

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I 2010-2011 REPORT

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

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TITLE I

2010-2011 REPORT

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

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;

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/>

- increased accountability accomplished through annual testing and reporting of results;
- expanded school options for parents of disadvantaged students; and
- flexibility in the state, district, and school use of funds.

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.

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 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. Standards are to be set for mathematics, reading or language arts, and 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). In the first year of SINI designation, 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 that are delivered by state approved private providers outside of the normal school day. Providers may include for profit and nonprofit businesses, religiously affiliated organizations, or community-based organizations. Providers determine session lengths and their hourly rates, up to the state's maximum, in negotiations with the state.

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.

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.

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 2010-11 school year, the criteria were as follows: 79% and 80% 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 75% graduation rate for the "at risk"

students; 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 for 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

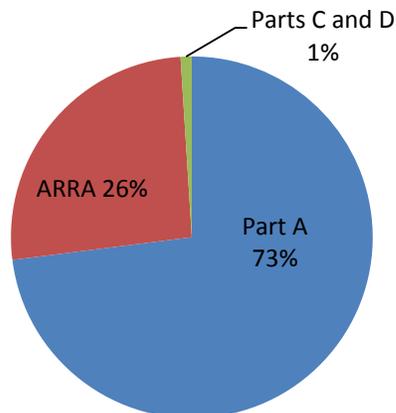
Title I Administration manages Title I Part A, C, and D funds and provides oversight. In addition to distributing funds specified by the law such as schoolwide, SES, and transportation for school transfers, it provides funding for discretionary extended educational programs, such as after-hours instruction, 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/1011_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. Compliance with stipulations was monitored by teams of district and state administrators with the aid of checklists devised specifically for that purpose. The teams also provided technical assistance as needed. A schedule of reporting timelines ensured oversight on a regular basis.

TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS

The budget for the 2010-11 school year, from funds allocated to M-DCPS through Title I Parts A, C, D, through the American Recovery and Reinvestment Act of 2009 (ARRA), and through School Improvement Funds, totaled almost 207 million dollars. Part A funds, ARRA funds, and Part C and D funds represented 73%, 26%, and 1% respectively the year's budget.

Title I 2010-11 Funds



Allocations from Part A funds included set aside funds for Transfer Choice and SES (\$24.5 million), for schoolwide assistance (\$53.1 million), for reading coaches (\$23.6 million), for technology (\$9.7 million) for professional development for teachers to meet the requirement that teachers be highly qualified (\$6.1 million), and for various specific projects and supplements including a supplement for various programs; 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 teachers 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 used to support professional development (\$12 million), pre-kindergarten programs (\$11 million), secondary school reform (\$8.7 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, neglected and delinquent program, technology adoption, supplemental materials, and parental involvement program.

M-DCPS SCHOOLS THAT RECEIVED SCHOOLWIDE ASSISTANCE FUNDS

In the 2010-2011 school year, 329 of 423 M-DCPS locations (78%) received Title I funds for schoolwide programs. Of these Title I funded schools, 36 schools operated as charter schools. The number of Title I schools represented a decrease of 27 locations from the 2009-10 school year. Also in 2010-2011, 339 schools entered into one of the five categories of DA that stipulated specific strategies for improvement and of these, 283 (83%) received Title I funds. As can be seen from Table 1, by grade level configuration, Title I schools included: 183 elementary schools; 21 K-8 centers and other multi-grade schools; 63 middle schools; 41 senior high schools; and 21 other locations, such as alternative education centers.

Table 1. Numbers of Title I Schools by Grade Level

	Elementary	K-8	Middle	Senior	Other	Total
2008-09	145	10	50	35	13	253
2009-10	189	25	70	53	19	356
2010-11	183	21	63	41	21	329

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

ADEQUATE YEARLY PROGRESS

Of 329 Title I locations, 2.4% made AYP and 83.6% did not make AYP during the 2010-11 school year. Fourteen percent (14%) did not have AYP status for the year³. In the same year, of 94 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 1.1% and 51.1% respectively.

SCHOOL GRADES

Table 2 below presents the grade distribution of Title I and non-Title I schools in 2010 and in 2011. As compared to 2010, the percentage of Title I funded schools that received A and B grades decreased from 52% to 50%. The percentage of Title I funded schools that received C, D, or F grades decreased from 25%, 10%, and 3% to 21%, 7%, and 1%, respectively. Among non-Title I schools, the percentage of schools with A and B grades decreased from 86% to 74%. The percentage of C schools stayed constant, at 2%, and the percentages of D and F schools changed from 1% and 0% to 0% and 1%, respectively.

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.

Table 2. Distribution of School Grades

	Title I		Non-Title I	
	2010	2011	2010	2011
A	40%	37%	76%	69%
B	12%	13%	10%	5%
C	25%	21%	2%	2%
D	10%	7%	1%	0%
F	3%	1%	0%	1%
Pending	10%	20%	11%	22%
Total	100%	100%	100%	100%

Note. Title I = 329; Non-Title I = 94.

For 2010 and 2011 years to be comparable, the 2011 membership of schools as Title I and non-Title I was used for 2010 classification.

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

As can be seen from Table 3, after the 2011 school year, the percentages of Title I and non-Title I schools remaining outside of Differentiated Accountability decreased as schools that had previously made AYP, failed to do so in the 2010-11 school year. Among Title I school, increases of 1 or more percentage points were evident in the Prevent I, Prevent II, Correct II, and Intervene categories. Among non-Title I schools, increases were evident in the Prevent I and Prevent II categories. These are the entry categories into Differentiated Accountability.

Table 3. Distribution of Schools by Differentiated Accountability Categories

	Title I		Non-Title I	
	2010	2011	2010	2011
PREVENT I	13%	19%	23%	34%
PREVENT II	4%	8%	3%	4%
CORRECT I	25%	22%	14%	12%
CORRECT II	32%	36%	14%	10%
INTERVENE	1%	2%	0%	0%
Non-DA	25%	14%	46%	40%
Total	100%	100%	100%	100%

Note. Title I = 329; Non-Title I = 94

For 2010 and 2011 years to be comparable, the 2011 membership of schools as Title I and non-Title I was used for 2010 classification.

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. The difference between the two sets of schools was least pronounced in Writing, on which 70.2% and 87.2% of Title I and non-Title I schools, respectively had at least 76% of students proficient in the subject area.

Table 4. 2011 Percentages of Schools, by Percentages of 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%	3.0%	--	--	--	0.3%	--	13.4%	1.1%
26% to 50%	19.1%	7.4%	10.6%	3.2%	0.3%	2.1%	49.2%	22.3%
51% to 75%	45.3%	16.0%	48.0%	12.8%	20.1%	10.6%	25.2%	47.9%
76% to 100%	23.4%	76.6%	32.2%	84.0%	70.2%	87.2%	3.0%	28.7%
Not available*	9.1%	--	9.1%	--	9.1%	--	9.1%	

Note. Title I = 329; Non-Title I = 94

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

As can be seen from the Table 5 below, for both Reading and for Mathematics, non-Title I schools had higher percentages than non-Title I schools of schools that had a loss or no gain in the percentages of proficient students. For both Writing and Science, Title I schools had higher percentages than non-Title I schools with no gain or loss in the percentages of proficient students. Both Title I and non-Title I schools had a substantial percentage of schools (27%) with 11 or more percentage point increase in their percentages of students proficient in Science.

Table 5. Percentages of Title I and Non-Title I Schools' Changes in the Percentages of 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
No gain or loss	47%	60%	41%	45%	65%	73%	25%	31%
1 to 10 points gain	40%	33%	43%	47%	20%	20%	39%	36%
11 or more points gain	3%	1%	7%	2%	5%	0%	27%	27%
Data not available	9%	6%	9%	6%	9%	6%	9%	6%
	100%	100%	100%	100%	100%	100%	100%	100%

LEARNING GAINS AMONG THE LOWEST 25% IN ACHIEVEMENT

From 2010 to 2011, 77% and 88% of Title I schools had 50% or more among the lowest 25% of students make learning gains in reading and mathematics, respectively (See Table 6). These percentages were lower than those among non-Title I schools, 95% of which had learning gains among the lowest 25% of students in both subject areas.

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
No	14%	5%	3%	5%
Yes	77%	95%	88%	95%
Not available	9%	--	9%	--
Total	100%	100%	100%	100%

Note. Title I = 329; Non-Title I = 94

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I STUDENTS

In the October 2010 count of students, there were 248,852 and 100,994 students enrolled in Title I and non-Title I schools, respectively. Title I students included in pre-kindergarten almost 6,000 students, in kindergarten to grade 8 roughly 19,000 to 20,000 students by grade, and from 14,000 to 18,000 students in grades 9 to 12. Table 7 below presents the counts of students by grade and subgroup for Title I and non-Title I schools who were tested on the FCAT.

Over all grades, 52.4%, 60.4%, 37.9%, and 75.30% 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 72.6%, 80.0%, 57.6%, and 83.6% in Reading, Mathematics, Science and Writing. Tables 8 to 11 provide percentages by grade and by accountability groups.

Table 7. Counts of Students by Subgroup and Grade Level Tested on the FCAT

Grade	Asian	Black	Hispanic	White	Economically Disadvantaged	English Language Learners	Students With Disabilities	Total
Non-Title I								
3	128	505	3997	1320	2566	676	532	5995
4	143	481	4123	1319	2684	379	542	6123
5	151	502	4185	1218	2632	300	477	6114
6	152	751	4557	1354	3090	325	488	6860
7	138	685	4369	1353	2900	292	415	6595
8	147	661	4002	1339	2657	231	445	6193
9	195	1298	6187	1502	4842	522	775	9240
10	191	1195	5576	1408	4103	378	684	8428
11	188	998	4738	1381	3344	317	413	7348
Total	1731	8080	50158	14742	33867	5705	5567	75294
Title I								
3	181	6228	13534	834	18183	5560	2483	20873
4	139	5640	12865	822	16804	3352	2256	19543
5	174	5651	13223	812	17131	2621	2237	19940
6	141	5608	12823	918	16729	2167	2336	19549
7	156	5667	12995	939	16851	2144	2288	19816
8	200	5601	13293	1071	16848	2109	2247	20202
9	127	5112	11157	886	13820	2268	2011	17318
10	139	4773	10775	839	12751	2060	1690	16556
11	121	3724	8726	722	10097	1585	864	13316
Total	1665	58817	134350	9405	172006	36756	21580	205115

Note. Counts were generated from the 2011 FCAT files 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	91.4%	69.1%	81.3%	89.8%	73.3%	40.8%	46.9%	82.4%
4	87.4%	65.1%	82.2%	90.1%	76.8%	29.6%	46.0%	82.8%
5	88.7%	65.4%	79.6%	88.4%	71.7%	17.7%	44.5%	80.5%
6	89.5%	66.1%	81.2%	88.3%	73.8%	28.2%	45.6%	81.2%
7	92.8%	69.8%	82.7%	89.3%	76.6%	18.5%	49.0%	83.0%
8	86.4%	57.9%	71.8%	81.0%	63.4%	9.5%	35.5%	72.7%
9	75.4%	45.7%	56.6%	73.3%	48.4%	3.6%	26.1%	58.3%
10	75.4%	37.3%	52.4%	65.2%	45.0%	5.2%	22.2%	53.1%
Total	85.0%	55.8%	71.9%	82.9%	63.7%	21.1%	37.9%	72.6%
Title I								
3	86.2%	52.0%	65.8%	80.2%	59.2%	33.6%	30.6%	62.5%
4	88.5%	54.3%	67.7%	81.4%	61.7%	25.1%	31.9%	64.5%
5	82.8%	52.3%	64.8%	78.6%	58.7%	14.4%	27.8%	62.0%
6	80.9%	43.0%	61.1%	75.8%	53.6%	12.8%	25.9%	56.8%
7	72.4%	47.4%	62.0%	74.0%	55.5%	8.8%	29.2%	58.5%
8	64.5%	33.7%	48.9%	62.6%	42.0%	5.3%	19.0%	45.5%
9	65.1%	21.2%	37.0%	54.3%	29.9%	1.2%	12.4%	33.5%
10	48.9%	17.1%	33.2%	47.5%	26.4%	2.9%	11.0%	29.4%
Total	74.0%	41.0%	56.0%	69.1%	49.7%	17.0%	24.2%	52.4%

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	97.7%	73.4%	88.9%	93.3%	82.9%	66.9%	60.8%	88.7%
4	92.3%	67.2%	84.9%	91.4%	78.5%	53.1%	58.0%	85.1%
5	90.7%	58.3%	74.6%	83.7%	66.3%	32.9%	43.8%	75.5%
6	92.1%	51.7%	68.9%	81.6%	61.5%	27.4%	33.8%	70.1%
7	96.4%	59.2%	77.8%	85.3%	70.6%	33.8%	40.8%	77.8%
8	97.3%	71.9%	82.8%	89.4%	77.2%	43.5%	49.8%	83.5%
10	94.8%	67.0%	80.9%	88.6%	75.9%	40.4%	48.3%	80.6%
Total	94.4%	63.9%	79.7%	87.6%	73.1%	46.3%	48.4%	80.0%
Title I								
3	92.3%	66.5%	78.4%	86.7%	73.1%	57.4%	49.0%	75.3%
4	92.1%	64.8%	74.4%	82.3%	70.0%	46.5%	44.5%	72.1%
5	78.7%	47.5%	60.6%	71.0%	54.3%	25.0%	28.2%	57.4%
6	76.6%	33.4%	48.3%	62.1%	41.6%	16.5%	16.7%	44.9%
7	75.0%	38.4%	54.1%	66.3%	47.5%	21.2%	21.0%	50.3%
8	81.1%	50.1%	64.1%	73.3%	58.4%	34.2%	30.0%	60.9%
10	79.7%	47.0%	66.2%	76.0%	59.1%	28.4%	31.0%	61.3%
Total	82.3%	50%	63.8%	73.6%	57.9%	37.8%	31.7%	60.4%

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	80.1%	46.7%	62.0%	75.8%	51.6%	13.1%	29.9%	64.0%
8	81.6%	41.5%	59.1%	72.9%	49.6%	7.6%	23.9%	60.8%
11	71.0%	34.2%	47.9%	62.7%	39.9%	3.4%	19.7%	49.6%
Total	77.1%	39.4%	55.9%	70.2%	46.4%	8.0%	24.8%	57.6%
Title I								
5	69.5%	31.4%	47.6%	61.4%	40.1%	9.5%	18.2%	43.7%
8	56.5%	22.6%	37.3%	54.5%	30.6%	4.0%	12.9%	34.4%
11	44.6%	21.6%	32.9%	51.2%	27.8%	3.0%	10.9%	30.9%
Total	57.9%	25.7%	40.1%	55.7%	33.7%	6.1%	14.8%	37.9%

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	86.5%	78.0%	82.1%	88.3%	80.2%	50.9%	63.1%	83.3%
8	86.3%	83.7%	86.7%	91.0%	84.3%	39.0%	73.9%	87.3%
10	87.4%	72.8%	81.6%	84.5%	77.3%	31.0%	57.5%	81.0%
Total	86.8%	77.0%	83.2%	87.9%	80.1%	40.7%	63.7%	83.6%
Title I								
4	87.0%	77.9%	79.1%	83.6%	77.7%	58.3%	57.2%	79.0%
8	86.2%	72.3%	77.2%	83.8%	74.6%	37.3%	59.1%	76.3%
10	76.3%	65.7%	70.7%	79.2%	67.9%	26.4%	49.4%	69.8%
Total	83.6%	72.3%	76.0%	82.3%	73.9%	43.9%	55.8%	75.3%

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

SERVICES FOR NON-PUBLIC SCHOOLS

Legal Provisions for Services to Non-Public Schools. Of four options provided by the law for determining the level of services that districts should provide to eligible students in non-public schools, M-DCPS uses proportionality, i.e., “applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area.” This option allocates funds to each non-public school equal to the amount that the students’ assigned public schools would have received had the students enrolled there. For instance, if a non-public school has 10 enrolled students whose home addresses are within the boundary of a public school in which 80% of students qualify for the free/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.

Miami Dade Non-Public Schools that Received Title I-Funded Services. In the 2010-11 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 four district approved providers: Catapult Learning (40 schools), Cool Kids Learn (3 schools), Florida Educational Leadership Council (FELC) (6 schools), or One-on-One Learning (7 schools). These companies billed the district directly for tutoring that they provided to the students in the non-public schools.

Students Served by Contracted Companies. After the end of the school year, the companies provided data on the students they served. The numbers of schools served and descriptive statistics on the numbers of students served are provided in Table 12, “*Companies’ Service Profiles.*”

Number of School Contracts
• Catapult Learning = 40
• Cool Kids Learn = 3
• Florida Educational Leadership = 6
• One-on-One Learning = 7

Table 12. Companies' Service Profiles

	Catapult	Cool Kids Learn	FEL C	One-on- One
Schools Served				
Number of Schools	40	3	11	7
Number of Students				
Total	3221	111	326	551
School with fewest	3	11	5	29
Average per school	81	37	30	79
School with most	398	64	138	150

Table 13, “*Student Demographics and Qualifying Criteria*,” summarizes the characteristics of the students who were provided services and the criteria by which they were served. As can be seen from the table, the companies differed somewhat in the percentages of students’ gender, ethnicity, and grades. Overall, most of the services were provided to students in the early grades.

Qualifying Criteria for Services. Across the companies, students were served as a result of teacher/principal referral, but unsatisfactory grade was almost never quoted as the reason for service request. Almost all (96%) of the kindergarten students served qualified for services by scoring below the service criteria (scores of 10 and 11 for kindergarten and first grade, respectively.) Of students served by Catapult Learning who had standardized test scores, 17% and 12% of those tested in Reading and Mathematics, respectively, scored above the 50th percentile. Of students served by Cool Kids Learn who had standardized test scores, 15% and 22% of those tested in Reading and Mathematics, respectively, scored above the 50th percentile.

Table 13. Student Demographics and Qualifying Criteria

	Catapult <i>n</i> = 3221	Cool Kids Learn <i>n</i> = 111	FELC <i>n</i> = 326	One-on- One <i>n</i> = 545
Student Demographics				
Gender				
Female	52%	47%	47%	59%
Male	48%	53%	53%	39%
Ethnicity				
Hispanic	72%	11%	not provided	75%
Black	15%	81%		17%
White	12%	4%		7%
Other	1%	4%		1%
Grades				
Kindergarten	5%	5%	3%	9%
Grades 1 to 5	62%	50%	47%	47%
Grades 6 to 8	29%	28%	31%	22%
Grades 9 to 12	5%	18%	17%	22%
not reported	--	--	2%	--
Qualifying Criteria				
Teacher referral	100%	100%	--	100%
Parent request	26%	--	--	100%
Unsatisfactory grade (D or F)	--	3%	--	--
Kindergarten and 1st graders <i>n</i> =	578	0	0	0
% with ratings	100%	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
% above cutoff for service	4%	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Standardized Reading Achievement				
% of students tested*	15%	95%	0%	0%
below 25th percentile	54%	49%	<i>n/a</i>	<i>n/a</i>
26th to 50th percentile	29%	36%	<i>n/a</i>	<i>n/a</i>
above 50th percentile	17%	15%	<i>n/a</i>	<i>n/a</i>
Standardized Mathematics Achievement				
% of students tested*	13%	32%	0%	0%
below 25th percentile	52%	28%	<i>n/a</i>	<i>n/a</i>
26th to 50th percentile	35%	50%	<i>n/a</i>	<i>n/a</i>
above 50th percentile	12%	22%	<i>n/a</i>	<i>n/a</i>

*For Catapult Learning, the percentage was based on students in grade 2 or above because the company used the kindergarten/first grade screener for 1st graders.

-- used to indicate non-report.

Services Provided to Students. Table 14, “*Profile of Services*,” provides statistics on the subject areas tutored, the numbers of students tutored in each subject area, as well as the minimum, maximum, and average number of sessions provided by each of the three companies. As can be seen from the table, Catapult Learning provided tutoring in Reading, Mathematics, Writing, Study Skills, and also provided counseling. Cool Kids Learn provided tutoring in Reading and Mathematics, One-on-One Learning provided tutoring in Reading, Mathematics, Writing, and Science. The subject areas covered by each company were in response to schools’ request. FELC Tutors provided pre- and post-tutoring scores in reading and mathematics, but did not provide information on the number of sessions provided.

Table 14. Profile of Services

Sessions Provided	Number of Students	Minimum Number of Sessions	Maximum Number of Sessions	Average Number of Sessions	Std. Deviation of Average
Catapult Learning					
Reading	1205	1	88	29	17
Mathematics	1041	1	73	27	17
Writing	1942	1	48	18	6
Study Skills	549	1	48	13	5
Counseling	122	2	78	14	12
Total	3221	1	151	33	28
Cool Kids Learn					
Reading	111	26	58	47	6
Mathematics	36	28	32	31	1
Total	111	26	75	57	11
One-on-One					
Reading	545	2	24	22	3
Mathematics	544	2	23	22	3
Writing	475	4	23	22	2
Science	41	2	23	20	6
Total	545	3	69	64	11

Note. FELC Tutors did not provide information on the number of sessions provided.

Tests Used to Document Learning Gains. Contracted companies tested students before tutoring sessions began and again after the set of sessions was completed. The differences between pre- and post-tutoring scores were used as indicators of learning gains.

Catapult Learning 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. Testing with the Stanford Diagnostic Test is standardized and test results are norm-referenced. In other words, test results can be compared to the publisher's results from a representative and grade comparable group of students.

Cool Kids Learn used the Group Reading Assessment and Diagnostic Evaluation (GRADE) and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). Both tests, published by Pearson, have standardized administration procedures and are norm-referenced.

FELC used pre- and post-tests from the FCAT Coach (published by Triumph Learning) to assess academic progress. The tests from this publisher are described by them as aligned with the Florida curricula, and are not standardized or normed.

One-on-One used the Iowa Test of Basic Skills (ITBS) to assess students. The ITBS has standardized testing procedures and test results are normed.

Learning Gains. The criteria for assuming that students had made learning gains was 2 or more percentile points for tests that expressed outcomes in terms of percentiles, 20 or more percentage points if outcomes were expressed in terms of percent of answers correct, and 1 point for the Florida Writing rubric, which is scored from 1 to 6.

Table 15, "*Pre-Post Tutoring Achievement Gains*," provides the percentages of served students who were tested in each of the substantive areas, the percentage of those tested who met criteria, and the percentage of students served who met criteria. As can be seen from the table, the percentages were variable across and companies and across subject area. The percentage of served students who were tested substantially limited successful outcomes. For instance, 89% of students served and tested in Reading by Catapult Learning met criteria, however, because only 64% of the students served had pre- and post-testing, the success rate for Catapult Learning was 57%.

Table 15. Pre-Post Tutoring Achievement Gains

	Catapult Learning			Cool Kids Learn			FELC			One-on-One		
	Tested	% of tested who met criteria	% of served who met criteria	Tested	% of tested who met criteria	% of served who met criteria	Tested	% of tested who met criteria	% of served who met criteria	Tested	% of tested who met criteria	% of served who met criteria
Reading	64%	89%	57%	98%	90%	82%	91%	39%	35%	96%	92%	88%
Mathematics	58%	79%	46%	100%	83%	75%	90%	34%	31%	96%	91%	87%
Writing	96%	72%	69%	--	--			--		98%	93%	91%
Study Skills	96%	80%	77%	--	--			--		--	--	
Science	--	--		--	--			--		83%	100%	83%

*The number of students served in each subject area was not provided by FELC. Hence, it was assumed that all students listed received tutoring in both subject areas.

Criteria were as follows:

- 1 point for the Florida Writing Rubric used by Catapult Learning
- 2 or more points for tests that generated percentile scores
 - Reading and Mathematics Stanford Diagnostic Tests used by Catapult Learning
 - Reading, Mathematics, and Science Iowa Tests of Basic Skills used by One-on-One
 - GRADE and GMADE used by Cool Kids Learn.
- 20 points for tests that generated percent correct
 - Reading and Mathematics FCAT Coach Test used by FELC
 - Study Skills Test used by Catapult Learning

Principal Satisfaction. Of 61 schools that received Title I services, the principals of 24 schools responded to a satisfaction survey conducted by the Office of Program Evaluation. Results are presented in the Appendix, collapsed across schools. By-contractor statistics are not provided because only 2 respondents were served by FELC and only 1 respondent was served by One-on-One. Hence, comparisons between companies would not be valid.

Responses indicated that over 90% of the principals rated the following tutor attributes as “good” or as “very good” tutors’ knowledge, skills, classroom and time management, ability to engage students, and use of appropriate task/activities with students. Satisfaction was over or near 90% with the timeliness of tutoring start-up, with scheduling, and with the daily duration of tutoring. Of principals who were aware of parental satisfaction with tutoring, over 90% reported that parents were satisfied with tutoring.

Over 80% of principals expressed satisfaction with tutors’ communications with staff and parents, and considered that the classroom teachers were satisfied with tutored students’ progress as a result of tutoring. Over 70% of principals considered that “all” or “most” students tutored improved as a result of tutoring.

Seventy percent (70%) of schools had one or more teachers who participated in a workshop(s) provided by the third party contractor. Of these, 88% of principals reported that the teachers learned something new in the workshops.

The majority of principals (95.8%) reported that they would choose the same contractor again. Most principals (79%) felt that the contractor had provided all that they had promised, and 12.5% of the principals felt that the contractor had provided most of what had been promised.

Conclusions. Third party contractors varied in the extent to which the students they served met criteria for receiving services and on the completeness of the data they provided. The contractors should be reminded that to be in compliance with state guidelines, they are to ensure that all students served meet the criteria for receiving services and that they are to provide the data that are requested of them.

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 prior to migrant funds being used for other children. 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, 2011.

MIGRANT EDUCATION PROGRAM: SUMMARY RESULTS

During 2010-11, there were 698 migrant students who were eligible and were served by the Migrant Education Program. In addition, 658 other students were eligible but were not served, due to the reasons outlined above. Of all students served, almost 99% were Hispanic.

Table 16. Distribution of Migrant Students, by Race/Ethnicity

Ethnicity	Eligible Not	Migrant	Percent of Total	
	Served	Served	Served	Served
	2011	2011	2011	2010
White	5	3	0.42%	0.54%
Black	7	4	0.57%	1.35%
Hispanic	646	691	98.9%	97.83%
Total	658	698		

The migrant students who were served were enrolled in Pre-Kindergarten through 12th grade. Over 58% (n=405) of the students were enrolled in grades PK through 5th grade. About 23% (n=160) were enrolled in grades 6 through 8, and 19% (n=133) were enrolled in grades 9 through 12. It should be noted that this distribution is almost exactly like the distribution of the migrant students served in 2010, despite the fact the number served in 2011 is almost 40% less than that of 2010.

Table 17. Distribution of Migrant Students, by Grade Level

Grade	Migrants	Migrants Served	Percent Served per Grade	
	Served		2011	2010
	2011	2010	2011	2010
PK	16	58	2.29%	5.22%
KG	54	71	7.73%	6.39%
Grade 1	62	121	8.88%	10.89%
Grade 2	83	95	11.89%	8.55%
Grade 3	78	103	11.17%	9.27%
Grade 4	57	84	8.16%	7.56%
Grade 5	55	93	7.87%	8.37%
Grade 6	67	92	9.59%	8.28%
Grade 7	52	72	7.44%	6.48%
Grade 8	41	96	5.87%	8.64%
Grade 9	59	78	8.45%	7.02%
Grade 10	32	81	4.58%	7.29%
Grade 11	30	31	4.29%	2.79%
Grade 12	12	32	1.71%	2.88%
Total ⁴	698	1111	100.00%	100.00%

⁴ Totals and percentages may not add-up because of rounding and/or missing data.

It should be noted that not only the number of migrant students served in 2011 has decreased when compared to the number of migrant students served in 2010, but also the actual rate of those served to the number eligible has also decreased. Specifically, in 2010 there were 1,111 migrant students served and 432 who were eligible but not served (that is a rate of 72%). In 2011, there were only 698 migrant students who were served and 658 migrant students were eligible but not served (that is a rate of 51%). This is an area of concern that should be investigated and explained.

A look at the table below, also reveals that almost one half (47%) of all migrant students were enrolled in English Language Learners (ELL) classes during the 2010-11 school year. This represents an increase of about 12% when compared to 2010. The percent of migrant students who were in their two year follow-up period is 43% and remained constant when compared to the 2010 results.

Table 18. Distribution of Migrant Students, by English Language Learner (ELL) Status

	Eligible Not Served	Migrants Served	Percent Served	
	2011	2011	2011	2010
Former ESOL students	380	76	10.88%	8.48%
Currently enrolled in ELL	103	327	46.84%	40.98%
Post 2 year follow-up	175	295	42.26%	50.52%
Total ⁵	658	698	100.00%	100.00%

DEMOGRAPHIC INFORMATION

The following demographic data were obtained from the Office of Migrant Education in Homestead who in turn got them from the Florida Department of Education. The distribution of these data is as follows:

Table 19. Distribution of Migrant Students, by Gender, and by FRL

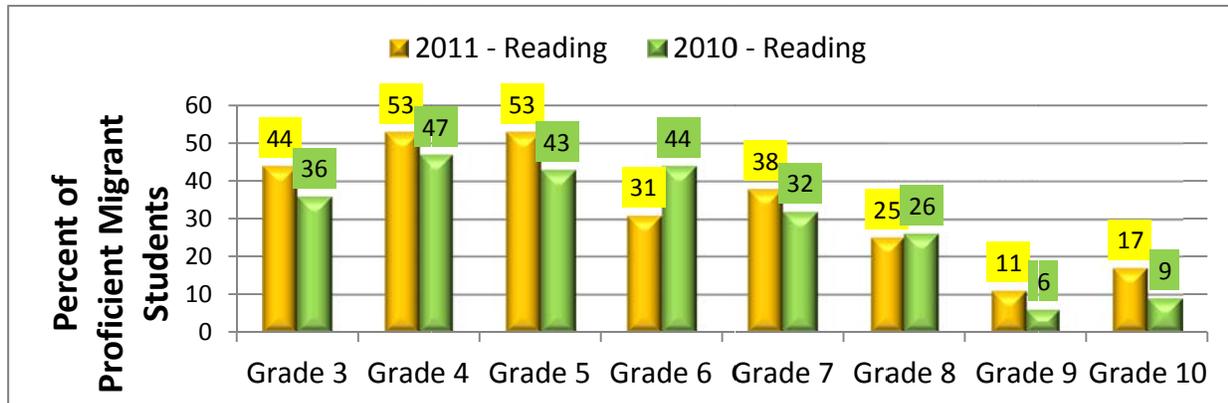
	Eligible Not Served	Migrant Served	Percent Served	
			2011	2010
Male	344	364	52.14%	53.83%
Female	314	334	47.85%	46.17%
Non-Eligible for FRL	398	3	0.42%	4.59%
Eligible for FRL	260	695	99.57%	95.41%
Total	658	698	100.00%	100.00%

⁵ Totals and percentages may not add-up because of rounding and/or missing data.

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 2011. 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 in Reading 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		Difference
	2011	2011	2011	2010	2011 – 2010
Total Migrant Students	532	169	32%	32%	0
Priority for Services Students	101	15	15%	14%	1
Grade 3	50	22	44%	36%	8
Grade 4	53	28	53%	47%	6
Grade 5	51	27	53%	43%	10
Grade 6	87	27	31%	44%	-13
Grade 7	72	27	38%	32%	6
Grade 8	67	17	25%	26%	-1
Grade 9	80	09	11%	6%	5
Grade 10	72	12	17%	9%	6
ELL (Former and Current)	490	157	32%	20%	12
Non-ELL	42	12	29%	38%	-9

FCAT READING: MIGRANT vs NON-MIGRANT STUDENTS

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 11% to 53%. The non-migrant students' achievement varied from 38% to 69%. The gap between migrant students' achievement and non-migrant students by grade level, ranged from a low of 13 percentage points in grade 5 to a high of 32 percentage points in grade 6. This finding is intriguing especially that grades 5 and 6 are consecutive grades, unless it is because of the changes in the school environment from elementary to middle. This observation should be further investigated.

The table below displays, by grade level, a comparison of the percentages of students scoring at level 3 or above in FCAT reading for both migrant and non-migrants students. The table also displays the achievement gaps between migrant and non-migrant students achievement for two years 2010 and 2011. Finally, a column was added to the table to display the differences in the achievement gaps between 2010 and 2011.

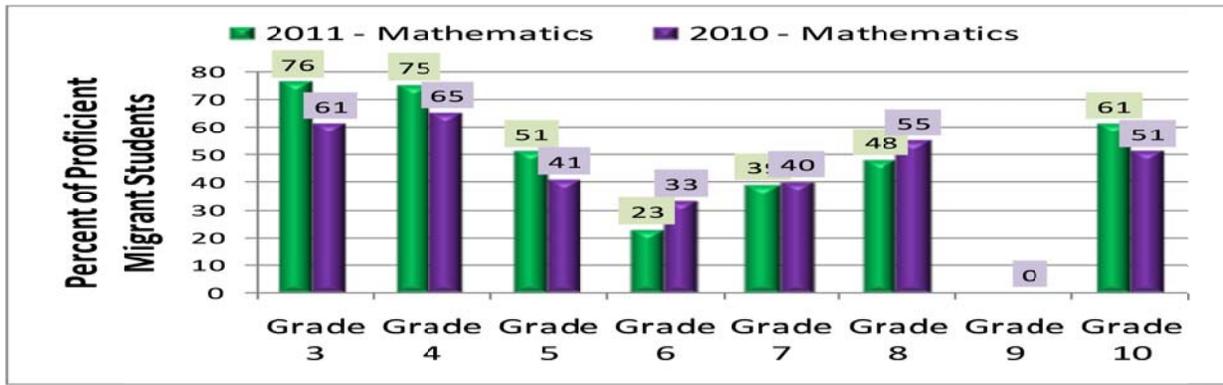
Table 21. Gap in FCAT Reading Proficiency Levels: Migrant vs. Non-Migrant Students

	Migrant 2011	Non-Migrant 2011	2011 Gap	2010 Gap	Gap Difference 2011 – 2010
All Students	32	56	24	24	0
Grade 3	44	67	23	29	-6
Grade 4	53	69	16	23	-7
Grade 5	53	66	13	24	-11
Grade 6	31	63	32	16	16
Grade 7	38	65	27	29	-2
Grade 8	25	52	27	22	5
Grade 9	11	42	31	36	-5
Grade 10	17	38	21	22	-1

An inspection of the difference in the reading achievement gaps between migrant and non-migrant students for the years 2011 and 2010 reveals that these gaps are shrinking in 7 out of 8 grade levels. The highest closing of the gap (- 11 points) was observed in grade 5. However, grade 6 exhibited a widening of this gap by 16 points reflecting the progression of a relatively lower scoring migrant cohort from Grade 5 to Grade 6. As stated above, this observation should be further investigated.

MIGRANT STUDENTS FCAT MATHEMATICS PROFICIENCY

The table below shows the 2011 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 was 51%, which represents an improvement of 3 percentage points when compared to the 2010 results. Furthermore, the percent of migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 23% in grade 6 to a high of 76% in grade 3.



An inspection of the mathematics achievement of the migrant students for the two consecutive years 2010 and 2011 reveals that migrant students in the lower grades of 3 through 5 showed a considerable improvement of at least 10 percentage points, however, students in grades 6 through 8 showed a decrease in mathematics achievement by as much as 10 percentage points. This is a cause for concern and should be investigated further and addressed. In grade 10, on the other hand, we noticed a major increase of 10 percentage points. This could be explained by the emphasis and resources dedicated to the 10th graders and the link between their achievement in grade 10 and their graduation from high school.

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

	# Tested	# Proficient	% of Proficient Students		
	2011	2011	2011	2010	Difference 2011 – 2010
Total Migrants	453	229	51%	48%	3
Grade 3	51	39	76%	61%	15
Grade 4	53	40	75%	65%	10
Grade 5	51	26	51%	41%	10
Grade 6	87	20	23%	33%	-10
Grade 7	72	28	39%	40%	-1
Grade 8	67	32	48%	55%	-7
Grade 9	--	--	--	38%	--
Grade 10	--	43	61%	51%	10
ELL	417	206	49%	32%	17
Non-ELL	36	18	50%	56%	-6

FCAT MATHEMATICS: MIGRANTS vs NON-MIGRANT STUDENTS

In math, 51% of migrant students and 65% of non-migrant students scored in the proficient level. The percentages varied widely by grade level. Specifically, the percent of migrant students who scored at level 3 or above in the FCAT mathematics ranged from a low of 23% in grade 6 to a high

of 76% in grade 3. The achievement of their non-migrant counterparts ranged from a low of 51% in grade 6 to a high of 78% in grade 3. It should be noted that highest and lowest achievement are in grades 3 and 6 respectively for both migrant and non-migrant students.

Furthermore, an inspection of the difference in the mathematics achievement gaps between migrant and non-migrant students for the years 2011 and 2010 reveals that these gaps are shrinking in grades 3 through 5 by at least 7 percentage points. On the other hand, in grades 6 through 8 these gaps are actually widening by as much as 13 percentage points in grade 8. This is also a cause for concern and should be investigated further and addressed.

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

	Migrants 2011	Non- Migrants 2011	2011 Gap	2010 Gap	Gap Difference 2011 – 2010
All Students	51%	65%	14	15	-1
Grade 3	76%	78%	2	15	-13
Grade 4	75%	75%	0	8	-8
Grade 5	51%	62%	11	18	-7
Grade 6	23%	51%	28	18	+10
Grade 7	39%	57%	18	16	+2
Grade 8	48%	66%	18	5	+13
Grade 9			---	26	---
Grade 10	61%	68%	7	14	-7

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 2011 through early June 2011. 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 participation in the survey.

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 7,300 parents completed the surveys. This represents a decrease from 2010 of about 1,200 respondents from over 8,500 parents.

Of the 7,300 respondents, approximately 56% completed the surveys using the traditional format of “paper and pencil”, and 44% responded on line. Furthermore, the majority (79%) 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 (20%) 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. Less than 1% indicated that they were community members. The remaining 2% indicated that they were grandparents, legal guardians, brothers, or sisters of the students. It should be noted that the 2011 distribution of the respondents by stakeholder is almost identical to the distribution of respondents in the 2010 administration of the parent involvement survey.

Table 24. Distribution of the 2011 respondents to the survey, by stakeholder

	N	Percent
Parents	6,921	94%
Teachers/ School Employees	237	3%
Community Members	43	1%
Other: grandparents/legal guardians/ brothers /sisters, etc.	136	2%
Total	7,337	100%

The following sections present the results to key questions that assess important 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

Question	Yes	No	D.N.K.	Change
Did you receive information about what the school teaches your child?	90%	6%	4%	I
Did you receive information about Sunshine State Standards and Standardized tests your child may take such as the FCAT?	85%	9%	6%	S
Did you receive information about how your child scored on State tests?	80%	14%	5%	I
Did you receive information on how to determine if your child moves or repeats the same grade?	77%	18%	5%	I
Did you receive information about how to keep track and monitor your child's progress?	89%	7%	4%	I
Did you receive information about how you can work with teachers to help your child succeed?	88%	9%	4%	I
Did you go to an open house or any meeting where the goals of the Title I program were discussed?	71%	24%	5%	D

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. The last column "Change" compares the results of the 2010 administration to that of 2011. The codes used in the column "Change" in the table above are as follows: An "I" indicates an improvement of parents in the percent selecting "yes"; an "S" indicates that the results stayed about the same; and a "D" indicates a decrease. A brief inspection of this column, shows that only in one case there was a decrease, one case stayed the same, and in the other five (5) cases there was improvement.

WHERE DID THE PARENTS GET THEIR INFORMATION?

The parents were asked about the methods and sources they used to receive 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. The following is a complete list of these resources and methods:

Table 26. Parents' Source of Information

Source of information	2011	2010	Difference
Conference with a teacher	49.90%	56.66%	-6.76
Meeting at school.	47.70%	33.95%	-13.75
Mail from school and/or district.	27.50%	25.82%	1.68
School/District/State websites.	22.50%	18.86%	3.64
Title I School-Parent Compact.	21.10%	15.22%	5.88
Title I Quarterly Parent Bulletin.	19.00%	14.35%	4.65
Friends, relatives, or other parents	22.50%	13.24%	9.26
DAC Talk News for Title I parents.	13.30%	11.83%	1.47

* **Note:** Respondents selected more than one choice, therefore the sum of percentages is more than 100%

An inspection of the list above shows that while a considerable number of parents still get their information by actually going to the school site to meet with teachers or to attend a meeting, that number is decreasing in favor of getting the information without the need to physically go the school. For example, the percentage of parents who gets their information from the internet (school/District and/or State websites) increased by 3.64 and those getting their information from the Title I Quarterly Parent Bulletin increased by 4.65 points. On the other hand the percent of parents who get their information from conferences with teachers or meeting at schools decreased about 7% and 14% respectively.

PARENTS AS PARTNERS

Several questions were designed to assess the level of communication between parents and schools. The following table revealed that almost 60% of the parents indicated that they were aware that they can participate in the development and/or review of their school/district parent involvement plan. This is a major decrease from the 2010 results where 90% of the respondents indicated that they were aware that they can participate in the development of Parent Involvement Plans and Policies.

Table 27. Parents as “Partners”

Question	Yes	No	D.N.K.	Change
Did you feel that teachers/staff were willing to communicate with you?	90%	5%	5%	I
Did you child’s school value your suggestions and/or ask for your advice?	75%	10%	15%	I
Did you know that you can participate in the PIP?	60%	18%	16%	D
Did your school tell you about the Florida PIRC?	67%	16%	19%	I
Did your school or District promote access to the Title I PIP?	67%	10%	27%	I
Was the Title I PIP easy to understand?	62%	8%	38%	I
Was the Title I PIP given to you in a language that y understand?	69%	6%	31%	I
Did your school have a meeting to explain the Title I PIP?	57%	9%	42%	I

A greater percentage of parents (75%) felt that their child schools valued their opinions and the feedback they provided. This percentage remains almost unchanged from that of 2010 which was at 72%.

An overwhelming 90% of the parents indicated that teachers and school staff were willing to communicate with them. This represents a major shift from the 2010 results, where only 60% of the respondents to the 2010 survey indicated that they felt that teachers and staff were willing to communicate with them. In all other categories, there was an improvement of about 5 percentage point on average. It should be noted also that the percentage of parents, indicating that their schools held meetings to explain the Title I PIP, increased by ten (10) percentage points from 47% to 57%. It is important to note that the 2011 survey questions did not change from those of 2010 survey.

An inspection of the column “The Change” which compares the results of the 2010 administration to that of 2011 shows that the results were favorable in 7 out of 8 areas, where there is an increase in the percentages of parents responding favorably to these questions.

Furthermore, even though that there was an apparent improvement from last year, there are still areas of concerns, such as the responses of the participants to the question “Did your school have a meeting to explain Title I PIP ?” is still relatively low at 57% answering “Yes”.

BARRIERS AND OBSTACLES TO GREATER PARENT INVOLVEMENT PARTICIPATION

When asked about barriers and/or obstacles that prevented parents from greater involvement, the respondents listed reasons such as conflict of meetings with their work schedules, language barriers, and problems with childcare.

Table 28. Barriers and Obstacles to Greater Parent Involvement Participation

Barrier or Obstacle	2011	2010	Difference
Times and/or dates of meeting/ workshops did not work with my schedule.	49%	48%	1
Language Barrier (e.g. parents can't speak English).	17%	22%	-5
Problems with childcare.	13%	12%	1
Other reasons.	21%	18%	3

* **Note:** Respondents selected more than one choice, therefore the sum of percentages is more than 100%

An inspection of the table above shows that the 2011 results are very similar to the 2010 results, except for the “Language Barrier” where there is a considerable decrease of 5 points.

COMMUNICATION WITH TEACHERS

This section of the survey was designed to see if the parents knew how to contact their children’s teachers and if the communication was facilitated by the use of a language that the parent could understand and comprehend. While the great majority of the respondents (94%) indicated that they knew how to contact their child’s teacher, only 68% of the respondents said that translators were available to help them at Title I District meetings.

Table 29. Communication with Teachers

Question	Yes	No	D.N.K.	Change
Did you know how to contact your child's teacher?	94%	3%	3%	S
Did the school provide you with information in a language easy to read and understand?	94%	3%	3%	I
If needed, were translators available to help you at Title I District meetings and/or activities?	68%	8%	24%	I

An inspection of the column "Change" which compares the results of the 2010 administration to that of 2011 shows that the results were favorable in 2 out of 3 areas, where there was an increase in the percentages of parents responding favorably to these questions. This finding is important as it may reflect the schools' effort to communicate with parents.

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-two percent of the respondents felt that they were welcome at their schools, but only 63% of the respondents said that they did ask for specific activities, meetings, or materials from their child's school.

Table 30. School Open Parental Involvement

Question	Yes	No	D.N.K.	Change
Did you ask for specific activities, meetings, or materials from your child's school?	63%	31%	6%	I
Were you satisfied with the responses? Did they explain the responses to you?	76%	10%	14%	D
Did you feel welcome at your child's school?	92%	4%	4%	I

WHAT PARENTS WANT TO KNOW MORE ABOUT

Finally, the survey gave 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 areas and/or items: a) state standards and testing; b) how to work with their children at home; c) the Title I program, and d) how to work with their children's teachers.

An inspection of the table below shows across the board decrease in the percentage of parents wanting to know more about specific programs, requirements, or resources. The column labeled “Change” displays the difference between the 2011 results and the 2010 results. In 7 out of 8 areas, there was a decrease in the need parents expressed to receive additional information. This may be due to the fact that parents increase use of the internet and their access to information from District, School, or State websites decreased their need for the schools/district to supply them with this information (see section “**WHERE DID THE PARENTS GET THEIR INFORMATION** “ in the previous pages).

Table 31. Areas and/or program where parents indicated they need more information

Area / Item	2011	2010	Difference
The State Standards and testing	37%	40 %	-3
How to work with my child at home	32%	36 %	-4
The Title I program	27%	31 %	-4
How to work with my child’s teachers	28%	30 %	-2
How to get resources for parents	26%	28%	-2
High school graduation requirements	22%	26%	-4
Pre-requisite for post-secondary education	15%	19%	-4
Services for students with special needs	15%	14%	1

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

PARENT INVOLVEMENT SUMMARY COMMENTS

In summary, a comparison between the 2010 and 2011 results reveals that overall the feedback of the respondents to the 2011 Title I Parent Involvement Survey was more positive and an improvement in their opinion about the Title I program was evident.

In the other hand, there are opportunities for improvement in other areas and aspects of the Title I parent involvement program. For example, when participants were asked if “their school have a meeting to explain the Title I PIP”, only 57% answered “Yes”. This represents an improvement from the 2010 results (47%) but still needs to be improved.