TITLE I

2011-2012 REPORT

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

April 2013

Emily Arcia, Ph.D.

Tarek Chebbi, Ed.D.

TABLE OF CONTENTS

TITLE I
2011-2012 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.

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 schools[2]. 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

---

[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.

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.

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. As is the case with schools, districts that fail to make AYP for two or more consecutive years must take prescribed actions; districts 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.

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 STATE OF FLORIDA'S ACCOUNTABILITY SYSTEM

ADEQUATE YEARLY PROGRESS, SCHOOL GRADES, AND DIFFERENTIATED ACCOUNTABILITY

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 was made on the basis of the percentages of students who were deemed academically proficient among the students who had attended a given school for the full academic year. More specifically, progress towards proficiency was determined from the results of students' performance on the Florida Comprehensive Assessment Test (FCAT), from participation of English language learners (ELLs) in the Comprehensive English Language Learning Assessment (CELLA) and from outcomes on alternate assessments for students with disabilities (SWD). On the FCAT, students were deemed proficient if they scored at level 3 of 5 levels.

To attain AYP, schools must have 95% of eligible students participate in assessment and their achievement must meet or exceed the given year's criteria for proficiency. The criteria increased yearly towards the 100% goal for 2013-14. The yearly criteria must be 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 had to consist of at least 100 students or 30 students who represented at least 15% of students with valid test scores. A certain degree of leeway was 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/.

School Grades. In addition to the federal requirement for AYP, Florida devised an accountability system, the A+ Plan. The plan used the percentages of proficient students, i.e., those who scored at levels "3" or higher on the FCAT tests, to assign grades to schools. The grades have the same letter denominations as students' report card grades. Since its inception, the method for calculating school grades changed periodically with the inclusion of additional components or changes in the weights of the components. The methods can be perused at the Florida Department of Education website for the Division of Accountability http://www.fldoe.org/arm/rsg.asp.

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 Accountability (DA), differentiated among schools on the basis of the federal system for classifying schools as being in need of improvement (SINI classification), the percentage of 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. The category 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. Yearly changes to the model can be reviewed at the Florida Department of Education, Bureau of School Improvement website http://www.flbsi.org/DA/index.htm,

Specific Changes in School Year 2011-12. Two major changes were implemented in the 2011-12 school year, a federal waiver of AYP, and the inclusion of End of Course (EOC) exams. Students' performance on EOC assessments began to form part of the grading for public schools in 2011-12 with additional tests planned for inclusion in subsequent school years.

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 programs, 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.*" 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. For more information and for copies of plans, visit http://www.flbsi.org/.

TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS

The budget for the 2011-12 school year, from funds allocated to M-DCPS through Title I Parts A, C, D, and through School Improvement Funds, totaled slightly over 175 million dollars. Part A, the Choice & SES Set-Aside, School Improvement, Parts C, and D funds represented 72%, 14%, 13%, less than 1%, and less than 1%, respectively of the year's budget.

Title I 2011-12 Funds

- Part C >1%
- School Improvement 13%
- Part D > 1%
- Choice & SES 14%
- Part A 72%
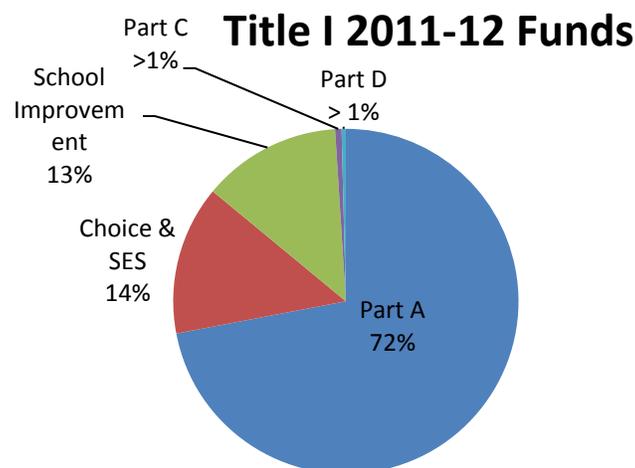
The largest budget item in Part A was schoolwide assistance (almost $45 million). These funds were allocated to schools by the M-DCPS Title I Administration on the basis of schools' percentages of students who qualified for the free/reduced lunch program. Principals decided how the funds were to be used. Other large ticket items included funds for the various strategic initiatives ($12 million), pre-kindergarten support ($10 million), and K-8 academic support ($9 million). The Reading Coaches program, which in prior years complied with the professional development requirement of NCLB was not funded in 2011-12. Instead, slightly over four million dollars listed for professional development and slightly more than six million dollars from the "highly qualified" set aside were used for professional development.

Most of the funds within Choice and SES ($25 million) were allocated for the provision of SES services ($20 million). Funds listed under school improvement included 12 million dollars earmarked for the 19 schools that had traditionally been the lowest performing schools and were served by the Education Transformation Office. Together, Parts C and D represented 1% of the total budge.

M-DCPS SCHOOLS THAT RECEIVED SCHOOLWIDE ASSISTANCE FUNDS

In the 2011-2012 school year, 296 of 449 M-DCPS locations (66%) received Title I funds for schoolwide programs. This number represented a decrease of 33 locations from the 2010-11 school year. Among the Title I funded schools, 48 schools operated under charters and 15 provided alternative or special education. As can be seen from Table 1, by grade level configuration, regular education Title I schools included: 163 elementary schools; 19 K-8 centers and other multi-grade schools; 61 middle schools; and 38 senior high schools. Among all the Title I funded schools, 255 were classified as in need of improvement under the DA system.

Table 1. Numbers of Title I Schools by Grade Level

	Elementary	K-8	Middle	Senior	Alternative	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
2011-12	163	19	61	38	15	296

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

SCHOOL GRADES

Table 2 below presents the grade distribution of Title I and non-Title I schools after the 2012 school year. As can be seen from the Table, relatively large percentages of schools had not received grades, 19% of Title I funded and 31% of Non-Title I funded schools.

Roughly comparable percentages of Title I schools received, A, B, or C grades, 26%, 20%, and 23%, respectively.   D and F grades were obtained by 10% and 2% of Title I schools.   The grade distribution for Non-Title I funded schools differed substantially from that of Title I funded schools, because 60% of schools received A grades, 7% received B grades, and less than 1% received C, D, or F grades.

Table 2. Distribution of School Grades

	Title I	Non-Title I
A	32%	82%
B	25%	11%
C	27%	1%
D	11%	<1%
F	3%	<1%
I/blank	3%	5%

Note. Title I = 279; Non-Title I = 142.
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, 255 of 296 Title I schools (86%) had designations within the DA system. The most prevalent designation was Correct II (43%), followed by Correct I (26%), Prevent I (20%), Prevent II (9%), and Intervene (2%). Three of the five schools in the Intervene category had had that designation for four years, and two had had the designation for one year.

Table 3. Distribution of Schools by Differentiated Accountability Categories

	Title I		Non-Title I	
	n	**%**	**n**	**%**
PREVENT I	52	20%	42	28%
PREVENT II	22	9%	7	5%
CORRECT I	66	26%	17	11%
CORRECT II	110	43%	84	56%
INTERVENE	5	2%	0	0%
TOTAL	255	100%	150	100%

Note. 41 Title I and 69 Non-Title I did not enter into the DA system.

SCHOOLS' PERCENTAGES OF PROFICIENT STUDENTS

The percentages of proficient students is a key element in Florida's accountability system. 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, and most pronounced in Reading.

Table 4. 2012 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%	6.0	1	2	1	0	1	11	1
26% to 50%	53	4	43	4	2	0	53	16
51% to 75%	32	50	44	52	37	2	16	43
76% to 100%	2	37	4	34	54	89	1	12
Not available*	7	9	7	9	7	9	7	20

Note. Title I = 296; Non-Title I = 153
*Because of their grade distribution and number of students, some schools do not generate estimates on percent proficient.

LEARNING GAINS AMONG THE LOWEST 25% IN ACHIEVEMENT

From 2011 to 2012, 92% and 82% 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 comparable to those attained by non-Title I schools, 90% and 80% of which had learning gains among the lowest 25% of students in reading and mathematics, respectively.

Table 5. 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	1	1	5	11
Yes	92	90	82	80
Not available	7	9	7	9
Total	100	100	100	100

Note. Title I = 296 Non-Title I = 153.

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I STUDENTS

In the February 2012 count of students, there were 214,426 and 131,551 students enrolled in Title I and non-Title I schools, respectively. Title I students included in pre-kindergarten slightly over 5,000 students, in kindergarten to grade 8 roughly 17,000 to 18,000 students by grade, and from 10,000 to 14,000 students in grades 9 to 12.

In 20011-12, students who enrolled in the Algebra I course were administered an exam at the end of the school year to assess their knowledge in the subject area. In this end of course exam, (EOC), 46% and 59% of students in Title I and non-Title I schools respectively scored in the proficient range.

Table 6 below presents the counts of students by grade and sub-group for Title I and non-Title I schools who were tested on the FCAT. Tables 7 to 10 provide percentages by grade and by accountability groups.

Table 6. 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								
3	210	765	6,514	1,661	4,803	1,376	803	9,224
4	185	705	6,146	1,623	4,502	939	752	8,726
5	194	702	6,337	1,649	4,723	620	744	8,962
6	195	1,048	6,772	1,464	5,307	578	682	9,547
7	199	1,051	6,360	1,596	4,973	520	692	9,259
8	184	995	6,171	1,606	4,786	440	630	9,016
9	266	1,825	9,367	1,916	8,100	908	1,221	13,441
10	240	1,828	8,690	1,768	7,321	931	1,087	12,600
Total	1,673	8,919	56,357	13,283	44,515	6,312	6,611	80,775
Title I								
3	113	5,696	11,561	559	16,358	5,500	2,037	17,999
4	132	5,175	10,793	512	14,973	4,181	1,766	16,675
5	104	5,371	11,173	529	15,451	3,063	1,941	17,236
6	132	5,306	11,184	610	15,436	2,604	2,015	17,300
7	104	5,335	11,671	698	15,739	2,386	2,050	17,864
8	117	5,284	11,691	723	15,589	2,258	2,003	17,869
9	87	4,659	8,778	529	11,753	2,106	1,467	14,073
10	86	4,208	8,288	534	10,745	1,998	1,380	13,140
Total	875	41,034	85,139	4,694	116,044	24,096	14,659	132,156

As can be seen from Tables 7 to 10, over all grades, 44%, 48%, 37%, and 86% of Title I students scored in the proficient range in the 2012 Reading, Mathematics, Science, and Writing FCAT, respectively. The percentages of students proficient in non-Title I schools were 68%, 71%, 60%, and 94% in Reading, Mathematics, Science and Writing.

Table 7. 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	82	59	69	81	62	26	30	71
4	84	63	73	84	67	23	36	75
5	84	59	74	84	68	11	35	75
6	81	57	70	79	62	16	34	70
7	85	56	72	83	64	10	35	72
8	86	56	70	79	63	6	32	71
9	82	41	60	76	53	8	26	60
10	83	41	55	73	47	5	27	56
Total	83	52	67	80	60	15	32	68
Title I								
3	66	33	49	62	42	19	16	44
4	73	41	56	66	49	18	19	52
5	78	41	57	69	50	11	22	52
6	67	31	48	59	41	8	16	43
7	66	34	48	65	42	6	19	45
8	59	35	48	60	42	4	19	45
9	54	24	39	57	33	5	13	35
10	55	24	39	54	32	4	15	35
Total	66	34	49	62	42	11	18	44

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

Table 8. 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	86	58	73	82	65	39	39	73
4	88	57	73	83	66	39	39	74
5	86	50	69	81	62	27	37	70
6	85	52	66	77	58	28	30	67
7	91	49	69	81	62	23	34	70
8	93	54	70	80	63	31	34	71
Total	88	53	70	81	62	33	36	71
Title I								
3	75	43	56	64	50	33	23	52
4	80	45	61	66	54	34	31	56
5	80	41	55	66	49	22	24	51
6	67	30	44	54	38	14	14	40
7	75	32	46	57	41	18	17	43
8	74	38	50	59	45	22	20	47
Total	75	38	52	62	46	26	22	48

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

Table 9. 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	78	43	60	75	51	12	29	62
	8	82	41	57	70	49	8	26	58
	Total	80	43	59	73	50	10	28	60
Title I									
	5	70	29	45	58	38	9	16	40
	8	57	25	37	52	31	5	13	34
	Total	64	27	41	55	35	7	15	37

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

Table 10. 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	98	96	97	98	96	85	89	97
	8	99	96	97	98	97	76	92	97
	10	98	90	95	97	93	74	87	95
	Total	97	90	94	97	92	69	81	94
Title I									
	4	95	93	93	96	92	82	80	93
	8	90	92	91	94	91	61	82	91
	10	94	93	91	96	91	69	87	92
	Total	89	85	86	91	85	62	68	86

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 2011-12 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 with either organization. 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 (43 schools), Cool Kids Learn (4 schools), Florida Educational Leadership Council (FELC) (9 schools), or One on One Learning (11 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 11, *"Companies' Service Profiles."* As can be seen from the table, Catapult Learning was the largest provider (*n* = 2,764) followed by One-on-One (*n* = 546) and FELC (*n* =219)[3].

Number of School Contracts
• Catapult Learning = 43
• Cool Kids Learn = 4
• Florida Educational Leadership = 9
• One on One Learning = 11

Table 11. Companies' Service Profiles.

	Catapult	FELC	One-on-One
Number of Schools	43	9	11
Total number of students served	2764	219	546
School with fewest students	5	5	16
Average number of students per school	64	24	50
School with most students	300	74	104

Table 12, "*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. To qualify for services, students must meet multiple criteria including but not limited to: teacher/principal referral, parent request, unsatisfactory classroom grades ("D," or "F"), deficits in school readiness (kindergarten and first grade students), or standardized achievement scores below the 50th percentile.

As can be seen from Table 12, across the three companies, most of the students tutored were in grades 1 through 5. Catapult Learning served very few students in senior high school and served a higher percentage of White students than the other two companies. In almost every case Catapult Learning and One-on-One complied with the requirement that all students have more than one criteria for referral. FELC failed to do so. In their case, the criteria for selecting students for tutoring are not known.

---

[3] Statistics are not provided on services provided by Cool Kids Learn because they did not provide data on students.

Table 12. Student Demographics and Qualifying Criteria.

		Catapult	FELC	One-on-One
		$n =$ 2764	$n =$ 219	$n =$ 546
Student Demographics				
Gender				
	Female	48%	39%	45%
	Male	51%	60%	54%
	not reported	1%	1%	1%
Ethnicity				
	Hispanic	70%	43%	70%
	Black	9%	20%	21%
	White	19%	1%	8%
	Other	2%	1%	0%
	not reported	0%	35%	1%
Grades				
	Kindergarten	5%	5%	11%
	Grades 1 to 5	61%	55%	55%
	Grades 6 to 8	31%	19%	23%
	Grades 9 to 12	2%	19%	11%
	not reported	1%	2%	0%
Qualifying Criteria				
Students with multiple criteria		2763	8	543
Teacher referral		2744	5	543
Parent request		2745	3	543
Unsatisfactory grade (D or F)		0	0	0
Kindergarten and 1st graders n $=$		500	36	132
	n with ratings	406	0	0
	n below cutoff for service**	366	--	--
Standardized Reading Achievement				
	n of students tested	402	0	0
	below 50th percentile	332	--	--
Standardized Mathematics Achievement				
	n of students tested	325	0	0
	below 50th percentile	271	--	--

Note. Dashes (--) indicate that data were not reported.
** Cut off for services were scores of 10 or less for kindergarten students and scores of 11 or less for first graders on the Kindergarten/First Grade Assessment.

Services Provided to Students. Table 13, "*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 mean 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. FELC 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.

Table 13. Profile of Services.

Sessions Provided	Number of Students	Minimum Number of Sessions	Maximum Number of Sessions	Mean Number of Sessions	Standard Deviation
Catapult Learning (n = 2,745)					
Reading	1058	1	80	37	17
Mathematics	641	1	92	37	18
Writing	1245	3	75	22	8
Study Skills	314	4	147	26	20
Counseling	298	1	94	14	14
FELC (n = 219)					
Reading	219	3.75	97	37	22
Mathematics	219	3.75	97	37	22
One-on-One (n = 546)					
Reading	418	1	22	21	3.9
Mathematics	532	1	23	21	4
Writing	53	3	33	15	7.1
Science	53	22	22	22	0

Tests Used to Document Learning Gains. The 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.

As can be seen from Table 14, companies used various tests to document gains in reading or in mathematics. These included the following standardized and normed tests: the Stanford Diagnostic Test, the i-Ready, the Iowa Test of Basic Skills (ITBS), the AIMSweb, the Group Reading Assessment and Diagnostic Evaluation (GRADE), and the Group Mathematics Assessment and Diagnostic Evaluation (GMADE).   A non-normed test, the FCAT Coach (published by Triumph Learning) was also used to assess academic progress in reading, mathematics, and science. The tests from this publisher are described by them as aligned with the Florida curricula.

Writing was assessed with the Florida Rubric and with the ITBS. Science was assessed with the FCAT Coach.

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, one standard deviation for tests with scale scores, 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 14, "*Pre-Post Tutoring Achievement Gains,*" provides a summary by company and subject area of the tests used, the number of students with pre- and post-tests, and the percentages of students who met the learning gain criteria. The results for One-on-One are not broken out by the test used because the numbers of students tested with each test were too small.

Principal Satisfaction. The principals of 42 schools responded to a satisfaction survey conducted by the Office of Program Evaluation. Responses, particularly the written-in comments, were less favorable than in prior years. Responses that raised concern include the following. One, as compared to prior years, services were reduced by starting "five months into the year," or "because of budget cuts," or because of "testing and meetings." Two, every respondent ($n = 4$) served by FELC had quite negative feedback about the company. Three, there was concern expressed about a lack of communication by the tutors at two schools served by Catapult Learning and at one school served by Cool Kids Learn. Four, two respondents reported that two contractors, FELC and Cool Kids Learning, paid tutors late or with checks from accounts without funds. Finally, one respondent who demonstrated being well informed by quoting the Non-Regulatory Guidance Handbook, felt that the district was not providing schools with the service options to which they were entitled. The respondent felt that the meetings in an auditorium setting were inconsistent with the specifications of the Non-Regulatory Guidance, and suggested that the district provide more detailed information to principals.

Table 14. Pre-Post Tutoring Achievement Gains.

		Catapult Learning			FELC			One-on-One	
	Test	Number pre- and post-tested	Percent of tested who met criteria	Tests	Number pre- and post-tested	Percent of tested who met criteria	Tests	Number pre- and post-tested	Percent of tested who met criteria
Reading	Stanford Diagnostic	351	86%	FCAT Coach	171	34%	ITBS/AIMSweb/GRADE	502	68%
	i-Ready	556	54%						
Mathematics	Stanford Diagnostic	203	74%	FCAT Coach	158	44%	ITBS/AIMSweb/GMADE	502	69%
	i-Ready	350	50%						
Writing	Florida Writing Rubric	1212	93%	--	--	--	ITBS	39	100%
Study Skills	Catapult Study Skills Test	312	29%	--	--	--	--	--	--
Science		--	--	--	--	--	FCAT Coach	53	49%

Criteria: 2 or more points for tests that generate percentile ranks (Stanford Diagnostic, ITBS, AIMSweb, GRade, GMade)

1 standard deviation for tests that provide a scale score (i-Ready)

20 percentage points for tests that generate a percent of correct responses (Catapult Study Skills Test, FCAT Coach)

1 point for the Florida Writing Rubric

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 26 centers that included 16 residential and 10 non-residential centers. These included sites specifically for detention, housing, psychiatric treatment, drug treatment, alternative education, and credit recovery.

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 2011-12 was three quarters of a million dollars.

Students. From August 17, 2011 to June 8, 2012, 4,007 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Whereas 85% of the students were enrolled in one location, 15% of the students had between two and five placements at the same or at varying locations. The number of calendar days in any one location ranged from 1 to 270 days.

- 4,007 students were served

- 67% of the students were in grades 9 or higher

- 71% of the students were male

- 44% of the students were Black

- 50% of the students were Hispanic

- 29% of the students were in SPED

- 15% of the students were in two or more N & D locations

- 16% scored in the proficient range in Reading

- 14% scored in the proficient range in Mathematics

Most of the students (83%) were English speakers[4] and most (90%) were in secondary grades, with the highest percentages of students enrolled in grades 9 (34%) and 10 (17%). Almost three-quarters (71%) were male; 44% were Black, 50% were Hispanic, and 6% were White. Two-thirds of the students (66%) participated in the FRL program and 29% had special education classification. The

---

[4] Students were considered to be English speakers if they did not have an assigned ESOL level or were ESOL level 5

most frequent classification was Emotional/Behavioral Disability (13%) and Specific Learning Disability (10%).

Achievement. Of the 4,007students served, 1,460 and 734 students had FCAT Reading and FCAT Mathematics scores respectively for 2012. Among these students, 16% and 14% respectively scored at the proficient range in Reading and Mathematics.

Analyses were conducted to assess academic growth. Students who scored at a higher level in the current year relative to the prior year, and proficient students (Levels 3 and above) who scored at the same level both years were considered to have gained/maintained their standing. Results indicated that among the 1,030 and 541 students who tested both years in Reading and in Mathematics respectively, 23% and 15% of the students improved or maintained.

This group of students had longstanding problems of under-achievement. Review of historical records for these students showed that as far back as 2008, i.e., four years before the 2012 assessment, 70% and 71% of the students with scores ($n = 2463$) had scored in the non-proficient ranges in Reading and Mathematics, respectively.

Participation in Adult Education. In addition to regular/alternative education, students in N & D centers also enrolled in adult education classes for credit recovery and test preparatory classes. Of the 4,007 students who in 2011-12 were in an N & D center, 299 (7%) enrolled in one or more adult education courses during the school year or during the subsequent summer. Enrollment in summer courses was included in analyses because the adult education academic year is based on a trimester system.

In total during the school year and summer, students undertook 1,809 enrollments in adult education courses; the majority of which (71%) were by students who had not graduated and were identified as adults. Enrollment outcomes included: withdrawals/incompletes (44%); enrollments for non-graded courses that did not result in withdrawal (38%); and enrollments that resulted in a grade (17%). Of the enrollments that resulted in grades, most (83%) were grades of 'C' or better. Courses with grades of 'C' or better represented 13% of all enrollments.

As can be seen from the statistics above, a number of students who age-out of compulsory education continue to enroll in classes through adult education. To determine how common this practice is, the adult education rosters for the 2009-10, 2010-11, and 2011-12 were searched for students who were identified as non-graduate adults at the time of enrollment in adult education and who in 2009 were in N & D centers ($n = 4,667$). Review of records indicated that 927non-graduated adult students undertook 5,381 enrollments in the three year period; 26% in 2009-10, 41% in 2010-11, and 33% in 2011-12. The results of these analyses indicate that students who attend N & D Centers also participate in adult education, and they continue to do so after compulsory school age.

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 from high schools, 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, high-priority 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.

Consequently, there are 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 Title I, Part C evaluation template that was submitted to the Florida Department of Education (FDOE) in 2012.

MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2011-12, there were 578 migrant students who were served by the Migrant Education Program. In addition 273 other students were eligible but were not served, due to the reasons outlined above. Of the 578 students who were served, 440 students matched the District Database system after verification. Of those 232 are Male and 208 Female. As in previous years almost all students served were Hispanic (98%).

Table 15. Distribution of Migrant Students, by Race/Ethnicity

Ethnicity	Migrant Served (2011)		Migrant Served (2012)	
	No.	Percent	No.	Percent
White	3	0.43 %	4	0.90 %
Black	4	0.57 %	4	0.90 %
Hispanic	691	98.99 %	432	98.18 %
Total	698	100.00 %	440	100.00 %

The migrant students who were served in the 2011-12 school year were enrolled in Kindergarten through 11th grade. The number of migrant students served in each grade was about the same across grades. Specifically, the number of students served by grade ranged from a low of 25 students in grades KG and 11 to a maximum of 46 students in grade 8.

Table 16. Distribution of Migrant Students, by Grade Level

Grade	2010	2011	2012
PK	58	16	
KG	71	54	25
Grade 1	121	62	26
Grade 2	95	83	44
Grade 3	103	78	42
Grade 4	84	57	43
Grade 5	93	55	34
Grade 6	92	67	37
Grade 7	72	52	40
Grade 8	96	41	46
Grade 9	78	59	31
Grade 10	81	32	38
Grade 11	31	30	25
Grade 12	32	12	
Total	**1111**	**698**	**440**

It should be noted that the number of migrant students served continues to decrease from one year to another. Specifically, the number of migrant students served in 2011, was almost 40% less than that of 2010, and the number served in 2012 is also almost 40% less than that of 2011. A preliminary analysis of the District Database systems revealed that a considerable number of migrant students are enrolled in charter schools, such as: Keys Gates Charter, Romans Charter, Miami-Community Charter, and ASPIRA South Youth Charter.

Staff from the Migrant Office cited some reasons for the drop in the number of migrant students. For example, the reduction in funding did not allow them to reach out and recruit more migrant students. They also indicated that several migrant families from previous years opted to reside in the area throughout the year, and not just during the harvest season, in order to reduce the interruption in their children education, and therefore are no longer classified as migrants.

ACADEMIC DATA FOR MIGRANT STUDENTS: FCAT READING PROFICIENCY

Table 17 below displays the percent of students scoring at level 3 or higher on FCAT Reading for migrant students in 2012, 2011, and 2010. The data are further broken down by grade level. In 2012, the overall percentage of migrant students who scored at level 3 or higher on the FCAT was 35%, which is 3 percentage points higher than in 2011.
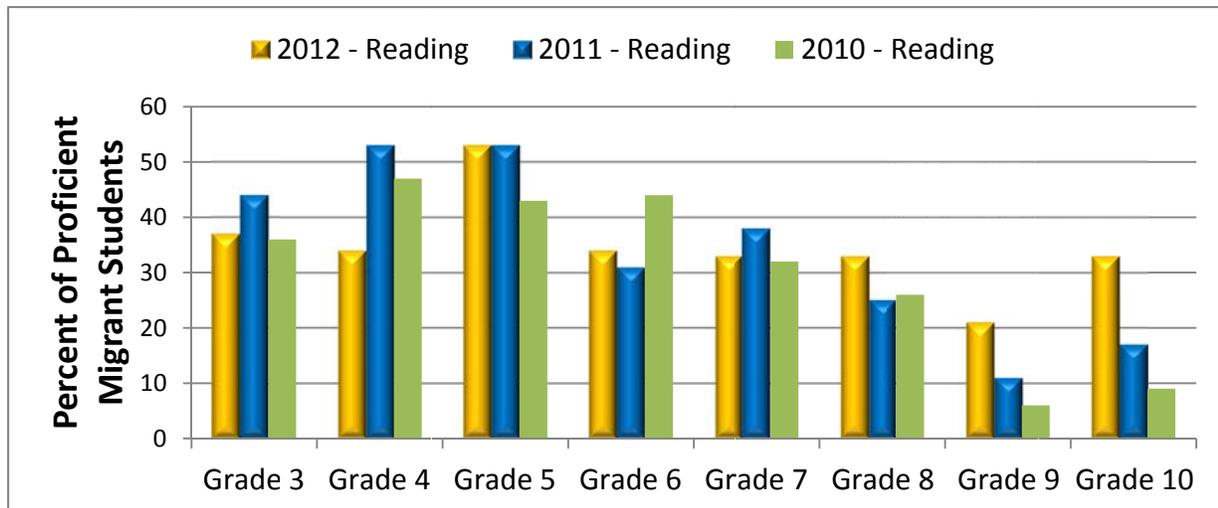
The percent of migrant students scoring at or above the proficient level in Reading ranged from a low of 21% in 9th grade to a high of 53% in 5th grade. The achievement at grades 9 continues to be low when compared to other grade levels and also to prior years.

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's prior year low score on the FCAT (level 1 or 2); so it may be expected that PFS students' achievement is lower than that of the overall migrant population. The priority for services (PFS) students who scored at level 3 or higher on the reading portion of the FCAT improved dramatically from 15% in 2011 to 33% in 2012, an 18 percentage point increase.

Table 17. Migrant Students Scoring at Level 3 or Higher in FCAT Reading, by Grade Level

	Percent of Proficient Students			
	2010	**2011**	**2012**	**Difference 2012 – 2011**
Total Migrant Students	32%	32%	35%	3
P F S Students	14%	15%	33%	18
Grade 3	36%	44%	37%	-7
Grade 4	47%	53%	34%	-19
Grade 5	43%	53%	53%	0
Grade 6	44%	31%	34%	3
Grade 7	32%	38%	33%	-5
Grade 8	26%	25%	33%	8
Grade 9	6%	11%	21%	10
Grade 10	9%	17%	33%	16
ELL	20%	32%	35%	3
Non-ELL	38%	29%	40%	11

FCAT READING: MIGRANT vs. NON-MIGRANT STUDENTS

In Reading, 35% of migrant students and 53% 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 21% to 53%.   The non-migrant students' achievement varied from 46% to 60%. The gap between migrant students' achievement and non-migrant students by grade level, ranged from a low of 7 percentage points in grade 5 to a high of 27 percentage points in grade 9. It should be noted that the overall gap between Migrant and non-migrant dropped by 14 percentage points from 32 to 18. This is a remarkable improvement from the results in 2011.

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 2011 and 2012. Finally, a column was added to the table to display the differences in the achievement gaps.

Table 18. Gap in FCAT Reading Proficiency Levels: Migrant vs. Non-Migrant Students

	Migrant 2012	Non-Migrant 2012	2012 Gap	2011 Gap	Difference 2012 – 2011
All Students	35 %	53 %	18	24	-6
Grade 3	37 %	53 %	16	23	-7
Grade 4	34 %	60 %	26	16	10
Grade 5	53 %	60 %	7	13	6
Grade 6	34 %	53 %	19	32	-13
Grade 7	33 %	54 %	21	27	-6
Grade 8	33 %	54 %	21	27	-6
Grade 9	21 %	48 %	27	31	-4
Grade 10	33 %	48 %	13	21	-8

An inspection of the difference in the reading achievement gaps between migrant and non-migrant students for the years 2012 and 2011 reveals that these gaps continue to be reduced. In 6 out of 8 grade levels, the gaps were reduced by of 4 points and a maximum of 13 points. . The highest closing of the gap (- 13 points) was observed in grade 6. However, in grades 4 and 5 there was a widening of this gap by 10 and 6 points respectively.

MIGRANT STUDENTS FCAT MATHEMATICS PROFICIENCY

Table 19 below displays the percent of students scoring at level 3 or higher on FCAT Mathematics for migrant students in 2010, 2011, and 2012. The data are further broken down by grade level. In 2012, the overall percentage of migrant students who scored at level 3 or higher on the FCAT was 49%, which is 2 percentage points lower than in 2011. Furthermore, the percent of migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 37% in grade 6 to a high of 63% in grade 3.
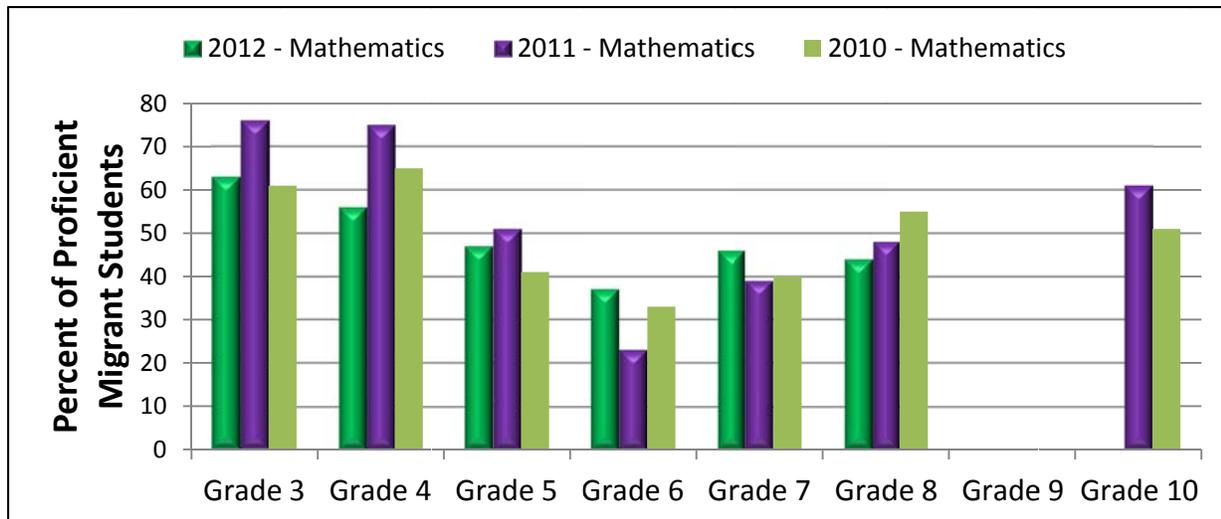
An inspection of the mathematics achievement of the migrant students for the three consecutive years 2010, 2011, and 2012 (Table 19) reveals the following:

With the exception of grade 6 and grade 7, where there was an increase in the percentage of migrant students scoring at the proficient level in mathematics, all other grade levels showed a consistent decrease in the percent of migrant students scoring at the proficient level when we compare the 2012 results to those of 2011. It should be noted also that in 2011, the percent of migrant students, in grades 6 and 7, who scored at the proficient level were higher that the results in 2010, which is the reverse of what happened between 2011 and 2012. These fluctuations do not present a consistent pattern or trend of migrant student achievement during the three year period from 2010 to 2012.

Table 19. Percent of Migrant Students Scoring 3 and above in FCAT Mathematics

	Percent of Proficient Migrant Students		
	2010	**2011**	**2012**
Total Migrant Students	48%	51%	49%
P F S Students	30%	40%	29%
Grade 3	61%	76%	63%
Grade 4	65%	75%	56%
Grade 5	41%	51%	47%
Grade 6	33%	23%	37%
Grade 7	40%	39%	46%
Grade 8	55%	48%	44%
Grade 9	38%	--	--
Grade 10	51%	61%	--
ELL	32%	49%	49%
Non-ELL	56%	50%	50%

FCAT MATHEMATICS: MIGRANTS vs. NON-MIGRANT STUDENTS

In math, 49% of migrant students and 56% 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 37% in grade 6 to a high of 63% in grade 3. The achievement of their non-migrant counterparts ranged from a low of 52% in grade 7 to a high of 62% in grade 4. It should be noted that highest and lowest achievement for migrant students remained, as in 2011, in grades 3 and 6 respectively. It should also be noted that there was an increase in the percentage of migrant students scoring at the proficient level when compared to the 2011 results. In most of the grade levels, the achievement gap between migrant students and non-migrant students has been reduced or stayed the same as in 2011. For example, the overall for all students, the achievement gap has reduced from 14 percentage points to only 7 percentage points.

Furthermore, an inspection of the difference in the mathematics achievement between migrant and non-migrant students for the years 2010, 2011, and 2012 reveals that these gaps continue to shrink. Only in grade 4 the gap has widened by 6 percentage points. It should be noted however, that overall the percent of students who scored at the proficient level on the FCAT continues to be around 50% for the last three years, with a slight decline from 2011 to 2012.

Table 20. Gap in FCAT Mathematics Proficiency Levels:
Migrant vs. Non-Migrant Students

	Migrant 2012	Non-Migrant 2012	Gap during 2012	Gap during 2011	Gap Difference 2012 – 2011
All Students	49 %	56 %	7	14	-7
Grade 3	63 %	60 %	3	2	1
Grade 4	56 %	62 %	6	0	6
Grade 5	47 %	58 %	11	11	0
Grade 6	37 %	50 %	13	28	-15
Grade 7	46 %	52 %	6	18	-12
Grade 8	44 %	56 %	12	18	-6
Grade 9	--	--	--	--	
Grade 10	--	--	--	--	

SUMMARY OF THE ACHIEVEMENT OF MIGRANT STUDENTS ACROSS READING AND MATHEMATICS

In summary, the achievement level of migrant students as measured by the percent scoring at the achievement level on the FCAT reading is mixed. Specifically, when compared to the 2011 results, migrant students in grades 6, 8, 9, and 10 improved in 2012, while their peers in grades 3, 4, and 7 showed a decline. Overall however, the percent of all migrant students who scored at the proficient level in reading increased by 3 percentage points from 32% to 35%. Despite this improvement, we still have only about 1 in 3 migrant students is proficient in reading as measured by FCAT.

The achievement level of migrant students in mathematics is also mixed or even worse than their achievement in reading. Specifically, when compared to the 2011 results, migrant students in grades 3, 4, 5, and 8 declined in 2012, and only students in grades 6 and 7 showed some improvement.

Furthermore, the percent of all migrant students who scored at the proficient level in mathematics declined by 2 percentage points from 51% to 49%. It should be noted however, that overall, migrant students are doing better in mathematics than in reading. Specifically, we have about 1 in 2 migrant students proficient in mathematics.

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 survey was administered from late May 2012 through early June 2012. 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 Title I principal meetings, and other parent events. The online surveys were posted on the parent portal from the district main webpage. It should be noted that this information was communicated only to parents of students at Title I schools through weekly briefing to Principals and CIS at Title I schools only. 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: Almost 2,400 parents completed the surveys. This represents a decrease from the number of parents who responded to the survey in 2011. The decrease may be attributed to the shortage of staff, especially Community Involvement Specialists, who followed up with parents and encouraged them to respond to the survey. It should be noted, however, that despite the decrease in the number of respondents, the sample still large enough and is representative of the of M-DCPS parents with respect to demographic variables, such as ethnicity.

Of all the respondents, approximately 66% completed the surveys using the traditional format of "paper and pencil", and 33% responded on line. Furthermore, the majority (80%) 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 (80%) responded in Spanish.

As indicated in the table below, over 95% 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 2012 distribution of the respondents by stakeholder is almost identical to the distribution of respondents in the 2011 administration of the parent involvement survey.

Table 21. Distribution of the 2011 respondents to the survey, by stakeholder

	N	Percent
Parents	2,278	95.5%
Teachers/ School Employees	61	2.6%
Community Members	11	.5%
Other: grandparents/legal guardians/ brothers/sisters, etc.	36	1.4%
Total	2,386	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 22. Awareness of Standards and Testing

Question	Yes	No	D.N.K.	Change
Did you receive information about what the school teaches your child?	91%	7%	2%	↑
Did you receive information about Sunshine State Standards and Standardized tests your child may take such as the FCAT?	88%	7%	5%	↑
Did you receive information about how your child scored on State tests?	81%	14%	5%	↑
Did you receive information on how to determine if your child moves or repeats the same grade?	80%	15%	5%	↑
Did you receive information about how to keep track and monitor your child's progress?	90%	6%	4%	↑
Did you receive information about how you can work with teachers to help your child succeed?	89%	8%	3%	↑
Did you go to an open house or any meeting where the goals of the Title I program were discussed?	79%	16%	5%	↑

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 2011 administration to that of 2012. A brief inspection of this column shows that, contrary to previous years, all areas showed an increase which can be translated as improvement in the area of communication between schools and parents.

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 (55%) of the respondents said that they received this information following a conference with their child's teacher. It should be noted that this category remains, for the past three years, as the source most used by parents to receive information. Other respondents indicated sources such as meeting at school, mail from school or district, websites, or Title I School-Parent Compact. The following is a complete list of these resources and methods for the past three years: 2010, 2011, and 2012.

Table 23. Parents' Source of Information

Source of information	2010	2011	2012
Conference with a teacher	56.66%	49.90%	55.70%
Meeting at school	33.95%	47.70%	54.40%
Mail from school and/or district	25.82%	27.50%	22.80%
School/District/State websites	18.86%	22.50%	19.40%
Title I School-Parent Compact	15.22%	21.10%	17.80%
Title I Quarterly Parent Bulletin	14.35%	19.00%	15.90%
Friends, relatives, or other parents	13.24%	22.50%	22.30%
DAC Talk News for Title I parents	11.83%	13.30%	15.30%

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

An inspection of the list above shows that there was an increase in the percentage of parents who physically go to the schools to meet with their children's teachers or attend a meeting. Specifically, for both Conferences and Meetings, the percentage of parents increased by approximately 6 percentage points. It should also be noted that, for the last three years, on average one out of five parents indicated that s/he uses the internet to get information.

This year there was also an increase in the use of the "DAC Talk News for Title I parents" as a source of information while there was a decrease in the use of both "Title I School-Parent Compact" and "Title I Quarterly parent Bulletin" as source of information.

PARENTS AS PARTNERS

Several questions were designed to assess the level of communication between parents and schools. The following table revealed that almost 74% 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 increase from the 2011 results where only 60% of the respondents indicated that they were aware that they can participate in the development of Parent Involvement Plans (PIP) and Policies, and the Parent Involvement Resource Center (PIRC).

Table 24. Parents as "Partners"

Question	Yes	No	D.N.K.	Change
Did you feel that teachers/staff were willing to communicate with you?	92%	5%	3%	↑
Did you child's school value your suggestions and/or ask for your advice?	82%	8%	10%	↑
Did you know that you can participate in the PIP?	74%	15%	11%	↑
Did your school tell you about the Florida PIRC?	72%	14%	14%	↑
Did your school promote access to the Title I PIP?	75%	9%	16%	↑
Was the Title I PIP easy to understand?	69%	8%	23%	↑
Was the Title I PIP given to you in a language that you understand?	75%	6%	19%	↑
Did your school have a meeting to explain the Title I PIP?	68%	7%	25%	↑

A greater percentage of parents (82%) felt that their child schools valued their opinions and the feedback they provided. This percentage is also greater than that of 2011 which was at 75%.

An overwhelming 92% 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 that ranged from two percentage point to 14 percentage points. It should be noted also that the percentage of parents, indicating that their schools held meetings to explain the Title I PIP, increased by eleven (11) percentage points from 57% to 68%. It is important to note that the 2012 survey questions did not change from those of 2011 survey.

An inspection of the column "Change" which compares the results of the 2011 administration to that of 2012 shows that the results were favorable in ALL areas, where there is an increase in the percentages of parents responding favorably to these questions.

Furthermore, even though 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 68% answering "Yes".

BARRIERS 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 25. Barriers and Obstacles to Greater Parent Involvement Participation

Barrier or Obstacle	2012	2011	2010
Times and/or dates of meeting/ workshops did not work with my schedule.	48%	49%	48%
Language barrier (e.g. parents can't speak English).	21%	17%	22%
Problems with childcare.	19%	13%	12%
Other reasons.	20%	21%	18%

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

An inspection of the table above shows that the 2012 results are very similar to the 2011 results, except for the "language barrier" and "problems with childcare" where there was an increase of 4 points and 6 points respectively.

COMMUNICATION WITH TEACHERS

This section of the survey was designed to see if the parents knew how to contact their children' 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 (97%) indicated that they knew how to contact their child's teacher, only 77% of the respondents said that translators were available to help them at Title I District meetings.

Table 26. Communication with Teachers

Question	Yes	No	D.N.K.	Change
Did you know how to contact your child's teacher?	97%	2%	1%	↑
Did the school provide you with information in a language easy to read and understand?	95%	3%	2%	↑
Were translators available to help you at Title I District meetings and/or activities?	77%	5%	18%	↑

An inspection of the column "Change" which compares the results of the 2011 administration to that of 2012 shows that the results were favorable in all 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 70% of the respondents said that they asked for specific activities, or materials from their child's school.

Table 27. School Open Parental Involvement

Question	Yes	No	D.N.K.	Change
Did you ask for specific activities, meetings, or materials?	70%	26%	4%	↑
Were you satisfied with the responses?	77%	10%	13%	↑
Did you feel welcome at your child's school?	92%	5%	3%	↓

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: 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 that unlike the scenario in 2011 where there was across the board decrease in the percentage of parents wanting to know more about specific programs, this year, 2012 a considerable percentage of parents expressed their desires to get more information especially on how to work with their children at home (10 percentage points increase), how to work with their children' teachers (5 percentage points increase), and how to get more resources (3 percentage points increase). This is a good sign as it may indicate a greater parent involvement in their children education at home and in collaboration with teachers.

Table 28. Areas and/or program where parents indicated they need more information

Area / Item	2012	2011	2010
The state standards and testing	35%	37%	40 %
How to work with my child at home	42%	32%	36 %
The Title I program	34%	27%	31 %
How to work with my child's teachers	33%	28%	30 %
How to get resources for parents	29%	26%	28%
High school graduation requirements	20%	22%	26%
Pre-requisite for post-secondary education	15%	15%	19%
Services for students with special needs	18%	15%	14%

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

PARENT INVOLVEMENT SUMMARY COMMENTS

In summary, a comparison between the 2010, 2011, and 2012 results reveals that overall the feedback of the respondents to the Title I Parent Involvement Survey continues to be positive from year to year. The parents who responded to the survey showed positive feedback in almost all the sections of the survey.

An inspection of the responses to the questions in these sections, reveals that there is evidence that the parents continue to be pleased with their relationship with their schools as well as the support and level of communication they have with their children' schools. It should be noted however that there a considerable percentage of parents who expressed their desires to get more information especially on how to work with their children at home, how to work with their children' teachers, and how to get more resources.