 2002.

Composite Performance Index

In order to identify the schools within each group that were the most successful at promoting student achievement, a Composite Performance Index (CPI) was calculated for each school. The CPI is modeled on the FDOE's method of computing school grade points for the statewide accountability system. However, the CPI goes beyond the FDOE's method, by including results from both criterion-referenced and norm-referenced assessments. Using these assessments, three sets of indicators of a school's performance are defined. These sets of indicators are: status of the students' current level of achievement, growth in individual student's achievement over time, and progress made by the school's lowest performing students. The indicators are defined below.

Status Indicators

Five status indicators were used to measure the students' level of academic achievement based on their performance on the 2002 administration of the tests. They were the reading and mathematics subtests of both the SSS and NRT components, and the FCAT Writing assessment.

Status was defined as the percentages of the students who met specified criteria. The criteria specified for the SSS component were those set by the FDOE in 2002 for meeting high standards. As such, for the SSS in reading and mathematics, the percentages of the students who scored at level 3 or above were used. For the Writing assessment, the average of the percentages of the students who scored a "3" or above and those who scored a "3.5" or above was used. For the NRT in reading and mathematics, the criteria were those traditionally used for evaluation of the

	Best in Class Schools	
--	------------------------------	--

Title I program. Thus, the percentages of the students who scored above the 50th percentile (national median) were used.

Growth Indicators

Four growth indicators were included which were based on individual students' scores. The students' scores from the 2002 administrations of both the SSS and the NRT components in reading and mathematics were compared with their scores from the 2001 administration, to identify the students' learning gains in each school. School-wide growth rates for each test were defined as the percentages of all students in the school who met specified criteria for learning gains. Again, for the SSS tests, the criteria used were those specified by the FDOE: gains of one or more proficiency levels; maintenance of scores at or above "3;" or for students within levels 1 and 2, improvement equivalent to one year or more. For the NRT tests the criteria included: gains of one or more percentile ranks, or the maintenance of a score at or above the 50th percentile.

Progress Indicator

One additional growth indicator identified by the FDOE was included to address the progress of the lowest achieving students. The FDOE identified students scoring in the lowest quartile on the SSS reading subtest at each school. The percentage of the identified students who made gains (as described above) was used as the progress indicator.

The CPI for each school was calculated by summing these ten indicators: five measuring school-wide status, four measuring school-wide growth, and one measuring the progress of the lowest achieving students. As such, the index could range from a low of 0 (no students meet any of the criteria) to 1000 (all students meet all of the criteria). The school(s) with the highest index within its respective cluster was designated as Best in Class, subject to the following decision rules:

- 1. Performance:** The school must have received a School Performance Grade of "C" or above.
- 2. Exclusivity:** The number of schools identified as Best in Class could not exceed three in any cluster, unless the value of the index of the fourth school exceeded 700.
- 3. Cohesiveness:** The largest acceptable gap between the minimum and maximum indices for the Best in Class schools could not exceed 50 points.

After the Best in Class schools were identified, selected school characteristics were compiled from archival data (Office of Educational Planning and Quality Enhancement, 2002). 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.

RESULTS

The computations performed by the clustering procedure generated eight groups of elementary schools and five groups of middle schools. The number of schools in the elementary clusters ranged from a low of 8 to a high of 32 with a mean of 16.9. The number of schools in the middle school clusters ranged from a low of 4 to a high of 9, with a mean of 6.8. Table I-1 presents the schools that comprise each of the eight elementary school clusters (E1 through E8) and the five middle school clusters (M1 through M5).

Also shown on the table 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 school clusters, four (E1, E2, E6 and E8) are predominantly Black, three (E3, E5, and E7) are predominantly Hispanic, and one (E4) is multi-ethnic. Of the four predominantly Black elementary school clusters, two (E6 and E8) have high levels of poverty, one (E2) has an average level of poverty coupled with a high percentage of its students classified as LEP, and one (E1) has a low level of poverty. Of the three of the predominantly Hispanic elementary school clusters, two (E3 and E5) have high percentages of student classified as LEP, but alternately have low (E3) and high (E5) levels of poverty. The remaining predominantly Hispanic elementary school cluster (E7) has a low level of poverty and an average percentage of its students classified as LEP. The multi-ethnic elementary school cluster (E4) has an average level of poverty and an average percentage of its students classified LEP.

Of the five middle school clusters, three (M1, M2, and M3) are predominantly Hispanic, one (M4) is predominantly Black, and one (M5) is multi-ethnic. Of the three predominantly Hispanic middle school clusters, two (M2 and M3) have high levels of poverty with average (M3) and high (M2) percentages of their students classified as LEP. The remaining predominantly Hispanic middle school cluster (M1) has an average level of poverty and a high percentage of its students classified as LEP. The predominantly Black middle school cluster (M4) has a high poverty level and a low percentage of its students classified as LEP. The multi-ethnic middle school cluster (M5) has a low poverty level and a low percentage of students classified as LEP.

Composite Performance Indices (CPI) were computed for all schools and Best in Class schools were identified in each cluster by applying the decision rules previously outlined. The Best in Class schools are listed in boldface type at the top of each cluster. Schools not designated as Best in Class are listed in regular type at the bottom of each cluster.

Also shown on Table I-1, for reference, are the School Performance Grades assigned to the schools in spring 2002 by the Florida Department of Education (FDOE). As the table shows, the schools designated as Best in Class generally have the highest grades within their groups. However, there are exceptions due to computational differences between the CPI used in this analysis and the school grade points used by the FDOE.

	Best in Class Schools	
--	------------------------------	--

As noted previously, the CPI augments the state accountability system by utilizing both the criterion-referenced (SSS) and norm-referenced (NRT) components of the FCAT battery. The CPI also extends the range of grades, by including NRT scores on the SAT-9 for students in grade 2. This extension, combined with the inclusion of both criterion and norm-referenced indicators in the computation of the CPI, provides a more comprehensive picture of school performance than is available from the school grades defined by the FDOE.

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

Elementary Schools																			
Cluster E1					Cluster E2					Cluster E3					Cluster E4				
W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL
3.3	88.2	6.8	5.4	82.6	1.5	83.0	15.0	32.5	88.5	2.2	0.1	97.4	39.0	80.0	4.3	41.8	51.8	20.0	85.7
High	High	Low	Low	Low	Avg	High	Low	High	Avg	High	Low	High	High	Low	High	Avg	Avg	Avg	Avg
School		FDOE Grade	School		FDOE Grade	School		FDOE Grade	School		FDOE Grade								
Crestview		A	Edelman, G.K.-Sabal Palm		B	Flamingo		A	Peskoe, Irving & Beatrice		B								
Norwood		B				Seminole		A	Skyway		A								
Scott Lake		B																	
Beckford, E.F./Richmond		A	Bryan, William J.		B	Auburndale		C	Campbell Drive		C								
Biscayne Gardens		B	Franklin, Benjamin		C	Biscayne		B	Caribbean		D								
Colonial Drive		C	Gratigny		C	Dupuis, John G.		C	Chapman, William A.		D								
Evans, Lillie C.		F	Lentin,Linda		C	Earhart, Amelia		A	Dunbar, Paul L.		F								
Floral Heights		F	Little River		C	Fairlawn		B	Lake Stevens		C								
Hibiscus		B	Miller, Phyllis R.		B	Fienberg/Fisher		A	Miami Gardens		C								
Holmes		D	Morningside		C	Finlay, Carlos J.		B	North Glade		D								
Liberty City Charter School		-	Natural Bridge		C	Flagami		B	Pine Lake		D								
Miami Shores		C	North Miami		C	Flagler, Henry M.		B											
Moton, Robert R.		C	Sibley, Hubert O.		-	Graham, Ernest R.		B											
Norland		C				Hadley, Charles R.		B											
Orchard Villa		C				Hialeah		D											
Pine Villa		D				Hialeah Gardens		B											
Poinciana Park		D				Kensington Park		B											
						Kinloch Park		A											
						Mater Center School		B											
						Meadowlane		A											
						Milam, Marcus A. K-8 Center		B											
						North Hialeah		B											
						Olympia Heights		A											
						Palm Lakes		C											
						Palm Springs		C											
						Silver Bluff		C											
						South Hialeah		B											
						Southside		A											
						Stirrup, E. W. F.		B											
						Sweetwater		B											
						Treasure Island		A											
						Twin Lakes		A											
						Walters, Mae M.		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. Schools not assigned grades by the FDOE are noted by a dash(-).

Table I-1 (continued)
Best in Class Among Demographically Similar Title I-funded Schools

Elementary Schools (continued)																			
Cluster E5					Cluster E6					Cluster E7					Cluster E8				
W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL	W	B	H	LEP	FRL
0.3	27.6	70.7	41.6	95.2	0.7	92.4	6.1	4.0	92.7	19.3	15.2	63.6	27.6	69.1	0.2	65.5	34.3	21.1	94.9
Low	Avg	Avg	High	High	Low	High	Low	Low	High	High	Low	Avg	Avg	Low	Low	Avg	Avg	Avg	High
School	FDOE Grade				School	FDOE Grade				School	FDOE Grade				School	FDOE Grade			
North Twin Lakes	A				Drew, Charles R.	A				Coral Way	A				Fulford	B			
Redondo	A				Olinda	B				South Pointe	A				Tucker, Frances S.	A			
Sheppard, Ben	B																		
Angelou, Maya	C				Arcola Lake	C				Avocado	B				Bel-Aire	D			
Bright, James H.	B				Brentwood	C				Greynolds Park	B				Blanton, Van E.	C			
Citrus Grove	C				Bunche Park	C				Gulfstream	C				Broadmoor	D			
Comstock	F				Carol City	C				Miami Heights	A				Earlington Heights	D			
Douglass, Frederick	F				Crowder, Thena	-				South Miami Heights	C				Florida City	D			
Hartner, Eneida M.	C				Edison Park	F				Whigham, Edward L.	C				Lakeview	C			
Leisure City K-8 Center	D				Golden Glades	C									Lorah Park	C			
Melrose	B				Hawkins, Barbara J.	D									L'Ouverture, Toussaint	D			
Pharr, Kelsey L.	D				King, Martin Luther	-									Miami Park	C			
Riverside	C				Liberty City	C									Naranja	C			
Shenandoah	C				Myrtle Grove	B									Opa-locka	C			
					North County	C									Santa Clara	D			
					Oak Grove	B									Saunders, Laura C.	D			
					Parks, Rosa Community	-									Shadowlawn	D			
					Parks, Rosa Overtown	-									West Homestead	D			
					Parkview	B									West Little River	F			
					Parkway	B													
					Rainbow Park	C													
					Reeves, Henry E. S.	D													
					Smith, Lenora B.	D													
					Westview	D													
					Wheatley, Phillis	D													
					Young, Nathan B.	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. Schools not assigned grades by the FDOE are noted by a dash(-).

Table I-1 (continued)
Best in Class Among Demographically Similar Title I-funded Schools

Middle Schools																								
Cluster M1					Cluster M2					Cluster M3					Cluster M4					Cluster M5				
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
2.8	1.5	95.3	18.6	80.6	3.8	1.0	94.9	22.6	86.4	7.5	22.4	69.2	8.4	93.3	0.2	76.6	23.0	4.8	87.0	4.4	47.7	46.9	6.7	71.6
Avg	Low	High	High	Avg	Avg	Low	High	High	High	High	Avg	Avg	Avg	High	Low	High	Low	Low	High	High	Avg	Avg	Low	Low
School		FDOE Grade	School		FDOE Grade	School		FDOE Grade	School		FDOE Grade	School		FDOE Grade	School		FDOE Grade							
Milam, Marcus A. K-8		B	Dario, Ruben		B	Campbell Drive		C	Kennedy, John F.		C	Youth Co-op Charter		A										
Palm Springs		B	Filer, Henry H.		B	Homestead		C																
West Miami		B																						
Marti, Jose		C	Citrus Grove		C	Aspira South Youth		F	Brownsville		C	Allapattah		D										
Hialeah		C	Kinloch Park		C	Leisure City K-8 Center		D	Carol City		D	Aspira Youth Leadership		-										
Miami Springs		C	Shenandoah		C				Jefferson, Thomas		D	Centennial		C										
De Diego, Jose		D							Madison		D	Drew, Charles R.		D										
									Mays Community		C	Lake Stevens		C										
									Miami Edison		C	Mann, Horace		C										
									North Miami		C	North Dade		C										
									Westview		C	Redland		C										

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. Schools not assigned grades by the FDOE are noted by a dash(-).

Best in Class Schools

Table I-2 shows the minimum, mean, and maximum values of the Composite Performance Index for each group of schools. In the last column, 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 range from a low of 320 (E6) to a high of 811 (E3); the overall mean index values range from a low of 527 (E8) to a high of 676 (E3). The mean index values of the Best in Class elementary schools in each cluster range from a low of 645 (E4) to a high of 795 (E3). The index values for the middle schools in each cluster range from a low of 463 (M5) to a high of 780 (M5); the mean overall index values range from a low of 522 (M3) to a high of 622 (M2). The mean index values, for the middle schools identified as Best in Class, range from a low of 572 (M3) to a high of 780 (M5). Typically, poverty levels are inversely related to the overall levels of student achievement, with high poverty schools obtaining the lowest levels of achievement and vice versa.

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

Cluster	Overall			Best in Class
Elementary Schools	Minimum	Mean	Maximum	Mean
Cluster E1	418	571	695	680
Cluster E2	508	586	690	690
Cluster E3	542	676	811	795
Cluster E4	417	540	667	645
Cluster E5	430	569	686	671
Cluster E6	320	539	699	686
Cluster E7	544	661	788	763
Cluster E8	436	527	713	709
Middle Schools				
Cluster M1	493	614	672	660
Cluster M2	528	622	698	679
Cluster M3	468	522	585	572
Cluster M4	469	524	613	613
Cluster M5	463	570	780	780

In order to determine if other school characteristics are associated with high achievement, archival data of selected school-level characteristics were obtained from the Miami-Dade County Public Schools (MDCPS) District and School Profiles 2001-02. 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 Composite Performance Indices within each cluster. Table I-3 presents the correlation coefficients by cluster.

The correlation coefficient (r) measures the relationship between two variables and can vary between -1 (strongest negative) and 1 (strongest positive). The magnitude indicates the strength of the relationship and the sign provides the direction. A value of "0" means that there is no

Best in Class Schools

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 clusters. However, student attendance had a significant positive correlation with the CPI in five of the eight elementary school clusters (E-1, E-3, E-5, E-6, and E-8), and three of the five middle school clusters (M1, M3, and M4). The significant correlation coefficients of approximately 0.5 to 0.9 reflected a moderate to strong positive level of association between high attendance rates and high academic performance. None of the other characteristics appeared to have a systematic association with achievement.

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

Elementary Schools								
Characteristics	Cluster E1	Cluster E2	Cluster E3	Cluster E4	Cluster E5	Cluster E6	Cluster E7	Cluster E8
	r	r	r	r	r	r	r	r
Capacity Utilization	0.47	0.01	-0.06	0.45	0.23	0.31	0.02	0.18
Mobility Index	-0.82*	-0.25	0.17	-0.65*	-0.55*	-0.60*	-0.52	-0.32
Pupil Teacher Ratio	0.37	0.44	-0.12	0.30	-0.28	-0.29	-0.19	-0.00
Teaching Experience	-0.00	-0.41	0.11	0.35	0.01	0.25	-0.49	0.49*
Out-of-Field Placements	0.21	0.02	-0.17	0.07	-0.16	0.28	0.34	0.10
Student Membership	0.12	0.31	-0.23	0.18	-0.01	0.22	0.07	-0.29
Student Attendance	0.75*	0.48	0.44*	0.41	0.66*	0.55*	0.46	0.48*
Exceptional Students	0.01	0.36	-0.03	-0.51	0.21	0.27	0.38	0.07
Funds Expended ¹	-0.40	-0.69*	0.28	-0.15	-0.08	0.27	0.17	-0.12
Indoor Suspensions	-0.19	-0.09	0.10	-0.82*	-0.30	-0.04	-0.40	-0.18
Outdoor Suspensions	-0.19	0.02	0.13	-0.20	-0.24	0.05	-0.03	-0.11
Dropout Prevention	-0.52*	-0.03	-0.10	0.64*	0.23	-0.04	-0.02	-0.21

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.

¹ Cost per full-time-equivalent student.

* Statistically significant $p \leq .05$.

Best in Class Schools

Table I-3 (continued)
Relationship of Achievement to the School-Level Characteristics of
Demographically Similar Schools

Middle Schools					
Characteristics	Cluster M1	Cluster M2	Cluster M3	Cluster M4	Cluster M5
	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>	<i>r</i>
Capacity Utilization	0.59	-0.95*	0.25	0.02	-0.52
Mobility Index	-0.92*	-0.12	-0.43	-0.50	-0.88*
Pupil Teacher Ratio	-0.24	-0.36	0.97	0.43	0.22
Teaching Experience	0.83*	-0.15	-0.50	-0.36	0.66
Out-of-Field Placements	-0.26	0.10	0.56	-0.27	-0.70*
Student Membership	0.43	-0.52	0.38	0.60	-0.51
Student Attendance	0.92*	0.31	0.14	0.76*	0.72*
Exceptional Students	0.15	0.60	-0.98	-0.06	-0.66
Funds Expended ¹	-0.18	0.20	0.06	-0.27	-0.46
Indoor Suspensions	-0.90*	-0.65	0.96*	0.11	-0.52
Outdoor Suspensions	-0.45	0.49	0.90	-0.01	-0.53
Dropout Prevention	-0.57	0.19	0.73	-0.10	-0.51

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 courses taught.

¹ Cost per full-time-equivalent student.

* Statistically significant $p \leq .05$.

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 eight groups of elementary schools containing between 8 and 32 schools with a mean of 16.9 schools per group. The middle school clusters were grouped into five clusters, which contained between 4 and 9 schools, with a mean of 6.8 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.

Best in Class Schools

Only one characteristic was identified that was systematically associated with high levels of achievement within the demographically similar groups. Schools with higher levels of student achievement generally had higher levels of student attendance than the other schools in each group. None of the other characteristics appeared to have a consistent systematic association with achievement.

Although factors such as student attendance rates are associated with academic success, they are not thought to be the source of such success. Other characteristics, which have been identified in the literature (see for example, Chapter 1 Evaluation Advisory Panel, 1994) as having an impact on student achievement, such as instructional leadership, parental involvement, opportunity to learn, and home-school communications, were outside the scope of this study. Nonetheless, schools may be able to gain insight into the strategies and ethos of the “best” schools within their group by networking with those schools.

REFERENCES

- Chapter 1 Evaluation Advisory Panel (1994). *Chapter 1 Successful Schools Pilot Project Report 1993-94*. Tallahassee, Florida: Florida Department of Education.
- Levitt, J., Shay, S., Naya, D., Sorhaindo, L, and Urdegar, S. (2001). *Title I Evaluation Summary Report 2000-01*. Miami, Florida: Miami-Dade County Public Schools.
- Madden, N., Slavin, R., Karweit, N., Dolan, L, and Wasik, B. (1993). Success for All: longitudinal effects of a restructuring program for inner-city elementary schools. *American Educational Research Journal*, 30(1).
- McLoyd, V. (1990). The impact of economic hardship on black families and children: psychological distress, parenting, and socioemotional development. *Child Development* 61. Office of Educational Planning and Quality Enhancement (2002). *District and School Profiles 2001-02*. Miami, Florida: Miami-Dade County Public Schools.
- Office of Policy and Planning (1993). *Translating Dollars into Services: Chapter 1 Resources in the Context of State and Local Resources for Education*. Washington, D.C.: U.S. Department of Education.
- Office of Publications and Statistics (2002). *Florida School Grades 2001-02*, Tallahassee, Florida: Florida Department of Education. Retrieved November 16, 2002 from http://info.doe.state.fl.us/school_grades/0102/school_grades.cfm

	Bureau Response/Plans of Action to Address Evaluation Findings	
--	---------------------------------------------------------------------------	--

