

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I

2013-2014 REPORT

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

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TITLE I

2013-2014 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 THE FLORIDA WAIVER

Adequate Yearly Progress and School Grades. 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. Florida also devised a second 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 Florida Comprehensive Assessment Test (FCAT), 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. In 2013, revisions were undertaken to comply with the federal Elementary and Secondary Education Act (ESEA), explained below, and to continue to protect schools from dropping more than one letter grade.

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 implement the consequences of AYP and report AYP.

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 school wide programs from the percentage of students in free/reduced price lunch to one of academic need. Nonetheless, districts could allocate additional funds to Priority schools, schools that were among the lowest-performing five percent in the state over the prior three years, and Focus schools, schools with low graduation rates, large within-school gaps, and low sub-group performance. 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 area, targets be met for the students scoring in the lowest 25 percent. The methods can be perused at the Florida Department of Education website for the Division of Accountability <http://www.fldoe.org/arm/rsg.asp>.

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 Parts 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 2013-14 school year, from funds allocated to M-DCPS through Title I Parts A, C, and D, totaled \$152,300,000 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 (\$26 million), ETO priority and focus schools (\$21 million), and pre-kindergarten support (\$12 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 materials, support services, academic initiatives, summer supplement, parent involvement, non-public school support, and supplements to Parts C and D.

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

In the 2013-2014 school year, the State followed the progress of 459 locations in M-DCPS, 310 of which were designated as Title I and 149 were designated as non-Title I as determined by receiving or not receiving Title I funds for school wide programs. The Title I schools included: 148 elementary schools; 43 K-8 schools; 59 middle schools; 47 senior high schools, and 13 other. For the purpose of determining academic progress among students, the schools were assessed on the basis of whether or not each of their sub-groups and overall, students met or failed to meet their AMO in Reading, Mathematics, and Writing. The graphs which follow present the percentages of schools that met AMO among Title I schools and non-Title I schools.

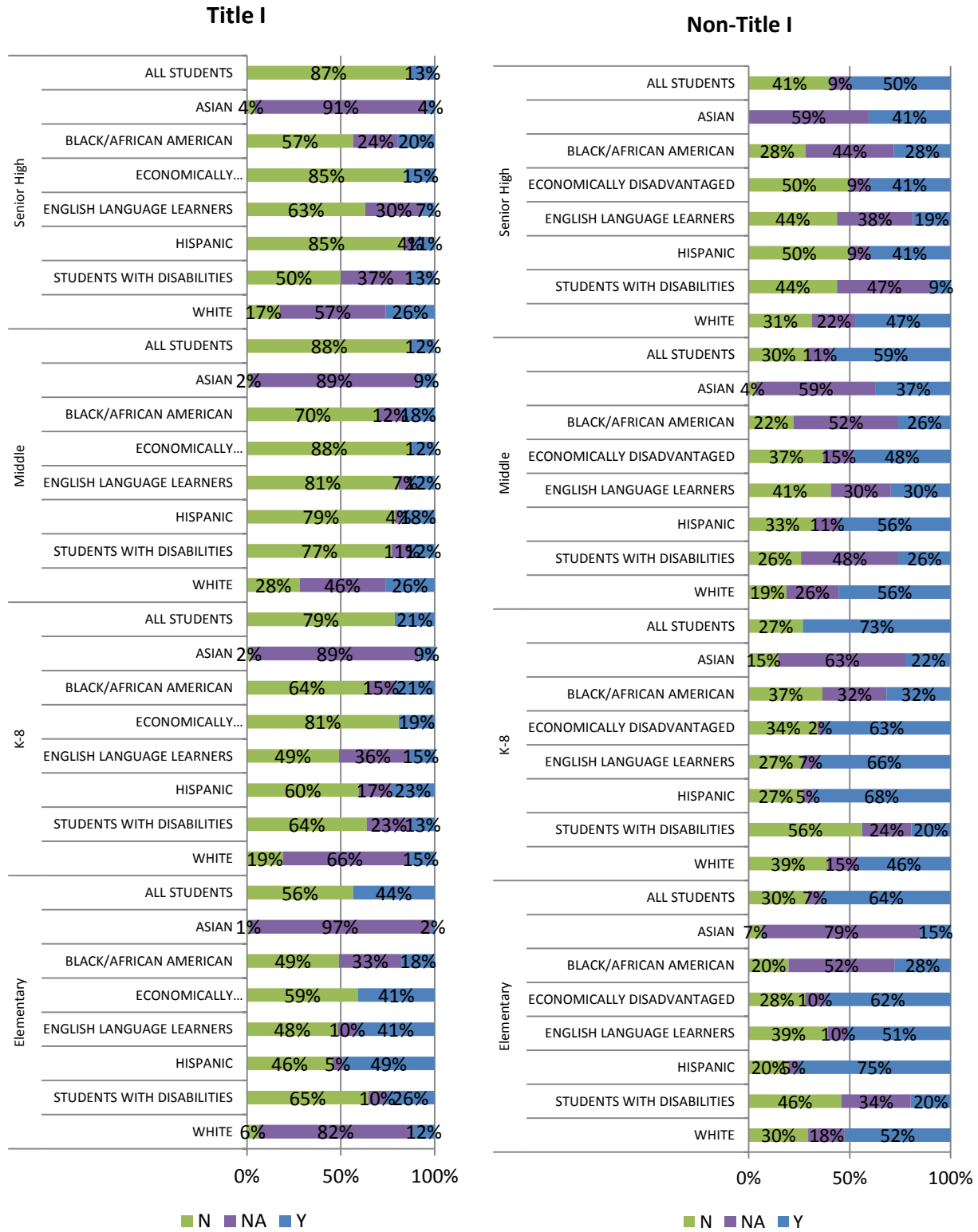


Figure 1. Percentages of Schools that Met AMO in Reading by Subgroup, 2013-14

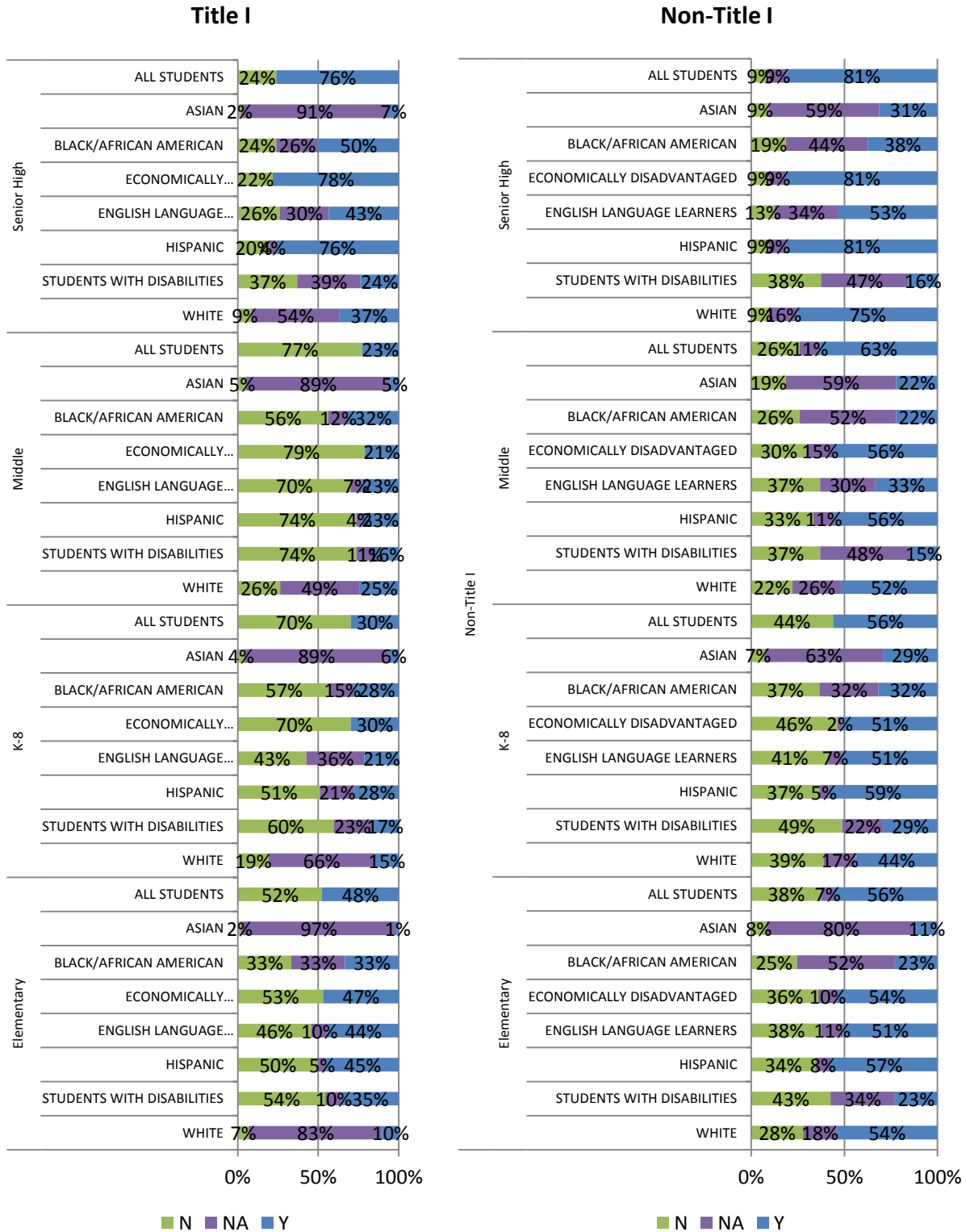


Figure 2. Percentages of Schools that Met AMO in Mathematics by Subgroup, 2013-14

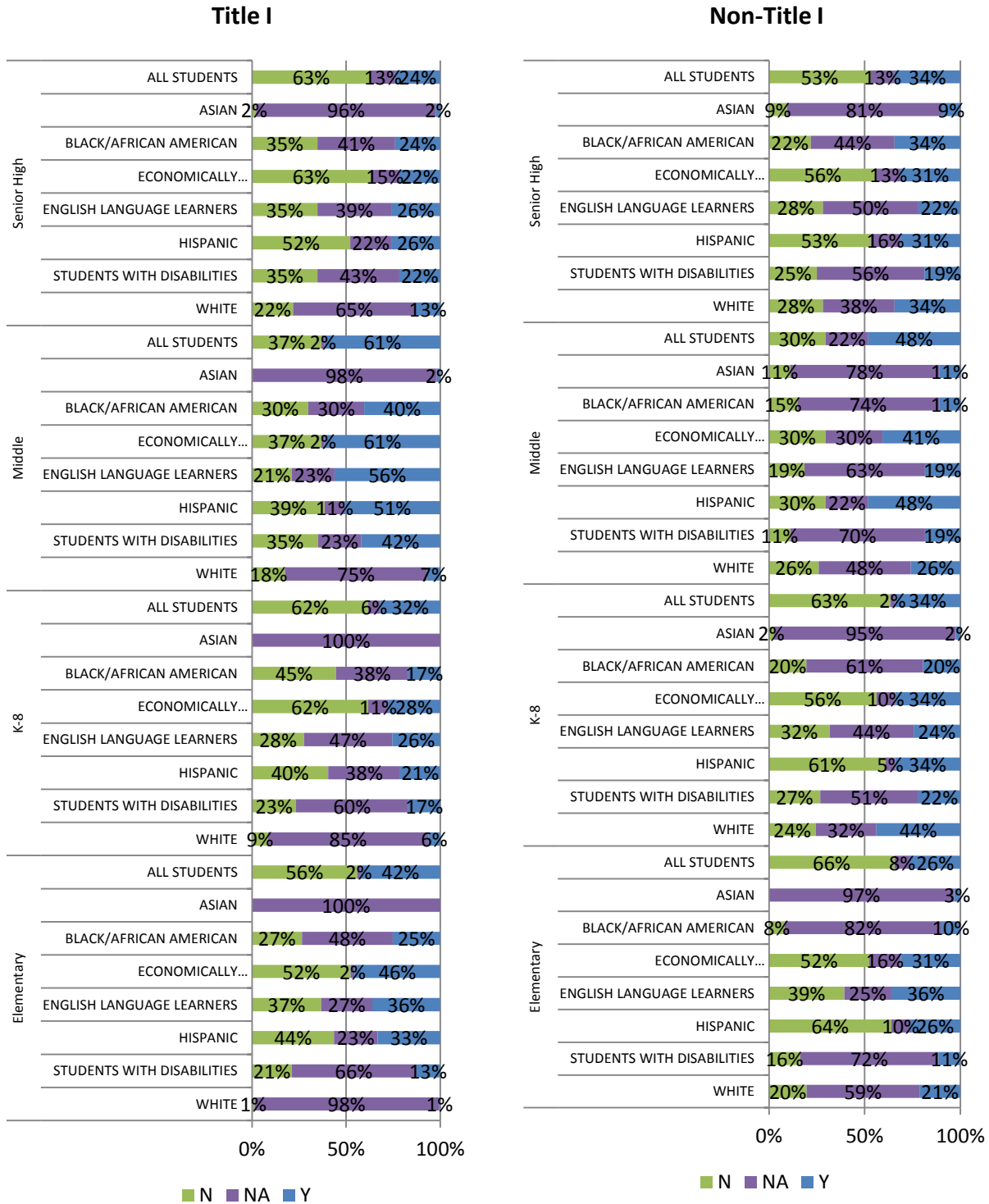


Figure 3. Percentages of Schools that Met AMO in Writing by Subgroup, 2013-14

Reading. As can be seen from figure 1 above, Title I elementary, K-8, and senior high schools met AMO in Reading at comparable or higher percentages to non-Title I schools with regard to students with disabilities. The difference between the two types of schools ranged from 4 to 7 percentage points. With regard to all students, the percentages of schools that met AMO in Reading favored non-Title I schools, with the largest discrepancies being among K-8, middle, and senior high schools, respectively. These ranged from 37 to 52 percentage points. Other subgroups did not show a pattern. By grade level configuration, considerably smaller percentages of Title I K-8 schools' subgroups met AMO in Reading than other Title I grade level schools' subgroups.

Mathematics. As can be seen from figure 2 above, Title I schools at all grade level configurations met AMO in Mathematics at comparable or higher percentages to non-Title I schools with regard to Black/African American student. The difference between the two types of schools ranged from 4 to 13 percentage points, with the 13 percentage point difference at the senior high school level being in favor of Title I schools. With regard to all students, the percentages of schools that met AMO in Mathematics favored non-Title I schools, with the largest discrepancies being among middle and K-8 schools, at 40 and 26 percentage points fewer.

Writing. As can be seen from figure 3 above, Title I middle schools met AMO in Writing at comparable or higher percentages than non-Title I middle schools with regard to all sub-groups except for White and Asian students. With regard to all students, the percentages of schools that met AMO in Writing favored Title I schools for elementary and middle schools, and was comparable for K-8 schools. No other pattern was discernable in the differences between the two types of schools.

Graduation. As can be seen from figure 4 below, Title I senior high schools met AMO in graduation at higher percentages than non-Title I senior high schools with regard to students with disabilities, Black/African American students, economically disadvantaged students, and English Language Learners.

School Grades. As can be seen from figure 5 below, non-title I schools had a larger percentage of schools that received an A grade than did Title I schools. Indeed, the percentage of non-Title I schools with a grade of A was comparable to the percentages of Title I schools with grades of A, B, and C. Grades of B, C, D, and F were more prevalent among Title I than among non-Title I schools.

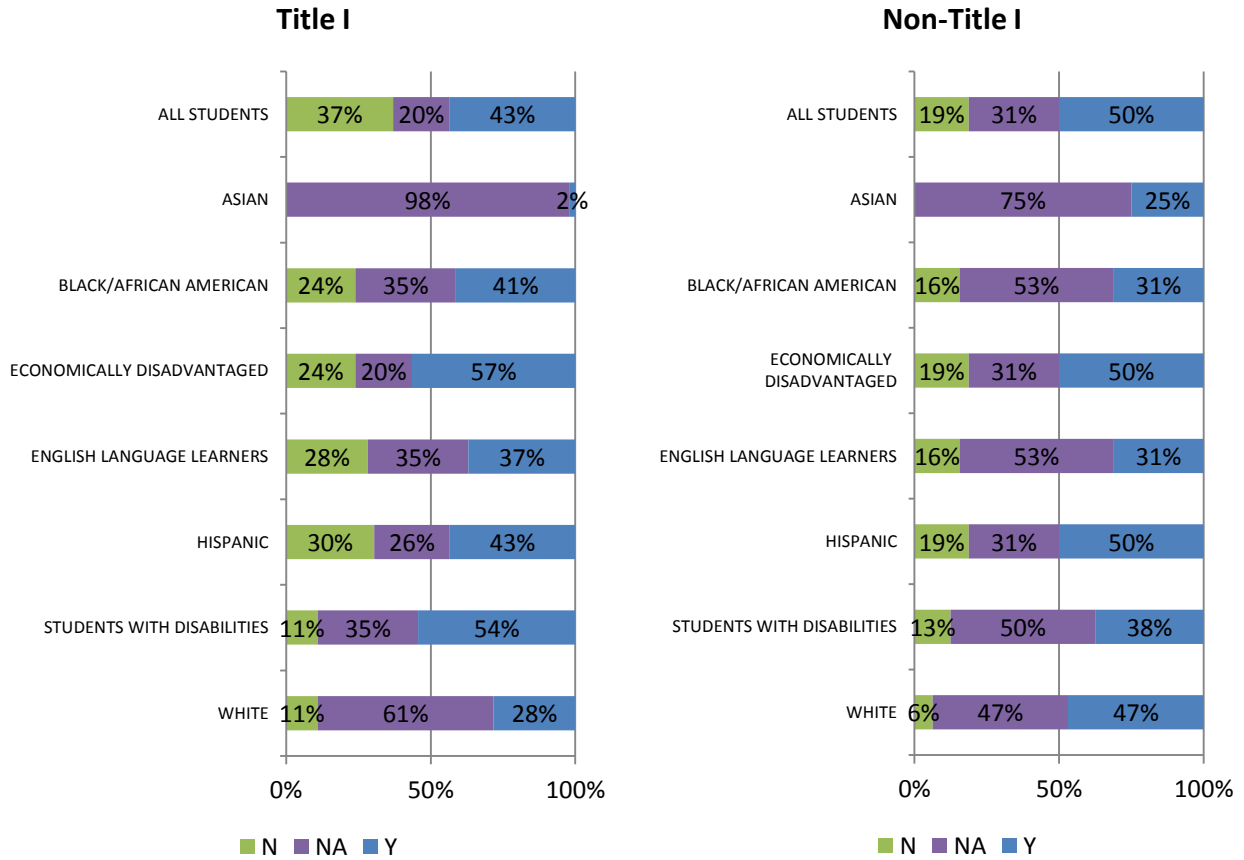


Figure 4. Percentages of Schools that Met AMO in Graduation Rates, 2013-14

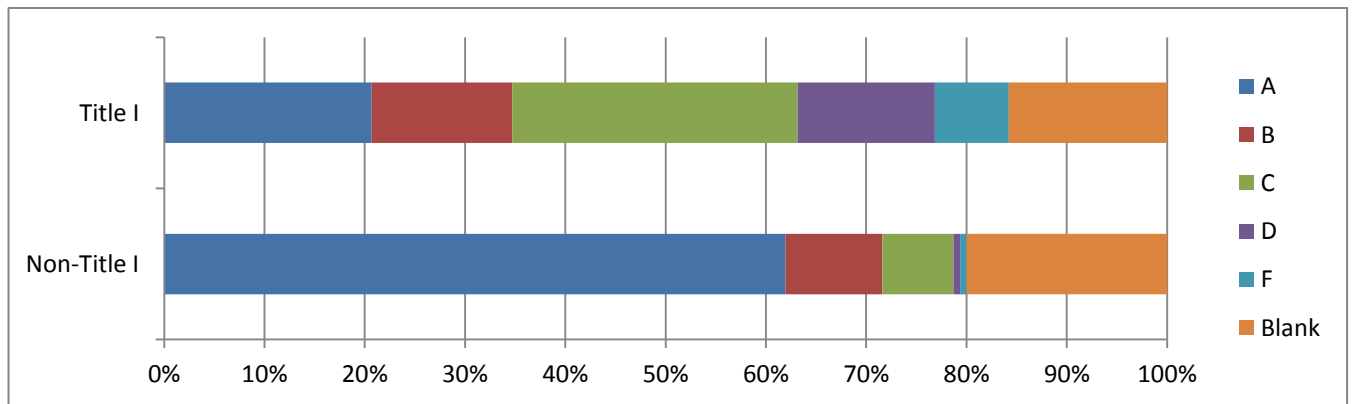


Figure 5. Florida School Grade Distribution of Title I and non-Title I Schools, 2013-14

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 2013-14 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 five district approved providers: Catapult Learning (46 schools), Cool Kids Learn (2 schools), Florida Educational Leadership Council (FELC) (5 schools), One on One Learning (17 schools) or Levy Learning (5 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, data on the students served were collected from some of the companies. Missing data among that which was provided is indicated in the tables by dashes. Levy Learning served 81 students at 5 schools, but no additional student data were available at the time of the development of this report.

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	Levy Learning
Number of Schools	46	2	6	17	5
Total number of students served	2,586	41	142	731	81
School with fewest students	9	19	6	12	—
Average number of students per school	60	20	24	43	—
School with most students	235	22	51	90	—

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 = 2,586	Cool Kids Learn n = 41	FELC n = 142	One-on-One n = 731
Student Demographics				
Gender				
Female	52%	44%	41%	41%
Male	48%	56%	59%	61%
Ethnicity				
Hispanic	61%	44%	58%	73%
Black	24%	56%	39%	19%
White	14%	0%	1%	6%
Other	1%	0%	0%	2%
not reported	0%	0%	2%	1%
Grades				
Kindergarten	0%	5%	6%	10%
Grades 1 to 5	62%	51%	63%	58%
Grades 6 to 12	34%	44%	31%	31%
Qualifying Criteria				
Teacher referral	99%	100%	99%	--
Parent request	96%	46%	1%	--
Unsatisfactory grade (D or F)	1%	54	--	--
Kindergarten and 1st graders				
Number referred	275	2	8	164
% with ratings	83%	0%	0%	0%
% below cutoff for service**	82%	--	--	--
Standardized Reading Achievement				
n of students tested	254	--	--	--
% below 50th percentile	77%	--	--	--
Standardized Mathematics Achievement				
n of students tested*	464	--	--	--
% below 50th percentile	5%	--	--	--

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. Catapult Learning, in addition to providing tutoring during the school year also provided 3 weeks/4 hours per day of summer school to 463 students.

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 = 2,586)					
Reading	892	40	130	75	21
Mathematics	464	8	93	65	14
Writing	1,209	15	89	58	15
Study Skills	709	15	92	35	26
Counseling	272	2	66	25	12
FELC (n = 142)					
Reading	78	0	38	23	9
Mathematics	8	5	126	32	24
Cool Kids (n = 41)					
	--	--	--	--	--
One-on-One (n = 731)					
Reading	706	2	70	31	13
Mathematics	629	2	65	29	10

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 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/ GRade	665	75%
Mathematics	Stanford Diagnostic/ GMade	459	64%
Writing	Florida Writing Rubric	1215	79%
Study Skills	Catapult Study Skills Test	704	27%
Cool Kids Learn			
	—	--	--
FELC			
Reading	Crosswalk Coach	111	18%
Mathematics	Crosswalk Coach	141	24%
One-On-One			
Reading	ITBS/AIMSweb/GRade	555	94%
Mathematics	ITBS/AIMSweb/GMade	608	90%

Criteria: 2 or more points for tests that generate percentile ranks (Stanford Diagnostic, ITBS, AIMSweb, GRade, GMade)
 20 percentage points for tests that generate a percent of correct responses (Catapult Study Skills Test, Crosswalk Coach)
 1 point for the Florida Writing Rubric

Principal Satisfaction. The principals of 13 schools responded to a satisfaction survey conducted by the Office of Program Evaluation. With the exception of three schools that would not choose the same contractor again, other schools rated tutoring as “good” or “very good” with regards to:

- a) the performance of contractor’s tutor (Examples: knowledge of subject area, tutoring skills, classroom management skills, appropriateness of tasks),
- b) the effects of tutoring (Examples: student showed improvement, teachers satisfaction, communication with tutor),
- c) logistics of tutoring (Examples: timeliness of start-up, duration, scheduling),
- d) professional development workshops (Examples: number of participants, teachers satisfaction, implementation of what was learned),
- e) parent workshops (Examples: number of participants, participant satisfaction),
- f) program administration and coordination (Examples: communication with M-DCPS staff, communication with contractor), and
- g) overall satisfaction (Examples: how much of what was promised was delivered, plans to choose same contractor).

The three schools that did not plan to choose the same company again the following year felt that the two relevant companies had delivered some, but not all that they had promised. The schools were satisfied with the tutor’s performance, but were not satisfied with the tutors’ regularity of attendance and with communication with the company, i.e., “*We were never sure if the tutor was coming.*” The respondent from one of these schools suggested, “*Replacements of tutors should be available in order to avoid missing tutoring classes.*”

These results should be shared with the schools and with the third party contractors to encourage both parties to communicate more readily in the following school year. If schools note a problem, they should communicate it promptly in order to give the company an opportunity to correct it. By the same token companies should be ready to replace or substitute a tutor who cannot provide appropriate or timely services. The fact however, that dissatisfaction was expressed by only three of the many schools served, speaks well of the overall program.

PART D: NEGLECTED AND DELINQUENT PROGRAMS

In M-DCPS, educational services to students who fit the NCLB designation as neglected and/or delinquent were provided by the Educational Outreach Program through cooperative agreements and/or contractual arrangements with the Florida Department of Juvenile Justice and various community based organizations, county, or city programs. The Educational Outreach Program served students in 22 centers that included corrections and detention centers ($n = 6$), drug/alcohol rehabilitation centers ($n = 7$), alternative programs ($n = 4$), and housing shelters ($n = 4$).

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 total amount of Title I Part D funds and Part A supplement allocated in 2013-14 was approximately \$830,000.

From August 20, 2013 to August 5, 2014, 4,322 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Eighty percent (80%) of the students were male, 32% were Black, 62% were Hispanic, and 4% were White. Almost half of the students (45%) participated in the FRL program and 20% of the students were in special education programs. The most frequent classifications within the programs were Emotional/Behavioral Disability (10% of all students) and Specific Learning Disability (6% of all students).

Of the 4,322 students served, 1,212 and 1,286 had FCAT Reading and Mathematics scores respectively for the 2014 spring administration. Of these students with scores, 23% and 8% had scored in the proficient range on the Reading and Mathematics tests respectively. Of the students with 2014 scores, 916 and 441 had Reading and Mathematics scores respectively for 2013. At that time, 29% and 20% of that subgroup scored in the proficient range for Reading and Mathematics, respectively. Thus, it would appear that the percentage of students proficient in Reading increased since 2013 and that the percentage of students proficient in mathematics decreased since 2013. However, given the modest percentages of students with achievement scores, that interpretation might not be warranted.

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.

The goal of the program is to ensure that all Migrant students reach challenging academic standards, graduate from high schools, and become 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 d) in general are at a higher risk of failing than other Migrant students.

Consequently, there are Migrant students who are “**Eligible but Not Served**” due to limited resources, students not enrolled in a designated Migrant program school, students not attending school (Out of School Youth), or students who moved to another District. In 2013-14, the budget for the Migrant program totaled \$1,073,517. Specifically, \$198,471 Title 1 Part A Migrant Supplement, and \$875,046 Title 1 Part C Migrant Education Program.

Following is a summary of the findings contained in the mandatory Title I, Part C evaluation template that was submitted to the Florida Department of Education (FDOE) in October 2014.

MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2013-14, there were 995 students, grades PK through 12, who were identified as Migrant students and were enrolled in 13 schools located in southern Miami-Dade County. Of those, 483 were female and 512 were male. As in previous years, almost all of the students served were Hispanic (98%).

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

Ethnicity	2012		2013		2014	
	No.	Percent	No.	Percent	No.	Percent
White	4	0.9 %	6	0.8 %	8	0.9 %
Black	4	0.9 %	7	0.9 %	11	1.1 %
Hispanic	432	98.2 %	707	98.2 %	976	98.1 %
Total	440	100 %	720	100%	995	100%

The Migrant students who were served in the 2013-14 school year were enrolled in Prekindergarten (PK) through 12th grade. The number of Migrant students served varied from grade to grade. Specifically; in 2013-14, the number of students served by grade ranged from a low of 30 students in grade 10 to a high of 99 in PK. The average number of students served per grade level increased from 55 students in 2012-2013 to 70 students in 2013-2014.

Table 6. Distribution of Migrant Students, by Grade Level

Grade	2012	2013	2014
PK			99
KG	25	55	72
Grade 1	26	56	65
Grade 2	44	59	73
Grade 3	42	75	92
Grade 4	43	74	86
Grade 5	34	76	80
Grade 6	37	56	60
Grade 7	40	43	59
Grade 8	46	57	65
Grade 9	31	67	71
Grade 10	38	28	30
Grade 11	25	35	34
Grade 12		39	35
Other *			74
Total	440	720	995

Other *: Students attending private schools but are served by the Migrant program.

It should be noted that since 2012 the number of Migrant students more than doubled. Staff from the Migrant Office in Homestead cited some possible reasons for this increase such as an 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 2012, 2013, and 2014. The data are further broken down by grade level, ELL status, and PFS designation. In 2014, the overall percentage of Migrant students who scored at level 3 or higher on the FCAT was 30%, which is slightly lower than the level in 2013, which was 35%.

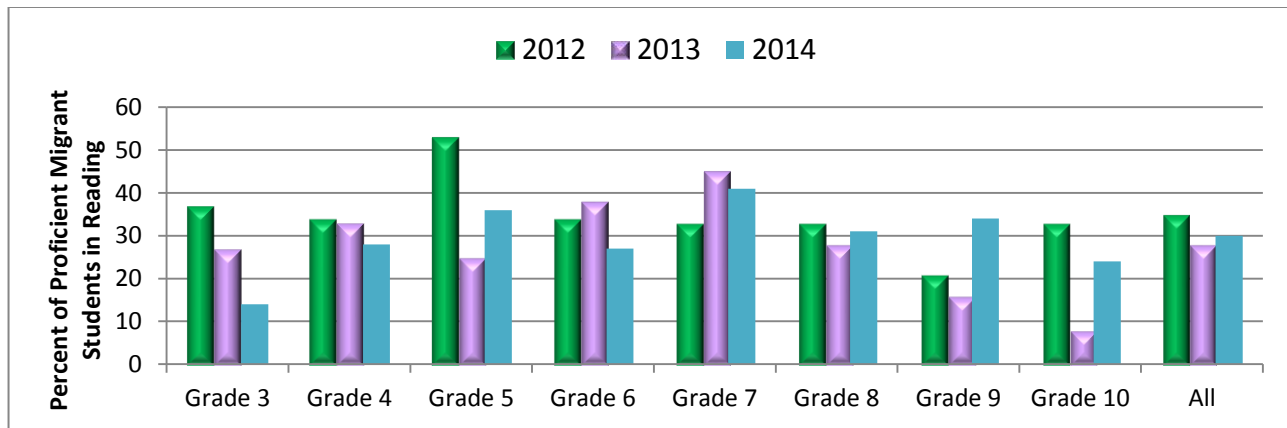


Figure 6. Percent of Proficient Migrant Students in Reading

The percent of Migrant students scoring at or above the proficient level in Reading ranged from a low of 14% in 3rd grade to a high of 41% in 7th grade. Overall the achievement in 2014 was higher than that of 2013 by 2 percentage points. A closer look at the grade by grade achievements reveals that while there were substantial increases in grades 5, 9, and 10, there were also considerable decreases in grades 3 and 6.

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 achievement of the PFS students increased from 28% in 2013 to 32% in 2014, an increase of 4 percentage points.

Table 7. Percent of Migrant Students who were Proficient in FCAT Reading, by Grade Level

	2012	2013	2014	Difference 2014 – 2013
Total Migrant Students	35	28	30	+2
ELL	35	30	33	+3
Non-ELL	40	20	28	+8
P F S Students	33	28	32	+4
Grade 3	37	27	14	-13
Grade 4	34	33	28	-5
Grade 5	53	25	36	+11
Grade 6	34	38	27	-11
Grade 7	33	45	41	-4
Grade 8	33	28	31	+3
Grade 9	21	16	34	+18
Grade 10	33	8	24	+16

FCAT READING: MIGRANT vs. NON-MIGRANT STUDENTS

Table 8 displays grade by grade comparisons 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 2013 and 2014. Finally, a column was added to the table to display the differences in the achievement gaps.

In Reading, 30% of Migrant students and 57% of non-Migrant students scored at the proficient level (levels 3 and above) of the FCAT Reading test. The percentages varied widely by grade level. Migrant students who scored at FCAT levels 3 and above varied from 14% to 41%. The non-Migrant students' achievement varied from 50% to 63%. The gap between Migrant students' achievement and non-Migrant students by grade level, ranged from a low of 16 percentage points in grades 7 and 9 to a high of 42 percentage points in grade 3. Overall, the achievement gap between Migrant and non-Migrant increased by 3 percentage points from 24% to 27% between 2013 to 2014, thus widening the gap.

Table 8. Gap in the Percentages of Reading Proficiency Levels: Migrant vs. Non-Migrant

	Migrant 2014	Non-Migrant 2014	2014 Gap	2013 Gap	Gap Difference 2014 – 2013
All Students	30	57	27	24	+3
Grade 3	14	56	42	16	+26
Grade 4	28	63	35	26	+9
Grade 5	36	61	25	34	-9
Grade 6	27	61	34	19	+15
Grade 7	41	57	16	12	+4
Grade 8	31	57	26	28	-2
Grade 9	34	50	16	36	-20
Grade 10	24	52	28	44	-16

A grade by grade inspection of the achievement gaps in reading between Migrant and non-Migrant students for the years 2014 and 2013 reveals that in some cases these gaps had widen (Grades 3, 4, 6, and 7) and in other cases these gaps have narrowed (Grades 5, 8, 9, and 10). Specifically, in grades 3, 4, 6, and 7 these gaps were narrowed by a minimum of 4 points to a maximum of 26 points. In grades 5, 8, 9, and 10 these gaps were narrowed by a minimum of 2 points to a maximum of 20 points. Overall the gap was widened by 3 points from 24 points to 27 points.

MIGRANT STUDENTS FCAT MATHEMATICS PROFICIENCY

Figure 7 and Table 9 display the percent of students scoring at level 3 or higher on FCAT Mathematics for Migrant students in 2012, 2013, and 2014. In Table 9, the data are broken down by grade level, ELL status, and PFS designation. In 2014, the overall percentage of Migrant students who scored at level 3 or higher on the FCAT was 42%, which is the same level as in 2013. Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 14% in grade 3 to a high of 57% in grade 4.

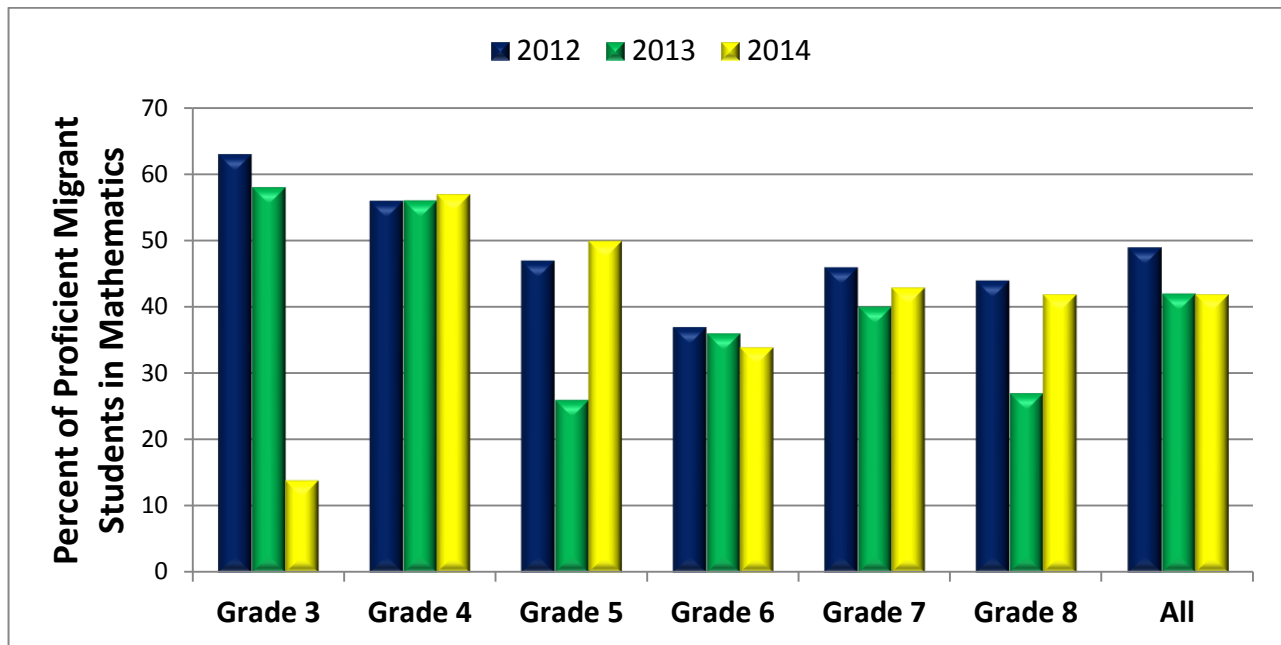


Figure 7. Percent of Proficient Migrant Students in Mathematics

A closer look at the 2013 and 2014 results, reveals that in grades 4, 5, 7, and 8, Migrant students showed increases in the percent of students scoring at the proficient level in mathematics that ranged between a minimum of 2 points in grade 7 to a maximum of 15 points in grade 8. On the other hand, in grades 3 and 6, the percent of students who scored at the proficient level decreased, by 44 points and 2 points, respectively.

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

	Percent of Proficient Migrant Students		
	2012	2013	2014
Total Migrant Students	49	42	42
ELL	49	46	37
Non-ELL	50	47	46
P F S Students	29	46	36
Grade 3	63	58	14
Grade 4	56	56	57
Grade 5	47	26	50
Grade 6	37	36	34
Grade 7	46	40	43
Grade 8	44	27	42

FCAT MATHEMATICS: MIGRANTS vs. NON-MIGRANT STUDENTS

In mathematics, 42% of Migrant students and 54% 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 14% in grade 3 to a high of 57% in grade 4. The achievement of their non-Migrant counterparts ranged from a low of 33% in grade 8 to a high of 66% in grade 4. It should be noted that the highest and lowest achievement for Migrant students were observed in grades 4 and 3 respectively. Overall, the achievement gap between Migrant and Non-Migrant students in mathematics has widened by 2 percentage points from 10 in 2013 to 12 in 2014.

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

	Migrant 2014	Non-Migrant 2014	Gap during 2014	Gap during 2013	Gap Difference 2014 – 2013
All Students	42	54	12	10	+2
Grade 3	14	62	48	4	+44
Grade 4	57	66	9	8	+1
Grade 5	50	58	8	30	-22
Grade 6	34	53	19	15	+4
Grade 7	43	52	9	11	-2
Grade 8	42	33	-9	8	-17

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.

Reading

When compared to the 2013 results in reading, Migrant students in grades 3, 4, 6, and 7 declined in 2014, while their peers in grades 5, 8, 9, and 10 showed improvements. Overall, the percent of all Migrant students who scored at the proficient level in reading increased by 2 percentage points from 28% to 30%.

Mathematics

Overall, the achievement of Migrant students in mathematics in 2014 remained at 42% when compared to 2013. Specifically, when compared to the 2013 results, Migrant students in grades 3 and 6 declined in 2014, and students in grades 4, 5, 7, and 8 increased.

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. It should be noted that in 2013-14, Title I allocated more than \$1,115,069 to support and implement various parent involvement programs and initiatives.

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 2014 through early June 2014. 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 Specialist 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 about the same number of respondents as in 2012-2013. This number is still below the levels of responses of years prior to 2012. The decrease may be attributed to the continued 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 92% of the respondents were parents. About 4% of the respondents were teachers and/or school employees within M-DCPS. About 2% indicated that they were community members. The remaining 3% 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 2014 were almost identical to those in years 2013, 2012, and 2011.

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

	N	Percent
Parents	1,349	91.6%
Teachers/ School Employees	56	3.8%
Community Members	28	1.9%
Other: grandparents/legal guardians/ brothers/sisters, etc.	39	2.7%
Total	1,472	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	2013	2014	Diff.
▪ Did you receive information about what the school teaches your child?	95.0%	90.3%	4.7%
▪ Did you receive information about Sunshine State Standards and standardized tests your child may take; such as the FCAT?	92.0%	84.8%	7.2%
▪ Did you receive information about how your child scored on state tests?	91.0%	87.1%	3.9%
▪ Did you receive information on how to determine if your child moves or repeats the same grade?	91.0%	84.7%	6.3%
▪ Did you receive information about how to keep track and monitor your child's progress?	95.0%	90.7%	4.3%
▪ Did you receive information about how you can work with teachers to help your child succeed?	93.0%	87.6%	5.4%
▪ Did you go to an open house or any meeting where the goals of the Title I program were discussed?	88.0%	84.8%	3.2%

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 "Difference" compares the results of the 2013 administration to that of 2014. A brief inspection of this column shows that all areas showed a slight decrease can indicate that, although the level of awareness of parent is high, there is room for 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 (59.5%) 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 four 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 2011 through 2014.

Table 23. Parents' Source of Information

Source of information	2011	2012	2013	2014
▪ Conference with a teacher	49.9%	55.7%	59.3%	59.5%
▪ Meeting at school	47.7%	54.4%	58.4%	58.7%
▪ Mail from school and/or district	27.5%	22.8%	23.7%	38.7%
▪ School/District/State websites	22.5%	19.4%	24.5%	13.8%
▪ Title I School-Parent Compact	21.1%	17.8%	31.2%	28.8%
▪ Title I Quarterly Parent Bulletin	19.0%	15.9%	29.2%	24.0%
▪ Friends, relatives, or other parents	22.5%	22.3%	17.1%	14.8%
▪ DAC Talk News for Title I parents	13.3%	15.3%	27.4%	20.8%

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 went to the schools to meet with their children's teachers or attend a meeting. Specifically, for both conferences and meetings, the percentage of parents slightly increased by approximately one percentage point. 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, however that percentage decreased and is now at about 14% (one out seven).

This year there was also a decrease in the number of parents who received information from "DAC Talk News for Title I Parents" as well as a decrease in the number of parents 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 overall the parents gave a positive assessment regarding their relationships and communications with their schools. The approval rate ranged from 78% to 90%. Although these numbers are still high, they have decreased by comparison to the 2013 numbers.

Table 24. Parents as “Partners”

Question	2013	2014	Diff.
▪ Did you feel teachers/staff were willing to communicate with you?	95.0%	89.8%	-5.2%
▪ Did the school value your suggestions and/or ask for your advice?	89.0%	83.7%	-5.3%
▪ Did you know that you can participate in the PIP?	87.0%	80.2%	-6.8%
▪ Did your school tell you about the Florida PIRC?	86.0%	78.3%	-7.7%
▪ Did your school promote access to the Title I PIP?	87.0%	83.1%	-3.9%
▪ Was the Title I PIP easy to understand?	86.0%	80.1%	-5.9%
▪ Was the Title I PIP given to you in a language you understand?	88.0%	83.1%	-4.9%
▪ Did your school have a meeting to explain Title I PIP?	82.0%	78.4%	-3.6%

Specifically, about 84% of the parents felt that their children’s school valued their opinions. This represents a minor decrease from the 2013 results where that percentage was at 89%.

Almost 90% of the parents indicated that teachers and school staff were willing to communicate with them. This represents a slight decrease from the results of 2013 where 95% of the respondents indicated that they felt that teachers and staff were willing to communicate with them. In all other categories, there was a decline that ranged from about 4 percentage points to about 8 percentage points. It should be noted also that the percentage of parents, indicating that their schools held meetings to explain the Title I PIP, is over 78% and is considered high, although it is about 4 percentage points lower than the 2013 results.

An inspection of the column “Diff.,” which compares the results of the 2013 to that of 2014, shows that in ALL areas there was a decrease in the percentages of parents responding favorably to these questions. This is an area that can be targeted for improvement, especially given the fact that reaching a higher approval level is possible as exhibited in the results of prior years.

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 scheduling conflicts, language barriers, and childcare issues.

Table 25. Barriers and Obstacles to Greater Parent Involvement Participation

Barrier or Obstacle	2011	2012	2013	2014
▪ Schedules of meetings did not work with my schedule.	49%	48%	44%	48%
▪ Language barrier (Can't speak English).	17%	21%	31%	21%
▪ Problems with childcare.	13%	19%	21%	16%
▪ Other reasons.	21%	20%	16%	17%

An inspection of the table above shows that the 2014 results are similar to the 2013 results, except for the “language barrier” and “problems with childcare” where there was a decrease of 10 points and 5 points respectively. In this case, the decrease represents parents having more success in participating in school events. In contrast, the percentage of parents who cited “Times and/or dates of meeting” as a barrier increased 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 (93%) indicated that they knew how to contact their children’s teachers, only 83% of the respondents said that translators were available to help them at Title I District meetings.

Table 26. Communication with Teachers

Question	2013	2014	Diff.
▪ Did you know how to contact your child’s teacher?	97.0%	92.7%	-4.3%
▪ Did the school provide you with information in a language easy to read and understand?	97.0%	94.9%	-2.1%
▪ Were translators available to help you at Title I District meetings and/or activities?	86.0%	82.7%	-3.3%

An inspection of the column “Diff.” which compares the results of the 2013 administration to that of 2014 shows that there was a decrease in the percentages of parents responding favorably to these

questions. This finding is important as it may reflect that the schools need to re-focus on this area and bring the approval rates to the higher levels exhibited in 2013.

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. Almost 90% of the respondents felt that they were welcome at their schools, and 83% of the respondents said that they asked for specific activities, or materials from their child's school. Overall there was a slight decrease of the 2014 results when compared of those of 2013.

Table 27. School Open Parental Involvement

Question	2013	2014	Diff.
▪ Did you ask for specific activities, meetings, or materials?	86.0%	83.4%	-2.6%
▪ Were you satisfied with the responses?	86.0%	83.7%	-2.3%
▪ Did you feel welcome at your child's school?	95.0%	89.7%	-5.3%

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 overall there was across the board decrease in the percentage of parents wanting to know more about specific programs, this year, 2014 almost one out of three parents surveyed (33%) expressed their desires to get more information about "State Standards and Testing" (13 percentage points decrease), and about the requirements for High School graduation (4 percentage points decrease as well. 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	2011	2012	2013	2014
▪ The state standards and testing	37%	35%	46 %	33 %
▪ How to work with my child at home	32%	42%	34 %	28 %
▪ The Title I program	27%	34%	23 %	24 %
▪ How to work with my child's teachers	28%	33%	25 %	27 %
▪ How to get resources for parents	26%	29%	29%	27%
▪ High school graduation requirements	22%	20%	24%	24%
▪ Pre-requisite for post-secondary education	15%	15%	25%	14%
▪ Services for students with special needs	15%	18%	16%	13%

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 2011, 2012, 2013, and 2014 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. Nonetheless, parents were slightly less positive about nearly every aspect than in the past year.

A closer inspection of the responses to each question in the Parent Involvement survey 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. However, in many cases the levels of satisfaction are lower than those of prior year. To that end, it is recommended to look further into the reasons of the decline.

On the other hand, the results suggest that parents are more knowledgeable about their children academic requirements and access to post-secondary education. This finding was concluded due to that fact that there was a considerable decrease in percentage of parents who expressed their desires to get more information about state standards, testing, and high school graduation requirements.