

OFFICE OF PROGRAM EVALUATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I

2008-2009 SCHOOLS AND STUDENTS SERVED

PARTS A AND D OF TITLE I,
“IMPROVING THE ACADEMIC
ACHIEVEMENT OF THE DISADVANTAGED”
OF
THE NO CHILD LEFT BEHIND ACT OF 2001

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TITLE I

2008-2009 SCHOOLS AND STUDENTS SERVED

PARTS ‘A’ AND ‘D’ OF “IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED”

A SUMMARY OF THE 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 of failure including preschool children from low income families, migrant students, children with disabilities, Indian children, and neglected and delinquent youth. The Act is based on four basic principles:

- 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.

Title I of the Act is divided into eight Parts, each of which allocates funds for specific purposes. This report summarizes programs and activities undertaken with funds administered by the Title I Administration office of Miami-Dade County Public Schools awarded through Parts A and D, as well as funds provided by the Florida Department of Education (FDOE) from a NCLB set aside for school improvement. Activities and outcomes associated with funds received from other Parts are beyond the scope of this report.

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/>.

The section that follows provides a cursory overview of features of Parts A and D with which readers should become familiar in order to understand the services that are described in the rest of the document. Because Title I is more extensive and detailed than can possibly be described in an overview such as this one, readers are encouraged to read the Act.

PART A -- IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

Part A of Title I requires that states which receive funds to improve basic programs develop a plan that specifies academic standards, academic assessments, and a system of accountability. Standards are to be set for mathematics, reading or language arts, and beginning in 2005-2006, are also to be set for science. Standards are to be challenging and applied to all children equally. Assessments are to be valid and reliable, to be used yearly for each of the subject areas for which standards have been set, and are to be used with all children. Assessments are to be used in the states' accountability system, which must be all inclusive and must be used to determine if schools have made state-defined "adequate yearly progress" (AYP) towards meeting the states' standards by the school year 2013-14.

AYP is one of the key features of the NCLB Act. It is applied to all public schools, must be measured in a manner that is statistically valid and reliable, and must be determined through the assessment of all students. Inclusiveness is ensured by the law through a stipulation that states measure the academic progress of economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; and English language learners. To make AYP, states must also set standards for graduation rates and may choose an additional indicator of accomplishment such as decreases in grade-to-grade retention rates, increases in attendance rates, and increases in the percentages of students completing gifted and talented, advanced placement, and college preparatory courses. Each state defines the rate of growth it needs to attain so that by the school year 2013-2014 all its students meet the state's criteria for proficiency. This rate of growth sets the yearly markers that define AYP.

TYPES OF ASSISTANCE

Part A provides for two models of assistance: schoolwide and targeted assistance of specific students within a school. Either model requires that a minimum of 40% of students at each school be from low income families. M-DCPS uses the schoolwide model. The law specifies that schools using the schoolwide model conduct a comprehensive needs assessment and develop a plan of strategies that they will implement to increase achievement. Strategies for use by schools include employment of highly qualified teachers, professional development, increase in parental involvement, assistance of preschool children to transition successfully, involvement of teachers in instructional decisions, assistance of students who experience academic difficulties, and linkages with outside agencies. Additionally, schools may create or support preschool programs.

MONITORING THE IMPACT OF ASSISTANCE

It is the responsibility of school districts to use the state’s assessment tests and other indicators to review the progress of each school and to determine if schools make AYP. Districts must publicize results of reviews, determine the effectiveness of efforts to make improvements, and provide technical assistance.

SCHOOLS IN NEED OF IMPROVEMENT

Schools that fail to make AYP for two or more consecutive years are considered to be “schools in need of improvement” (SINI) and districts must offer the parents of students enrolled at these schools the choice to transfer (Transfer Choice) to an alternative public school that has not been deemed in need of improvement. Priority must be given to the lowest achieving students from low income families. As part of this option, districts must provide transportation to students’ chosen schools². Once enrolled, transfer students may continue to enroll at their chosen school through the highest grade at that school. Transportation need not be provided if the student’s home school is no longer deemed in need of improvement.

ON YEAR WITHOUT AYP	SINI YEAR	INTERVENTIONS
3	1	Considered in need of improvement Prepare and undertake an action plan for improvement Offer students the option to transfer (Transfer Choice) Spend at least 10% of funds on professional development
4	2	Same as above Offer low income students supplemental educational services (SES)
5	3	Same as above Undertake at least one of five corrective action steps
6	4	Same as above Plan a restructuring intervention
7	5	Undertake the restructure

Note: The timeline for interventions suspends every year that a school makes AYP and is re-set to 0 if the school makes AYP for 2 consecutive years.

Schools designated as SINI must spend at least 10% of funds on professional development and develop a plan that delineates the activities that they will use to make AYP. Schools submit their plans to the school district for review and approval and receive technical assistance from the district.

After a third year that a school fails to make AYP, enrolled students from low income families may choose to enroll in supplemental educational services (SES). These tutoring services are delivered by state approved private providers outside of the normal school day. Providers may include for profit and nonprofit businesses, religiously affiliated organizations, or community-based organizations. Providers determine session lengths and their hourly rates, up to the state’s maximum, in negotiations with the state.

² There are various labels for schools to reflect assignment and choice. Attendance boundary schools are those that are designated for students who live within a specified geographical area. When students exercise the option to enroll at a school other than their attendance boundary school, chosen schools are termed as receiving schools and attendance boundary schools are referred to as sending schools.

Schools under corrective action

After a fourth year that a school fails to make AYP, the school must undertake one or more corrective action steps. These include a) replace school staff, b) implement a new curriculum, c) decrease management, d) extend the school year, and e) restructure the organization of the school.

Schools under restructuring

Schools that fail to make AYP for five years, must plan to implement at least one of several restructuring interventions in the seventh year if the sixth year also results in failure to make AYP. These include a) reopen the school as a charter school, b) replace all or most of the school staff, c) contract with a private entity to manage the school, d) turn over operations to the state, or e) other major restructuring action.

DISTRICTS' AYP

Parallel to the requirements made of schools, Title I of NCLB also places stipulations on districts to make AYP, make plans for corrective actions and/or restructuring if they consistently fail to make AYP and for the state educational agency to review, monitor, and assist. Like schools, districts that fail to make AYP for two or more consecutive years must dedicate 10% of funds to professional development.

PARENTAL INVOLVEMENT

To the extent practicable, schools are responsible for facilitating the involvement of all parents in their children's education, including working parents, parents who need literacy support, parents with disabilities, and parents whose home language is not English. To meet this goal, districts are to set aside at least 1% of their Title I funds for parental involvement and employ the following three strategies.

- Develop a parental involvement policy and include parents in its development, review, and execution.
- Develop, with parent participation, a school-parent compact that outlines how parents, the school, and the students share the responsibility for student achievement.
- Build capacity for parental involvement.

Title I also specifies other features of parental involvement. It specifies that schools must involve parents in the planning, review, and improvement of parental involvement policies, plans, and activities so that these are tailored to individual schools. In addition, schools must convene an annual informational Title I meeting. This and other meetings must be scheduled at times that are convenient to working parents. In elementary schools, compacts are to be discussed at least annually with individual parents.

INCLUSION OF NON-PUBLIC SCHOOLS

Title I mandates the provision of funds to non-public schools for the supplemental education of students who fail or are at risk of failure. The law provides four options for districts to determine the amount of funds to which non-public schools are entitled³. Schools have several options on the designation of funds allocated to them including supplemental educational services, i.e., tutoring, and/or in materials and equipment for tutoring.

ALLOCATION OF FUNDS

Federal funds in support of Title I are channeled through state departments of education, which must meet federal requirements and have discretion over remaining funds once requirements are met. In the state of Florida, funds for school districts are based on rates of poverty determined from census estimates generated six years prior to the allocation.

Districts in turn, must meet federal and state requirements before exercising discretion over funds. Specifically, districts must set aside 5% of funds for professional development towards developing teaching staff that is highly qualified and at least 1% for parental involvement. Also, once districts have schools designated as SINI, they must set aside funds for these schools; 10% for professional development and 20% for Transfer Choice and SES. If the demand for Transfer Choice and SES exceeds the 20%, districts may draw funds from other sources or may prioritize services. However, districts may not spend less than five percent of their Part A allocation on SES if the cost of satisfying all requests for services exceeds the five percent threshold. Districts may spend the remaining set-aside on transportation for whichever, the Transfer Choice or SES option, has the greater demand for service. The balance of Part A funds may be used by districts for specific projects and for targeted or schoolwide assistance.

BREAKDOWN OF PART A FUNDS FOR DISTRICTS WITH SINI	
5%	professional development to develop highly qualified teachers
10%	professional development at SINI
20%	Transfer Choice and SES
65%	Schoolwide assistance or targeted assistance and specific projects

PART C – EDUCATION OF MIGRATORY CHILDREN

In order to reduce the negative effects of disruptions on their education, Title I Part C provides five year grants to states that request funds for educational and supportive services for migratory children. The aim is to ensure that migratory children have the opportunity to meet the same academic standards as other children. Whereas funding under Part A is provided on the basis of the numbers of children through age 17, under Part C, funding is provided on the basis of the numbers of migratory children through age 21.

³ See the next section, “Title I Parts A, C, and D in Miami-Dade County Public Schools” for a description of the method used in the District.

States that apply for funds must make comprehensive plans and include the following assurances in their plans: a) funds will be used for migratory children, b) programs will be offered in consultation with parent advisory councils, c) parental involvement will be sought, d) the needs of preschool children will also be addressed, and e) program effectiveness will be assessed. In addition, to the extent practicable, programs are to include professional development; family literacy programs; the integration of information technology; transition of students into postsecondary education; and advocacy and outreach activities on areas such as nutrition, health, and social services. Hence, the provision of services to migratory children is to be broader in scope than is typically the case in education. Finally, states must participate in the development of electronic transfer of student records.

Students who are failing or who are at risk of failure and whose education has been disrupted during the school year must be given priority in the provision of services. Children are eligible for services until the end of the school year when they cease to be migratory, but may continue to receive services for one additional year if these are not available through other programs. However, secondary students continue to be eligible until graduation. Services under Part C are supplemental and must not be used to supplant those funded from Part A services.

PART D – PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

In order to ensure that neglected or delinquent children have the same opportunity as other children to meet state standards, Title I Part D provides grants to states that request funds for educational and supportive services for these students. Specifically, students are to be provided support services to prevent dropout and to make successful transitions from institutionalization to further schooling or employment. States' plan for these children shall address assistance in transition from correctional facilities to locally operated programs, must be integrated with other available programs, and must include goals, objectives, and performance measures that will assess academic, vocational, and technical skills outcomes. To the extent feasible, these children are to have the same opportunities as other children. Their educational needs are to be assessed, and for children in correctional institutions, priority must be given to those who are likely to complete incarceration within a two-year period.

Programs are to be of high quality and supported with staff development and/or consultation with experts to that end. They must be evaluated and improved on the basis of evaluation outcomes. Programs must coordinate with other relevant state and federal programs in the provision of services and to ensure that student assessments and records are shared in ways that permit educational planning and services. Also, programs must coordinate with all parties that might support the students' education and prevent delinquency including parents and businesses that might train and mentor students. Each correctional facility is to have an individual in charge of transition.

In addition to providing instruction and coordination, student support is to address other education related needs such as career counseling and assistance in procuring student loans

and grants. Programs must address the individualized educational needs of students with disabilities and share educational information with students' home schools. Their teachers and staff must be qualified for working with students with disabilities. Students who had dropped out before entering correctional facilities must be encouraged to continue their education and/or further their employment related skills.

Funds used under Part D must supplement and must not supplant services funded from other sources. Funds may be used for institution-wide improvement or to serve students who failed or are at risk of failing to meet academic standards. The law specifies requirements for institution wide projects, projects that specifically support transition, and has explicit requirements for applications from local educational agencies (school districts).

THE STATE OF FLORIDA'S DIFFERENTIATED ACCOUNTABILITY

The Florida Department of Education (FDOE) integrated the federal and the state accountability systems with a model that differentiates among schools on the basis of the federal SINI classification, percentage of AYP criteria met, and the state's school grade system. In 2008-09, schools that received A, B, C grades, or were ungraded, and those that did not have a SINI status either because they were not Title I or because they were Title I and had not been deemed in need of improvement, required no action from the district or the state. They could proceed with their individual plans for improvement.

Other schools received district and/or state support depending on their designation as: requiring no action; Prevent I; Prevent II; Correct I; Correct II; or Intervene category. The criteria for assignment of schools to each of the categories are detailed in the accompanying chart. Note that D and F schools were included in the support structure whether or not they received Title I funds.

In this model, supports were specified in the areas of: school improvement planning, leadership, educator quality, professional development, curriculum alignment and pacing, continuous improvement, choice with transportation, monitoring, supplemental services, corrective action, and restructuring. Full descriptions of these actions are available from <http://www.flbsi.org/DA/index.htm>.

2008-2009 Florida Accountability Model

NO ACTION

non-SINI* and A, B, C, or ungraded

PREVENT I	PREVENT II
------------------	-------------------

SINI 1, 2, or 3 &
A, B, C, or ungraded &
at least 80% AYP

SINI 1, 2, or 3 &
any grade &
less than 80% AYP

-- or --

non-SINI and D grade

CORRECT I	CORRECT II
------------------	-------------------

SINI 4 or greater &
A, B, C, or ungraded &
at least 80% AYP

SINI 4 or greater &
any grade &
less than 80% AYP

-- or --

non-SINI and F grade

INTERVENE

Any school with an F grade and a total of 4 F's in the last 6 years
-- or --

Any school with an F grade and a total of 2 F's in the last 4 years, and any 3 of the following 4:
greater than 65% non-proficient in reading
greater than 65% non-proficient in mathematics
no increase in non-proficient since 2003 in reading
no increase in non-proficient since 2003 in mathematics

-- or --

Title I school with D or F grade, and any 3 of the following 4:
greater than 65% non-proficient in reading
greater than 65% non-proficient in mathematics
no increase in non-proficient since 2003 in reading
no increase in non-proficient since 2003 in mathematics

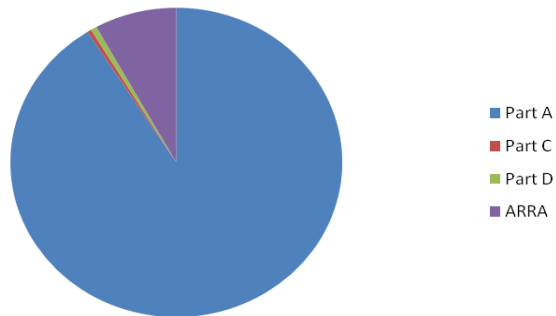
Note. *non-SINI includes non-Title I schools and Title I schools not deemed as being a "school in need of improvement"

80% AYP = adequate yearly progress on 32 of the 39 components that determine AYP.

TITLE I PARTS A AND D IN MIAMI-DADE COUNTY PUBLIC SCHOOLS⁴**FUND ALLOCATION**

During the 2008-09 school year, funds allocated to M-DCPS through Title I Parts A, C, and D, and dedicated School Improvement Funds totaled 158 million dollars. The pie chart below depicts a breakdown of the funds. As can be seen from the pie chart, by far the largest allocation was to part A, which represents 91% of the total. Funds provided under the American Recovery and Reinvestment Act of 2009 represented 8%, and Parts C and D each represent less than 1%.

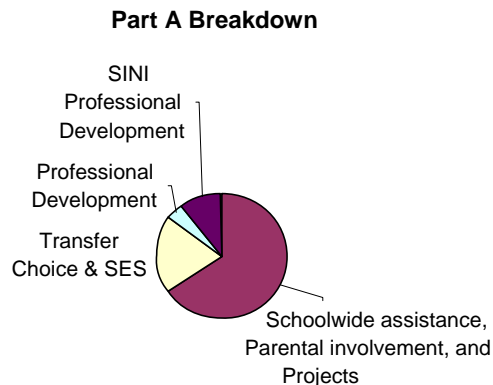
Relative Allocations of Parts A, C, D, and AARA



Note. The percentage of total funds provided by the FDOE is open to change yearly.

PART A FUNDS

In M-DCPS, allocations from Part A funds included set aside funds for Transfer Choice (5%), SES (15%), professional development for teachers to meet the requirement that teachers be highly qualified (5%), and professional development at SINI (10%). Remaining funds (65%) were used for parental involvement, for specific projects, for schoolwide assistance, and for supplements to professional development for SINI, Part C, and Part D.



⁴ Each year M-DCPS Title I Administration publishes a Handbook that describes programs and procedures. See <http://ehandbooks.dadeschools.net/>

Of Part A funds, the items with the largest expenditures included: schoolwide programs (\$51,836,000), SES/Transfer Choice (\$23,447), Reading Coaches (\$13,569,000), and Pre-kindergarten, (\$10,703). The Reading Coaches allocation complies with the legislative stipulation of a 10% set-aside for professional development for SINI. Other large ticket items included professional development for the Highly Qualified Requirement (\$9,481,219), Academic Initiatives (\$8,459,830), and Title I Academic Support (\$8,288,185).

Funds for schoolwide assistance programs (roughly 36% of the Part A budget) are allocated to schools by the M-DCPS Title I Administration depending on the percentage of students at each school that qualifies for the free/reduced lunch program. Principals decide how they will use each participating school's funds. Most principals use the funds for teacher salaries in order to decrease student teacher ratios, to implement pull-out programs and tutoring, and/or to provide or expand preschool education.

During the 2008-09 school year, each school served by Title I also received a Reading Coach (roughly 9% of the Part A budget). Coaches had to have a minimum of three years of teaching experience in language arts, reading, and/or English as well as certification, endorsement, or advanced coursework in reading instruction. Coaches provided technical assistance to teachers with the implementation of the district's reading plan. They were expected to keep abreast of instructional strategies consistent with the district's plan; facilitate relevant professional development in the form of workshops, direct instruction, or modeling; assist with the administration of student assessments and interpretations of results; and coordinate and monitor interventions for students who needed targeted interventions. Coaches also served as liaisons in the coordination of professional development in the areas of mathematics and science.

Funds from Part A (roughly 7% of the budget) were allocated for pre-kindergarten programs to supplement the state provisions for the Voluntary Pre-Kindergarten Program (VPK). These additional dollars partially defray the cost of having students taught by teachers instead of paraprofessionals and of having a full day of instruction instead of the state-funded partial day.

Funds for academic initiatives (6%) and for academic support (5%) covered a range of academic programs for students such as Saturday tutoring, summer classes, support staff in curriculum and instruction for school improvement initiatives, and the implementation of secondary school reform in Title I schools.

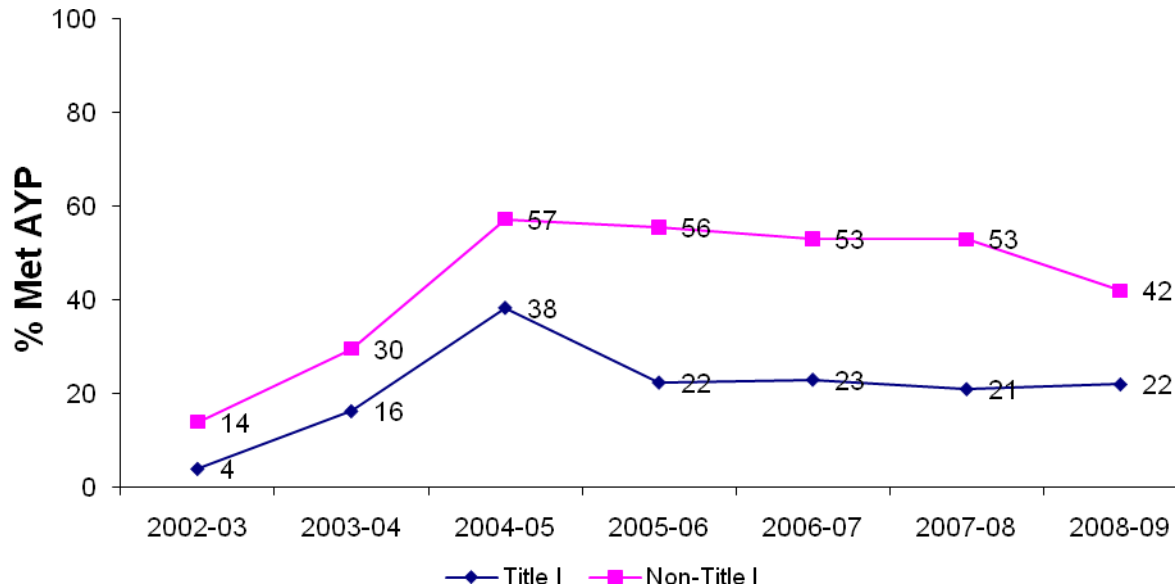
PART A: SCHOOLWIDE ASSISTANCE PROGRAMS AND PROJECTS

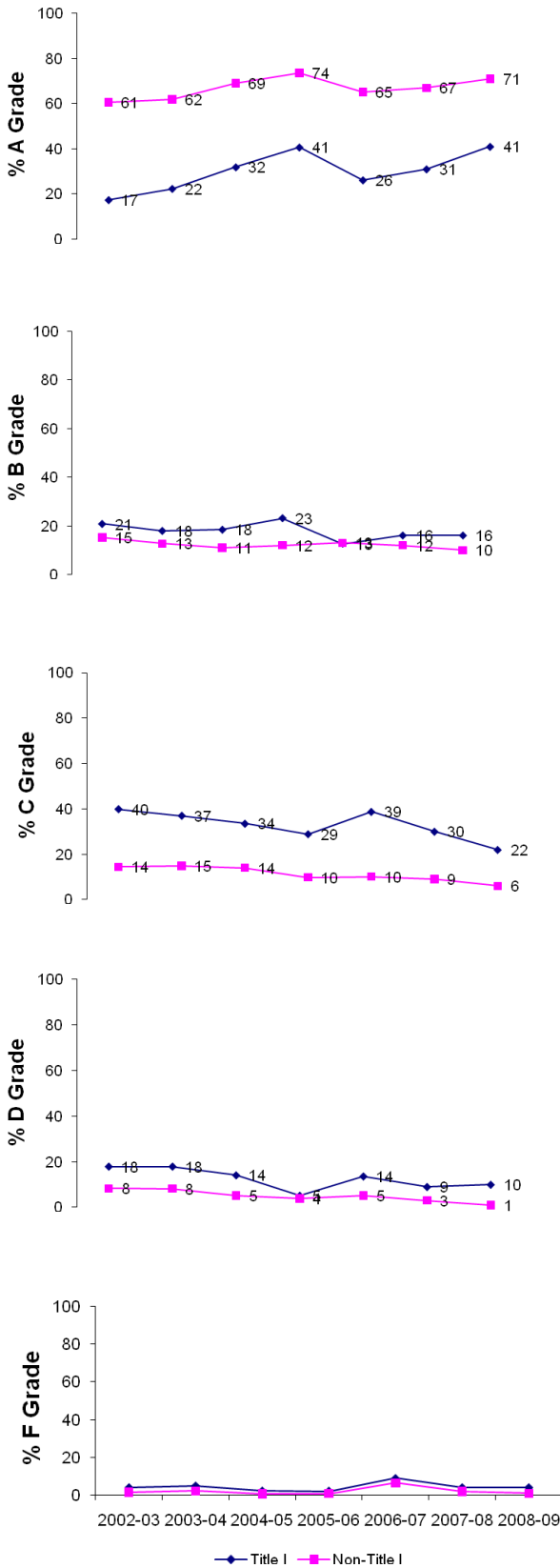
SCHOOLS SERVED

In the 2008-2009 school year, 256 schools received schoolwide assistance funds: 145 elementary schools, 10 K-8 centers, 51 middle schools, 36 senior high schools, and 15 alternative/special education centers. Of these schools, 24 operated as charter schools. Of the 256 schools, the students of 138 and 166 schools were eligible for transfer/choice and for SES, respectively.

Under Differentiated Accountability (DA), none of the schools fell under the Prevent I category, 20 fell under Prevent II, 53 under Correct I, 49 under Correct II, and 4 under Intervene I. For information about specific schools, see *Title I Administration: 2008-2009 Participating Schools and Status*, on page 21.

Of the 256 schools, 250 were rated on the adequate yearly progress (AYP) measure and 22% of these made AYP. The graph below presents the percentages of Title I and non-Title I schools that made AYP.





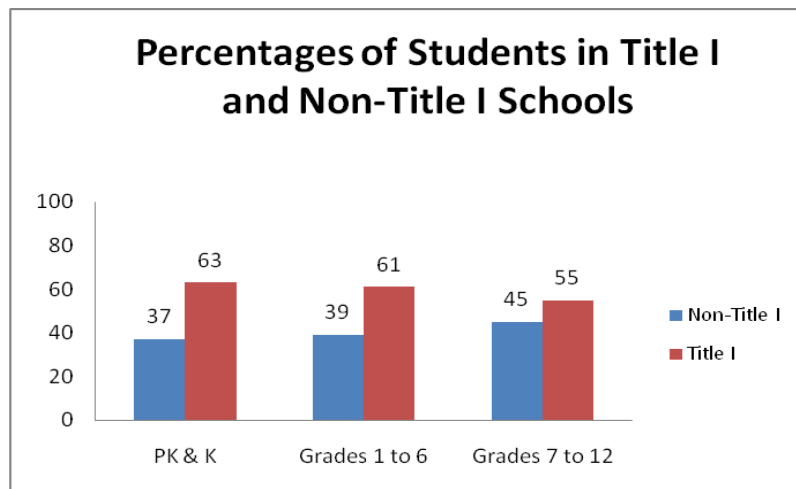
In addition to the NCLB criteria of AYP, Florida’s A-Plus Plan for Education assigns grades to school on the basis of student performance on the FCAT-SSS. The grades have the same letter denominations as students’ grades.

In 2008-09, 57% of Title I schools and 81% of non-Title I schools received an ‘A’ or ‘B’ grade. Among Title I schools, 22% received a ‘C’ grade and 10% received a ‘D’ or ‘F’ grade. The remaining 7% were not graded.

Because computations for school grades have changed over the years to include writing test results (2004-05) and to include science test results (2006-07), the school grades should not be gauged across the years. Instead, they should be gauged in comparison to that of non-Title I schools. The accompanying graphs depict the percentages of Title I and non-Title I schools that received grades ‘A’ through ‘F’ from 2002-03 to 2008-09.

STUDENTS SERVED

In the 2008-09 year, 343,380 students were enrolled in M-DCPS at the February FTE. Of these, 59% ($n = 201,368$) were enrolled in Title I schools. Of students in prekindergarten and kindergarten, in primary grades (1st to 6th), and in secondary grades (7th to 12th), 63%, 61%, and 55% respectively were enrolled in Title I schools. For more details, see *Percentages of Students in Title I and in non-Title I Schools* on page 21.



The percentages of all district students by various demographic and educational characteristics enrolled in Title I schools were as follows.

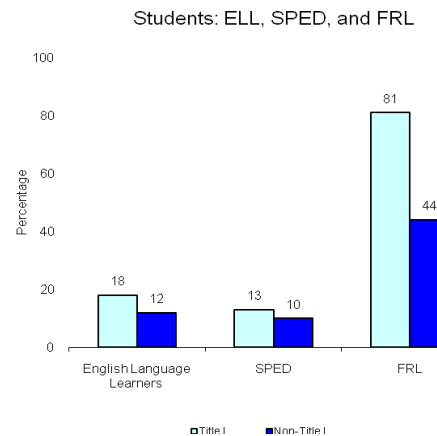
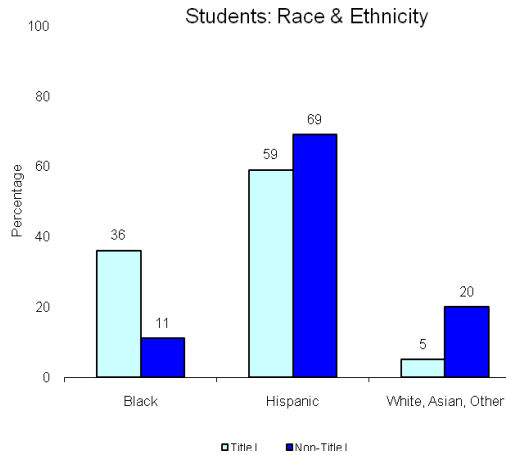
- 59% of all males and 58% of all females in the district were enrolled in Title I schools;
- 82% of all Black, 55% of all Hispanic, and 25% of all White students;
- 72% of all students who participated in the free/reduced lunch (FRL) program;
- 69% of all English Language Learners (ELL);
- 64% of all students who participated in special education (SPED);
- 87% of all students designated as migrant; and
- 86% of all students with expired migrant designation were enrolled in Title I schools.

Student Characteristics at Title I and at non-Title I Schools

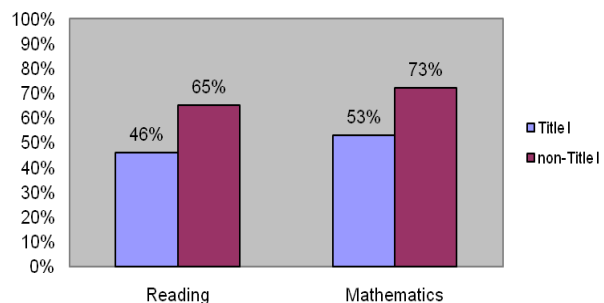
Another way of examining the distribution of students is to compare the percentages of students in Title I and non-Title I schools. In comparison to non-Title I schools, Title I schools had higher percentages of Black students (36%) than non-Title I schools (11%), and smaller percentages of Hispanic students (59%) and of students of other races/ethnicities (5%) than non-Title I schools (69% and 20%, respectively).

Title I schools also had higher percentages of students who participated in the FRL program (81%) than non-Title I schools (44%); higher percentages of students in SPED (13%) than non-Title I schools (10%); and higher percentages of ELL students (18%) than non-Title I schools (12%). (See *Percentages of Students in Title I and in non-Title I Schools*, p 21 .)

Standardized achievement scores also differed between students in Title I and non-Title I schools. Test results from the 2008 FCAT for students enrolled in 2009 are available in *Percentages of Students in Title I and in non-Title I Schools*, p. 21. Whereas 46% of Title I students with Reading achievement scores on the FCAT-SSS 2008⁵ test scored in the proficient range (Levels 3 to 5), the comparable percentage in non-Title I schools was 65%. Also, whereas 53% of Title I students with Mathematics achievement scores on the FCAT-SSS 2008 test scored in



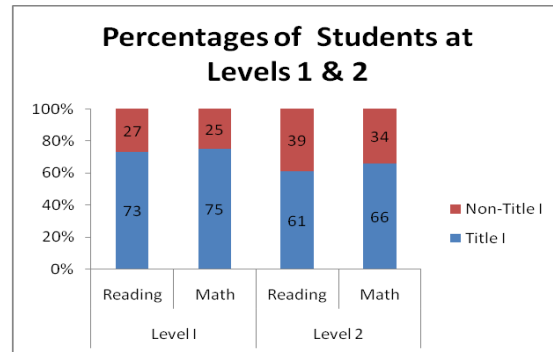
Percentages of Proficient Students in Title I and non-Title I Schools



⁵ The Florida Comprehensive Achievement Test Sunshine State Standards (FCAT-SSS) is the state's standardized, criterion-referenced test of achievement. Subject areas tested include reading, mathematics, writing, and science. Students in grades 3 to 10 take the reading and mathematics test. Students in grades 11th and 12th grade who failed to attain the scores necessary for a high school diploma have several opportunities to take the tests again. Scores that fall in levels 3, 4, and 5 indicate proficiency in the subject matter.

the proficient range (Levels 3 to 5), the comparable percentage in non-Title I schools was 73%.

Another meaningful indicator of academic status is the percentage of students who scored at each level of the non-proficient range. Of all students who scored at Level 1 in Reading and at Level 1 in Mathematics, most (73% and 75% respectively) were in Title I schools. Of all students who scored at Level 2 in Reading and at Level 2 in Mathematics, approximately two thirds (61% and 66% respectively), were in Title I schools.



- Of Level 1 students in Reading, 73% were in Title I schools
- Of Level 1 students in Mathematics, 75% were in Title I schools

PART A: TRANSFER CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

In accordance with the NCLB law, M-DCPS annually notifies parents of eligible students about the availability of the Transfer Choice and SES options and provides lists of schools and of SES providers from which to choose. Schools listed as transfer options, i.e., receiving schools, are selected by the district on the basis of their enrollment capacity, school grade, and for transportation feasibility, proximity to the school deemed in need of improvement. Parents rank their choices for enrollment and assignments are made by the district on the basis of parental choice and capacity of the schools to accommodate requests.

Parents who choose for their children to receive SES agree to have their contact information forwarded to a provider of their choice. Providers contact parents and formalize an agreement for services through a Parent District Provider Agreement (PDPA). This document specifies: the services to be provided, achievement goals, how the student's progress will be evaluated, and a timetable for improvements. The document also delineates how the student's parents and teacher(s) will be informed of the student's progress. For students who participate in SPED or who are classified as ELL, the PDPA must be consistent with the student's Individualized Education Program or their ELL Plan, respectively.

In M-DCPS, Transfer Choice has been in operation since the 2003-04 year and SES have been an option for students since the 2004-05 year. In the first year of SES implementation, tutoring was provided by district teachers. Henceforth, tutoring has been given solely by non-district, state approved providers. Participation in both programs has increased steadily since their inceptions.

Profile of transfers provided in the 2008-09 school year

In the 2008-09 year, 1,891 students had transferred in response to the NCLB option. Roughly one quarter of the students (26%) were in their first year of transfer, 51% were in their second year, and 16% were in their third year, and 7% were in their fourth year or later year of transfer.

Students from 216 schools were placed in 136 schools. Because the designations of sending and receiving change over time depending on school grades, there were 77 schools that had both received and sent students. This means that 36% of sending schools and 57% of receiving schools had changes in designation. Hence, a substantial number of students transferred to “better” schools that were later deemed to be doing poorly enough to qualify as a sending school (See *NCLB Sending Schools* and *NCLB Receiving Schools for Choice*, p. 28).

Although students with transfers ranged from kindergarten to 12th grade, the largest numbers of students per grade who had transferred were 4th to 8th graders. Fifty-five (55%) of students were males, 59% were Black, 34% were Hispanic, and 76% participated in the FRL program. Also, 4% of the students were English Language Learners and 9% participated in SPED. Of first year transfer students with achievement scores the year prior to the transfer, 56% had scored in the non-proficient range (levels 1 and 2) in reading and in mathematics (See *Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT*, p. 30 and *Prior Year's FCAT Levels of First Year Transfer Choice Students and of SES Students Tutored Prior to the FCAT*, p. 30).

- 74% of transfer students had transferred for 2 or more years
- The designation of “sending” and “receiving” school changes from year to year depending on school grade
- Whereas 36% of Title I students were Black, 60% of students with transfers were Black

Profile of SES services provided in the 2008-09 school year

In the 2008-09 school year, M-DCPS offered SES to 99,563 students who participated in the free/reduced lunch program and were enrolled in 167 schools designated as being in need of improvement. Of these, 27,184 students selected SES and 20,374 students were assigned a provider⁶. Of those assigned, 16,470 students from 164 schools⁷ were tutored in reading ($n = 15,716$), in mathematics ($n = 7,532$) or in both reading and mathematics ($n = 6,778$) by one of 61 providers. Providers served from 7 to 4,579 students. Two additional providers served roughly 1,800 students ($n = 1,810$ and $1,894$). Twenty-one (21) providers served fewer than 50 students. (See *State Approved SES Providers*, p. 29 and *Title I Administration: 2008-2009 Participating Schools and Status*, p. 21).

⁶ SES funds were available for 13,497 students. Additional students served were funded from the remaining funds from the transfer choice transportation line.

⁷ Two schools with low enrollment did not have participants.

Providers' maximum number of tutoring units, which were 30 minutes each, varied considerably, from 33 to 81 units (17.5 to 40.5 hours). This variability occurred because providers' rates per hour varied and the per pupil spending cap for SES was the same (\$1,424) for all students. Thus, students who chose less expensive providers could receive more units of services than students who chose relatively more expensive providers.

- Over 16,000 students received SES
- Of students with prior year's FCAT... the percentages of students who had scored in the non-proficient range in reading and in mathematics were 63% and 56%

Almost all students (99%) began tutoring at least 10 days prior to the FCAT. Over all grades, of students who received any tutoring prior to the FCAT, 50% received 36 or more units (18 hours) prior to the FCAT. The average number of units of reading, mathematics, and overall received prior to the FCAT were 29 (*S.D.* = 14.10), 19 (*S.D.* = 10.29), and 36 (*S.D.* = 11.79). In terms of hours, these sessions represented 14.5, 9.5, and 18 hours of reading, mathematics, and total tutoring. Although the duration of services ranged from less than a week (2% of those tutored prior to the FCAT) to 29 weeks, on average, services were spread over an 11-week period (*S.D.* = 5.82). Indeed, for 50% of the students tutoring was spread between 7 and 14 weeks.

Although students ranged from K to 12th grade, the largest numbers of students per grade were in 2nd to 5th grades. Fifty-two percent (52%) of students were males, 53% were Hispanic, 44% were Black, 18% of the students were English Language Learners and 15% participated in SPED. Of students with achievement scores the prior year, 63% and 56% had scored in the non-proficient range (levels 1 and 2) in reading and mathematics, respectively. Hence, 37% and 44% of students tutored in reading and in mathematics respectively, scored at levels 3 and above. (See *Grade Distribution of Students in Transfer Choice and of SES Students Tutored Prior to the FCAT*, p. 30 and *Prior Year's FCAT Levels of First Year Transfer Choice Students and of SES Students Tutored Prior to the FCAT*, p. 30.)

PART A: SERVICES FOR NON-PUBLIC SCHOOLS

Of four options provided by the law for determining the level of funds that districts should provide to non-public schools, M-DCPS uses that of “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 educational services, i.e., tutoring, and/or in materials and equipment for tutoring. They also identify the students to be served. Tutored students need not be those who generated the funds. In addition, for schools with several locations, funds are not site specific. In effect, this means that schools with more than one location may use funds generated from enrollment at one location to serve students at another location if the school deems that the students at the second location have a greater level of need.

Profile of services provided to students in non-public schools in the 2007-08 school year

In the 2008-09 school year, \$3,500,000 were allocated on behalf of students at 37 non-public schools. Schools were managed by the Archdiocese of Miami Schools, the Jewish Orthodox Day Schools, or were unaffiliated. Funds designated for students enrolled at the Archdiocese of Miami and at the Jewish Orthodox Day schools were pooled across schools within each administrative entity.

Thirty-six of the 37 schools served entered into agreements with Catapult Learning for tutoring services (See Non-Public Schools and Students Served by Catapult Learning). This company was under contract with the M-DCPS and billed the district directly for the students that they tutored ($n = 2,725$) in the non-public schools. The remaining school, Lincoln Marti, chose a computer assisted tutoring model.

- 36 of 37 schools contracted with Catapult Learning
- 2,725 children from 36 non-public schools received tutoring

Students served by Catapult Learning were tutored in reading ($n = 1,076$), in mathematics ($n = 672$), in writing ($n = 777$), or in study skills and/or were counseled ($n = 699$). For each, reading and mathematics, 7% of students received fewer than 10 sessions. In reading and in mathematics respectively, 80% and 74% of students received 20 or more sessions.

Of students tutored, 47% were male, 61% were Hispanic, 11% were White, and 28% were Black. Overall, 38% of students were referred on the basis of 2 or more criteria that may have included teacher referral, parent request, standardized achievement percentile less than 51%, or unsatisfactory grade. Kindergarten and first grade students may have also been referred on the basis of Kindergarten Checklist scores of 10 or fewer out of 16 competencies.

Pre-tutoring standardized achievement was available for 18% and 14% of students in reading and in mathematics, respectively. Over all students, 16% had pre-tutoring standardized achievement in reading lower than the 51st percentile and 14% had pre-tutoring standardized achievement in mathematics lower than the 51st percentile. Of students with achievement scores, in reading, 87% had scored below the 51st percentile and in mathematics, 83% had scored below the 51st percentile.

Tutored students were enrolled in pre-Kindergarten through 12th grade. As compared to other grades, students in 6th and in 7th grade were represented the most (16% and 14%) and students in pre-Kindergarten, 11th, and 12th grade, were represented the least (less than 1%). For both

reading and mathematics, the average number of tutoring sessions was 33 ($S.D. = 13.8$ and 18.9 , respectively). The average number of sessions for study skills was 17 ($SD = 10.3$), and was 16.8 ($SD = 6.3$) for writing.

PART D: NEGLECTED AND DELINQUENT PROGRAMS

In M-DCPS, educational services to students who fit the NCLB designation as neglected and/or delinquent are provided by the Educational Outreach Program through cooperative agreements and/or contractual arrangements with the Florida Department of Juvenile Justice and various community based organizations, county, or city programs. All told, the Educational Outreach Program serves approximately 1,500 students at any one time at 30 centers that include detention centers ($n = 11$), drug/alcohol rehabilitation centers ($n = 10$), alternative programs ($n = 4$), and housing shelters ($n = 5$).

Title I funds provided to the Outreach Program are distributed by the Program to the various centers according to need. Funds pay for school day and after school tutors, computers, parent outreach, school libraries, reading programs, appropriate supplemental materials or classes to enhance the state adopted curriculum, and truancy prevention efforts. The approximate amount of Title I Part D funds provided in 2008 – 2009 was \$946,000.

From August 20, 2008 to June 18, 2009, 4,648 students were served in one or more of the Outreach Program centers and/or in juvenile detention. Whereas most students (69%) were in a location once, the remaining students, 31%, had multiple entries and withdrawals. Total number of days in an alternative placement ranged from 1 to 289 calendar days. The average total number of days enrolled was 73 ($SD = 87$). Thirty-two percent (32%) of the students were enrolled for 10 or fewer days.

- 4,648 students served
- More than half of the students were in grades 9 and 10
- 73% of the students were male
- 34% of the students were in SPED

Most of the students (91%) were English speakers and most (91%) were in secondary grades with the highest percentages of students in grades 9 (29%) and 10 (24%). Almost three-quarters (73%) were males, 50% were Black, 44% were Hispanic, and 7% were White. Slightly over half of the students (56%) participated in the FRL program. A third of the students (34%) were in SPED. The most frequent classification was Emotional/Behavioral Disability (16%) and Specific Learning Disability (12%).

Of the 4,648 students served, 47% and 46% had Reading and Mathematics FCAT scores for the prior year. Of these students, 17% and 23% had scored in the proficient range in the Reading and Mathematics tests respectively. For the current year, 69% and 70%, respectively, had 2009 Reading and Mathematics FCAT scores. Of these students, 15% and 22% had scored in the proficient range in the Reading and Mathematics tests respectively.

TABLES

TITLE I ADMINISTRATION: 2008-2009 PARTICIPATING SCHOOLS AND STATUS

Loc.	School	Transfer Choice	SES Eligible	Prevent I 0	Prevent II 20	Correct I 53	Correct II 49	Intervene 4
	n =	138	166	0	20	53	49	4
0081	LENORA BRAYNON SMITH	T/C						
0100	MATER ACADEMY							
0101	ARCOLA LAKE EL.	T/C						
0102	MIAMI COMM. CHARTER	T/C						
0111	MAYA ANGELOU EL.	T/C						
0121	AUBURNDALE EL.	T/C						
0161	AVOCADO EL.	T/C						
0201	BANYAN EL.							
0251	ETHEL KOGER BECKHAM							
0261	BEL-AIRE EL.	T/C						
0271	BENT TREE EL.							
0311	GOULDS EL.							
0321	BISCAYNE EL.							
0361	BISCAYNE GARDENS EL.	T/C						
0401	VAN E. BLANTON EL.	T/C						
0451	BOWMAN FOSTER ASHE EL.							
0461	BRENTWOOD EL.	T/C						
0481	JAMES H. BRIGHT EL.	T/C						
0521	BROADMOOR EL.	T/C						
0561	W. J. BRYAN EL.	T/C						
0641	BUNCHE PARK EL.	T/C						
0651	CAMPBELL DRIVE EL.	T/C						
0661	CARIBBEAN EL.	T/C						
0681	CAROL CITY EL.	T/C						
0761	FIENBERG/FISHER K-8	T/C						
0771	DR. WILLIAM CHAPMAN	T/C						
0801	CITRUS GROVE EL.	T/C						
0861	COLONIAL DRIVE EL.	T/C						
0881	COMSTOCK EL.	T/C						
0921	NEVA KING COOPER ED. ESE CE							
1020	YOUTH CO-OP CHARTER							
1081	CORAL TERRACE EL.	T/C						
1121	CORAL WAY K-8 CENTER							
1161	CRESTVIEW EL.							
1361	FREDERICK DOUGLASS EL.	T/C						
1401	CHARLES R. DREW EL.	T/C						
1441	PAUL LAURENCE DUNBAR	T/C						
1481	JOHN G. DUPUIS EL.	T/C						
1521	AMELIA EARHART EL.							
1561	EARLINGTON HEIGHTS EL.	T/C						
1601	EDISON PARK EL.	T/C						
1641	EMERSON EL.							
1681	LILLIE C. EVANS EL.							
1801	FAIRLAWN EL.							
1811	DANTE B. FASCELL EL.							
1841	FLAGAMI EL.	T/C						
1881	HENRY M. FLAGLER EL.	T/C						
1921	FLAMINGO EL.							
2001	FLORIDA CITY EL.	T/C						
2041	BENJAMIN FRANKLIN EL.	T/C						
2060	THEODORE & THELMA GIBSON CHA	T/C						
2081	FULFORD EL.							

Loc.	School	Transfer Choice	SES Eligible	Prevent I	Prevent II	Correct I	Correct II	Intervene
	n =	138	166	0	20	53	49	4
2111	HIALEAH GARDENS EL.							
2161	GOLDEN GLADES EL.	T/C						
2191	SPANISH LAKE EL.							
2241	GRATIGNY ELEM	T/C						
2281	GREYNOLDS PARK EL.							
2321	GULFSTREAM EL.	T/C						
2331	CHARLES R. HADLEY EL							
2351	ENEIDA MASSA HARTNER EL.	T/C						
2361	HIALEAH EL.	T/C						
2371	WEST HIALEAH GARDENS EL.							
2401	HIBISCUS EL.							
2501	HOLMES EL.	T/C						
2511	ZORA NEALE HURSTON EL.	T/C						
2531	THENA CROWDER EL.	T/C						
2581	MADIE IVES EL.							
2621	J. W. JOHNSON EL.	T/C						
2661	KENSINGTON PARK EL.	T/C						
2761	MARTIN LUTHER KING EL.	T/C						
2781	KINLOCH PARK EL.	T/C						
2801	LAKE STEVENS EL.	T/C						
2821	LAKEVIEW EL.							
2861	YWAACD AT JRE LEE OPPORTUNIT							
2901	LEISURE CITY K-8 CENT	T/C						
2911	LINDA LENTIN K-8 CENTER	T/C						
2941	LAURA C. SAUNDERS EL.	T/C						
2981	LIBERTY CITY EL.	T/C						
3021	LITTLE RIVER EL.	T/C						
3041	LORAH PARK EL.	T/C						
3051	TOUSSAINT L'OUVERTURE EL.	T/C						
3100	MATER ACADEMY EAST CHARTER S							
3141	MEADOWLANE EL.	T/C						
3181	MELROSE EL.	T/C						
3241	MIAMI GARDENS EL.	T/C						
3261	MIAMI HEIGHTS EL.	T/C						
3301	MIAMI PARK EL.	T/C						
3341	MIAMI SHORES EL.							
3421	M. A. MILAM K-8 CENTER	T/C						
3431	PHYLLIS R. MILLER EL.	T/C						
3501	MORNINGSIDE EL.	T/C						
3541	ROBERT RUSSA MOTON EL.	T/C						
3581	MYRTLE GROVE EL.	T/C						
3600	DOWNTOWN MIAMI CHARTER	T/C						
3621	COCONUT PALM K-8 ACADEMY (WA	T/C						
3661	NATURAL BRIDGE EL.	T/C						
3701	NORLAND EL.	T/C						
3781	BARBARA J. HAWKINS EL.	T/C						
3821	NORTH COUNTY EL.	T/C						
3861	NORTH GLADE EL.	T/C						
3901	NORTH HIALEAH EL.	T/C						
3941	NORTH MIAMI EL.	T/C						
3981	NORTH TWIN LAKES EL.							
4001	NORWOOD EL.	T/C						
4021	OAK GROVE EL.							
4071	OLINDA EL.	T/C						

Loc.	School	Transfer Choice	SES Eligible	Prevent I	Prevent II	Correct I	Correct II	Intervene
	n =	138	166	0	20	53	49	4
4091	OLYMPIA HEIGHTS EL.	T/C						
4121	DR. ROBERT B. INGRAM/OPA-LOC	T/C						
4171	ORCHARD VILLA EL.	T/C						
4241	PALM LAKES EL.	T/C						
4261	PALM SPRINGS EL.	T/C						
4301	PARKVIEW EL.	T/C						
4341	PARKWAY EL.	T/C						
4391	IRVING & BEATRICE PESKOE EL.	T/C						
4401	KELSEY L. PHARR EL.	T/C						
4441	PINE LAKE EL.	T/C						
4461	PINE VILLA EL.	T/C						
4491	HENRY E.S. REEVES EL.	T/C						
4501	POINCIANA PARK EL.	T/C						
4541	RAINBOW PARK EL.	T/C						
4581	REDLAND ELEMENTARY							
4611	REDONDO EL.							
4651	ETHEL F. BECKFORD/RICHMOND H	T/C						
4681	RIVERSIDE EL.							
4741	ROYAL GREEN EL.	T/C						
4761	ROYAL PALM EL.							
4801	GERTRUDE K. EDELMAN-SABAL PA							
4841	SANTA CLARA EL.	T/C						
4881	SCOTT LAKE EL.	T/C						
4921	SEMINOLE EL.							
4961	SHADOWLAWN EL.							
5001	SHENANDOAH EL.	T/C						
5003	SOUTH DADE MIDDLE SCH (GRA							
5005	DAVID LAWRENCE JR. K-8							
5021	BEN SHEPPARD EL.	T/C						
5041	SILVER BLUFF EL.	T/C						
5051	ERNEST R. GRAHAM EL.							
5061	DR. CARLOS J. FINLAY							
5081	SKYWAY EL.							
5091	SOUTH POINTE EL.							
5141	HUBERT O. SIBLEY EL.	T/C						
5201	SOUTH HIALEAH EL.							
5281	SOUTH MIAMI HEIGHTS EL.	T/C						
5321	SOUTHSIDE EL.							
5381	E. W. F. STIRRUP EL.							
5431	SWEETWATER EL.							
5481	TREASURE ISLAND EL.							
5521	TROPICAL EL.	T/C						
5561	FRANCES S. TUCKER EL.	T/C						
5601	TWIN LAKES EL.							
5710	SANDOR WIENER SCH. OF OP E							
5711	MAE M. WALTERS EL.	T/C						
5791	WEST HOMESTEAD EL.	T/C						
5861	DR. HENRY W MACK/WEST LITTLE	T/C						
5901	CARRIE P. MEEK/WESTVIEW EL.	T/C						
5931	PHILLIS WHEATLEY EL.	T/C						
5971	NATHAN B. YOUNG EL.	T/C						
5981	DR. EDWARD L. WHIGHAM EL.	T/C						

Loc.	School	Transfer Choice	SES Eligible	Prevent I	Prevent II	Correct I	Correct II	Intervene
	n =	138	166	0	20	53	49	4
5991	CHARLES D. WYCHE JR. EL.							
6008	LAWRENCE ACADEMY	T/C						
6009	MATER ACADEMY EAST MID.							
6010	FL. INT'L ACADEMY	T/C						
6012	MATER ACADEMY CHARTER MIDDLE							
6020	ASPIRA YOUTH LEAD. CH	T/C						
6029	SPIRIT CITY ACADEMY							
6031	BROWNSVILLE MIDDLE	T/C						
6041	PAUL W. BELL MIDDLE	T/C						
6048	MIAMI COMMUNITY CHAR. MIDDLE							
6051	CAROL CITY MIDDLE	T/C						
6060	ASPIRA SOUTH YOUTH LEADERSHI							
6061	CAMPBELL DRIVE MIDDLE	T/C						
6070	ASPIRA E.M. DE HOSTOS	T/C						
6081	CENTENNIAL MIDDLE	T/C						
6091	CITRUS GROVE MIDDLE	T/C						
6111	CUTLER RIDGE MIDDLE	T/C						
6121	RUBEN DARIO MIDDLE	T/C						
6131	HOWARD A. DOOLIN MID	T/C						
6141	CHARLES R. DREW MIDD	T/C						
6171	HENRY H. FILER MIDDLE	T/C						
6231	HIALEAH MIDDLE	T/C						
6251	HOMESTEAD MIDDLE	T/C						
6281	THOMAS JEFFERSON MID	T/C						
6301	JOHN F. KENNEDY MIDD	T/C						
6331	KINLOCH PARK MIDDLE	T/C						
6351	LAKE STEVENS MIDDLE	T/C						
6361	JOSE DE DIEGO MIDDLE	T/C						
6391	MADISON MIDDLE	T/C						
6411	HORACE MANN MIDDLE	T/C						
6421	JOSE MARTI MIDDLE	T/C						
6431	ARTHUR & POLLY MAYS MIDDLE	T/C						
6441	HOWARD D. MCMILLAN MID	T/C						
6481	MIAMI EDISON MIDDLE	T/C						
6501	MIAMI LAKES MIDDLE	T/C						
6521	MIAMI SPRINGS MIDDLE	T/C						
6541	NAUTILUS MIDDLE	T/C						
6571	NORLAND MIDDLE	T/C						
6591	NORTH DADE MIDDLE	T/C						
6611	COUNTRY CLUB MIDDLE SCH.							
6631	NORTH MIAMI MIDDLE	T/C						
6681	PALM SPRINGS MIDDLE	T/C						
6721	PARKWAY MIDDLE COMMUNITY	T/C						
6741	PONCE DE LEON MIDDLE	T/C						
6761	REDLAND MIDDLE	T/C						
6781	RICHMOND HEIGHTS MIDD	T/C						
6801	RIVIERA MIDDLE	T/C						
6841	SHENANDOAH MIDDLE	T/C						
6901	W. R. THOMAS MIDDLE							
6961	WEST MIAMI MIDDLE	T/C						
6981	WESTVIEW MIDDLE	T/C						
7011	AMERICAN SENIOR HIGH							

Loc.	School	Transfer Choice	SES Eligible	Prevent I	Prevent II	Correct I	Correct II	Intervene
	n =	138	166	0	20	53	49	4
7014	MATER PERFORMANCE ARTS & ENT							
7015	LIFE SKILLS CNTR MIAMI							
7017	LIFE SKILLS CNTR OPA-LOCKA							
7019	LIFE SKILLS CNTR LIBERTY CIT							
7037	MATER ACADEMY EAST CHARTER H							
7042	SOMERSET ACADEMY CHARTER HIG							
7049	WESTLAND HIALEAH SENIOR HIGH							
7111	HIALEAH SENIOR HIGH SCHOOL							
7131	HIALEAH-MIAMI LAKES SENIOR							
7151	HOMESTEAD SENIOR	T/C						
7160	MATER ACADEMY CHARTER HIGH S	T/C						
7201	MIAMI BEACH SENIOR HIGH							
7231	MIAMI CAROL CITY SENIOR							
7251	MIAMI CENTRAL SENIOR	T/C						
7254	YMAACD AT MACARTHUR NORTH CO							
7301	MIAMI EDISON SENIOR	T/C						
7341	MIAMI JACKSON SENIOR	T/C						
7381	MIAMI NORLAND SENIOR HIGH							
7391	MIAMI LAKES ED. CENTER							
7411	MIAMI NORTHWESTERN SENIOR	T/C						
7461	MIAMI SENIOR	T/C						
7541	NORTH MIAMI BEACH SENIOR							
7591	NORTH MIAMI SENIOR HIGH							
7601	WILLIAM TURNER TECH SENIOR	T/C						
7631	YMAACD AT MACARTHUR SOUTH							
7701	SOUTH DADE SENIOR HIGH							
7721	SOUTH MIAMI SENIOR HIGH							
7731	MIAMI SOUTHRIDGE SENIOR							
7741	SOUTHWEST MIAMI SENIOR							
7791	BOOKER T. WASHINGTON SENIOR	T/C						
7824	HIALEAH INSTITUTE							
7826	HIGHLAND PARK SIPP/SART							
7829	LITTLE HAVANA INSTITUTE							
7843	VILLAGE SOUTH (BOYS)							
8019	ACADEMY FOR COMMUNITY ED. (A							
8101	YWAACD AT JAN MANN OPPORTUNI							
8119	THE 500 ROLE MODELS ACADEMY							
8121	COPE NORTH ALT ED	T/C						
8131	DOROTHY M. WALLACE (COPE SOU	T/C						
8151	ROBERT RENICK ED. CENTER	T/C						
8161	CORPORATE ACADEMY NORTH	T/C						
8171	SCHOOL FOR APPLIED TECH							
8181	RUTH OWENS KRUSE ED. CENTER							
8201	CORPORATE ACADEMY SOUTH							

PERCENTAGES OF STUDENTS IN TITLE I AND IN NON-TITLE I SCHOOLS

	Count	Percentage within characteristic			Percentage within type of school	
		Title I	non-Title I		Title I	non-Title I
Totals	343,380	201,368	142,012			
Race/Ethnicity						
Black	87,538	82%	18%	100%	36%	11%
Hispanic	216,140	55%	45%	100%	59%	69%
White	30,637	25%	75%	100%	4%	16%
Multiracial	4,656	35%	65%	100%	1%	2%
Other	4,409	36%	64%	100%	1%	2%
Free/Reduced Lunch Participation						
	224,261	72%	28%	100%	80%	44%
English Language Learner						
	52,897	69%	31%	100%	18%	12%
Special Education Placement						
	39,521	64%	36%	100%	13%	10%
Migrant Designation						
Current	907	87%	13%	100%	0%	0%
Expired	1,032	87%	13%	100%	0%	0%
Grade						
PK	7,380	65%	35%	100%	2%	2%
K	24,363	62%	38%	100%	8%	7%
1	25,650	62%	38%	100%	8%	7%
2	26,123	62%	38%	100%	8%	7%
3	27,772	63%	37%	100%	9%	7%
4	26,372	61%	39%	100%	8%	7%
5	26,159	62%	38%	100%	8%	7%
6	26,720	58%	43%	100%	8%	8%
7	26,636	62%	39%	100%	8%	7%
8	26,281	64%	36%	100%	8%	7%
9	25,238	50%	50%	100%	6%	9%
10	27,726	52%	48%	100%	7%	9%

	Count	Percentage within characteristic			Percentage within type of school		
		Title I	non-Title I		Title I	non-Title I	
Totals	343,380	201,368	142,012				
11	23,543	51%	49%	100%	6%	8%	
12	23,417	49%	51%	100%	6%	8%	
2008 FCAT Reading Level							
1		73%	27%	100%	31%	16%	
2		61%	39%	100%	23%	19%	
3		55%	45%	100%	29%	32%	
4		44%	56%	100%	15%	24%	
5		33%	67%	100%	3%	9%	
2008 FCAT Mathematics Level							
1		75%	25%	100%	23%	10%	
2		66%	35%	100%	24%	17%	
3		57%	43%	100%	31%	32%	
4		45%	55%	100%	17%	28%	
5		35%	65%	100%	5%	13%	

NCLB RECEIVING SCHOOLS FOR TRANSFER CHOICE

Loc.	School	Title I	Loc.	School	Title I
0231	AVENTURA WATERWAYS (K-6)	no	4381	PERRINE EL.	no
0201	BANYAN EL.	yes	4421	PINECREST EL.	no
0271	BENT TREE EL.	yes	4511	PORTER, GILBERT L. DR. EL.	no
0441	BLUE LAKES EL.	no	4691	ROBERTS, JANE S. K-8	no
0451	BOWMAN FOSTER ASHE EL.	yes	4921	SEMINOLE EL.	yes
0671	CALUSA EL.	no	4961	SHADOWLAWN EL.	yes
0841	COCONUT GROVE EL.	no	5081	SKYWAY EL.	yes
0202	COCONUT PALM (K-6)	no	5121	SNAPPER CREEK EL.	no
1041	CORAL REEF EL.	no	5003	SOUTH DADE (4-8)	no
1161	CRESTVIEW EL.	no	5201	SOUTH HIALEAH EL.	yes
1281	CYPRESS EL.	no	5241	SOUTH MIAMI EL.	no
1811	DANTE B. FASCELL EL.	yes	2191	SPANISH LAKES EL.	yes
1371	DOUGLAS, MARJORY STONE EL.	no	0092	SUNNY ISLES BEACH (K-6)	yes
0211	DR. MANUEL BARREIRO EL.	yes	5421	SUNSET EL.	no
0122	DR. ROLANDO ESPINOSA	no	5431	SWEETWATER EL.	yes
1641	EMERSON EL.	yes	5441	SYLVANIA HEIGHTS EL.	no
5051	ERNEST GRAHAM EL.	yes	5481	TREASURE ISLAND EL.	yes
0251	ETHEL KOGER BECKHAM EL.	yes	5601	TWIN LAKES EL.	yes
1761	FAIRCHILD, DAVID EL.	no	5641	VILLAGE GREEN EL.	no
2021	FLOYD, GLORIA F. EL.	no	2441	VIRGINIA BOONE/HIGHLAND OAKS EL.	no
4801	GERTRUDE K. EDELMAN-SABAL PA	yes	2371	WEST HIALEAH GARDENS EL.	yes
2151	GORDON JACK D. EL.	no	5953	WHISPERING PINES EL.	yes
0311	GOULDS EL.	yes	6023	ANDOVER MD	yes
2401	HIBISCUS EL.	yes	6161	CHILES, LAWTON MD	no
2521	HOOVER, OLIVER EL.	no	6151	DORAL MD	no
2541	HOWARD DRIVE EL.	no	6221	HAMMOCKS MD	no
2181	JOELLA GOOD EL.	yes	6771	JORGE MAS CANOSA MD	yes
2641	KENDALE EL.	no	6821	ROCKWAY MD	no
2651	KENDALE LAKES EL.	no	6901	W.R. THOMAS MD	yes
2891	LEHMAN, WILLIAM H. EL.	no	6052	ZELDA GLAZER MD	yes
1681	LILLIE C. EVANS EL.	yes	7051	BRADDOCK, G. HOLMES SR	no
3061	LUDLAM EL.	no	7131	HIALEAH-MIAMI LAKES SR	yes
0073	MANDARIN LAKES	yes	7271	MIAMI CORAL PARK SR	no
3111	MATTHEWS, WESLEY EL.	no	7361	MIAMI KILLIAN SR	no
3381	MIAMI SPRINGS EL.	no	7531	MIAMI SUNSET SR	no
4061	OJUS EL.	yes	7721	SOUTH MIAMI SR	yes
4221	PALMETTO EL.	no	7741	SOUTHWEST MIAMI SR	yes
0831	PEPPER, CLAUDE EL.	no			

STATE APPROVED SES PROVIDERS

Provider	No	%	Provider	No	%
FELC TUTORS	4578	27.8	DIVINE SPORTS INC	77	0.5
ROCKET LEARNING	1894	11.5	KIDZ YOUTH SERVICE	74	0.4
THE PRINCETON REVIEW	1810	11	ALPHA ACADEMIC SERVICES	71	0.4
CLUB Z! IN-HOME TUTORING	913	5.5	LEARNING ALLIANCES	63	0.4
ONE ON ONE LEARNING	604	3.7	BARI'S TUTORING INC	62	0.4
COOL KIDS LEARN	596	3.6	CHAMPION LEARNING	60	0.4
PROGRAM & PROJECT MANAGEMENT SERVICES	547	3.3	NEW LIFE AFTER SCHOOL PROGRAM	60	0.4
NEXT LEVEL EDUCATIONAL PROGRAMS	399	2.4	PRO NETWORKING PLUS	56	0.3
LEARN IT SYSTEMS	326	2	A-TOTLEYS LEARNING CENTER	54	0.3
LEVY LEARNING CENTER	318	1.9	CHANCELLOR SUPP. EDUCATIONAL SERVICES	53	0.3
SUPPLEMENTAL INSTRUCTIONAL	318	1.9	EMPOWERMENT TUTORING CONSULTANT	49	0.3
A + TUTORING & EDUCATIONAL SERVICES	287	1.7	PALM HARBOUR PREPERATORY	49	0.3
READ AND SUCCEED, LLC	262	1.6	PROGRAM	47	0.3
THE VILLA ACADEMY	211	1.3	CLOSING THE GAPS LEARNING CENTER	46	0.3
BINET, INC	198	1.2	BOYS & GIRLS CLUB OF MIAMI	43	0.3
HUNTINGTON LEARNING CTR	190	1.2	HANDS IN ACTION	43	0.3
ABUNDANT LIVING CITI CHURCH	180	1.1	HELPING EMOTIONS & LEARNING	38	0.2
JAYS LEARNING CENTER 1	177	1.1	EDUCATIONAL TUTORIAL SERVICES	36	0.2
EDUCATIONAL DEVELOPMENT ASSOCIATION	176	1.1	SUNSHINE SUPP EDUCATIONAL SERVICES	33	0.2
RAYFIELD FAMILY LITERACY	150	0.9	FULFILLING EDUCATION AL DREAMS	29	0.2
BEYOND THE BELL SES TUTORING	132	0.8	CHILD HOPE INC	28	0.2
LEARNING ELEMENTS	128	0.8	COMMUNITY LEARNING CENTER	25	0.2
THE HAMPTON EDUCATIONAL SERRVICE GROUP	121	0.7	SUMMIT LEARNING SERVICES	22	0.1
CONCERNED AFRICAN WOMEN	110	0.7	BETA TAU ZETA ROYAL	17	0.1
IA+ TUTOR U	105	0.6	READY 2 LEARN INC	17	0.1
COMMUNITY IN SCHOOLS OF MIAMI	99	0.6	EXCEL TUTORING SERVICES	15	0.1
SPIRIT MINISTRY	96	0.6	EDUSYNERGY LLC	13	0.1
KAPLAN ACTNG K-12 SERVICE DIVISION	89	0.5	RECAPTURING THE VISION INTERNATIONAL	13	0.1
A TO Z IN-HOME TUTORING	84	0.5	EDUCATE ONLINE	9	0.1
A ++ AT JFK TUTORING	83	0.5	LOCKHART'S LEARING CENTER	7	0
STAR LEARNING	78	0.5			
			Total	16468	100

Note. 2 students with unidentified providers are not included above.

**GRADE DISTRIBUTION OF STUDENTS IN TRANSFER CHOICE AND OF SES STUDENTS
TUTORED PRIOR TO THE FCAT.**

	Transfer Choice		SES	
N =	1,891		16,401	
Grade	%		%	
K	2			
1	5.8		3.9	
2	8.4		17.7	
3	9.1		21.1	
4	10.6		15.6	
5	10.4		13.1	
6	6		9.2	
7	15.9		7.6	
8	13.1		5.5	
9	3		1.1	
10	7		1.7	
11	6.2		1.2	
12	2.6		0.8	

Note. Grade was missing on 1.5% of SES students

**PRIOR YEAR'S FCAT LEVELS OF FIRST YEAR TRANSFER CHOICE STUDENTS AND OF SES
STUDENTS TUTORED PRIOR TO THE FCAT**

	Transfer Choice		SES	
	Reading	Mathematics	Reading	Mathematics
N =	303	302	9474	9477
Level	%		%	
1	28.1	30.8	39.8	29.0
2	27.7	25.2	22.9	26.6
3	27.7	31.8	28.7	31.2
4	12.5	10.9	8.1	11.1
5	4.0	1.3	.05	2.1
Total	100.0	100.0	100.0	100.0

NON-PUBLIC SCHOOLS AND STUDENTS SERVED BY CATAPULT LEARNING 2008-09.

School	Frequency	Percent
Bais Yaakov	51	1.9
Blessed Trinity Catholic School	52	1.9
Champagnat Catholic School of Hialeah	26	1.0
Christopher Columbus High School	13	0.5
Corpus Christi Catholic School	165	6.1
Curley Notre Dame	93	3.4
First Assembly Christian Academy	26	1.0
Holy Cross Lutheran School	46	2.6
Holy Family Catholic School	64	1.7
Hope Academy	70	2.8
Immaculate Conception School	295	10.8
Lubavitch Educational Center	50	1.8
Miami Union Academy	32	1.2
Mother of Our Redeemer Catholic School	39	1.4
New Jerusalem Christian Academy	28	1.0
Our Lady of Divine Providence	70	2.6
Our Lady of The Holy Rosary Parish School	76	2.3
Rabbi Alexander S. Gross Hebrew Academy	20	0.7
Sacred Heart School	120	4.4
Sharei Bina Torah Academy for Girls	10	0.8
St. Brendan High School	250	9.2
St. Francis Xavier Catholic School	59	2.2
St. James Catholic School	133	4.9
St. John the Apostle	185	6.8
St. Joseph School	63	2.3
St. Lawrence School	24	0.9
St. Mary's Cathedral	38	1.4
St. Michael the Archangel Catholic School	140	5.1
St. Patrick Parish School	145	5.3
Sts. Peter & Paul Catholic School	68	2.5
St. Rose of Lima School	84	3.1
Spirit of Christ Child Develop. Ctr. & Academy	23	0.4
Sunflowers Academy	53	1.9
Toras Emes Academy of Miami	36	1.3
Worshippers House of Prayer Academy	28	1.0
Yeshiva Elementary School	50	1.8
Total	2725	100.00

NUMBER AND DURATION OF PLACEMENTS OF STUDENT SERVED WITH NEGLECTED AND DELINQUENT FUNDS.

	Students %
Number of alternative education placements	
1	69
2	17
3	8
4	4
5	2
6	1
Number of days in placements	
1-10	32
11-20	10
21-30	9
31-40	4
41-50	4
51-60	3
61-289	38

Note. N = 4,648 students.
 For the purpose of analysis, students without a withdrawal date were assigned the last day that school was in session (6/04/09), as the last day of enrollment.
 Estimates do not include students with more than 6 assignments in alternative or regular locations during the period of analysis; 8/20/09 to 6/18/09.