

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I

2012-2013 REPORT

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

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TITLE I

2012-2013 REPORT

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

THE FEDERAL LAW

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.

The NCLB Act is based on four basic principles distributed through eight parts:

- establishment of challenging standards to be achieved with instructional programs grounded in research;
- 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.

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/>

This report summarizes outcomes of services provided with funds administered by the Title I Administration Office of Miami-Dade County Public Schools. These include Parts A, C, and D of the NCLB. Activities and outcomes associated with funds received from other Parts are beyond the scope of this report.

Part A of Title I. This Part of the law requires that states which receive funds to improve basic programs develop a plan that specifies academic standards, academic assessments, and a system for accountability. Standards are to be challenging and applied to all children equally. Assessments are to be valid and reliable, to be used yearly, and to be used with all children. Results of 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 progress towards meeting the states' standards by the school year 2013-14.

Part A of Title I also stipulates that supplemental instructional services be provided to students in schools that fail to make adequate progress toward meeting academic standards as well as to students who fail or are at risk of failure and are enrolled in non-public schools that serve large proportions of children from low-income neighborhoods. Finally, 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.

Part C of Title I. Part C of Title I provides five-year grants to states that request funds for educational and supportive services for "migratory" children. The aim of these supplemental funds is to ensure that children of families who are employed in agriculture and migrate throughout the year have the opportunity to meet the same academic standards as other children.

State plans for use of Part C funds must make the following assurances: 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. Priority in the provision of services is made for children who are failing academically or who are at risk of academic failure. 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 and secondary students continue to be eligible until graduation. Hence, the provision of services to children from migrant families is to be broader in scope than is typically the case in education. Finally, state must participate in the electronic transfer of migratory student records.

Part D of Title I. Part D of Title I provides grants to states that request funds for educational and supportive services for neglected or delinquent children. 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 must 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, the children served in these programs 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 that receive Part D funds must be evaluated and improved on the basis of the evaluation outcomes. Coordination with other relevant state and federal programs in the provision of services must take place to ensure that student assessments and records are shared in ways that permit educational planning and services. Also, coordination must be undertaken 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.

Use of Title I Funds. Federal funds in support of Title I are channeled through state departments of education, which must meet federal requirements and which have discretion over the allocation of remaining funds once requirements are met. In addition to being guided by NCLB requirements, use of Title I funds is subject to state stipulations; a right and an obligation specified in the law. Districts in turn, must meet federal and state requirements before exercising discretion over Title I funds.

In the state of Florida, Part A funds for school districts are based on the rates of poverty determined from census estimates of the number of children through age 17. Part C funds are determined from the numbers of migratory children through age 21 and Part D funds are generated from the number of students in neglected and delinquent centers.

Services funded by Parts C or D of Title I must supplement and must not supplant services funded from other sources, including Part A. Funds from Part D 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).

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

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 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 had to 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 another accountability system, the A+ Plan. Started in 2001, the plan used the percentages of proficient students, i.e., those who scored at level "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. Specifically, a measure of the learning gains of students was added in 2002 and expanded in 2005. Achievement in Science as measured by the FCAT, the learning gains of students in the lowest 25 percent in mathematics, and the performance of students who re-took the FCAT was added to calculations of school grades in 2007. In 2010, the calculations were again revised with the addition of graduation rates, participation and performance in college level coursework, and college readiness. In 2011, the criterion for proficiency on the FCAT Writing was increased. In 2012 changes in the calculations included the addition of the scores of students with disabilities and the scores of English Language Learners, new end-of-course (EOC) assessments, participation in accelerated curriculum in middle schools, and revisions to the calculations for learning gains. The methods can be perused at the Florida Department of Education website for the Division of Accountability <http://www.fldoe.org/arm/rsg.asp>.

Florida's Elementary and Secondary Act (ESEA) Waiver. In October 2011, the US Secretary of Education invited states that had dual accountability systems, i.e., the federal AYP and the state's

system, to propose an alternate single system. The state of Florida made a submission which was approved in February of 2012. As such, Florida was waived the need to report AYP and instead report progress on the system it had developed.

Under Florida's ESEA, districts were no longer required to identify schools for improvement or corrective action and funds to districts would not be tied to their former AYP status. Districts were allowed to change their basis for schoolwide programs from the percentage of students in free/reduced price lunch to one of academic need. Nonetheless, districts could allocate additional funds to Priority and Focus schools, schools with the highest levels of need. In addition, 95 % of funds reserved for school improvement were to be allocated to those schools. Funds would be available also to reward schools for progress made towards closing achievement gaps. In other respects, the ESEA gave districts increased freedom in the allocation of funds across types of programs.

The ESEA gave the schools a six-year timeline (2016-17) to attain 100% proficiency. This goal was to be addressed with annual targets, i.e., annual measureable objectives (AMO), for each subgroup and for all students as a whole. Targets in reading and mathematics were met if they were attained, exceeded, or if the percentage of students not scoring proficient was reduced by 10 percent from the previous year. An additional provision required that in each subject areas, targets be met for the students scoring in the lowest 25 percent.

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

In Miami-Dade County Public Schools (M-DCPS), Title I Administration oversees the use of Title I Part A, C, and D funds. In addition to distributing funds specified by the law such as schoolwide programs, 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>. Title I schools with the lowest academic outcomes were under the jurisdiction of the Educational Transformation Office (ETO). The ETO oversaw plans for improvement, compliance with plans and stipulations, and provided teams that gave technical assistance to teachers.

TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS

The budget for the 2012-13 school year, from funds allocated to M-DCPS through Title I Parts A, C, D, totaled slightly under 160 million dollars. The largest budget item in Part A was schoolwide assistance and school-site parental program (\$47 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 instructional coaches (\$23 million), pre-kindergarten support (\$13 million), and sequestration (\$11 million). The balance was allocated to a diverse set of targeted programs in support of students in Title I schools. Examples include but are not limited to: supplemental after-school instruction to prepare students for the FCAT or bolster progression

towards graduation, other academic initiatives, supplement to focus and priority schools, supplemental materials, parent involvement, non-public school support, and supplements to Parts C and D.

Changes in the distribution of Part A funds from prior years' distributions responded to changes in regulations and what was permissible of districts by Florida's ESEA waiver. The ESEA lifted prior set-aside requirements and gave districts increased freedom in the allocation of funds across types of programs.

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

In the 2011-2012 school year, the State followed the progress of 453 locations in M-DCPS, 300 of which were designated as Title I and 153 were designated as non-Title I. The Title I schools included: 153 elementary schools; 42 multi-grade schools; 63 middle schools; and 42 senior high schools. The schools were assessed on the basis of whether or not each of their sub-groups plus all their students met or failed to meet their AMO in Reading, Mathematics, and Writing. The graphs which follow present the percentages for Title I schools, and for the sake of comparison for non-Title I schools.

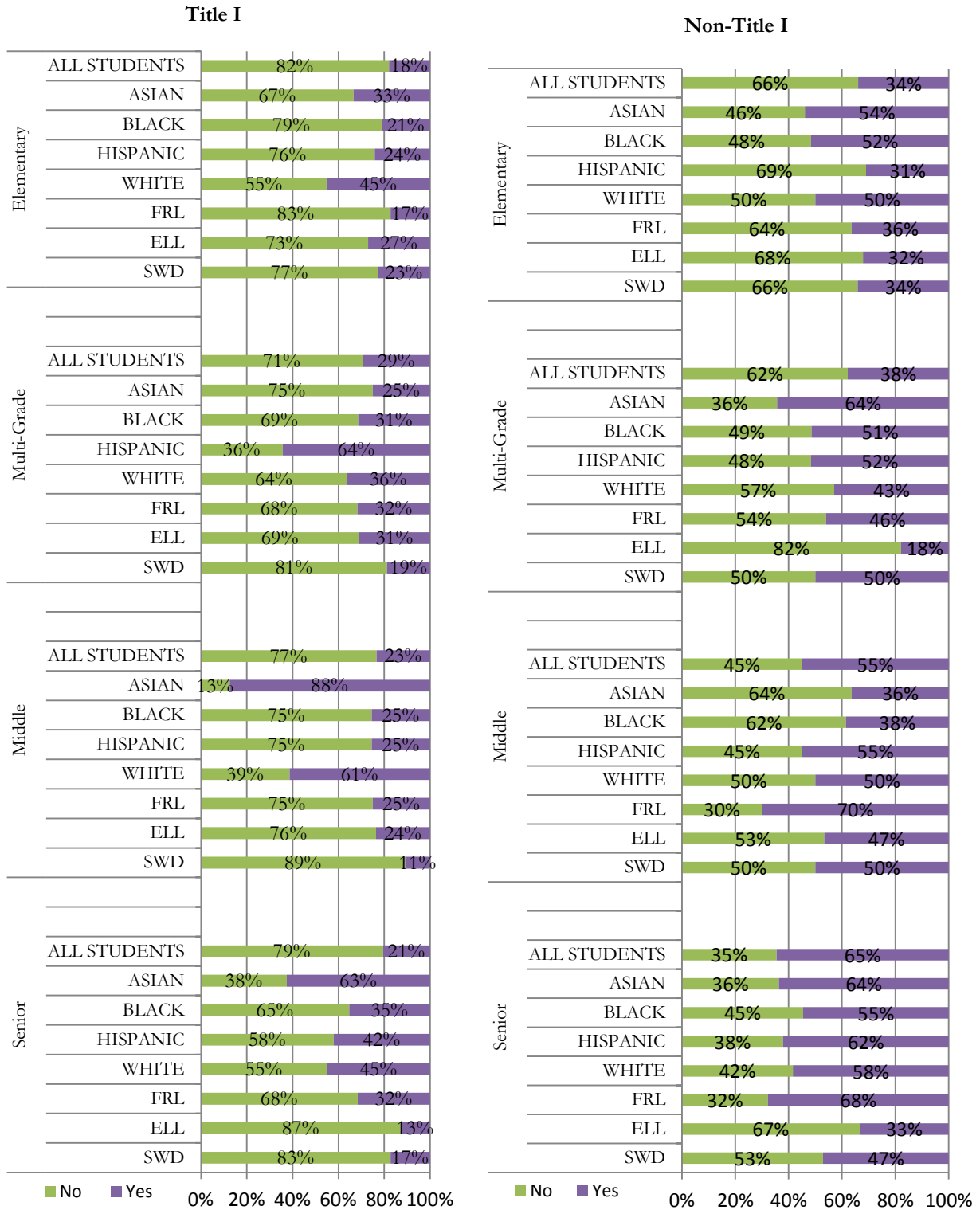


Figure 1. Percentages of Schools that Met AMO in Reading by Subgroup

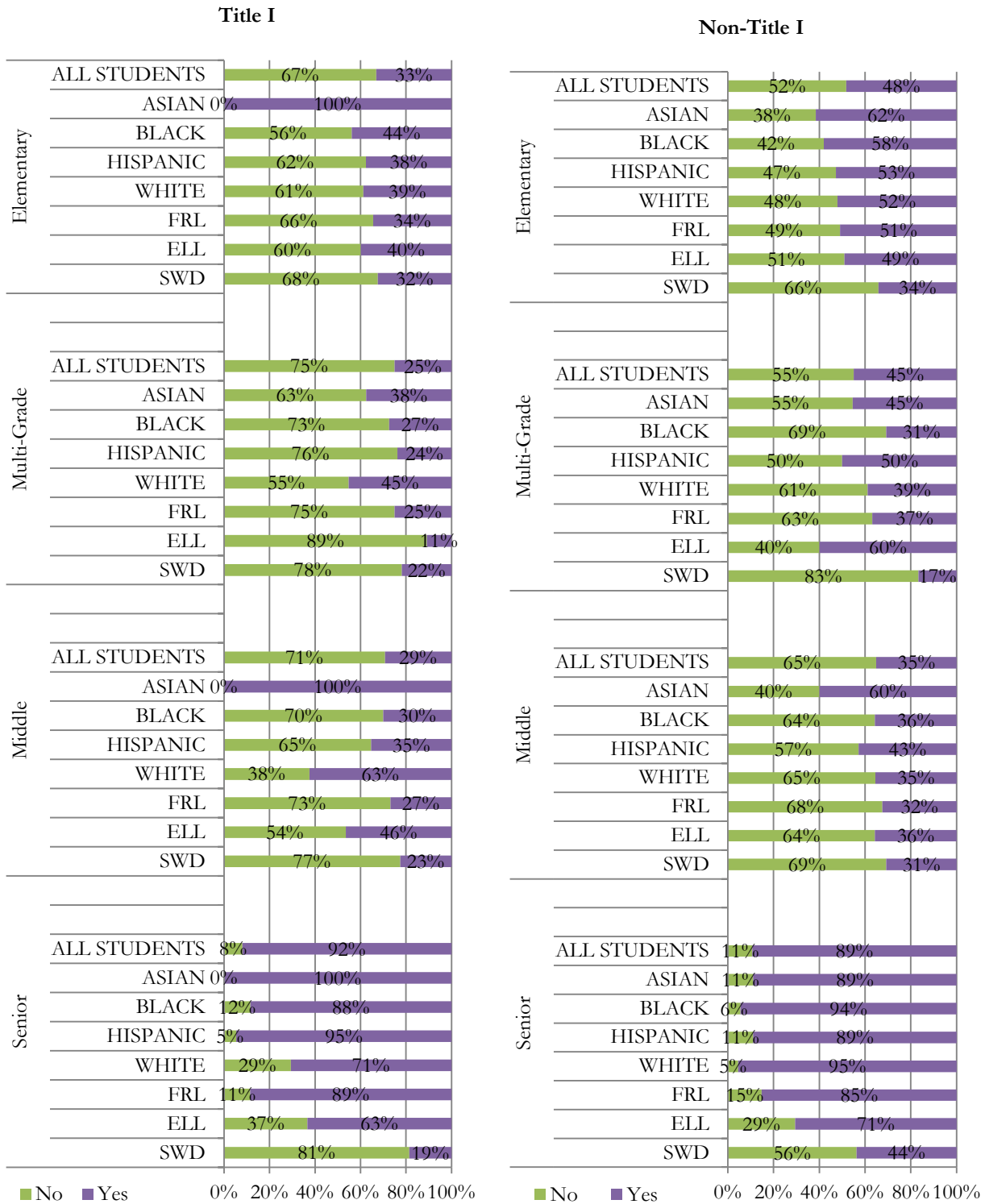


Figure 2. Percentages of Schools that Met AMO in Mathematics by Subgroup

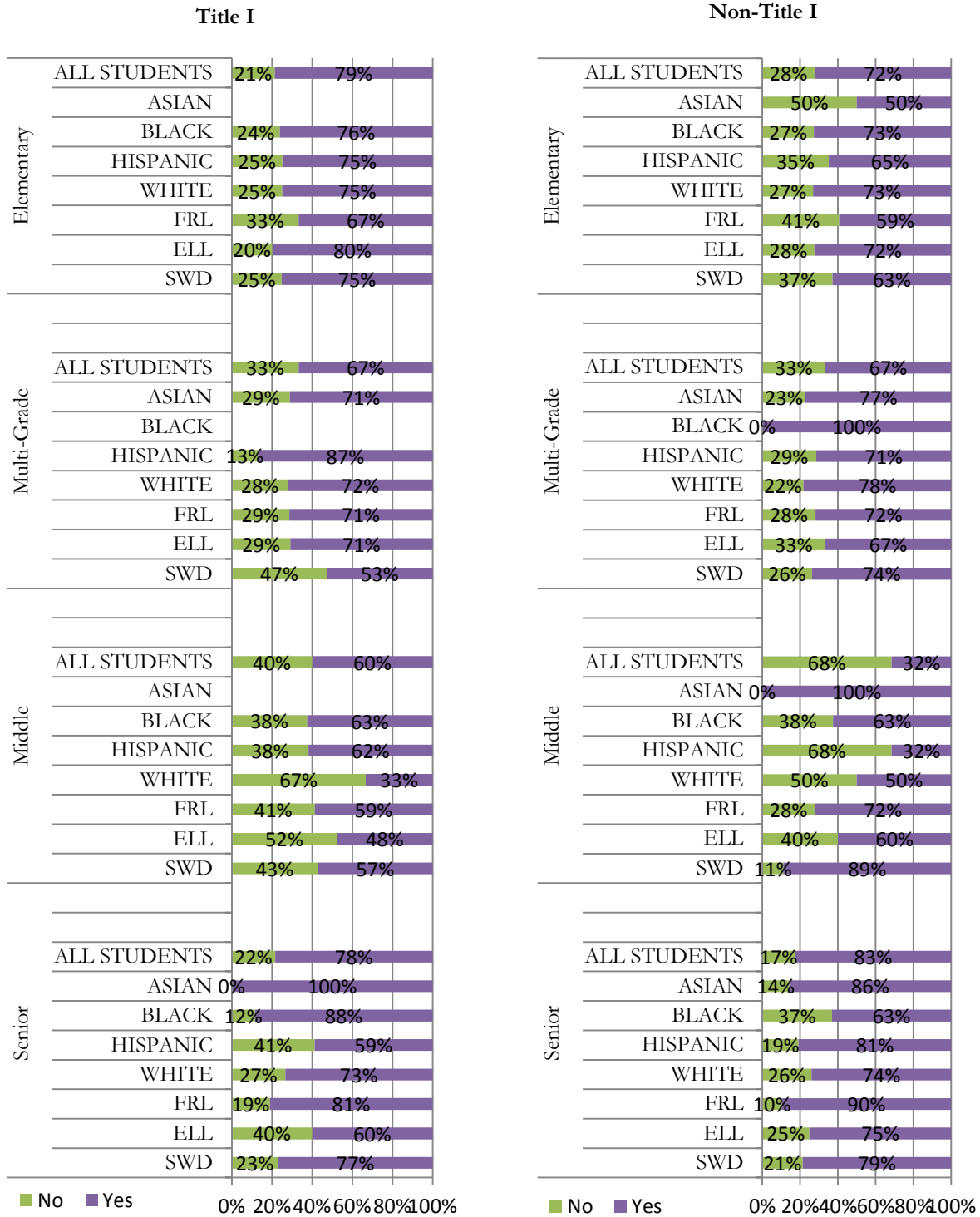


Figure 3. Percentages of Schools that Met AMO in Writing by Subgroup

Lowest 25 Percent. All schools met the criteria for progress among the 25 % lowest scoring students in reading. The counts were 265 and 137 Title I and non-Title I schools, respectively. In mathematics, of schools with available data, all but one Title I school ($n = 255$) and all non-Title I schools ($n = 133$) met the criteria for progress among the 25% lowest scoring students.

Graduation and School Grades. Figure 4 present the percentages of Title I and non-Title I schools that met their AMO in the graduation rates of their sub-groups. Figure 5 contains the distribution of Florida School Grades for Title I and non-Title I schools.

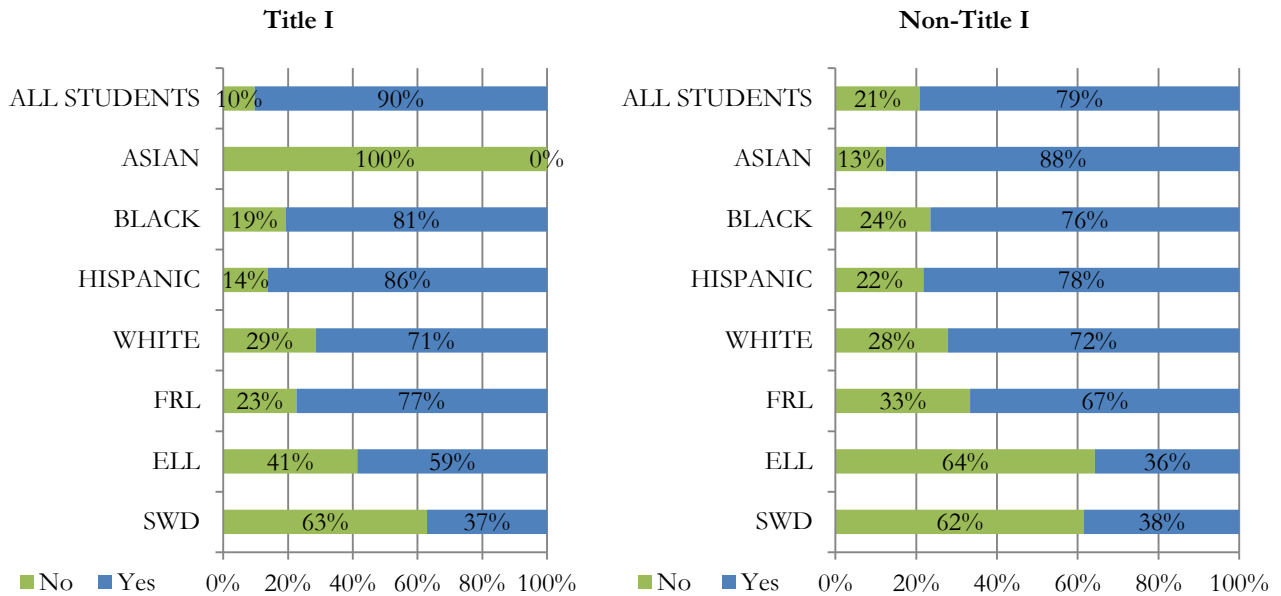


Figure 4. Percentages of Schools that Met AMO in Graduation Rates.

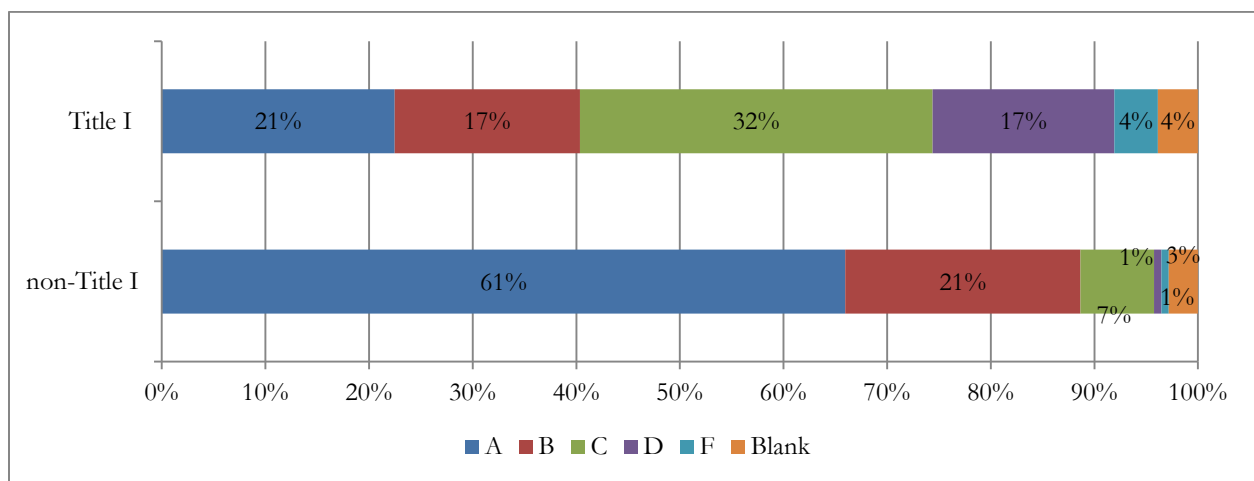


Figure 5. Florida School Grade Distribution of Title I and non-Title I Schools

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 identify the students to be served based on criteria established in conjunction with the school district. 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 2012-13 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.

Students in non-public schools received services from one of four district approved providers: Catapult Learning (49 schools), Cool Kids Learn (2 schools), Florida Educational Leadership Council (FELC) (7 schools), or One on One Learning (19 schools). These companies billed the district directly for tutoring that they provided to the students in the non-public schools. See Table 1.

Students Served by Contracted Companies. After the end of the school year, the companies provided data on the students they served. Table 2, “*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.

Table 1. Companies' Service Profiles

	Catapult	Cool Kids Learn	FELC	One-on-One
Number of Schools	49	2	7	19
Total number of students served	2,938	78	277	766
School with fewest students	4	38	18	2
Average number of students per school	60	39	40	40
School with most students	287	40	75	116

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.

Table 2. Student Demographics and Qualifying Criteria

	Catapult n = 2938	Cool Kids Learn n = 78	FELC n = 277	One-on-One n = 766
Student Demographics				
Gender				
Female	51%	39%	45%	39%
Male	49%	61%	44%	61%
Ethnicity				
Hispanic	65%	19%	54%	77%
Black	18%	78%	20%	18%
White	16%	0%	1%	5%
Other	1%	3%	0%	0%
not reported	0%	0%	25%	0%
Grades				
Kindergarten	6%	8%	10%	11%
Grades 1 to 5	63%	63%	57%	63%
Grades 6 to 12	31%	30%	32%	25%
Qualifying Criteria				
Teacher referral	79%	100%	28%	--
Parent request	65%	100%	9%	--
Unsatisfactory grade (D or F)	1%	--	14%	--
Kindergarten and 1st graders				
Number referred	484	14	65	183
% with ratings	90%	0%	28%	0%
%below cutoff for service**	89%	--	28%	--
Standardized Reading Achievement				
n of students tested	801	--	--	--
% below 50th percentile	45%	--	--	--
Standardized Mathematics Achievement				
n of students tested*	377	--	--	--
% below 50th percentile	84%	--	--	--

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 3, “*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. The subject areas covered by each company were in response to schools’ request.

Table 3. 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 = 2,938)					
Reading	1,080	2	120	42	17
Mathematics	776	1	79	39	16
Writing	1,509	2	61	29	13
Study Skills	316	2	55	20	8
Counseling	315	2	73	22	12
Cool Kids Learn (n = 78)					
Reading	78	18	30	27	5
Mathematics	8	0	30	30	0
FELC (n = 277)					
Reading	277	0	52	18	14
Mathematics	277	0	52	18	14
One-on-One (n = 766)					
Reading	745	1	22	19	5
Mathematics	720	1	30	19	5
Other	63	0	22	22	0

Tests Used to Document Learning Gains. Contracted companies were instructed to test 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.

Tests used to document gains in reading or in mathematics 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 Crosswalk 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.

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, $\frac{1}{2}$ a standard deviation of the pre-test 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 4, “*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.

Table 4. Pre-Post Tutoring Achievement Gains

	Test	Number pre- and post- tested	Percent of tested who met criteria
Catapult Learning			
Reading	Stanford Diagnostic	143	85%
	i-Ready	863	28%
Mathematics	Stanford Diagnostic	133	98%
	i-Ready	613	38%
Writing	Florida Writing Rubric	1365	71%
Study Skills	Catapult Study Skills Test	312	27%
Cool Kids Learn			
Reading	GRade	78	86%
Mathematics	GMade	8	100%
FELC			
Reading	Crosswalk Coach	258	56%
Mathematics	Crosswalk Coach	258	58%
One-On-One			
Reading	ITBS/AIMSweb/GRade	714	80%
Mathematics	ITBS/AIMSweb/GMade	691	78%

Criteria: 2 or more points for tests that generate percentile ranks (Stanford Diagnostic, ITBS, AIMSweb, GRade, GMade)
 $\frac{1}{2}$ standard deviation of the pre-test 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

Principal Satisfaction. The principals of 48 schools responded to a satisfaction survey conducted by the Office of Program Evaluation. With a couple of exceptions noted below, satisfaction was high. Dissatisfaction was expressed by principals whose schools were not provided services because their managing companies, the Archdiocese of Miami Schools and the Jewish Orthodox Day Schools, routed services to other, needier schools in their group. Also, a couple of principals had individual concerns about one or more aspect of tutoring such as the tutor's ability to manage the classroom or the tutor's scheduling flexibility. At least one of these concerns was being addressed and principals should be reminded to communicate with the contracted company if services are not adequate.

Suggestions for improvement were as follows: One, prompt start of services. It must be noted, however that start of services depends on state funding and as such delays are not the fault of the contractors. Two, improve the frequency and nature of communications. The four principals, served by two companies, who made comments with regards to the need to improve communications pointed out the following: 1) No time is allocated for communication with parents such that any communication that occurs takes time away from instruction; 2) The progress reports provided to parents are vague; 3) There should be more and regular communication between the tutors and classroom teachers, parents, and administration. Finally, one principal suggested that tutoring services be re-structured so that it follows the Response to Intervention (RtI) paradigm and its requirements such as progress monitoring assessments with progress reports that are related to curriculum and assessments.

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 a) have failed one or more sections of the state assessment test, b) are over-age for their grade level, c) 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 October 2013.

MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2012-13, there were 720 students, grades KG through 12, who were identified as Migrant and were enrolled in 13 schools located in the southern part of Miami-Dade. Of those 375 were Male and 345 Female. As in previous years almost all students served were Hispanic (98%).

Table 5. Distribution of Migrant Students, by Race/Ethnicity

Ethnicity	Migrant Served (2011)		Migrant Served (2012)		Migrant Served (2013)	
	No.	Percent	No.	Percent	No.	Percent
White	3	0.43 %	4	0.90 %	6	0.80 %
Black	4	0.57 %	4	0.90 %	7	0.90 %
Hispanic	691	98.99 %	432	98.18 %	707	98.20 %
Total	698	100.00 %	440	100.00 %	720	100.00%

The Migrant students who were served in the 2012-13 school year were enrolled in Kindergarten through 12th grade. The number of Migrant students served in each grade level was about the same across grades. In 2012-13, the number of students served by grade ranged from a low of 28 students in grade 10 to a maximum of 76 students in grade 5. The average number of students served per grade was about 55 students.

Table 6. Distribution of Migrant Students, by Grade Level

Grade	2010	2011	2012	2013
PK	58	16		
KG	71	54	25	55
Grade 1	121	62	26	56
Grade 2	95	83	44	59
Grade 3	103	78	42	75
Grade 4	84	57	43	74
Grade 5	93	55	34	76
Grade 6	92	67	37	56
Grade 7	72	52	40	43
Grade 8	96	41	46	57
Grade 9	78	59	31	67
Grade 10	81	32	38	28
Grade 11	31	30	25	35
Grade 12	32	12		39
Total	1111	698	440	720

It should be noted that unlike in 2011 and 2012, where the number of Migrant students served decreased in two consecutive years, this year (2013) the number of Migrant students served increased from 440 to 720, thus reverting back to the 2011's level.

Staff from the Migrant Office cited some possible reasons for the increase in the number of Migrant students. For example, the return of students from charter schools to traditional public schools and the increase in the number of Migrant workers coming to Homestead from other States, such as Texas and Arizona.

ACADEMIC DATA FOR MIGRANT STUDENTS: FCAT READING PROFICIENCY

Table 7 displays the percent of students scoring at level 3 or higher on FCAT Reading for Migrant students in 2011, 2012, and 2013. The data are further broken down by grade level. In 2013, the overall percentage of Migrant students who scored at level 3 or higher on the FCAT was 35%, which is the same level as in 2012.

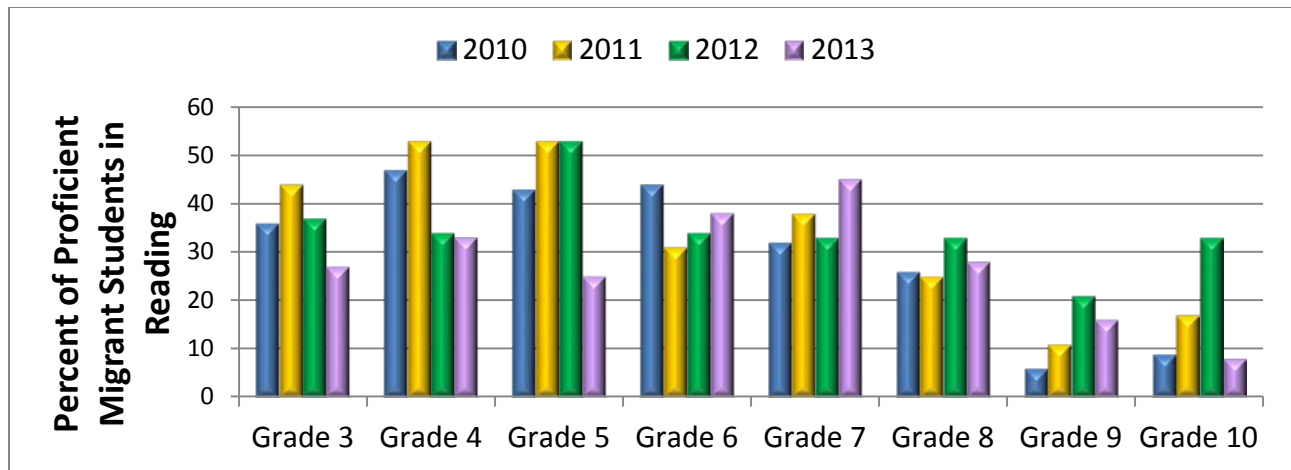


Figure 6. Percent of Proficient Migrant Students in Reading

The percent of Migrant students scoring at or above the proficient level in Reading ranged from a low of 8% in 10th grade to a high of 45% in 7th grade. The achievement at grades 9 and 10 are lower than the achievement of the other grades: 3 through 8.

M-DCPS Title I Administration, through the Migrant Achievement Resource (MAR) Program, provides individualized tutoring, homework assistance, school attendance monitoring, and FCAT remediation to selected “Priority For Services” (PFS) Migrant students. The selection of PFS students is done by the Migrant office Staff 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 PFS students who scored at level 3 or higher on the reading portion of the FCAT dropped from 33% in 2012 to 28% in 2013, a decrease of 5 percentage points.

Table 7. Migrant Students Scoring at Level 3 or Higher in FCAT Reading, by Grade Level

	Percent of Proficient Students			
	2011	2012	2013	Difference 2013 – 2012
Total Migrant Students	32%	35%	28%	-7
P F S Students	15%	33%	28%	-5
Grade 3	44%	37%	27%	-10
Grade 4	53%	34%	33%	-1
Grade 5	53%	53%	25%	-28
Grade 6	31%	34%	38%	+4
Grade 7	38%	33%	45%	+12
Grade 8	25%	33%	28%	-5
Grade 9	11%	21%	16%	-5
Grade 10	17%	33%	8%	-25
ELL	32%	35%	30%	-5
Non-ELL	29%	40%	20%	-20

FCAT READING: MIGRANT vs. NON-MIGRANT STUDENTS

In Reading, 28% of Migrant students and 52% 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 8% to 45%. The non-Migrant students' achievement varied from 52% to 59%. The gap between Migrant students' achievement and non-Migrant students by grade level, ranged from a low of 12 percentage points in grade 7 to a high of 44 percentage points in grade 10. The overall gap between Migrant and non-Migrant increased by 6 percentage points from 18 to 24 between 2012 to 2013.

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 2012 and 2013. Finally, a column was added to the table to display the differences in the achievement gaps.

Table 8. Gap in FCAT Reading Proficiency Levels: Migrant vs. Non-Migrant Students

	Migrant 2013	Non-Migrant 2013	2013 Gap	2012 Gap	Gap Difference 2013 – 2012
All Students	28 %	52 %	24	18	+6
Grade 3	27%	53 %	16	16	0
Grade 4	33%	59 %	26	26	0
Grade 5	25%	59 %	34	7	+27
Grade 6	38%	57 %	19	19	0
Grade 7	45%	57 %	12	21	-11
Grade 8	28%	56 %	28	21	+7
Grade 9	16%	52 %	36	27	+9
Grade 10	8%	52 %	44	13	+31

An inspection of the difference in the reading achievement gaps between Migrant and non-Migrant students for the years 2013 and 2012 reveals that most of these gaps were widened. Specifically, in 4 out of 8 grade levels, the gaps were widened by of a minimum of 7 points to a maximum of 27 points. In grades 3, 4, and 6 the gaps remained the same. The gap was reduced only in grade 7 by 11 points. Overall the gap was widened by 6 points from 18 to 24.

MIGRANT STUDENTS FCAT MATHEMATICS PROFICIENCY

Table 9 below displays the percent of students scoring at level 3 or higher on FCAT Mathematics for Migrant students in 2011, 2012, and 2013. The data are broken down by grade level. In 2013, the overall percentage of Migrant students who scored at level 3 or higher on the FCAT was 42%, which is 7 percentage points lower than in 2012. Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 27% in grade 8 to a high of 58% in grade 3.

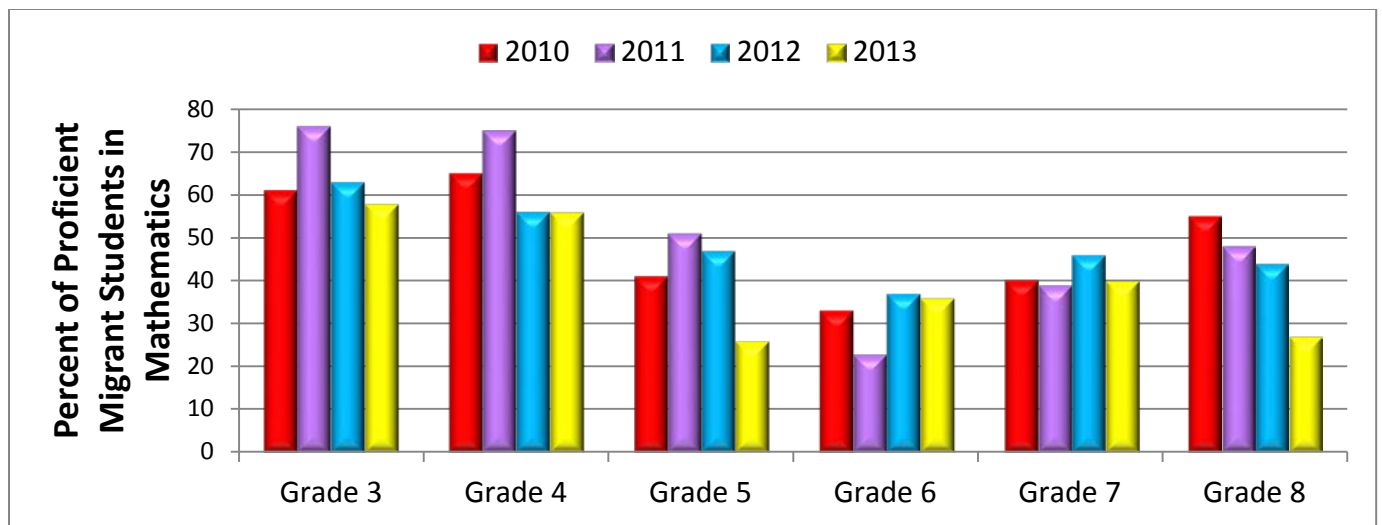


Figure 7. Percent of Proficient Migrant Students in Mathematics

An inspection of the mathematics achievement of the Migrant students for the three consecutive years 2011, 2012, and 2013 (Table 19) reveals the following:

With the exception of grades 4 and 6, where the percentage of Migrant students scoring at the proficient level in mathematics in 2013 remained about the same as in 2012, all other grade levels showed a consistent decrease in the percent of Migrant students scoring at the proficient level when the 2013 results are compared to those of 2012. However, the percent of PFS students who scored at the proficient level in mathematics increased considerably from 29% in 2012 to 46% in 2013.

Table 9. Percent of Migrant Students Scoring 3 and above in FCAT Mathematics

	Percent of Proficient Migrant Students		
	2011	2012	2013
Total Migrant Students	51%	49%	42%
P F S Students	40%	29%	46%
Grade 3	76%	63%	58%
Grade 4	75%	56%	56%
Grade 5	51%	47%	26%
Grade 6	23%	37%	36%
Grade 7	39%	46%	40%
Grade 8	48%	44%	27%
Grade 9	61%	--	--
Grade 10	--	--	--
ELL	49%	49%	46%
Non-ELL	56%	50%	47%

Note: No percentages are shown for grade levels with fewer than 5 students

FCAT MATHEMATICS: MIGRANTS vs. NON-MIGRANT STUDENTS

In mathematics, 42% of Migrant students and 52% 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 on FCAT Mathematics ranged from a low of 27% in grade 8 to a high of 58% in grade 3. The achievement of their non-Migrant counterparts ranged from a low of 35% in grade 8 to a high of 64% in grade 4. It should be noted that the highest and lowest achievement for Migrant students were observed in grades 3 and 5 respectively. It should also be noted that there was a decrease in the percentage of Migrant students scoring at the proficient level when compared to the 2012 results. The achievement gap between Migrant students and non-Migrant students has been widened in 5 out of 6 grade levels. Overall, the achievement gap between Migrant and Non-Migrant students in mathematics has widened by 3 percentage points from 7 in 2012 to 10 in 2013.

Furthermore, an inspection of the difference in the mathematics achievement between Migrant and non-Migrant students for the years 2012, and 2013 reveals that there is no apparent trend in the direction of these gaps. In other words, on one hand there was an overall increase in the percentage of Migrant students scoring level 3 or above in 2012 when compared to 2011, but on the other hand there was a decrease in these percentages when we compare the 2013 results to those of 2012.

Table 10. Gap in FCAT Mathematics Proficiency Levels: Migrant vs. Non-Migrant Students

	Migrant 2013	Non-Migrant 2013	Gap during 2013	Gap during 2012	Gap Difference 2013 – 2012
All Students	42 %	52 %	10	7	+3
Grade 3	58%	62 %	4	3	+1
Grade 4	56%	64 %	8	6	+2
Grade 5	26%	56 %	30	11	+21
Grade 6	36%	51 %	15	13	+2
Grade 7	40%	51 %	11	6	+5
Grade 8	27%	35 %	8	12	-4

SUMMARY OF THE ACHIEVEMENT OF MIGRANT STUDENTS ACROSS READING AND MATHEMATICS

Overall, Migrant students tend to have higher levels of achievement in mathematics than in reading. Approximately one in every two students scored at the proficient level in mathematics, while only one in three did in reading. When results are compared across time, the results are mixed.

Specifically, when compared to the 2012 results in reading, Migrant students in grades 3, 4, 6, and 7 improved in 2013, while their peers in grades 5, 8, 9, and 10 showed a decline. Overall, the percent of all Migrant students who scored at the proficient level in reading decreased by 7 percentage points from 35% to 28%.

Generally, the achievement of Migrant students in mathematics declined in 2013. Specifically, when compared to the 2012 results, Migrant students in grades 3, 5, 6, 7, and 8 declined in 2013, and only students in grade 4 maintained the same level. Furthermore, the percent of all Migrant students who scored at the proficient level in mathematics declined by 7 percentage points from 49% to 42%.

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 of its parent involvement programs that provide for: 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.

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. 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 responses to specific questions and comments that were collected using online and paper surveys in various languages.

Data collection methodology: The survey was administered from late May 2013 through early June 2013. 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 Community Involvement Specialists 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’s school?”

Respondents, by type of stakeholder: Almost 1,500 parents completed the surveys. This represents a decrease from the number of parents who responded to the survey in 2012. 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 is still representative of M-DCPS parents with respect to demographic variables, such as ethnicity.

All the respondents completed the surveys online. Furthermore, the majority (90%) 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.

As indicated in the table below, almost 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 types of respondents to the parent involvement survey in 2013 were almost identical to those in both 2012 and 2011.

Table 21. Respondents to 2013 Parent Involvement Survey, by stakeholder group

	N	Percent
Parents	1,399	94.8%
Teachers/ School Employees	39	2.7%
Community Members	10	.7%
Other: grandparents/legal guardians/ brothers/sisters, etc.	27	1.8%
Total	1,475	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?	95%	4%	1%	↑
▪ Did you receive information about Sunshine State Standards and standardized tests your child may take; such as the FCAT?	92%	4%	4%	↑
▪ Did you receive information about how your child scored on state tests?	91%	5%	4%	↑
▪ Did you receive information on how to determine if your child moves or repeats the same grade?	91%	6%	3%	↑
▪ Did you receive information about how to keep track and monitor your child's progress?	95%	3%	2%	↑
▪ Did you receive information about how you can work with teachers to help your child succeed?	93%	4%	3%	↑
▪ Did you go to an open house or any meeting where the goals of the Title I program were discussed?	88%	8%	4%	↑

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 2012 administration to that of 2013. A brief inspection of this column shows that 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 by which they received 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 primary source by which parents receive information. Other sources include meetings at school, mail from school or district, websites, or the Title I School-Parent Compact. The following is a complete list of these resources and methods from 2010 through 2013.

Table 23. Parents' Source of Information

Source of information	2010	2011	2012	2013
▪ Conference with a teacher	56.66%	49.90%	55.70%	59.30%
▪ Meeting at school	33.95%	47.70%	54.40%	58.40%
▪ Mail from school and/or district	25.82%	27.50%	22.80%	23.70%
▪ School/District/State websites	18.86%	22.50%	19.40%	24.50%
▪ Title I School-Parent Compact	15.22%	21.10%	17.80%	31.20%
▪ Title I Quarterly Parent Bulletin	14.35%	19.00%	15.90%	29.20%
▪ Friends, relatives, or other parents	13.24%	22.50%	22.30%	17.10%
▪ DAC Talk News for Title I parents	11.83%	13.30%	15.30%	27.40%

Note: Since the respondents could select 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 four 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 on school/district/state websites.

This year there was also an increase (almost double) in the number who received information from "DAC Talk News for Title I Parents" while there was a decrease in the number who received information from "friends, relatives, or other parents".

PARENTS AS PARTNERS

Several questions were designed to assess the level of communication between parents and schools. The following table revealed that almost 87% 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 results of the previous two years 2012, and 2011 which were 74% and 60% respectively. These respondents indicated that they know 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?	95%	3%	2%	↑
▪ Did you child’s school value your suggestions and/or ask for your advice?	89%	5%	6%	↑
▪ Did you know that you can participate in the PIP?	87%	6%	7%	↑
▪ Did your school tell you about the Florida PIRC?	86%	7%	7%	↑
▪ Did your school promote access to the Title I PIP?	87%	5%	8%	↑
▪ Was the Title I PIP easy to understand?	86%	4%	10%	↑
▪ Was the Title I PIP given to you in a language that you understand?	88%	3%	9%	↑
▪ Did your school have a meeting to explain Title I PIP?	82%	4%	14%	↑

Furthermore, 89% of the parents felt that their children’s school valued their opinions. This represents a major increase from the 2012 results where that percentage was at 82%, and also greater than that of 2011 which was at 75%.

An overwhelming 95% of the parents indicated that teachers and school staff were willing to communicate with them. This represents a slight increase from the results of 2012 but a major increase from 2010 results, where only 60% of the respondents 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 three percentage points 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 fourteen (14) percentage points from 68% to 82%. It is important to note that the 2013 survey questions did not change from those of 2012 and 2011 surveys.

An inspection of the column “Diff.” which compares the results of the 2012 administration to that of 2013 shows that in ALL areas there was an increase in the percentages of parents responding favorably to these questions.

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	2010	2011	2012	2013
▪ Times and/or dates of meeting/ workshops did not work with my schedule.	48%	49%	48%	44%
▪ Language barrier (e.g. parents can't speak English).	22%	17%	21%	31%
▪ Problems with childcare.	12%	13%	19%	21%
▪ Other reasons.	18%	21%	20%	16%

An inspection of the table above shows that the 2013 results are very similar to the 2012 results, except for the “language barrier” and “problems with childcare” where there was an increase of 10 points and 2 points respectively. On other hand, the percent of parents citing “Times and/or dates of meeting” as a barrier decreased by 4 percentage 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 (97%) indicated that they knew how to contact their children’s teachers, only 86% 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%	1%	2%	↑
▪ Did the school provide you with information in a language easy to read and understand?	97%	1%	2%	↑
▪ Were translators available to help you at Title I District meetings and/or activities?	86%	2%	12%	↑

An inspection of the column "Change" which compares the results of the 2012 administration to that of 2013 shows that 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-five percent of the respondents felt that they were welcome at their schools, but only 86% 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?	86%	11%	3%	↑
▪ Were you satisfied with the responses?	86%	5%	9%	↑
▪ Did you feel welcome at your child's school?	95%	2%	3%	↓

WHAT PARENTS WANT TO KNOW MORE ABOUT

Finally, the survey gave the parents an opportunity to identify areas where 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) working with their children at home; c) the Title I program; and d) communicating with their children's teachers.

An inspection of the table below shows that unlike the scenario in 2012 where there was across the board decrease in the percentage of parents wanting to know more about specific programs, this year, 2013 a considerable percentage of parents expressed their desires to get more information about “State Standards and Testing” (11 percentage points increase), and about the requirements for High School graduation (4 percentage points increase). This is a good sign as it may indicate a greater parent involvement in their children academic requirements and access to post-secondary education.

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

Area / Item	2010	2011	2012	2013
▪ The state standards and testing	40 %	37%	35%	46 %
▪ How to work with my child at home	36 %	32%	42%	34 %
▪ The Title I program	31 %	27%	34%	23 %
▪ How to work with my child’s teachers	30 %	28%	33%	25 %
▪ How to get resources for parents	28%	26%	29%	29%
▪ High school graduation requirements	26%	22%	20%	24%
▪ Pre-requisite for post-secondary education	19%	15%	15%	25%
▪ Services for students with special needs	14%	15%	18%	16%

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

PARENT INVOLVEMENT SUMMARY COMMENTS

In summary, a comparison between the 2010, 2011, 2012, and 2013 results reveals that overall the feedback of the respondents to the Title I Parent Involvement Survey continues to be positive. The parents who responded to the survey showed positive feedback in almost all areas.

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’s schools. It should be noted, however, that unlike last year, there is a considerable percentage of parents who expressed their desires to get more information about state standards, testing, and high school graduation requirements.