

TITLE I

2009-2010 REPORT

“IMPROVING THE ACADEMIC
ACHIEVEMENT OF THE DISADVANTAGED”
OF
THE NO CHILD LEFT BEHIND ACT OF 2001

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TITLE I

2009-2010 REPORT

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INTRODUCTION

Title I, Improving the Academic Achievement of the Disadvantaged, is one of ten titles of the “No Child Left Behind Act of 2001”¹ (NCLB). The Act, approved by Congress “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind,” provides funds for programs that serve children who are thought to be at risk for failure including preschool children from low income families, migrant students, children with disabilities, Indian children, and neglected and delinquent youth.

Title I of the Act is divided into eight Parts, each of which allocates funds for specific purposes. This report summarizes outcomes of services funded through Parts A, C, and D, as well as funds provided by the Florida Department of Education (FDOE) for school improvement from a NCLB set aside. These are funds that are administered by the Title I Administration Office of Miami-Dade County Public Schools. Activities and outcomes associated with funds received from other Parts are beyond the scope of this report.

THE FEDERAL LAW

This section provides a brief overview of key features of Title I that are relevant to the services and outcomes that are described in the rest of the document. For details, readers should refer to the Act.

The NCLB Act is based on four basic principles:

- establishment of challenging standards to be achieved with instructional programs grounded in research;
- increased accountability accomplished through annual testing and reporting of results;

¹ NCLB is a re-authorization of The Elementary and Secondary Education Act which was enacted in 1965 to provide funds for compensatory education programs in the nation’s poorest schools. 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/>

- expanded school options for parents of disadvantaged students; and
- flexibility in the state, district, and school use of funds.

Title I of the Act is divided into eight Parts. As stated previously, this report summarizes outcomes of services for Parts A, C, and D, as well as funds provided by the Florida Department of Education (FDOE) for school improvement from a NCLB set aside.

PART	PURPOSE OF FUNDS
A	Improve basic programs operated by local educational agencies, i.e., school districts.
B	Improve students' reading skills.
C	Supplement the education of migratory students.
D	Support prevention and intervention programs for children and youth who are neglected, delinquent, or at risk.
E	National Assessment of Title I.
F	Comprehensive school reform.
G	Advanced placement programs.
H	Dropout prevention.

PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Part A of Title I requires that states which receive funds to improve basic programs develop a plan that specifies academic standards, academic assessments, and a system of accountability. Standards are to be set for mathematics, reading or language arts, and beginning in 2005-2006, were also to be set for science. Standards are to be challenging and applied to all children equally. Assessments are to be valid and reliable, to be used yearly for each of the subject areas for which standards have been set, and are to be used with all children. Assessments are to be used in the states' accountability system, which must be all inclusive and must be used to determine if schools have made state-defined "adequate yearly progress" (AYP) towards meeting the states' standards by the school year 2013-14.

AYP is one of the key features of the NCLB Act. It is applied to all public schools, must be measured in a manner that is statistically valid and reliable, and must be determined through the assessment of all students. Inclusiveness is ensured by the law through a stipulation that states measure the academic progress of economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and English language learners. To make AYP, states must also set standards for graduation rates and may choose an additional indicator of accomplishment such as decreases in grade-to-grade retention rates, attendance rates, and changes in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses. Each state defines the rate of growth it needs to attain so that by the school year 2013-2014 all its students meet the state's criteria of proficient. This rate of growth sets the yearly markers that identify AYP.

Types of Assistance

Part A provides for two models of assistance: schoolwide and targeted assistance of specific students within a school. Either model requires that a minimum of 40% of students at each school be from low income families. M-DCPS uses the schoolwide model. The law specifies that schools using the schoolwide model conduct a comprehensive needs assessment and develop a plan of strategies that they will implement to increase achievement. Strategies for use by schools include employment of highly qualified teachers, professional development, increase in parental involvement, assistance of preschool children to transition successfully, involvement of teachers in instructional decisions, assistance of students who experience academic difficulties, and linkages with outside agencies. Additionally, schools may create or support preschool programs.

Monitoring the Impact of Assistance

It is the responsibility of school districts to use the state's assessments and other indicators to review the progress of each school and to determine if schools make AYP. Districts must publicize results of reviews, determine the effectiveness of efforts to make improvements, and provide technical assistance.

Schools in Need of Improvement

Schools that fail to make AYP for two or more consecutive years are considered to be schools in need of improvement (SINI). On the subsequent year, i.e., SINI year one, districts must offer the parents of students enrolled at these schools the choice to transfer (Transfer Choice) to an alternative public school that has not been deemed in need of improvement. Priority must be given to the lowest achieving students from low income families. As part of this option, districts must provide transportation to students' chosen schools². Once enrolled, transfer students may continue to enroll at their chosen school through the highest grade at that school. Transportation need not be provided if the student's home school is no longer deemed in need of improvement.

Schools designated as SINI must spend at least 10% of the allocated funds on professional development and develop a plan that delineates the activities that they will use to make AYP. Schools submit their plans to the school district for review and approval and receive technical assistance from the district.

After a third year that a school fails to make AYP, on SINI year 2, enrolled students from low income families may choose to enroll in supplemental educational services (SES). SES are tutoring services delivered by state approved private providers outside of the normal school day. Providers may include for profit and nonprofit businesses, religiously affiliated organizations, or community-based organizations. Providers determine session lengths and their hourly rates, up to the state's maximum, in negotiations with the state.

Schools under corrective action

After a fourth year that a school fails to make AYP, on SINI year 3, the school must undertake one or more corrective action steps. These include a) replace school staff, b) implement a new curriculum, c) decrease management, d) extend the school year, and e) restructure the organization of the school.

Schools under restructuring

Schools that fail to make AYP for five years must plan to implement at least one of several restructuring interventions in the seventh year, on SINI year five, if the sixth year also resulted in failure to make AYP. These include a) reopen the school as a charter school, b) replace all or most of the school staff, c) contract with a private entity to manage the school, d) turn over operations to the state, or e) other major restructuring action.

SINI YEAR	INTERVENTIONS
1	Considered in need of improvement. Prepare and undertake an action plan for improvement. Offer students the option to transfer (Transfer Choice). Spend at least 10% of funds on professional development.
2	Same as above. Offer low income students supplemental educational services (SES).
3	Same as above. Undertake at least one of five corrective action steps.
4	Same as above. Plan a restructuring intervention.
5	Undertake the restructure.

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

Districts' AYP

Parallel to the requirements made of schools, Title I of NCLB also places stipulations on districts to make AYP, make plans for corrective actions and/or restructuring if they consistently fail to make AYP and for the state educational agency to review, monitor, and assist. Like schools, districts that fail to make AYP for two or more consecutive years must dedicate 10% of funds to professional development.

Parental Involvement

To the extent practicable, schools are responsible for facilitating the involvement of all parents in their children's education, including working parents, parents who need literacy support, parents with disabilities, and parents whose home language is not English. To meet this goal schools are to set aside at least 1% of their Title I funds for parental involvement and employ the following three strategies.

- Develop a parental involvement policy or plan and include parents in its development, review, and execution.
- Develop a school-parent compact that outlines how parents, the school, and the students share the responsibility for student achievement.
- Build capacity for parental involvement.

Title I also specifies other features of parental involvement. It specifies that schools must convene an annual informational Title I meeting and meetings must be scheduled at times that are convenient to working parents. In addition, schools must involve parents in the planning, review, and improvement of parental involvement plans and activities.

Inclusion of Non-Public Schools

Title I mandates the provision of supplemental instructional services to eligible non-public schools for the supplemental education of students who fail or are at risk of failure. Schools have several options regarding the designation of funds allocated for priority supplemental support services, i.e., tutoring, and/or in materials and equipment for tutoring.

Allocation of Funds

Federal funds in support of Title I are channeled through state departments of education, which must meet federal requirements and have discretion over the allocation of remaining funds, once requirements are met. In the state of Florida, funds for school districts are based on rates of poverty determined from census estimates generated six years prior to the allocation.

Districts in turn, must meet federal and state requirements before exercising discretion over funds. Specifically, districts must set aside 5% of funds for professional development towards developing highly qualified teachers. Also, once districts have schools designated as SINI, they must set aside funds for these schools; 10% for professional development and 20% for Transfer Choice and SES. If the demand for Transfer Choice and SES exceeds the 20%, districts may draw funds from other sources or may prioritize services.

However, districts may not spend less than five percent of their Part A allocation on SES if the cost of satisfying all requests for services exceeds the five percent threshold. Districts may spend any remaining set-aside on transportation for Transfer Choice or for SES depending on which service has the greatest demand. The balance of Part A funds may be used by districts for specific projects and for targeted or for schoolwide assistance.

BREAKDOWN OF PART A FUNDS FOR DISTRICTS WITH SINI

5%	Professional training to develop highly qualified teachers
10%	Professional development at SINI
20%	Transfer Choice and SES
65%	Schoolwide assistance or targeted assistance and specific projects

EDUCATION OF MIGRATORY CHILDREN

In order to reduce the negative effects of disruptions on their education, Title I Part C provides five year grants to states that request funds for educational and supportive services for migratory children. The aim is to ensure that migratory children have the opportunity to meet the same academic standards as other children. Whereas funding under Part A is provided on the basis of the numbers of children through age 17, under Part C, funding is provided on the basis of the numbers of migratory children through age 21.

States that apply for funds must make comprehensive plans and include the following assurances in their plans: a) funds will be used for migratory children, b) programs will be offered in consultation with parent advisory councils, c) parental involvement will be sought, d) the needs of preschool children will also be addressed, and e) program effectiveness will be assessed. In addition, to the extent practicable, programs are to include professional development; family literacy programs; the integration of information technology; transition of students into postsecondary education; and advocacy and outreach activities on areas such as nutrition, health, and social services. Hence, the provision of services to migratory children is to be broader in scope than is typically the case in education. Finally, states must participate in the development of electronic transfer of student records.

Students who are failing or who are at risk of failure and whose education has been disrupted during the school year must be given priority in the provision of services. Children are eligible for services until the end of the school year when they cease to be migratory, but may continue to receive services for one additional year if these are not available through other programs. However, secondary students continue to be eligible until graduation. Provision of services under Part C must not be used to supplant services funded from Part A services.

PART D – PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

In order to ensure that neglected or delinquent children have the same opportunity as other children to meet state standards, Title I Part D provides grants to states that request funds for educational and supportive services for these students. Specifically, students are to be provided support services to prevent dropout and to make successful transitions from institutionalization to further schooling or employment. States' plans for these children shall address assistance in transition from correctional facilities to locally operated programs;

must be integrated with other available programs, and must include goals, objectives, and performance measures that will assess academic, vocational, and technical skills outcomes. To the extent feasible, these children are to have the same opportunities as other children. Their educational needs are to be assessed, and for children in correctional institutions, priority must be given to those who are likely to complete incarceration within a two-year period.

Programs are to be of high quality and supported with staff development and/or consultation with experts to that end. They must be evaluated and improved on the basis of evaluation outcomes. Programs must coordinate with other relevant state and federal programs in the provision of services and to ensure that student assessments and records are shared in ways that permit educational planning and services. Also, programs must coordinate with all parties that might support the students' education and prevent delinquency including parents and businesses that might train and mentor students. Each correctional facility is to have an individual in charge of transition.

In addition to providing instruction and coordination, student support is to address other education related needs such as career counseling and assistance in procuring student loans and grants. Programs must address the individualized educational needs of students with disabilities and share educational information with students' home schools. Their teachers and staff must be qualified for working with students with disabilities. Students who had dropped out before entering correctional facilities must be encouraged to continue their education and/or further their employment related skills.

Funds used under Part D must supplement and must not supplant services funded from other sources. Funds may be used for institution wide improvement or to serve students who failed or are at risk of failing to meet academic standards. The law specifies requirements for institution wide projects, projects that specifically support transition, and has explicit requirements for applications from local educational agencies (school districts).

In addition to being guided by NCLB requirements, use of funds is subject to state stipulations; a right and obligation specified in the law. The section that follows describes key features of the state's accountability system as they were in operation during the school year evaluated.

THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009

The American Recovery and Reinvestment Act of 2009 (ARRA), also known as the Recovery Act or the Stimulus Package, was created in response to the national economic recession. Its primary purpose was to save and create jobs. The Act provided funds for school districts to support special and the NCLB law.

THE STATE OF FLORIDA'S ACCOUNTABILITY SYSTEM

ADEQUATE YEARLY PROGRESS

In compliance with federal requirements, the state of Florida established a set of procedures to determine whether or not schools make adequate yearly progress (AYP) towards having 100 percent of students proficient by 2013-14. The determination of progress is made on the basis of students who attended a given school for the full academic year. Progress is determined from participation of English language learners (ELLs) in the Comprehensive English Language Learning Assessment (CELLA) and from the results of

assessments; the FCAT and alternate assessments of students with disabilities (SWD). AYP requires that 95% of eligible students participate in assessment and that academic criteria are met by the total of eligible students as well as by each of eight subgroups: white, Black, Hispanic, Asian, American Indian, economically disadvantaged, ELL, and SWD. For inclusion in accountability, each subgroup must consist of at least 100 students or 30 students who represent at least 15% of students with valid test scores. For the 2009-10 school year, the criteria were as follows: 72% and 74% of students proficient in reading and mathematics respectively; 90% of students proficient in writing or a 1 percentage point improvement in the percentage of proficient students; 85% graduation rate or 2 percentage point improvement; and a school grade of A, B, or C. A certain degree of leeway is built into the accountability system through “Safe Harbor” and through the use of a “Growth Model.” The Florida Department of Education provides a yearly technical assistance paper on AYP that is available at <http://schoolgrades.fldoe.org/>.

Based on their performance on the Florida Comprehensive Assessment Test (FCAT), students are assigned an achievement level from “1” to “5”. Achievement level “1” is the lowest, “3” is deemed proficient, and “5” is the highest. Determinations for implementing Florida’s accountability system (A+ Plan) and the AYP are based on the percentage of students who score at levels “3” or higher on the FCAT tests.

SCHOOL GRADES

In addition to the NCLB criteria of AYP, the state developed a grading system which grades schools on the basis of student performance. The grades have the same letter denominations as students’ report card grades.

DIFFERENTIATED ACCOUNTABILITY

Starting in 2008, the Florida Department of Education (FDOE) integrated the federal and the state accountability systems to determine the schools that were to receive various levels of support. This model differentiated among schools on the basis of the federal system for classifying schools as being in need of improvement (SINI classification), the percentage of Adequate Yearly Progress (AYP) met, and the state’s school grade system. As such, schools were assigned to one of the following categories: not in need of Differentiated Accountability, Prevent I, Prevent II, Correct I, Correct II, and Intervene.

In accordance with the Differentiated Accountability (DA) model, schools’ designation determined the supports that schools were to receive as well as the strategies for improvement that they were to undertake. Supports and strategies were broken down by the following 11 functional areas: school improvement planning, leadership, educator quality, professional development, curriculum alignment and pacing, continuous improvement, choice with transportation, monitoring, supplemental services, corrective action, and restructuring. Strategies to be used and support to be provided, varied by category such that lower performing schools were to implement more intensive intervention than higher performing schools. Key mechanisms for planning and monitoring implementation were district and school improvement plans. The District Improvement and Assistance Plan identified the presumed reason(s) for schools’ lack of improvement, and specified actions to be taken on their behalf.

MIAMI-DADE COUNTY’S IMPLEMENTATION OF THE FEDERAL AND STATE LAWS

Title I Administration manages Title I Part A, C, and D funds and provides oversight. In addition to distributing funds specified by the law such as schoolwide, SES, and transportation for school transfers, it provides funding for discretionary extended educational programs, such as after-hours instruction, as allowed

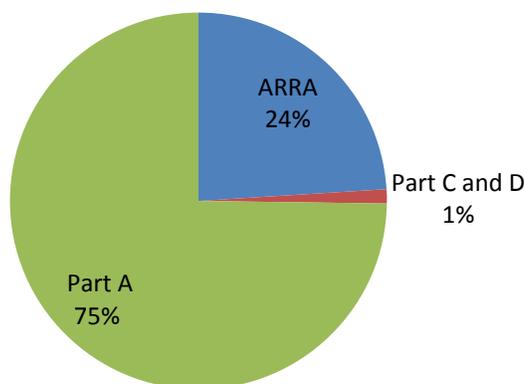
by the law. Each year M-DCPS Title I Administration publishes a Handbook that describes programs and procedures, <http://ehandbooks.dadeschools.net>.

In Miami-Dade County Public Schools (M-DCPS), the schools that fell under differentiated accountability received district and state support in accordance with state requirements and with local plans; i.e., District Improvement and Assistance Plan http://www.flbsi.org/0910_DIAP/pub/printview.aspx?cid=13. The Plan identified reasons for lack of adequate achievement growth, schools that required corrective action, and the strategies that would be undertaken.

TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS

The budget for the 2009-10 school year, from funds allocated to M-DCPS through Title I Parts A, C, D, through the ARRA, and through School Improvement Funds, totaled slightly over 181 million dollars. Part A funds, ARRA funds, and Part C and D funds represented 75%, 24%, and 1% respectively the year's budget.

Title I 2009-10 Funds



Allocations from Part A funds included set aside funds for Transfer Choice and SES (\$21.7 million), for schoolwide assistance (\$50.6 million), for reading coaches (\$25 million), for professional development for teachers to meet the requirement that teachers be highly qualified (\$5.8 million), and for various specific projects and supplements including a supplement for the migrant program, which is funded primarily through Part C funds.

Funds for schoolwide assistance programs were allocated to schools by the M-DCPS Title I Administration on the basis of schools' percentages of students who qualified for the free/reduced lunch program. Principals decided how the funds were to be used, and most principals used the funds for teacher salaries to implement pull-out programs and tutoring, and/or to provide or expand preschool education.

The allocation to cover the salaries of reading coaches, complied with the legislative stipulation of a 10% set-aside for professional development for SINI. Coaches were to have a minimum of three years of teaching experience in language arts, reading, and/or English as well as certification, endorsement, or advanced

coursework in reading instruction. Their responsibility was to provide technical assistance to teachers with the implementation of the district's reading plan. They were expected to keep abreast of instructional strategies consistent with the district's plan; facilitate relevant professional development in the form of workshops, direct instruction, or modeling; assist with the administration of student assessments and interpretations of results; and coordinate and monitor interventions for students who needed targeted interventions. Coaches also served as liaisons in the coordination of professional development in the areas of mathematics and science.

Funds from ARRA Part A, were spread over 27 months. In 2009-10 they were used to support professional development (\$12 million), pre-kindergarten programs (\$11 million), professional development for teachers to meet the criteria of being highly qualified (\$7.4 million), and for a wide array of academic initiatives and supplements to existing services. These latter included: summer tutorial, non-public schools, homeless program, migrant program, secondary school reform, neglected and delinquent program, technology adoption, supplemental materials, and parental involvement program.

Part C funds (\$1 million) supported the migrant program and Part D funds (\$1 million) supported programs for neglected and delinquent students. The migrant program also received a supplement from Part A, and neglected and delinquent programs received a supplement from ARRA funds.

M-DCPS SCHOOLS THAT RECEIVED SCHOOLWIDE ASSISTANCE FUNDS

In the 2009-2010 school year, 356 of 428 M-DCPS locations (83%) received Title I funds for schoolwide programs. Of these Title I funded schools, 50 schools operated as charter schools. The number of Title I schools represented an increase of 103 locations from the 2008-09 school year. Also in 2009-2010, 294 schools entered into one of the five categories of DA that stipulated specific strategies for improvement and of these, 267 (91%) received Title I funds (See Table 1). By grade level configuration, Title I schools included: 189 elementary schools (53%); 25 (7%) K-8 centers and other multi-grade schools; 70 (20%) middle schools; and 53 (15%) senior high schools; and 19 (5%) other locations, such as alternative education centers.

Table 1. Number of Title I Schools in 2008-09 and 2009-10 by Level

	Elementary	K-8	Middle	Senior	Other	Total
2008-09	145	10	50	35	13	253
2009-10	189	25	70	53	19	356
Increase	44	15	20	18	6	103

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

ADEQUATE YEARLY PROGRESS

Of 356 Title I locations, 14% made AYP and 83% did not make AYP during the 2009-10 school year. Three percent (3%) did not have AYP status for the year³. In the same year, of 72 schools that did not receive Title I funds, i.e. non-Title I schools, the percentages of schools that made and those that failed to make AYP were 40% and 60% respectively.

SCHOOL GRADES

Table 2 below presents the grade distribution of Title I and non-Title I schools in 2009 and in 2010 according to their Title I designation of 2009-10. As compared to 2009, the percentages of Title I funded schools that received A or B grades decreased from 45% to 43%, and from 15% to 11%, respectively. The percentages of Title I funded schools that received C, D, or F grades increased and from 18% to 23%, from 7% to 9%, and from 3% to 4%.

Table 2. Distribution of School Grades

	Title I		Non-Title I	
	2009	2010	2009	2010
A	45%	43%	69%	71%
B	15%	11%	4%	13%
C	18%	23%	1%	1%
D	7%	9%	0%	4%
F	3%	4%	0%	3%
I	0%	0%	0%	1%
Ungraded	13%	10%	25%	7%
Total	100%	100%	100%	100%

Note: Title I = 356 schools; non-Title I = 72

Schools do not receive a grade if the grade is under dispute or if the number of students and their grade distribution does not permit a grade.

DIFFERENTIATED ACCOUNTABILITY STATUS

Sixty-four percent (64%) of Title I schools remained in the same DA category after the 2009-10 school year as they had occupied at the beginning of the year and 36% of schools changed categories. However, in spite of roughly one third of schools changing category, the 2009 and 2010 overall percentages were roughly comparable across years. The apparent stability resulted because the number of schools that moved to a less restrictive category was roughly comparable to the number of schools that moved to a more restrictive category.

³ Schools do not receive a grade if the grade is under dispute or if the number of students and their grade distribution does not permit a grade.

As can be seen from the Table 3, the percentages of schools in the Prevent I, Prevent II, Correct I, and Intervene categories either remained the same or differed by no more than 1 percentage point. The percentage of Correct II schools increased from 25% in 2009 to 29% in 2010. Also, the percentage of schools outside the DA classification decreased from 31% in 2009 to 25% in 2010.

At non-Title I schools, the percentages of Prevent I, Prevent II, Correct I, and Correct II schools increased from 11% to 18%; 0% to 4%; 8% to 10%; and 3% to 6%, respectively. The percentage of schools in the Intervene category did not change from 0%, and the percentage of non-DA schools decreased from 78% to 63%.

Table 3. Distribution of Schools by Differentiated Accountability Categories

	Title I		Non-Title I	
	2009	2010	2009	2010
PREVENT I	14%	15%	11%	18%
PREVENT II	3%	4%	0%	4%
CORRECT I	25%	25%	8%	10%
CORRECT II	25%	29%	3%	6%
INTERVENE	1%	2%	0%	0%
NON-DA	31%	25%	78%	62%
Total	100%	100%	100%	100%

Note: Title I = 356 schools; non-Title I = 72

SCHOOLS' PERCENTAGES OF PROFICIENT STUDENTS

Changes in schools' percentages of proficient students can be used as a global indicator of school performance. This indicator merits consideration because schools might increase in the percentages of proficient students and nonetheless not make AYP, such that AYP and school grades do not provide a complete portrayal of status. Table 4 below provides the frequency distribution of Title I and non-Title I schools' percentages of proficient students in each of the four subject areas assessed: Reading, Mathematics, Writing, and Science. As can be seen from the Table, across all subject areas, non-Title I schools had substantially higher percentages of schools with high rates of proficient students.

Table 4. 2010 Percentages of Schools, by Percentages of Proficient Students

% Proficient Students	Reading		Mathematics		Writing		Science	
	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I	Title I	Non-Title I
0 to 25%	5%	3%	1%	1%	0%	0%	24%	1%
26% to 50%	18%	7%	11%	6%	0%	0%	43%	35%
51% to 75%	43%	24%	43%	14%	5%	4%	24%	44%
76% to 100%	26%	65%	36%	78%	86%	94%	1%	18%
Not Available *	9%	1%	9%	1%	9%	1%	9%	1%

Note. Title I = 356 schools; non-Title I = 72 schools

*Because of their grade distribution and number of students, some schools do not generate estimates on percent proficient.

The difference between the two sets of schools was particularly marked in Science. Whereas almost two thirds of non-Title I schools had at least 51% of students proficient in Science, only 25% of Title I schools had at least 51% of students proficient in the subject. The difference between the two sets of schools was least pronounced in Writing, on which 86% and 94% of Title I and non-Title I schools, respectively had at least 76% of students proficient in the subject area.

The graphs in Figures 1 and 2 portray school level increases/decreases in the percentages of proficient students from 2009 to 2010. They include all schools that reported achievement data, i.e., Title I, non-Title I, charter schools, and alternative schools. The graphs demonstrate that the majority of schools made gains in the percentages of proficient students. Gains in Reading tended to be larger than gains in Mathematics. Specifically, in Reading, 61% of the schools gained from 1 to 10 percentage points, and 13% of schools gained more than 10 percentage points in proficiency. In Mathematics, 58% of school gained from 1 to 10 percentage points, and 14% of schools gained more than 10 percentage points in proficiency.

As can be seen from the Table 5 below, for both Reading and for Mathematics, higher percentages of Title I than non-Title I schools increased in the percentages of proficient students. However, higher percentages of Title I than non-Title I schools also failed to increase or had losses in percentages of students proficient.

Table 5. Percentages of Title I and Non-Title I Schools' Changes in the Percentages of Proficient Students

Change in Percentage Points	Reading		Mathematics	
	Title I	Non-Title I	Title I	Non-Title I
No gain or loss	15%	11%	18%	14%
1 to 10 point gain	60%	54%	55%	51%
11 or more point gain	14%	7%	16%	4%
Data not available	11%	28%	11%	31%
	100%	100%	100%	100%

Note. Title I = 356 schools; non-Title I = 72 schools

LEARNING GAINS AMONG THE LOWEST 25% IN ACHIEVEMENT

From 2009 to 2010, the percentage of Title I schools that had 50% or more among the lowest 25% of students make learning gains were as follows (See Table 6). In reading, the percentage decreased from 81% to 75%, and in mathematics the percentage increased from 85% to 86%. Among non-Title I schools, in reading, the percentage of schools increased from 71% to 89%. In mathematics, the percentage increased from 75% to 90%.

Table 6. Percentages of Schools with Learning Gains of 50% or More Among the Lowest 25% of Students

	Reading				Mathematics			
	Title I		Non-Title I		Title I		Non-Title I	
	2009	2010	2009	2010	2009	2010	2009	2010
Yes	81%	75%	71%	89%	85%	86%	75%	90%
No	6%	16%	4%	10%	3%	5%	0%	8%
Undetermined	13%	9%	25%	1%	13%	9%	25%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Note. Title I = 356 schools; non-Title I = 72 schools

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I STUDENTS

In the February 2010 count of students, there were 278,990 and 61,217 students enrolled in Title I and non-Title I schools, respectively. As can be seen from the tables below, the counts include students from pre-kindergarten to 12th grade. With the exception of pre-kindergarten, in Title I schools, there were roughly twenty thousand students per grade.

Over all grades, 54.5%, 62%, 32.6%, and 72.0% of Title I students scored in the proficient range in the 2010 Reading, Mathematics, Science, and Writing FCAT, respectively. The percentages of students proficient in non-Title I schools were 72.2%, 77.6%, 54.7%, and 80.4% in Reading, Mathematics, Science and Writing. Tables 7 to 11 provide percentages by grade and by accountability groups.

Table 7. Counts of Students by Subgroup and Grade Level

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
Pre-Kindergarten	3	406	365	67	391	239	442	845
Kindergarten	94	355	2865	854	1548	1362	195	4223
1	121	379	2845	1034	1631	1515	295	4402
2	95	410	2718	1061	1564	900	312	4306
3	104	404	2834	1082	1696	363	408	4456
4	111	374	2943	978	1666	350	372	4435
5	105	399	2737	1043	1515	283	392	4318
6	103	501	2922	936	1802	253	306	4492
7	98	513	2708	993	1684	223	347	4346
8	93	453	2513	942	1488	204	314	4033
9	129	1433	3445	1271	2870	303	654	6329
10	124	1178	2725	1239	2090	301	407	5306
11	120	1085	2535	1139	1975	190	410	4919
12	117	1124	2405	1128	1832	171	539	4807
Total	1417	9014	36560	13767	23752	6657	5393	61217
Title I								
Pre-Kindergarten	11	354	841	66	914	830	1277	1279
Kindergarten	184	5548	13242	1055	16307	9741	1504	20358
1	189	5752	13804	1191	17018	10467	1874	21028
2	227	6156	14202	1215	17881	8187	2189	21899
3	203	6702	14921	1216	19046	4305	2961	23126
4	227	6035	14454	1206	17859	3081	2796	22017
5	201	6133	14660	1332	18032	2311	2928	22414
6	201	6184	14374	1414	17879	2027	2786	22256
7	251	6230	14764	1549	17976	2069	2921	22845
8	220	6279	14718	1568	17615	2105	3028	22850
9	208	5546	14254	1263	15507	2230	2753	21316
10	203	4589	12948	1223	12922	2273	1733	19005
11	206	5203	13284	1171	13703	2136	2283	19915
12	224	5209	12146	1061	13201	1567	2549	18682
Total	2755	75920	182612	16530	215860	53329	33582	278990

Note. Counts were generated from the 2010 February FTE of active students.

Table 8. Percentages of Proficient Students by Subgroup and Grade Level: Reading

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
3	93.1%	65.3%	81.2%	91.5%	71.7%	37.3%	48.7%	82.5%
4	89.3%	65.6%	81.6%	92.6%	71.8%	28.5%	50.3%	82.9%
5	91.6%	65.3%	79.7%	89.0%	69.8%	17.6%	45.1%	81.0%
6	89.2%	66.1%	77.4%	89.0%	69.7%	15.8%	44.1%	79.0%
7	92.9%	62.9%	80.5%	88.3%	71.5%	22.2%	45.4%	80.6%
8	87.0%	51.1%	69.7%	82.7%	58.3%	7.8%	31.0%	71.2%
9	82.0%	34.2%	59.7%	72.3%	45.0%	6.6%	23.1%	57.1%
10	74.0%	26.8%	54.9%	67.3%	37.6%	1.6%	17.3%	52.4%
Total	86.9%	47.3%	73.0%	83.4%	60.2%	18.0%	37.3%	72.2%
Title I								
3	85.6%	54.6%	68.3%	84.0%	61.8%	32.1%	31.5%	65.3%
4	82.9%	56.1%	70.5%	80.4%	63.8%	26.4%	33.7%	67.3%
5	84.7%	50.3%	66.1%	80.5%	58.7%	14.4%	34.2%	62.8%
6	78.5%	45.1%	62.0%	76.9%	54.1%	10.3%	27.8%	58.5%
7	83.9%	47.3%	63.3%	78.3%	55.7%	7.9%	31.4%	60.3%
8	68.7%	33.8%	51.1%	66.7%	42.7%	2.5%	20.8%	47.7%
9	55.6%	22.1%	41.6%	57.6%	33.3%	4.8%	18.2%	37.7%
10	54.3%	17.4%	33.9%	52.5%	26.8%	1.3%	10.5%	31.4%
Total	74.5%	42.1%	57.6%	72.3%	50.9%	15.1%	27.1%	54.5%

Note. Percentages were generated from the M-DCPS Data Warehouse.

Table 9. Percentages of Proficient Students by Subgroup and Grade Level: Mathematics

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
3	95.1%	66.5%	86.2%	92.8%	77.7%	56.8%	58.6%	86.3%
4	93.8%	68.2%	81.2%	90.1%	72.5%	41.8%	53.8%	82.4%
5	93.5%	53.1%	73.4%	84.3%	61.9%	29.9%	36.9%	74.7%
6	92.2%	56.9%	68.9%	80.1%	61.7%	23.2%	31.2%	70.5%
7	96.9%	53.6%	76.3%	86.2%	65.1%	41.3%	37.1%	76.5%
8	98.9%	57.4%	81.1%	88.8%	71.7%	49.7%	45.6%	80.8%
9	92.2%	52.7%	75.3%	83.3%	63.0%	33.3%	35.9%	72.4%
10	92.7%	56.7%	81.8%	90.1%	68.6%	42.8%	36.4%	78.8%
Total	94.2%	56.7%	77.9%	87.0%	67.4%	40.7%	42.2%	77.6%
Title I								
3	93.4%	67.1%	79.6%	89.7%	74.2%	54.0%	52.8%	76.6%
4	83.3%	59.2%	73.1%	83.6%	66.7%	37.4%	42.9%	70.0%
5	84.2%	43.1%	61.8%	75.4%	53.8%	23.4%	31.0%	57.7%
6	75.5%	36.8%	52.3%	67.8%	44.8%	14.7%	19.1%	49.3%
7	78.8%	41.2%	58.8%	71.9%	51.0%	22.6%	23.4%	55.2%
8	87.0%	43.5%	63.5%	76.3%	55.2%	22.5%	28.5%	59.2%
9	81.0%	45.3%	63.7%	74.4%	56.4%	24.4%	28.5%	59.8%
10	84.3%	55.7%	72.1%	81.2%	66.1%	39.1%	30.2%	69.0%
Total	83.3%	49.0%	65.5%	77.1%	58.4%	33.0%	32.6%	62.0%

Note. Percentages were generated from the M-DCPS Data Warehouse.

Table 10. Percentages of Proficient Students by Subgroup and Grade Level: Science

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
5	80.4%	43.0%	59.5%	74.4%	45.5%	8.4%	26.4%	62.1%
8	76.1%	34.1%	52.7%	69.0%	39.9%	7.2%	22.8%	55.2%
11	67.0%	25.1%	50.0%	58.8%	37.1%	9.6%	17.5%	47.6%
Total	74.3%	31.2%	54.2%	67.2%	40.6%	8.3%	22.5%	54.7%
Title I								
5	69.9%	27.2%	43.8%	61.8%	35.9%	6.7%	17.7%	40.6%
8	59.0%	17.8%	32.4%	51.5%	25.2%	2.2%	10.7%	30.1%
11	48.5%	16.1%	28.1%	42.3%	22.7%	2.7%	8.4%	26.1%
Total	59.1%	20.6%	35.1%	52.3%	28.5%	3.9%	12.7%	32.6%

Note. Percentages were generated from the M-DCPS Data Warehouse.

Table 11. Percentages of Proficient Students by Subgroup and Grade Level: Writing

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
4	85.7%	71.6%	80.0%	85.8%	74.4%	52.7%	53.0%	80.7%
8	87.0%	69.9%	82.8%	83.4%	76.4%	48.8%	60.7%	81.7%
10	90.2%	64.5%	81.6%	84.9%	71.1%	37.8%	46.0%	79.2%
Total	87.8%	67.2%	81.4%	84.7%	73.7%	46.1%	52.9%	80.4%
Title I								
4	80.3%	65.0%	73.3%	79.2%	69.2%	41.8%	43.1%	66.7%
8	80.9%	69.6%	74.1%	79.5%	71.1%	29.6%	54.7%	73.3%
10	80.4%	66.9%	72.5%	80.7%	69.3%	32.0%	47.5%	71.8%
Total	80.5%	67.2%	73.3%	79.8%	69.9%	35.2%	48.7%	72.2%

Note. Percentages were generated from the M-DCPS Data Warehouse.

SERVICES FOR NON-PUBLIC SCHOOLS

Of four options provided by the law for determining the level of services that districts should provide to eligible students in non-public schools, M-DCPS uses proportionality, i.e., “applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area.” This option allocates funds to each non-public school equal to the amount that the students’ assigned public schools would have received had the students enrolled there. For instance, if a non-public school has 10 enrolled students whose home addresses are within the boundary of a public school in which 80% of students qualify for the free/reduced lunch program, the non-public school is allocated funds for 8 students and the amount of funds allocated is equivalent to what would have been allocated to the public school. As such, this method meets the intent of the law for allocation to be equitable and comparable to that of public allocation.

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

In the 2009-10 school year, non-public schools that received support included schools managed by the Archdiocese of Miami Schools, the Jewish Orthodox Day Schools, or were unaffiliated. Funds designated for students enrolled at the Archdiocese of Miami and at the Jewish Orthodox Day schools were pooled across schools within each administrative entity.

Schools entered into agreements for services with one of five district approved providers: Catapult Learning (34 schools⁴), Cool Kids Learn (2 schools), Florida Educational Leadership Council (FELC) (3 schools), One-On-One Learning (4 schools), or Princeton Review (3 schools). These companies billed the district directly for tutoring that they provided to the students in the non-public schools.

Providers

- Catapult Learning = 34 schools
- Cool Kids Learn = 2 schools
- Florida Educational Leadership Council = 3 schools
- One-On-One Learning = 4 schools
- Princeton Review = 3 schools

Table 12 below summarizes the results of analyses on the data that were provided. As can be seen from the table, the numbers of students served by the companies were 3,802 by Catapult Learning, 218 by FELC, and 1,243 by One-On-One.

⁴ For several years prior to the 2009-2010 school year, Catapult Learning was the sole service provider and principal feedback had been generally very favorable.

Table 12. Number of Students Tutored by Grade Level

	Catapult	FELC	One-On-One	Total	%
VPK & K	160	8	488	656	12%
Grades 1 to 5	2236	67	319	2622	50%
Grades 6 to 8	1235	49	176	1460	28%
Grades 9 to 12	166	9	236	411	8%
Not listed	5	85	24	114	2%
Total	3802	218	1243	5263	100%

After the end of the school year, three of the five companies, Catapult, FELC, and One-On-One provided data on the students they served. See Table 13.

Table 13. Descriptive Statistics on Tutoring Sessions and Tutoring Outcomes

Area	Students Tutored					Test Used	Pre-Test Scores*			Post-Test Scores*			Gains					
	Number Tutored in Subject	Average Number of Sessions	Std. Dev.	Received fewer than 10 sessions	Received more than 19 sessions		Students Tested	Below	Above	Students Tested	Below	Above	% of tested that gained 2 or more points	Min.	Max.	Average	Std. Dev.	
								25th percentile	50th percentile		25th percentile	50th percentile						
Catapult Learning (N = 3802)																		
Reading	1120	36	23	6%	81%	Stanford Diagnostic Test	1006	63%	9%	994	48%	15%	60%	-73	87	6	18	
Mathematics	783	35	28	9%	68%		659	58%	14%	659	48%	14%	60%	-1	89	7	20	
Writing	2297	16	5	7%	28%	Florida Rubric Catapult Test (Not applicable)	1936	n/a	n/a	1913	n/a	n/a	68%**	-3	5	n/a	n/a	
Study Skills	469	20	10	13%	12%		341	n/a	n/a	348	n/a	n/a	78%***	-4	11	n/a	n/a	
Counseling	41	15	6	5%	41%	--	--	--	--	--	--	--	--	--	--	--	--	
FELC (N = 218)																		
Reading	n.p.	n.p.	n.p.	n.p.	n.p.	FCAT Coach pre- and post-test	163	25%+	8%++	81	27%+	30%++	50%	-50	58	7	21	
Mathematics	n.p.	n.p.	n.p.	n.p.	n.p.		163	24%+	7%++	92	32%+	11%++	65%	-46	62	10	23	
One-On-One (N = 1243)																		
Reading	1243	22	0	0	100%	ITBS	875	15%	43%	264	4%	91%	60%	-75	84	15	23	
Mathematics	1243	22	0	0	100%		480	31%	32%	54	22%	36%	47%	-61	75	9	35	
Writing	1243	22	0	0	100%		--	--	--	--	--	--	--	--	--	--	--	--
Science	1243	22	0	0	100%		--	--	--	--	--	--	--	--	--	--	--	--
Study Skills	1243	22	0	0	100%		--	--	--	--	--	--	--	--	--	--	--	--

Note. The Mathematics Computation subtest was used to assess gains in mathematics among students tutored by One-On-One Word Analysis/Reading Comprehension subtest was used to assess gains in reading among students tutored by One-On-One

n.p. Not provided

n/a - Percentile scores not available

*The base (denominator) for these percentages are the number of students tested.

** Because the scores on the writing rubric range from 1 to 6, it is not reasonable to expect a two point increase. This statistic represents a 1 point increase in score

***Score gain of 2 points on the test with scores that ranged from 2 to 20

+ Because the test used is not normed, values represent the percentage of students who scored less than 25% correct.

+*Because the test used is not normed, values represent the percentage of students who scored more than 50% correct.

Catapult Learning reported serving 3,802 students in one or more of the following areas: reading, mathematics, writing, study skills, and counseling. The company used the Stanford Diagnostic Test to assess reading and mathematics academic progress, the Florida Rubric to assess writing, and a company developed test to assess study skills.

FELC served 218 students but did not provide information on the number of sessions of tutoring given to students. They used pre- and post-tests from the FCAT Coach (published by Triumph Learning) to assess academic progress. The tests from this publisher are described as aligned with the Florida curricula, but are not standardized or normed.

One-On-One reported having provided 22 sessions of each, reading, mathematics, writing, science, and study skills to each child served. The company used the Iowa Test of Basic Skills to assess students.

The percentages of students who gained at least two percentage points in the percent correct in reading was 60% for both One-On-One and Catapult Learning, and 50% for FELC. The percentages of students who gained at least two percentage points/percent correct in mathematics was 47% for One-On-One, 60% for Catapult Learning, and 65% for FELC. Further details are available in Table 3, "*Descriptive Statistics on Tutoring Sessions and Tutoring Outcomes.*"

The principals of 31 of the 46 non-public schools that received services responded to a satisfaction survey conducted by the Office of Program Evaluation. Results are presented collapsed across schools because most schools selected Catapult Learning and few schools selected the other companies. Hence, comparisons between companies would not be valid.

Responses indicated that 97% of the principals rated the following tutors' attributions as "good" or as "very good:" knowledge, skills, classroom and time management, ability to engage students' and use of appropriate task/activities with students. Over 90% of respondents were satisfied with the timeliness of tutoring start-up, with scheduling, and with the daily duration of tutoring. Also, 81% were satisfied with the duration of the program.

Of the 31 respondents to the survey, 44% had at least one teacher participate in professional development. Of these, 86% of principals reported that the teachers learned something new in the workshops. Also, 71% of principals reported that teachers implemented what they had learned.

In addition, 41% of the principals reported that parents of enrolled children participated in a parent workshop. Of these, 54% reported that all or most parents considered that they had benefitted from participation. From 97% to 100% of respondents reported being "satisfied" or "very satisfied" with administration, coordination, and supervision of the tutoring program.

PART D: NEGLECTED AND DELINQUENT PROGRAMS

In M-DCPS, educational services to students who fit the NCLB designation as neglected and/or delinquent were provided by the Educational Outreach Program through cooperative agreements and/or contractual arrangements with the Florida Department of Juvenile Justice and various community based organizations, county, or city programs. All told, the Educational Outreach Program served approximately 1,500 students at any one time at 27 centers that include detention centers ($n = 9$), drug/alcohol rehabilitation centers ($n = 9$), alternative programs ($n = 4$), and housing shelters ($n = 5$).

Title I Part D funds were provided directly to the Outreach Program or were used to purchase goods or services for the Program. Funds provided directly to the Program were distributed by Program staff to the various centers according to need. Funds paid for school day and after school tutors, computers, parent outreach, school libraries, reading programs, supplemental materials or classes to enhance the state adopted curriculum, and truancy prevention efforts. The approximate total amount of Title I Part D funds allocated in 2009-10 was slightly over one million dollars. This figure includes ARRA allocations.

From August 19, 2009 to August 5, 2010, 4,667 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Whereas two-thirds of the students (65%) were enrolled in one location, 30% of the students had between two and four placements at the same or at varying locations, and the remaining students (5%) had five or more placements. Half of the students served were enrolled from one to 26 calendar days, an additional 25% of the students were enrolled between 27 and 119 calendar days, and the remaining 25% had enrollments of 120 or more calendar days.

- 4,467 students served
- Half of the students served were in grades 9 and 10
- 70% of the students were male
- 35% of the students were in SPED
- 50% were enrolled for fewer than 27 days

Most of the students (90%) were English speakers and most (90%) were in secondary grades, with the highest percentages of students enrolled in grades 9 (30%) and 10 (19%). Almost three-quarters (70%) were male, 50% were Black, 43% were Hispanic, and 7% were White. Slightly over two-thirds of the students (69%) participated in the FRL program. Roughly a third of the students (65%) were in SPED. The most frequent classification was Emotional/Behavioral Disability (16%) and Specific Learning Disability (12%). Almost 5% of the students were or had been homeless within the 12 months of the 09-10 school year.

Of the 4,467 students served, 52% and 51% had FCAT Reading and Mathematics scores for the prior year. Of these students, 18% and 25% had scored in the proficient range on the Reading and Mathematics tests respectively. For the current year, 41% and 39%, respectively, had 2010 FCAT Reading and Mathematics scores. Of these students, 18% and 22% had scored in the proficient range in the Reading and Mathematics tests respectively. Thus, most of the students, roughly four out of five, scored in the non-proficient range.

This group of students had longstanding problems of under-achievement. Review of historical records for these students showed that as far back as 2006, i.e., four years before the 2010 assessment, between 73% and 82% of the students scored in the non-proficient ranges of reading and of mathematics.

Analyses were conducted to assess academic growth among the students served. Students who scored at a higher level in the current year relative to the prior year, and students at Levels 3, 4, or 5 who scored at the same level both years were considered to have gained/maintained previously. Results indicated that of students who in 2009 scored in the non-proficient range, 16% and 22% in Reading and Mathematics respectively, improved or maintained their status. Of students who in 2009 scored in the proficient range, 49% and 56% respectively, improved or maintained. The rates of improvement in Reading were slightly higher than those obtained the prior year 14% of non-proficient and 43% of proficient students improved/maintained in 2008-09. In Mathematics, the rates obtained in 2009-10 were comparable to those obtained the prior year 21% and 57% of non-proficient and of proficient.

In 2010, 18% of the students scored in the proficient range in reading.

In 2010, 22% scored in the proficient range in mathematics.

In order to meet graduation requirements with regards to FCAT scores, 768 and 562 of the students served in one or more Outreach Program, re-took the FCAT Reading and the FCAT Mathematics test, respectively in March of 2010. Of these, 15% of the Reading re-takers and 35% of the mathematics re-takers obtained a sufficiently high score to meet graduation requirements. Comparable passing rates for non-N&D students were 18% for reading and 31% for mathematics.

As compared to students assigned to the program for 16 or more days, higher percentages of students assigned for 15 or fewer days gained/maintained FCAT levels.

Students assigned to these locations for 15 or fewer days⁵ were compared to students assigned to the locations for 16 or more days. Whereas 29% of students who were in the program 15 or fewer days, gained/maintained in reading, 18% of students who were in the program 16 or more days did likewise. Also, whereas 37% of students who were in the program 15 or fewer days, gained/maintained in mathematics, 25% of students who were in the program 16 or more days did likewise.

Interpretation of these results should be made in light of the fact that the length of stay in these educational programs is associated with adversity in the students' lives or with deviant behavior. Relative to students with short-term enrollments, students with long-term enrollments have more serious problems in their lives or more severe behavioral problems. Notwithstanding this difference, the above comparison was made because short-term enrolled students and long-term enrolled students comprise each other's most appropriate comparison group.

⁵ Visual inspection of the histogram of the number of days in the Outreach Program reveals a break at 15 days (39% of observations).

EDUCATION OF MIGRATORY CHILDREN

The Migrant Education Program (MEP) is a federally funded program that serves migratory children ages three through twenty-one and their families. Supplementary services provided to migrant students include: (1) identification and recruitment, (2) advocacy, (3) health and social services, (4) academic support, (5) parental involvement, and (6) family literacy. Services are provided to eligible students based on the availability of funds, priority for services, and needs. The Migrant Education Program employs highly qualified and trained teachers, advocates, recruiters, and social workers. The Migrant Education Office serves migrant students and families in Miami-Dade County Public Schools (M-DCPS).

The goal of the program is to ensure that all migrant students reach challenging academic standards, graduate with a high school diploma, and be prepared for further learning, and productive employment.

It should be noted that the NCLB Act of 2001, Section 1304 (d), requires that Local Education Agencies must develop a “**Priority for Services**” (PFS) Action Plan that identifies which migratory children must receive services first. In Miami-Dade, migrant students are described as those students who have failed one or more sections of the state assessment test, are over-age for their grade level, are Limited English Proficient, and in general are at a higher risk of failing than other migrant students.

As a consequence, there will be migrant students who are “**Eligible but Not Served**” because of several reasons, such as a) Limited resources, b) student not enrolled in a designated migrant program school, c) the student is out of school (Out of School Youth), or d) student moved to another District.

The purpose of this report is to summarize the findings contained in the mandatory Florida Department of Education (FDOE) Title I, Part C evaluation template that was submitted in October 31, 2010.

MIGRANT EDUCATION PROGRAM: SUMMARY RESULTS

During 2009-10, there were 1,111 migrant students who were eligible and were served by the Migrant Education Program in and outside of school. In addition, 432 other students were eligible but were not served, due to the reasons outlined above. Of all students served, almost 98% were Hispanic.

Table 14. Distribution of Migrant Students, by Race/Ethnicity

Ethnicity	Eligible Not Served	Migrant Served	Percent of Total Served
White	3	6	0.54%
Black	1	15	1.35%
Hispanic	428	1087	97.83%
Asian/Pacific Islander	0	1	0.09%
Multiracial	0	2	0.18%
Total	432	1111	100.00%

The migrant students who were served were enrolled in Pre-Kindergarten through 12th grade. Over 56% of the students were enrolled in grades PK through 5th grade. About 23% were enrolled in grades 5 through 8, and almost 20% were enrolled in grades 9 through 12.

Table 15. Distribution of Migrant Students, by Grade Level

Grade	Eligible Not Served	Migrant Served	Percent Served per Grade
PK	125	58	5.22%
KG	28	71	6.39%
Grade 1	28	121	10.89%
Grade 2	23	95	8.55%
Grade 3	26	103	9.27%
Grade 4	17	84	7.56%
Grade 5	19	93	8.37%
Grade 6	14	92	8.28%
Grade 7	16	72	6.48%
Grade 8	21	96	8.64%
Grade 9	22	78	7.02%
Grade 10	24	81	7.29%
Grade 11	25	31	2.79%
Grade 12	10	32	2.88%
Total ⁶	432	1111	100.00%

Only about one-third of all migrant students (35%) were enrolled in English Language Learners (ELL) classes during the 2009-10 school year. An additional 43% of migrant students were in their two year follow-up period, and another 7% were former ESOL students.

Table 16. Distribution of Migrant Students, by English Language Learner Status

English Language Learners (ELL)	Eligible Not Served	Migrant Served	Percent Served
Former ESOL students	2	81	8.48%
Student currently enrolled in ELL classes	49	391	40.98%
Post 2 year follow-up	105	482	50.52%
Total⁶	432	954	100.00%

About 10% of all served migrant students were also classified as ESE (excluding gifted). Three percent of the migrant students were classified as gifted.

⁶ Totals and percentages may not add-up because of rounding and/or missing data.

Overall, 32% of the migrant students scored at level 3 or higher on the FCAT Reading during the 2009-2010, while the percent of their non-migrant counterparts was 56%. As a result, the migrant vs. non-migrant gap was 24 percentage points. The gaps are wide at all grade levels, varying from 16 percentage points at Grade 6 to 36 percentage points at Grade 9. (See table in the following sections)

The percent of migrant students who scored at level 3 or higher on the FCAT Mathematics was 48%, and the percent of non-migrant students scoring at level 3 or higher was 63%. As a result, the migrant vs. non-migrant gap was 15 percentage points. The achievement gaps were less wide than those in reading. Specifically, the gaps ranged from a low of 8 percentage points at grade 8 to a high of 26 percentage points at Grade 9. With the exception of 6th grade, the gaps were smaller in mathematics than in reading at all grades.

DEMOGRAPHIC INFORMATION

According to the records kept by the Office of Migrant Education, which were submitted to the Florida Department of Education, the demographic distribution of the migrant student population is as follows:

Table 17. Distribution of Migrant Students, by Gender

Gender	Eligible Not Served	Migrant Served	Percent Served
Male	228	598	53.83%
Female	204	513	46.17%
Total	432	1111	100.00%

Table 18. Distribution of Migrant Students by Free and Reduced Price Lunch

FRL Status	Eligible Not Served	Migrant Served	Percent Served
Non-Eligible for FRL	383	51	4.59%
Eligible for FRL	49	1060	95.41%
Total	432	1111	100.00%

Table 19. Distribution of Migrant Students, by Exceptional Student Education Status (ESE)

ESE Status	Eligible Not Served	Migrant Served	Percent Served
ESE (not gifted)	1	109	9.81%
Gifted	0	30	2.70%
Non ESE	431	972	87.49%
Total	432	1111	100.00%

ACADEMIC DATA FOR MIGRANT STUDENTS: FCAT READING PROFICIENCY

The table below displays the percent of students scoring at level 3 or higher on FCAT Reading for migrant students in 2010. The data are further broken down by grade level. The overall percentage of migrant students who scored at level 3 or higher on the FCAT was 32%. Only 14% priority for services (PFS) students scored at level 3 or higher on the reading portion of the FCAT.

The M-DCPS Title I Administration through the Migrant Achievement Resource (MAR) provides individually designed tutoring, homework assistance, school attendance monitoring, and FCAT remediation to selected (PFS) migrant students. The selection of the PFS student is done at the Migrant office on a case by case basis. One of the criteria for determination of PFS status is the student prior year low score on the FCAT (level 1 or 2).

The percent of migrant students scoring at or above the proficient level ranged from a low of 6% in 9th grade to a high of 47% in 4th grade. Achievement at both grades 9 and 10 is low and is a cause for further investigation.

Table 20. Migrant Students Scoring at Level 3 or Higher in FCAT Reading, by Grade Level

	# Tested	# of Proficient Students	% of Proficient Students
Total Migrant Students	616	198	32%
Priority for Services Students	105	15	14%
Grade 3	92	33	36%
Grade 4	81	38	47%
Grade 5	86	37	43%
Grade 6	90	40	44%
Grade 7	62	20	32%
Grade 8	82	21	26%
Grade 9	66	4	6%
Grade 10	57	5	9%
ELL (LY & LF)	197	40	20%
Non-ELL	419	158	38%

Table 21. Gap in FCAT Reading Proficiency Level: Migrant vs Non-Migrant

	Migrant	Non-Migrant	Gap in percentage points
All Students	32%	56%	24
Grade 3	36%	65%	29
Grade 4	47%	70%	23
Grade 5	43%	67%	24
Grade 6	44%	60%	16
Grade 7	32%	61%	29
Grade 8	26%	48%	22
Grade 9	6%	43%	36
Grade 10	9%	31%	22

In Reading, 32% of migrant students and 56% of non-migrant students scored at the proficient level of the FCAT Reading test. The percentages varied widely by grade level. Migrant students who scored at FCAT levels 3 and above varied from 6% to 47%. The non-migrant students' achievement varied from 31% to 70%. The gap, between migrant and non-migrant by grade level, ranged from a low of 16 percentage points to a high of 36 percentage points. The gap was the smallest in grade 6 and was the widest in grade 9.

MIGRANT STUDENTS FCAT MATHEMATICS PROFICIENCY

The following table shows the 2010 FCAT mathematics proficiency for migrant and non-migrant students by grade level. The overall percentage of migrant students who scored at level 3 or higher on the FCAT is 48%. Furthermore, the percent of migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 33% in grade 6 to a high of 65% in grade 4.

Table 22. Percent of Students Scoring at Level 3 or Higher in FCAT Mathematics

	# Tested	# of Proficient Students	% of Proficient Students
Total Migrant Students	616	298	48%
Priority for Services Students	104	31	30%
Grade 3	92	56	61%
Grade 4	81	53	65%
Grade 5	86	35	41%
Grade 6	90	30	33%
Grade 7	63	25	40%
Grade 8	82	45	55%
Grade 9	65	25	38%
Grade 10	57	29	51%
ELL (LY & LF)	197	63	32%
Non-ELL	419	235	56%

FCAT MATHEMATICS: MIGRANT vs NON-MIGRANT

In math, 48% of migrant students and 63% of non-migrant students scored in the proficient level. The percentages varied widely by grade level. Specifically, 33% to 61% of migrant students scored at FCAT levels 3 and above as compared to 51% to 76% of non-migrant students. The gap between migrant and non-migrant students by grade level ranged from a low of 5 percentage points to a high of 26 percentage points. The gap was the smallest in grades 8 and 4, while the gap was the widest in grade 9.

Table 23. Percentages of Students who Scored at Level 3 or above in FCAT Mathematics: Migrant vs. Non-Migrant

	Migrant Students	Non-Migrant Students	Gap (in percentage points)
All Students	48%	63%	15
Grade 3	61%	76%	15
Grade 4	65%	73%	8
Grade 5	41%	59%	18
Grade 6	33%	51%	18
Grade 7	40%	56%	16
Grade 8	55%	60%	5
Grade 9	38%	64%	26
Grade 10	51%	65%	14

TITLE I PARENTAL INVOLVEMENT

This section was prepared in compliance with Section 1118, Title I Parent Involvement Programs, which requires that every school district receiving Title I funds must conduct an annual evaluation and an annual review of its parent involvement programs that involve parents in an organized, ongoing and timely way that will lead to the: a) evaluation of the content and effectiveness of parental involvement policies, b) identification of barriers to increased participation in activities that are provided for parents, and c) designing more effective strategies for parental involvement, based on the results obtained by the evaluation.

To that end, and in order to determine the effectiveness of the Title I Parent Involvement program, parents were asked to respond to an annual survey. The survey was developed by the Office of Program Evaluation in collaboration with the Office of Title I Administration, and prior input from the District's Family & Community Involvement Advisory Committee. The survey instrument was made available online and in paper format. The survey was administered in the three major languages spoken in Miami-Dade, specifically: English, Spanish and Haitian-Creole.

The Miami-Dade County Public Schools has traditionally encouraged parents to be involved in their children's educational experiences. To encourage involvement, the School Board has outlined specific practices to be carried out by schools, Regional Centers, and the District (Board Rule 6Gx13-1B-1.011, Parental Involvement – A Home-School Partnership). Furthermore, in the Title I schools, home-school collaboration is encouraged in order for parents and educators to share common goals and view each other as partners. Successful partnerships look beyond the traditional definition of family involvement to a broader view of family members as full partners in the education of children and as key resources for improving students' education. The District 2010-2015 Strategic Planning framework identified "Parent Involvement" as one of the four major pillars to ensure that students are prepared for success in the third millennium.

Parent involvement evaluation outcomes: In order to determine the level of compliance with Section 1118, Title I Parent Involvement Programs, several benchmark indicators were developed and were incorporated into an annual survey. The questions in the survey were organized into six (6) sections: *Section 1:* Awareness of Standards and Testing; *Section 2:* Helping Children with School; *Section 3:* Parents as Partners; *Section 4:* Communication; *Section 5:* Schools Open to Parent Involvement; and *Section 6:* Additional Parent Involvement Issues.

The scope of the analysis: The scope of this study is to analyze the input that was received from surveying parents regarding the District Title I Parent/Family Involvement Program. The input included opinions, feedback, and comments that were collected using online and paper surveys in various languages.

Data collection methodology: The parent survey was administered in late May 2010 through early June 2010. A variety of marketing tools were used to inform parents of this activity: weekly briefings, the magazine “DAC TALK: News for Title I Parents”, announcements at principal meetings, and other parent events. The online surveys were posted in several places: parent portal, district main webpage, and other direct links which were provided through emails and notes to parents. The level of responses was monitored on a weekly basis with several reminders to parents and Title I Community Involvement Specialists to increase the participation rate.

Survey questions and response format: The parent involvement survey included items that required the respondents to answer with a “Yes”, “No”, or “Do Not Know”. The questions and response format focused on assessing compliance. For example, “Were the parents aware of the standards and the corresponding tests?” and “Were the parents involved in their children schools?”

Respondents, by type of stakeholder: Over 8,500 parents completed the surveys. Of those, approximately 78% responded in paper format and 22% responded on line. Furthermore, the majority (62%) of the respondents completed the surveys in English and the rest responded either in Spanish or in Haitian-Creole. It should be noted that those who responded in English may have come from Spanish, Haitian, or another background. Also, of those who did not respond in English, the majority (37%) responded in Spanish.

As indicated in the table below, over 94% of the respondents were parents. About 3% of the respondents were teachers and/or school employees within M-DCPS. About 1% indicated that they were community members. The remaining 2% indicated that they were grandparents, legal guardians, brothers, or sisters of the students.

Table 24. Distribution of the respondents to the survey, by stakeholder

	No. of respondents	Percent
Parents	8,054	94%
Teachers/ School Employees	260	3%
Community Members	100	1%
Other: grandparents/legal guardians/ brothers /sisters, etc.	186	2%
Total	8,549	100%

The following questions represent key aspects of the parental involvement program and also comply with the requirements of Section 1118, Title I Parent Involvement Programs.

AWARENESS OF STANDARDS AND TESTING

The parents were asked if they received key information and documents from their children’s school as it relates to the curriculum being taught, the corresponding tests, and how to work with teachers to help their children achieve and succeed.

Table 25. Awareness of Standards and Testing

SURVEY QUESTION	Yes	No	D.N.K.
Did you receive information about what the school teaches your child?	87%	10%	3%
Did you receive information about Sunshine State Standards and Standardized tests your child may take such as the FCAT?	86%	10%	5%
Did you receive information about how your child scored on the State tests?	66%	28%	6%
Did you receive information on how to determine if your child moves or repeats the same grade?	71%	24%	6%
Did you receive information about how to keep track and monitor your child's progress?	88%	8%	4%
Did you receive information about how you can work with teachers to help your child succeed?	83%	12%	5%
Did you go to an open house or any meeting where the goals of the Title I program were discussed?	78%	18%	4.3%

A review of the results in the table above shows that the majority of the respondents answered "Yes", indicating that they did receive information from their children's school.

WHERE DID THE PARENTS GET THEIR INFORMATION?

	PERCENT *	SOURCE OF INFORMATION
The parents were asked how they received information about standards, testing, and how to help their children succeed. The majority (57%) of the respondents said that they received this information following a conference with their child's teacher. Other respondents indicated sources such as mail from school or district, websites, or Title I School-Parent Compact. Other sources of information are listed in adjacent table.	56.66%	Conference with a teacher
	33.95%	Meeting at school
	25.82%	Mail from school and/or district
	18.86%	School/District/State websites
	15.22%	Title I School-Parent Compact
	14.35%	Title I Quarterly Parent Bulletin
	13.24%	Friends, relatives, or other parents
	11.83%	DAC Talk News for Title I parents
	* Note: Respondents were allowed to select more than one source of information; therefore the sum of percentages is more than 100%.	

PARENTS AS PARTNERS

Four questions were designed to assess the level of communication between parents and schools. The following table revealed that almost 60% of the parents felt that teachers, principals, and school staff were willing to communicate with them. A greater percentage of parents (72%) felt that the schools valued their opinions and the feedback they provided. Ninety percent of the parents were aware that they can participate in the development of Parent Involvement Plans and Policies.

Table 26. Parents as Partners

SURVEY QUESTION	Yes	No	D.N.K.
Did you feel that teachers and school staff were willing to communicate with you?	60%	24%	16%
Did your child's school value your suggestions and/or ask for your advice?	72%	14%	14%
Were you aware that you may participate in the development and review of your School and District Parent Involvement Policies/Plan?	90%	6%	4%
Did your school tell you about the Florida Parent Information and Resource Center (PIRC)?	61%	20%	19%
Did your school or District promote access to the Title I Parent Involvement Plan (PIP)?	61%	12%	27%
Was the Title I PIP easy to understand?	55%	7%	38%
Was the Title I PIP given to you in a language that you understand?	61%	8%	31%
Did your school have a meeting to explain the Title I PIP?	47%	11%	42%

	Percent	Barrier/ Obstacle
When asked about barriers and/or obstacles that prevented respondents from greater parental involvement, the respondents listed reasons such as conflict of meetings with their work schedules, language barriers, and problems with childcare.	48.00%	Times and/or dates of meeting/ workshop did not work with my schedule
	22.00%	Language barrier (e.g. parents can't speak English)
	12.00%	Problems with childcare
	14.00%	Other reasons

COMMUNICATION WITH TEACHERS

This section of the survey was designed to see if the parents knew how to contact their children's teachers and if the communication was facilitated by the use of a language that the parent can understand and comprehend. The great majority of the respondents (94%) indicated that they knew how to contact their child's teacher, and 63% of the respondents said that translators were available to help them at Title I District meetings.

Table 27. Communication with Teachers

SURVEY QUESTION	Yes	No	D.N.K.
Did you know how to contact your child's teacher?	94%	3%	3%
Did the school provide you with information that is easy to read and in a language that you speak?	93%	4%	3%
If needed, were translators available to help you at Title I District meetings and/or activities?	63%	8%	30%

SCHOOLS OPEN TO PARENTAL INVOLVEMENT

This section of the survey was designed to assess the level of openness of the school to parents. Specifically, does the school welcome parents, does the school take the time to explain its responses to parents, does the school encourage parents to participate in activities and/or meetings. Ninety percent of the respondents who asked questions from their schools, indicated that they were satisfied with the responses and explanation they received. Additionally, 67% of the parents felt that they were welcome at their schools.

Table 28. Schools Open to Parental Involvement

SURVEY QUESTION	Yes	No	D.N.K.
Did you ask for specific activities, meetings, or materials from your child's school?	60%	35%	6%
Were you satisfied with the responses? Did they explain the responses to you?	90%	5%	6%
Did you feel welcome at your child's school?	67%	13%	20%

WHAT PARENTS WANT TO KNOW MORE ABOUT

The survey also provided the parents an opportunity to identify areas where they think they needed more information. The suggested list included over 10 items and the respondents were allowed to select more than one item. An inspection of the table below, revealed that parents expressed the need to know more about the following: State Standards and Testing; How to work with their children at home; the Title I program, and how to work with their children's teachers.

Table 29. What Parents Want To Know More About

AREA / ITEM	PERCENT
The State Standards and testing	40 %
How to work with my child at home	36 %
The Title I program	31 %
How to work with my child's teachers	30 %
How to get resources for parents	28%
High school graduation requirements	26%
How to get involved with my child's school	26%
Pre-requisite for post-secondary education	19%
Services for students with special needs	14%
Services for students who are learning English as a second language	13%

Note: Since the respondents selected more than one item, the sum of percentages is greater than 100%.