

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I

2014-2015 REPORT

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

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TITLE I

2014-2015 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. Part A 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 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 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 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 had in place 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. In 2014, because of passage of Every Student Succeeds Act (ESSA), to be fully implemented in the 2017-18 year, State reporting focused on school grades because these mirror the requirement of ESSA.

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 measurable 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>. However, as stated above, with the passage of ESSA, State reporting for the 2014-15 school year focused on school grades.

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 state stipulations, and provided teams that gave technical assistance to teachers.

TITLE I FUND ALLOCATION FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS

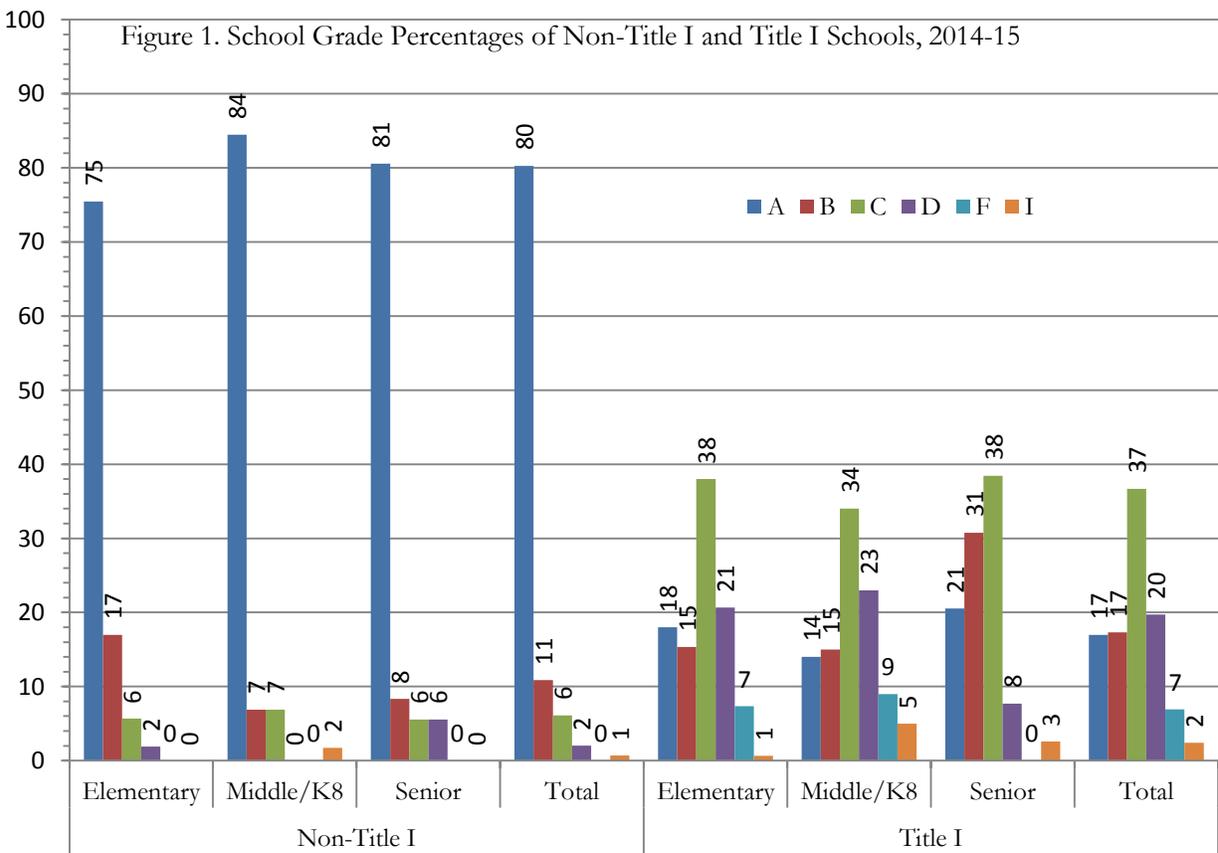
The budget for the 2014-15 school year, from funds allocated to M-DCPS through Title I Parts A, C, and D, totaled 137 million dollars. The largest budget item in Part A was the schoolwide assistance which included funds for school-site parental programs (\$44 million). These funds were allocated to schools 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 for reading, mathematics, and science (\$24 million), ETO priority and focus schools, and pre-kindergarten support (\$16.5 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, parental choice, non-public school support, and supplements to Parts C and D.

ACHIEVEMENT OUTCOMES OF M-DCPS TITLE I SCHOOLS

In the 2014-2015 school year, a total of 309 locations in M-DCPS received Title I funds from the schoolwide program. These schools included 59 charter and 250 traditional schools that broke down into the following grade level configurations: 149 elementary schools, 52 middle schools and 47 K-8 schools, 47 senior high schools and 14 other such as alternative or specialized centers of various grade level configurations. For the purpose of determining academic progress among students, the schools were assessed, i.e., given a grade, on the basis of the percentages of students in each school who tested in the proficient range in English Language Arts, Mathematics, Science, and Social Studies as well as the percentages of middle and senior high school students in each school who undertook advanced coursework and the percentages of students who graduated.

SCHOOL GRADES

A total of 289 and 147 Title I and non-Title I schools respectively received grades. As can be seen from the graph below, Title I schools received higher percentages of B, C, D, and F grades than non-Title I schools for the 2014-15 school year. Non-Title I schools and Title I schools received higher percentages of A grades.



Comparisons of the school grade distributions of 2014 and 2015 revealed that the distribution of school grades for non-Title I schools remained similar. On the other hand, for Title I schools, the percentage of D schools increased and the percentages of A schools decreased. See Table 1.

Table 1. Distribution of School Grades by Year and School Funding.

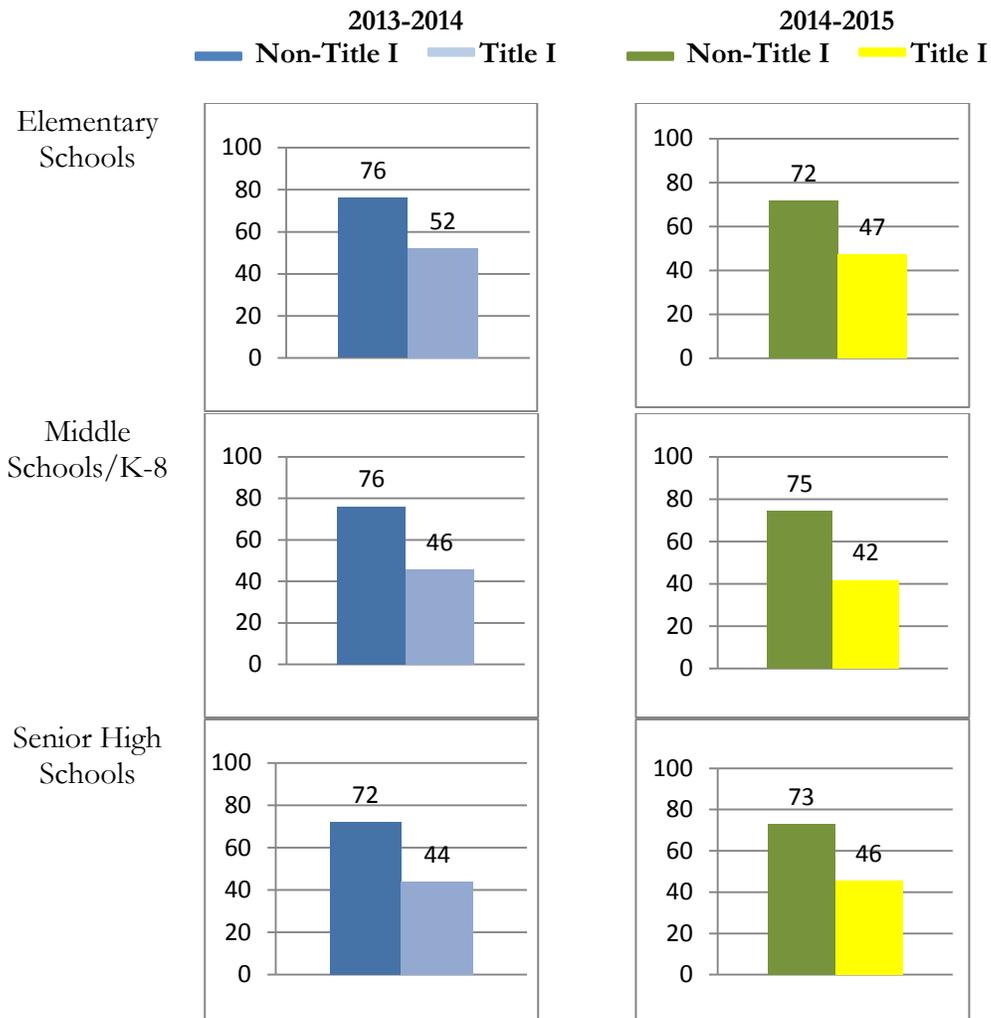
	2015		2014	
	Non-Title I	Title I	Non-Title I	Title I
A	80%	17%	81%	26%
B	11%	17%	13%	19%
C	6%	37%	5%	35%
D	2%	20%	1%	14%
F	0%	7%	0%	7%
I	1%	2%	0%	0%

The change in the distribution of school grades among Title I schools from 2014 to 2015 reflect decreases in several grade components among Title I schools. These are illustrated in the section that follows.

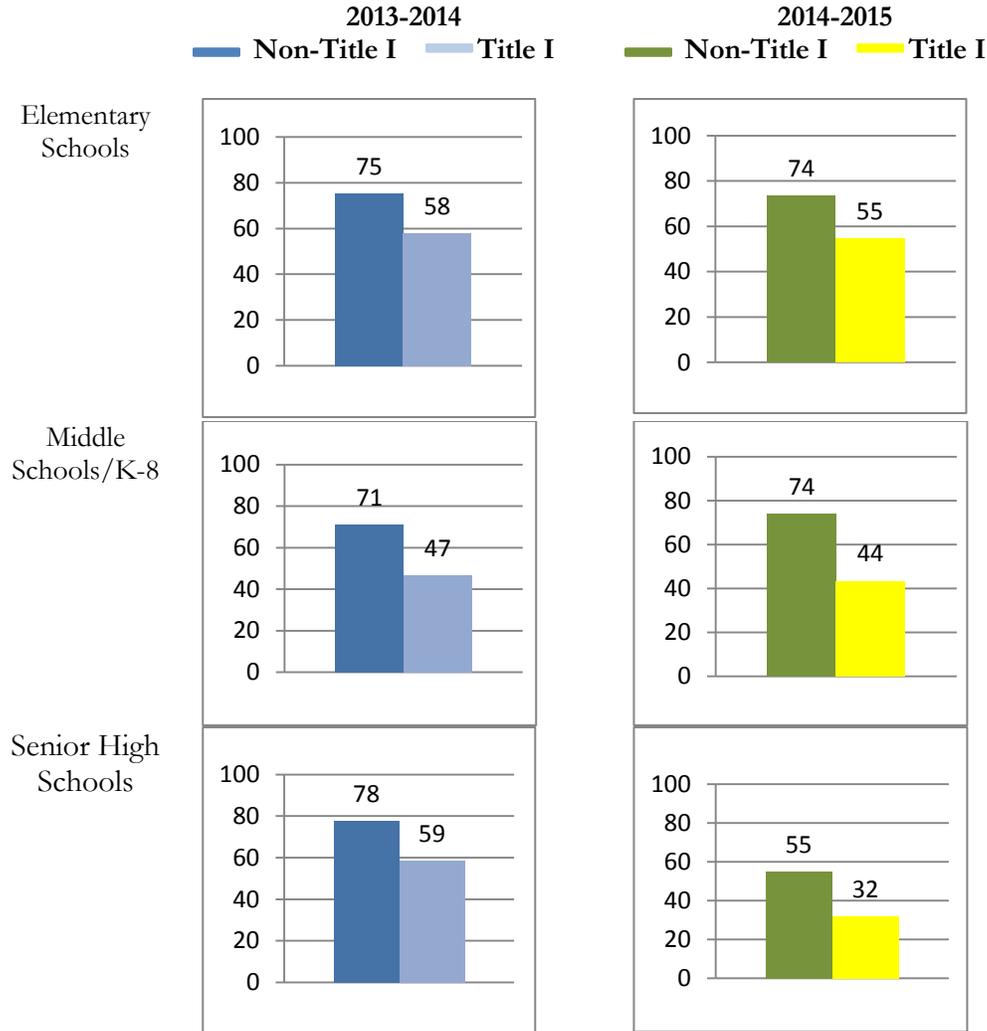
GRADE COMPONENTS

The graphs that follow present the components of school grades, i.e., percent proficient, for Title I and non-Title I schools for the 2014 and the 2015 school years. The graphs represent the average academic outcomes for Title I (light blue and yellow) and non-Title I schools (blue and green) for the 2014 (blue and light blue) and 2015 (green and yellow) school years. Because schools, not individual students, are the matter of interest, statistics represent the averages of schools' percentages.

Direct comparisons in proficiency between the two years are limited by the fact that the standardized achievement tests used to assess students' proficiency in English/language arts and in mathematics were modified substantially before the 2014-15 school year. The Florida Comprehensive Assessment Tests 2.0 (FCAT) and the Florida Standards Assessments (FSA) were used in the 2013-2014 and 2014-15 school years, respectively. Notwithstanding changes in assessment, the graphs provide insight on the degree of change or stability in the gap between Title I and Non-Title I schools because there is no reason to expect that changes in the tests affected Title I and Non-Title I students differently. In other words, if one version of a test was more challenging than the other, that version should have been equally challenging to students across the two types of schools.

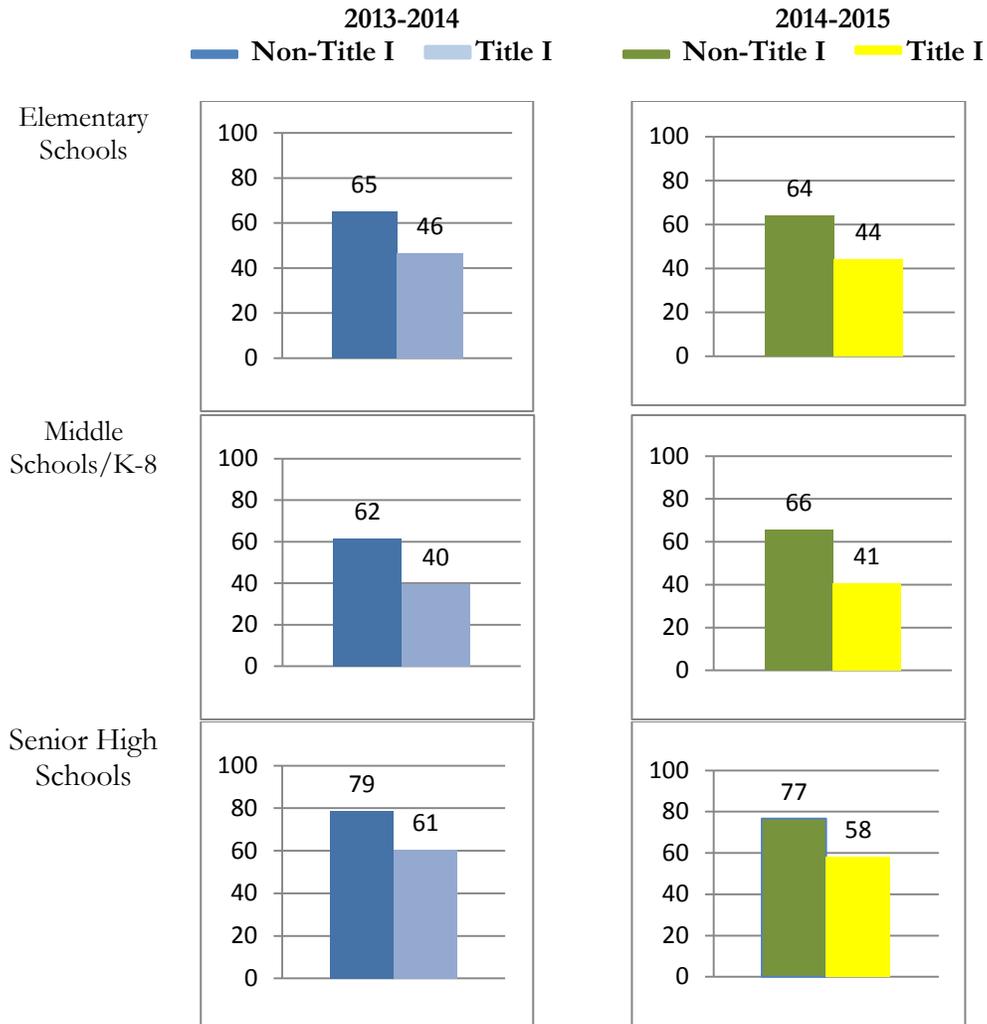
Figure 2. Schools' Average Percentages of Students Proficient in Reading/English Language Arts.

As can be seen from the graphs, the gaps between Title I and non-Title I schools remained roughly comparable in the percentages of students proficient in Reading/English and Language Arts from the 2013-14 to the 2014-15 school year. The percentages of proficient students remained roughly comparable across grade levels.

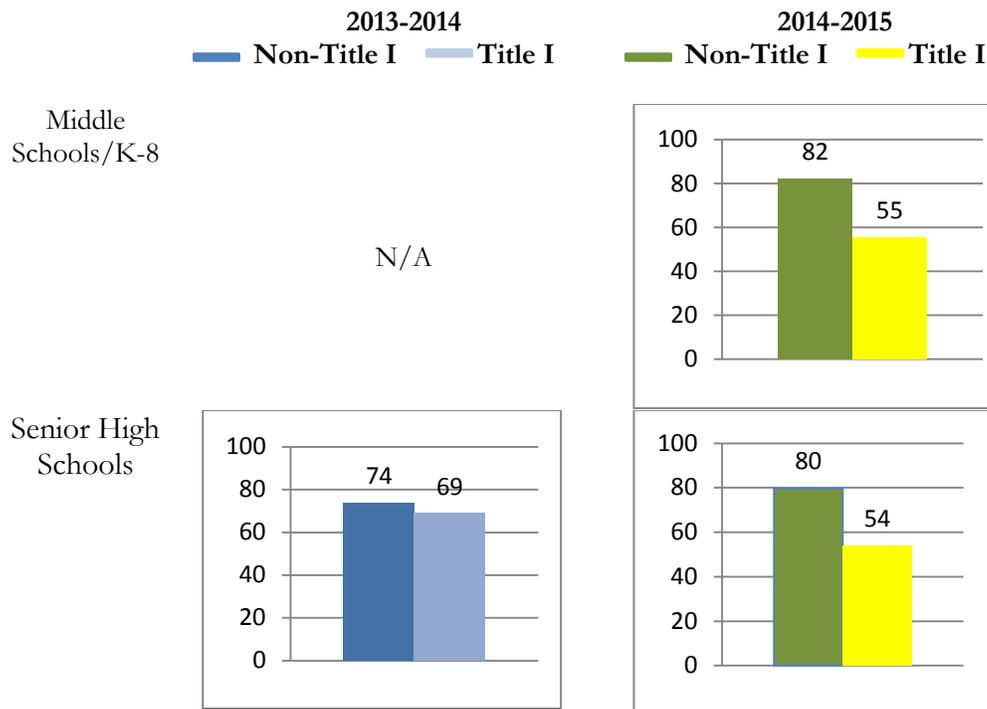
Figure 3. Schools' Average Percentages of Students Proficient in Mathematics.

Across the two years, the schools' average percentages of students proficient in mathematics remained roughly comparable at elementary and middle/K-8 schools as did the gap between the two types of schools. Percentage proficient in mathematics included FCAT 2.0, FSA, and end-of-course test results in Algebra I and Geometry as appropriate by year and grade. However, assuming that senior high school students did not plummet in their mathematics ability from the 2012-14 year to the 2014-15 school year, the percentages of students proficient in the two years suggest that the FSA was substantially more challenging than the FCAT 2.0 for senior high school students.

Figure 4. Schools' Average Percentages of Students Proficient in Science.



Proficiency in science was assessed with the Statewide Science Assessment, which was not changed from 2013-14 to 2014-15, in grades 5 and 8 and with the end-of-course exam for middle and senior high school students enrolled in Biology. The schools' average percentages of students proficient in science and the gap in averages between the two types of schools remained roughly comparable across the two school years. In both years, the schools' average percentages of students proficient in science in senior high school were higher than at the lower grade levels.

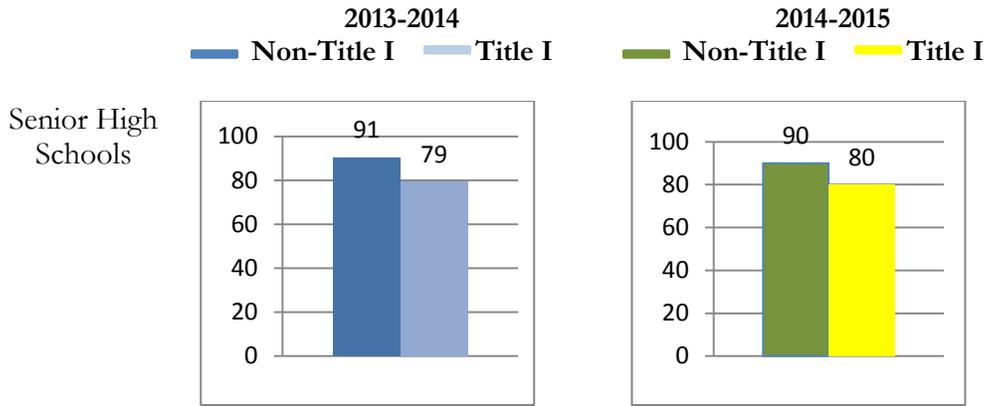
Figure 5. Schools' Average Percentages of Students Proficient in Social Studies.

Proficiency in social studies was assessed with the Civics and with the U.S. History end-of-course exams in middle and senior high schools respectively. Middle school proficiency was not available for the 2013-14 school year because the test administered that year was considered preliminary. The schools' average percentage of students proficient in social studies was comparable in 2014-15 between middle and senior high schools. However, for senior high school students, the average percent proficient in 2014-15 decreased from that of the prior year in Title I schools and increased for Non-Title I schools.

Figure 6. Average Gap between Title I and Non-Title I Schools

Across subject areas and grade levels, the largest gaps in average proficiency between Title I and non-Title I schools were in middle schools. Non-Title I middle schools on average had 33%, 30%, and 27% more students proficient in English and language arts, mathematics, and social studies, respectively than Title I schools. The smallest gaps between the two types of schools were in mathematics at elementary schools and in science at senior high school. In both of these subjects, the gap between the two groups was 19%, favoring Non-Title I schools.

Figure 7. Schools' Average Graduation Rates



The percentages of students who graduated from Title I and non-Title I schools remained comparable across years. The graduation gap between the two types of schools remained similar.

Figure 8. Schools' Average Acceleration Success



There was no meaningful gap between Title I and non-Title I senior high schools in 2013-14 or in 2014-15. At middle schools, for the 2014-15 school year, the average percentage of students who undertook advanced coursework was higher among Non-Title I schools than among 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 2014-15 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 (41 schools), Cool Kids Learn (2 schools), Florida Educational Leadership Council (FELC) (4 schools), Levy Learning (11 schools), or One on One Learning (18 schools). These companies billed the district directly for tutoring that they provided to the students in the non-public schools. See Table 2.

Students Served by Contracted Companies. After the end of the school year, the companies were asked to provide data on the students they served. One company, Cool Kids Learn, which withdrew its services at the end of the school year and closed, could not be contacted to request service data. Missing data among that which was provided is indicated in the tables by dashes. Table 3, “*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 2. Companies' Service Profiles

	Catapult	FELC	Levy	One-on-One
Number of Schools	41	4	11	18
Total number of students served	2,760	132	151	749
School with fewest students	8	5	6	6
Average number of students per school	67	33	14	42
School with most students	289	62	56	101

Note. Data are not available for Cool Kids Learn because the company closed for services.

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 3. Student Demographics and Qualifying Criteria

	Catapult <i>n</i> = 2,760	FELC <i>n</i> = 132	Levy <i>n</i> = 151	One-on-One <i>n</i> = 749
Student Demographics				
Female	53%	42%	55%	43%
Male	47%	58%	45%	57%
Ethnicity				
Hispanic	64%	88%	--	66%
Black	22%	2%	--	30%
White	13%	9%	--	4%
Other	1%	1%	--	0%
not reported	--	--	100%	--
Grades				
Kindergarten	6%	8%	11%	12%
Grades 1 to 5	64%	55%	82%	61%
Grades 6 to 12	30%	37%	7%	26%
Qualifying Criteria				
Teacher referral	100%	100%	100%	--
Parent request	100%	--	100%	--
Unsatisfactory grade (D or F)	--	--	--	--
Kindergarten and 1st graders				
Number referred	481	21	17	90
% with ratings	100%	0%	0%	0%
% below cutoff for service*	100%	--	--	--
Standardized Reading Achievement				
n of students tested	80	0	0	0
% below 50th percentile	93%	--	--	--
Standardized Mathematics Achievement				
n of students tested	0	0	0	0
% below 50th percentile	--	--	--	--

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 4, “*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 companies. The subject areas covered by each company were in response to schools’ request. For instance, Catapult Learning, in addition to providing tutoring also provided study skills training and counseling.

Table 4. Profile of Services

Sessions Provided	Number of Students	Minimum Number of Sessions	Maximum Number of Sessions	Mean Number of Sessions	Standard Deviation
Catapult Learning ($n = 2,760$)					
Reading	1,023	27	132	66	8.7
Mathematics	554	15	154	66	11.3
Writing	1,291	15	103	67	8
Study Skills	251	60	86	67	6.6
Other: Counseling, Science	166	60	102	63	4.4
FELC ($n = 132$)					
Reading	131	1	45	25	11.1
Mathematics	131	1	33	21	6.8
Levy Learning ($n = 151$)					
Reading	151	46	60	55	3.2
One-on-One ($n = 749$)					
Reading	748	1	79	28	14.1
Mathematics	676	1	58	27	10.3

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), the Group Mathematics Assessment and Diagnostic Evaluation (GMade), and the Wide Range Achievement Test (WRAT). A non-normed test, the Crosswalk Coach (published by Triumph Learning) was also used to assess academic progress in reading and mathematics. The tests from this publisher are described by them as aligned with the Florida curricula. Writing samples were scored according to the rubric used for Florida's statewide assessment.

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, .9 of a grade equivalence if scores were equated with grades, and 1 point for the Florida Writing rubric, which is scored from 1 to 6. Table 5, “*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 5. Pre-Post Tutoring Achievement Gains

	Test	Number pre- and post- tested	Percent of tested who met learning gain criteria
Catapult Learning			
Reading	Stanford Diagnostic/ GRade	1011	83%
Mathematics	Stanford Diagnostic/ GMade	551	72%
Writing	Florida Writing Rubric	1291	84%
Study Skills	Catapult Study Skills Test	250	65%
FELC			
Reading	Crosswalk Coach	106	35%
Mathematics	Crosswalk Coach	96	41%
Levy Learning			
Reading	WRAT	150	68%
One-On-One			
Reading	ITBS/AIMSweb/GRade	707	50%
Mathematics	ITBS/AIMSweb/GMade	640	53%

Learning Gain 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
- .9 or more of a grade for tests that generate a grade equivalence (WRAT)

Principal Satisfaction. The principals of eight schools responded to a satisfaction survey conducted by the Office of Program Evaluation. In addition, at the beginning of the subsequent school year, 2015-16, when schools elected service providers, nine schools that changed providers from the prior year were called and principals were interviewed by telephone to determine the reasons for the change and the features of the chosen company that had appealed to them.

On the survey, one principal expressed not being satisfied with the service provided in 2014-15 and stated not having seen “any growth due to the third party tutoring.” This school chose a different company for the subsequent year’s tutoring. The other seven principals rated the tutoring that was provided by the contracted company as “good” or “very good.” But, not all of them chose the same company for the subsequent year. One chose a different company simply because “the Board decided to try a new provider.”

Four of the eight schools received professional development and all four rated the sessions as “good” or “very good.” Three of the eight schools received parent workshops, which were also rated as “good” or “very good.”

There were two main reasons for switching service provider: a) dissatisfaction with absenteeism or tardiness of the tutor, and b) desire to try a different provider. For instance, one school was attracted by one company’s educational program which was computerized and targeted “*fundamentals.*” “*When a child has passed the third grade and is not reading, they need a diagnosis...and the technology component holds the children’s interest.*” Another school was swayed by “*good things*” other schools had to say about a given company. Another school switched simply because “*the board decided to try a new provider.*” Having a choice of companies allows schools to make comparisons.

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 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 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.

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 February 2016.

MIGRANT EDUCATION PROGRAM: DEMOGRAPHIC INFORMATION

During 2014-15, there were 957 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, 48% were female and 52% were male. As in previous years, almost all of the students served were Hispanic (98%).

Table 6. Distribution of Migrant Students, by Race and Ethnicity

Ethnicity	2013		2014		2015	
	No.	Percent	No.	Percent	No.	Percent
White	6	0.8 %	8	0.9 %	9	0.9 %
Black	7	0.9 %	11	1.1 %	12	1.2 %
Hispanic	707	98.2 %	976	98.1 %	936	97.9 %
Total	720	100.0 %	995	100.0 %	957	100.0%

The Migrant students who were served in the 2014-15 school year were enrolled in Prekindergarten (PK) through 12th grade. The number of Migrant students served varied from grade to grade. Specifically; in 2014-15, the number of students served by grade ranged from a low of 37 students in grade 12 to a high of 90 in grade 6. The average number of students served per grade level decreased slightly from 71 students in 2013-2014 to 68 students in 2014-2015.

Table 7. Distribution of Migrant Students, by Grade Level

Grade	2012	2013	2014	2015
PK			99	40
KG	25	55	72	71
Grade 1	26	56	65	71
Grade 2	44	59	73	86
Grade 3	42	75	92	87
Grade 4	43	74	86	78
Grade 5	34	76	80	86
Grade 6	37	56	60	90
Grade 7	40	43	59	84
Grade 8	46	57	65	78
Grade 9	31	67	71	59
Grade 10	38	28	30	50
Grade 11	25	35	34	40
Grade 12		39	35	37
Total	440	720	995	957

It should be noted that the number of migrant students served in 2014-15 was slightly lower than the number of migrant students served in 2013-14. Furthermore, 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 that used seasonal migrant workers, such as Texas and Arizona.

ANALYSIS OF ACADEMIC DATA FOR MIGRANT STUDENTS

1. Introduction

The following section presents an analysis of the academic achievement of the Migrant students as measured by their test results in the Florida Standards Assessments (FSA).

In Spring 2015, the state of Florida transitioned from standards-based assessments which addressed the Next Generation Sunshine Standards (NGSS) in Reading and Mathematics and was assessed using the Florida Comprehensive Assessment Test (FCAT) to the new FSA assessments which target the new Florida Standards in English Languages Arts (ELA) and Mathematics.

Unlike in prior years, comparison of achievement of Migrant students over the years will not be appropriate because the two tests, FSA and FCAT are different. To that end, this analysis will only include the 2015 FSA data in English Languages Arts (ELA) and Mathematics.

2. Analysis of the achievement of Migrant students in the FSA : English Language Arts

Table 8 displays the percent of students scoring at level 3 or higher in Statewide Assessment in Reading for Migrant students in 2015. The data are further broken down by grade level, ELL status, and PFS designation. In 2015, the overall percentage of Migrant students who scored at level 3 or higher in Reading was 30%.

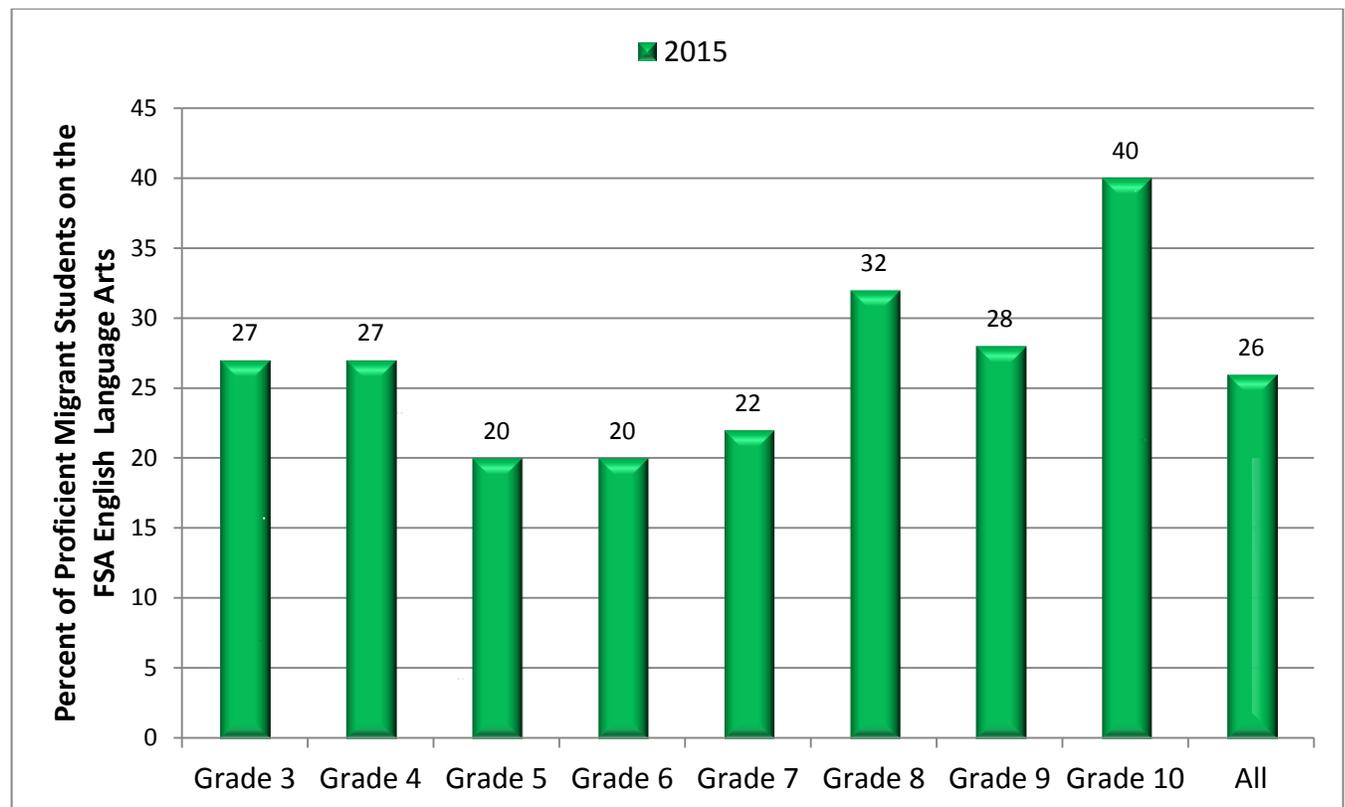


Figure 9. Percent of Proficient Migrant Students in English Language Arts

The percent of Migrant students scoring at or above the proficient level in ELA ranged from a low of 20% in 5th and 6th grade to a high of 40% in 10th grade. Overall the percent of migrant students scoring at the “proficient” level was 26. A closer look at the grade by grade achievements reveals that the higher grades (8th through 10th) did better than the lower grades, especially 5th through 7th grade.

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 statewide achievement test (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 is 7% lower than the overall achievement of all migrant students.

Table 8. Percent of Migrant Students who were Proficient in ELA, by Grade Level

Group	2015
All Migrant Students	26
ELL	33
Non-ELL	28
PFS Students	19
Grade 3	27
Grade 4	27
Grade 5	20
Grade 6	20
Grade 7	22
Grade 8	32
Grade 9	28
Grade 10	40

3. FSA English Language Arts: Migrant vs. Non-Migrant Students

Table 9 displays grade by grade comparisons of the percentages of students scoring at level 3 or above in the FSA English Language Arts for both Migrant and non-Migrants students. The table also displays the achievement gaps between Migrant and non-Migrant students' achievement in 2015.

In FSA English Language Arts, 26% of Migrant students and 58% of non-Migrant students scored at the proficient level (levels 3 and above). The percentages varied widely by grade level. Migrant students who scored at FSA levels 3 and above varied from 20% to 40%. The non-Migrant students' achievement varied from 51% to 61%. The gap between Migrant students' achievement and non-Migrant students by grade level, ranged from a low of 11 percentage points in grade 10 to a high of 41 percentage points in grade 7.

A grade by grade inspection of the achievement gaps in ELA between Migrant and non-Migrant students for the year 2015 reveals that these gaps are wider in the middle grades (6th through 8th) than in other grades.

Table 9. Gap in the Percentages of Reading Proficiency Levels: Migrant vs. Non-Migrant

	Migrant	Non-Migrant	Gap in 2015
All Students	26	58	32
Grade 3	27	57	30
Grade 4	27	61	34
Grade 5	20	60	40
Grade 6	20	61	41
Grade 7	22	58	36
Grade 8	32	57	25
Grade 9	28	51	23
Grade 10	40	51	11

4. Analysis of the achievement of Migrant students in the FSA : Mathematics

Figure 10 and Table 10 display the percent of students scoring at level 3 or higher on FSA Mathematics for Migrant students in 2015. In Table 10, the data are broken down by grade level, ELL status, and PFS designation. In 2015, the overall percentage of Migrant students who scored at level 3 or higher on the FSA was 36%. Furthermore, the percent of Migrant students who scored at the proficient level in mathematics at each grade level ranged from a low of 21% in grade 8 to a high of 43% in grade 7.

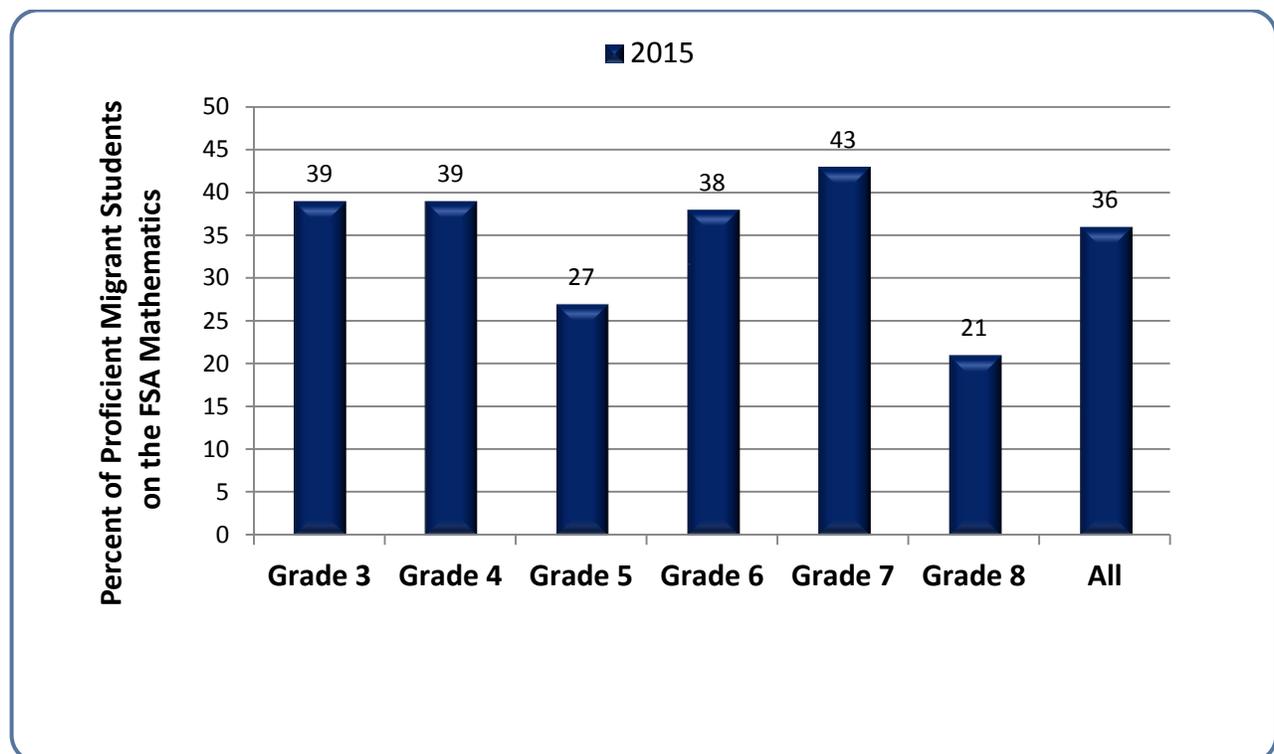


Figure 10. Percent of Proficient Migrant Students in Mathematics

A closer look at the 2015 results, reveals that in grades 3, 4, 6, and 7, the percent of Migrant students who scored in the proficient level was about 40%. In grades 5, and 8, however, the percent of Migrant students scoring at the “Proficient” level was lower.

Table 10. Percent of Migrant Students Scoring 3 and above in FSA Mathematics

	Percent of Proficient Migrant Students
All Migrant Students	36
ELL	22
Non-ELL	39
P F S Students	27
Grade 3	39
Grade 4	39
Grade 5	27
Grade 6	38
Grade 7	43
Grade 8	21

5. FSA Mathematics: Migrants vs. Non-Migrant Students

In mathematics, 36% of Migrant students and 53% 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 the FSA Mathematics ranged from a low of 21% in grade 8 to a high of 43% in grade 7. The achievement of their non-Migrant counterparts ranged from a low of 31% in grade 8 to a high of 64% in grade 4. Overall, the achievement gap between Migrant and Non-Migrant students in mathematics ranged from a low of 10 percentage points in grades 7 and 8 to a high of 32 percentage points in grade 5.

Table 11. Gap in FSA Mathematics Proficiency Levels: Migrant vs. Non-Migrant Students

	Migrant	Non-Migrant	Gap in 2015
All Students	36	53	17
Grade 3	39	61	22
Grade 4	39	64	25
Grade 5	27	59	32
Grade 6	38	52	14
Grade 7	43	53	10
Grade 8	21	31	10

SUMMARY OF THE ACHIEVEMENT OF MIGRANT STUDENTS ACROSS ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

English Language Arts

The achievement of Migrant students varied by grade level. The higher grades, 8th through 10th grade performed better than the lower grades (3rd through 7th). Overall the achievement gap, as measured by the difference in the percentage of students scoring three and above in the FSA-English Language Arts, between Migrant and Non-Migrant students was 32 percentage points. It should be noted that, when compared to Non-Migrant students, the achievement gap by grade level is lower in the middle grades than in other grades.

Mathematics

The achievement of Migrant students in Mathematics also varied by grade level, however the variation was not as pronounced as in English Language Arts. Overall the achievement gap, as measured by the difference in the percentage of students scoring three and above in the FSA-Mathematics, between Migrant and Non-Migrant students was 17 percentage points, which is considerably smaller than the gap in English language Arts. Furthermore, when compared to Non-Migrant students, the achievement gap by grade level is also wider in the lower grades (3rd grade through 5th grade) than in the higher grades (6th grade through 8th grade).

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 2015 through early June 2015. 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 1,650 parents completed the surveys. This represents a higher response than that of 2013-2014, which was about 1,500. 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 (92%) 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 91% of the respondents were parents. About 5% of the respondents were teachers and/or school employees within M-DCPS. About 2% 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 2015 were similar to those in prior years.

Table 12. Respondents to 2015 Parent Involvement Survey, by Stakeholder Group

	N	Percent
Parents	1,400	90.8%
Teachers/ School Employees	78	5.1%
Community Members	30	1.9%
Other: grandparents/legal guardians/ brothers/sisters, etc.	34	2.2%
Total	1,542	100.0%

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 13. Awareness of Standards and Testing

Question	2013	2014	2015	Diff.
▪ Did you receive information about what the school teaches your child?	95.0%	90.3%	93.1%	2.8%
▪ Did you receive information about Sunshine State Standards and standardized tests your child may take; such as the FCAT, FSA?	92.0%	84.8%	86.3%	1.5%
▪ Did you receive information about how your child scored on state tests?	91.0%	87.1%	89.5%	2.4%
▪ Did you receive information on how to determine if your child moves or repeats the same grade?	91.0%	84.7%	84.1%	-0.6%
▪ Did you receive information about how to keep track and monitor your child’s progress?	95.0%	90.7%	91.7%	1.0%
▪ Did you receive information about how you can work with teachers to help your child succeed?	93.0%	87.6%	87.1%	-0.5%
▪ Did you go to an open house or any meeting where the goals of the Title I program were discussed?	88.0%	84.8%	85.2%	0.4%

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 “Difference” compares the results of the 2015 administration to that of 2014. A brief inspection of this column shows that nearly all of the areas showed a slight increase. 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 (61.3%) 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 2013 through 2015.

Table 14. Parents' Source of Information

Source of information	2013	2014	2015	Diff.
▪ Conference with a teacher	59.3%	59.5%	61.3%	1.8%
▪ Meeting at school	58.4%	58.7%	59.2%	0.5%
▪ Mail from school and/or district	23.7%	38.7%	36.7%	-2.0%
▪ School/District/State websites	24.5%	13.8%	21.7%	7.9%
▪ Title I School-Parent Compact	31.2%	28.8%	29.7%	0.9%
▪ Title I Quarterly Parent Bulletin	29.2%	24.0%	27.0%	3.0%
▪ Friends, relatives, or other parents	17.1%	14.8%	16.3%	1.5%
▪ DAC Talk News for Title I parents	27.4%	20.8%	23.2%	2.4%

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 two 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, that percentage increased as compared to last year by about 8 percentage points.

This year there was also an increase in the number of parents who received information from "DAC Talk News for Title I Parents" as well as an increase 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 79% to 90%. It should be noted that these numbers are high and they have increased in the majority of cases by comparison to the 2014 numbers.

Table 15. Parents as “Partners”

Question	2013	2014	2015	Diff.
▪ Did you feel teachers/staff were willing to communicate with you?	95.0%	89.8%	90.1%	0.3%
▪ Did the school value your suggestions and/or ask for your advice?	89.0%	83.7%	87.7%	4.0%
▪ Did you know that you can participate in the PIP?	87.0%	80.2%	78.2%	-2.0%
▪ Did your school tell you about the Florida PIRC?	86.0%	78.3%	80.2%	1.9%
▪ Did your school promote access to the Title I PIP?	87.0%	83.1%	85.1%	2.0%
▪ Was the Title I PIP easy to understand?	86.0%	80.1%	81.1%	1.0%
▪ Was the Title I PIP given to you in a language you understand?	88.0%	83.1%	85.2%	2.1%
▪ Did your school have a meeting to explain Title I PIP?	82.0%	78.4%	79.1%	0.7%

Specifically, about 88% of the parents felt that their children’s school valued their opinions. This represents a considerable increase of 4 percentage points when compared to the 2014 results.

Over 90% of the parents indicated that teachers and school staff were willing to communicate with them. This represents a slight increase from the results of 2014 where 89.9% of the respondents indicated that they felt that teachers and staff were willing to communicate with them. In all other categories, there was an increase that ranged from 1 percentage point to about 4 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 79% and is considered high, and it was about 1 percentage point higher than the 2014 results.

An inspection of the column “Diff.,” which compares the results of the 2014 to that of 2015, shows that in all (except one) areas, there was an increase in the percentages of parents responding favorably to these questions. This is an area that can be targeted for continued 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 16. Barriers and Obstacles to Greater Parent Involvement Participation

Barrier or Obstacle	2013	2014	2015	Diff.
▪ Schedules of meetings did not work with my schedule.	44%	48%	47%	-1.0%
▪ Language barrier (Can't speak English).	31%	21%	26%	5.0%
▪ Problems with childcare.	21%	16%	20%	4.0%
▪ Other reasons.	16%	17%	19%	2.0%

An inspection of the table above shows that the 2015 results are similar to the 2014 results, except for the “language barrier” and “problems with childcare” where there was an increase of 5 points and 4 points respectively. The increase reflects that parents are having less success in participating in school events. In contrast, the percentage of parents who cited “Times and/or dates of meeting” as a barrier decreased by 1 percentage point.

COMMUNICATION WITH TEACHERS

This section of the survey was designed to see if the parents knew how to contact their children’s teachers and if the communication was facilitated by the use of a language that the parent could understand and comprehend. While the great majority of the respondents (94%) indicated that they knew how to contact their children’s teachers, only 82% of the respondents said that translators were available to help them at Title I District meetings.

Table 17. Communication with Teachers

Question	2013	2014	2015	Diff.
▪ Did you know how to contact your child’s teacher?	97.0%	92.7%	94.2%	1.5%
▪ Did the school provide you with information in a language easy to read and understand?	97.0%	94.9%	95.7%	0.8%
▪ Were translators available to help you at Title I District meetings and/or activities?	86.0%	82.7%	83.7%	1.0%

An inspection of the column “Diff.” which compares the results of the 2014 administration to that of 2015 shows that there was an increase in the percentages of parents responding favorably to these questions. This finding is important as it may reflect that the communications between parents and schools are improving and the focus should be to keep this trend of improvement.

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. Over 93% of the respondents felt that they were welcome at their schools, and 85% of the respondents said that they asked for specific activities, or materials from their child’s school. Unlike in last year, the 2015 results show an increase in all three areas that ranged from 1.4% to 3.5%. These results are encouraging and represent a reversal of trend.

Table 18. School Open Parental Involvement

Question	2013	2014	2015	Diff.
▪ Did you ask for specific activities, meetings, or materials?	86.0%	83.4%	85.0%	1.6%
▪ Were you satisfied with the responses?	86.0%	83.7%	85.1%	1.4%
▪ Did you feel welcome at your child’s school?	95.0%	89.7%	93.2%	3.5%

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 increase in the percentage of parents wanting to know more about specific programs, this year, 2015 almost 40% of the parents surveyed expressed their desire to get more information about “State Standards and Testing” (6 percentage points increase), and about the requirements for High School graduation (3 percentage points increase 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, especially in light of the changes generated by the introduction of the new Florida Standards Assessment.

Table 19. Areas and/or program where parents indicated they need more information

Area / Item	2013	2014	2015	Diff.
▪ The state standards and testing	46 %	33 %	39 %	6.0%
▪ How to work with my child at home	34 %	28 %	29 %	1.0%
▪ The Title I program	23 %	24 %	24 %	0.0%
▪ How to work with my child's teachers	25 %	27 %	27 %	0.0%
▪ How to get resources for parents	29%	27%	28%	1.0%
▪ High school graduation requirements	24%	24%	27%	3.0%
▪ Pre-requisite for post-secondary education	25%	14%	19%	5.0%
▪ Services for students with special needs	16%	13%	15%	2.0%

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 2013, 2014, and 2015 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. Furthermore, parents were slightly more positive about nearly every aspect by comparison to the 2014 results.

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. Furthermore, in many cases the levels of satisfaction are higher than those of prior year. To that end, it is recommended to look further into the reasons of the increase and build on the strategies used during the 2014-2015 school year in Title I schools.

On the other hand, the results suggest that while parents are knowledgeable about their children academic requirements and access to post-secondary education, there was an increase in the percentage of parents who indicated their need to know more about "State Standards and Testing". This may be due to the introduction of a new assessment system: The Florida Standards Assessment.