



# LEA TITLE I PROGRAM EVALUATION AND COMPREHENSIVE NEEDS ASSESSMENT

## 2014-2015

## FINAL REPORT

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# CCPS Title I Program Evaluation and Needs Assessment Report – Executive Summary

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## INTRODUCTION

This report summarizes key achievement data from the federal Title I, Part A program (Basic) funds received by the Collier County Public Schools (CCPS) during the 2014–2015 school year and to identify needs to be addressed in planning. The Title I, Part A program provides federal funds to state and local education agencies under the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). According to NCLB, Title I funds may be used to support schools in providing opportunities for children to acquire the knowledge and skills outlined in the state content standards and to meet the state performance standards developed for all children. Title I, Part A funds help local education agencies serve schools with high concentrations of low-income students.

## STUDENTS AND STAFF AT TITLE I SITES

According to CCPS student records, the number of CCPS students attending Title I school-wide campuses was 19,572 in 2014-15. Students at Title I schools represented 44% of the total CCPS student population in 2014-15. CCPS Title I schools tend to have higher percentages of Hispanic students (67%) and economically needy (89%) than do CCPS non-Title I schools (32% and 44%, respectively). In 2014-2015, CCPS had 7% of students who are migrant attending our schools. Migrant is an important subgroup in CCPS as 16% of students attending a Title I school are also identified as migrant. Comparatively, less than 1% of students (0.9%) who are migrant attend a non-Title I school.

## STUDENT ACADEMIC ACHIEVEMENT

Each spring Florida students in grades 3 to 10 are required to take a standardized assessment or end of course tests to meet federal and state accountability requirements. State assessments are available for all core content subjects and offered at various grade levels. A new form of the state assessment for students called the Florida Standards Assessment (FSA) was administered beginning in 2014-15. Florida Standards Assessment (FSA) results are under review as part of a validity study. As a first step in releasing the FSA data, the State provided school districts with student level T-scores and percentile ranks for the FLA English Language Arts (ELA), FSA Math, and Florida Standards (FS) EOC (Algebra I, Geometry and Algebra II) on September 30, 2015. A review of these initial data are presented in this report and further data analyses will be completed in the final report after results with achievement levels are released from the Florida Department of Education.

This report reviews academic achievement for a range of grade levels with available assessment data: Kindergarten Readiness; iReady reading scores; FSA ELA and Math; FCAT 2.0 Science results for grades 5 and 8; State End-of-Course (EOC) results

for middle school and high school students; FS EOCs (Algebra I, Geometry, and Algebra II); Advanced Placement (AP) results and retention in grade. Where possible, data are disaggregated to show Title I vs. non-Title I as well as Title I Migrant and non-Title I Migrant comparisons.

## NEEDS ASSESSMENT/RECOMMENDATIONS

We know it is important for all schools to work toward a common goal to improve the achievement of CCPS students. It is essential for all staff who interact with students (instructional and non-instructional) to understand the urgency and purpose behind the work they do with students and how important they are to the success of CCPS. As Title I district and school administrators review data and plan for 2015-16 and beyond, reflecting on the past and present is imperative to plan for the future. To further understand the needs of Title I schools, this section summarizes the needs and key themes to consider in future planning:

- Continue to enhance the professional knowledge of all staff who work with students
- Revisit emphasis on Word Study in Grades K - 5
- Continue Strategic Collaboration with the CCPS Migrant Education Program
- Continue working to minimize barriers for parents and families to participate as partners in education
- Continue shift from data-driven decision making to data-driven action

## SUMMARY

This report shows that students who attend CCPS Title I schools have continued to make strides to increase student achievement; however, even with the improvements, achievement gaps persist between students who attend Title I schools and those who attend non-Title I schools. The gaps between Title I and non-Title I schools are closing slowly. One thing remains constant: students in CCPS Title I schools need the best, solid instruction possible utilizing all available resources. The District's collaborative planning process should continue to examine how to best prioritize available resources to improve student performance, especially at schools with the greatest gaps. As has been evidenced through analyses of data in other school districts across Florida, success *is* possible for Title I schools (McLeod, Mahowski & Harmon, 2014; Zmach, Harmon & Janiak, 2015).

## Table of Contents

INTRODUCTION .....	1
Evaluation Methodology .....	2
Organization of this report .....	2
STUDENTS AND STAFF AT TITLE I SITES .....	3
FEDERAL AND STATE ACCOUNTABILITY .....	4
STUDENT ACADEMIC ACHIEVEMENT .....	5
Kindergarten Readiness .....	5
iReady Results: Elementary Schools .....	7
FSA English Language Arts (ELA) and Math .....	9
FCAT 2.0 Science .....	11
State End-of-Course (EOC) Exams .....	13
Middle School .....	13
High School .....	15
Advanced Placement .....	18
Retention in Grade .....	19
Graduation Rates .....	19
NEEDS ASSESSMENT/RECOMMENDATIONS .....	20
REFERENCES .....	23
Appendix A: CCPS Title I Home Language .....	24
Appendix B: Categorization of Schools .....	25
Appendix C: Title I Principal Feedback Non-Instructional Professional Development Summary .....	26
Appendix D: Algebra I EOC Retake Results .....	27

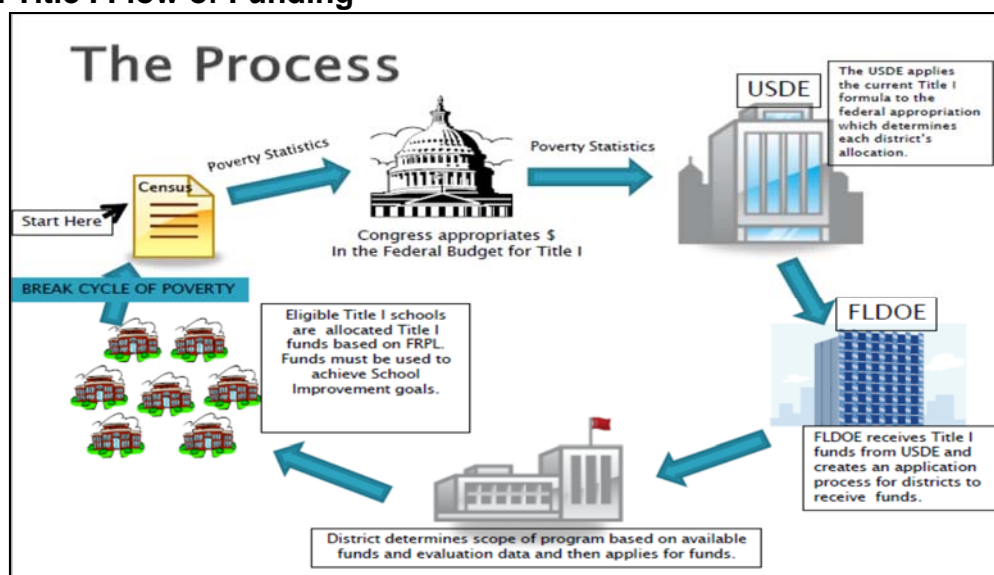
# CCPS Title I Program Evaluation and Needs Assessment Report

## INTRODUCTION

The purpose of this report is to summarize key achievement data from the federal Title I, Part A program (Basic) funds received by the Collier County Public Schools (CCPS) during the 2014–2015 school year and to identify needs to be addressed in planning. The Title I, Part A program provides federal funds to state and local education agencies under the No Child Left Behind Act of 2001 (NCLB; Public Law 107-110). The purpose of Title I, Part A is to enable state and local educational agencies to support the improvement of elementary and secondary educational programs in both public and private, nonprofit schools and institutions. According to NCLB, Title I funds may be used to support schools in providing opportunities for children to acquire the knowledge and skills outlined in the state content standards and to meet the state performance standards developed for all children. Title I, Part A funds help local education agencies serve schools with high concentrations of low-income students.

Title I, Part A funds in Florida are allocated by the U.S. Department of Education to the Florida Department of Education (FLDOE; see Figure A). According to the law, the level of Title I, Part A funding for a school district (i.e., local education agency, or LEA) is based on census data for the number of low-income students, ages 5 to 17, living in a Title I attendance area. Title I, Part A funding for a school is determined by the percentage of low-income students living in the school attendance area. For District purposes, a child is defined as low income if he or she is eligible for free or reduced-price meals. Schools are ranked in the spring of each year on the basis of the actual percentage of low-income children residing in the school's attendance area at the time of the February Survey 3 report to DOE. Funds flow from FLDOE to qualifying Florida school districts.

**Figure A. Title I Flow of Funding**



Source: Eakins, 2011

In the 2014-2015 school year, CCPS allocated Title I, Part A (Basic) funds to 24 school-wide campuses (15 elementary, four middle, four high schools and one K-12 school<sup>1</sup>). The CCPS 2014-2015 Title I, Part A allocation was \$13,574,975.20 (\$11,131,579.00 entitlement and \$2,443,396.20 roll forward). Approximately \$3,173,012.00 were set-aside (as required under P.L. 107-110) for coordination and provision of support programs and services (e.g., staff development, parent involvement, private schools, neglected and delinquent (N&D), homeless). Total expenditures for the year were approximately \$11,794,755.37.

## Evaluation Methodology

In order to receive funds, the District submits a Title I, Part A grant application that is reviewed and approved by the Florida Department of Education (FLDOE). Each year, the District evaluates the progress toward meeting the application goals and also conducts a comprehensive review of the student achievement across grades Kindergarten through grade 12. The application consists of several parts. A central piece of the application is for the District to conduct a needs assessment that includes baseline data, planned activities, and anticipated outcomes. The following eight areas have been identified by the FLDOE to include in the needs assessment:

1. Strengthening Foundation Skills
2. Improving Quality of Teaching in the Educational System
3. Increasing Parent Involvement
4. Providing comparable services to serve homeless children in non-Title I schools
5. Providing services comparable to those provided to children in schools funded under Title I, Part A to serve children in local institutions for neglected children; and, if appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day school programs
6. Providing LEA-wide Title I activities designed to improve academic performance
7. Increasing Graduation Rates
8. Purchasing, upgrading, and/or replacing technology

## Organization of this report

The purpose of this report is:

- 1) to evaluate the achievement of schools and students who participate in CCPS Title I, Part A (Basic);
- 2) to identify areas of needed improvement for CCPS students enrolled in a Title I school; and
- 3) to assist Title I, Part A (Basic) district and school personnel in improving the education and meeting the needs of children in CCPS Title I schools.

In many cases, data from multiple years are used to examine student achievement. To ease interpretation, Table 1 clarifies the abbreviations for the school years (SY) referred to within this report.

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<sup>1</sup> Everglades City School houses elementary, middle and high school students.

**Table 1. School Year Abbreviations**

<b>School Year</b>	<b>Abbreviation</b>
2011-12	SY12
2012-13	SY13
2013-14	SY14
2014-15	SY15
2015-16	SY16

## **STUDENTS AND STAFF AT TITLE I SITES**

According to CCPS student records, the number of CCPS students attending Title I school-wide campuses was 19,572 in 2014-15. Students at Title I schools represented 44% of the total CCPS student population in 2014-15 (see Table 2). CCPS Title I schools tend to have higher percentages of Hispanic students (67%) and economically needy (89%) than do CCPS non-Title I schools (32% and 44%, respectively). The second most prevalent ethnic group in Title I schools are students classified as Black (18%). Near equal percentages of students are represented in non-gifted exceptional student education (ESE) 2 programs (13.1%, Title I; 12.3%, non-Title I. The percentage of gifted students in Title I schools is 6.1% and non-Title I is 8.5%. For additional context, appendix A shows the percent of students by Title I sites who come from homes where English is not the first language over a three year period. While this does not imply that families do not speak English, it is important to recognize that 23 out of 24 sites have 50% or greater households where the home language is not English. For Title I sites, on average, the percent of households where English is not the first language is 71%. In 2014-2015, CCPS had 7% of students who are migrant attending our schools. Migrant is an important subgroup in CCPS as 16% of students attending a Title I school are also identified as migrant. Comparatively, less than 1% of students (0.9%) who are migrant attend a non-Title I school.

NCLB requires school districts to have a plan for all teachers in core academic subject areas (e.g., reading or English Language Arts [ELA], mathematics, science, social studies) to become highly qualified. For a teacher to be “highly qualified” under NCLB, the teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

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<sup>2</sup> In this report, exceptional student education (ESE) is used to refer to “students with disabilities” (SWD).



**Table 2. CCPS Student Demographics over a Three-Year Period, by Title I Status**

Student Demographics	SY13			SY14			SY15		
	Title I	Non-Title I	District	Title I	Non-Title I	District	Title I	Non-Title I	District
<b>Enrollment</b>									
Totals	19050	24696	43746	19683	25214	45077	19572	24688	44260
<b>Ethnicity</b>									
White	13.2%	56.4%	38%	12.2%	56.2%	36.8%	12.0%	56.1%	36.6%
Black	19.0%	6.8%	12%	18.4%	6.8%	11.9%	18.3%	6.6%	11.8%
Hispanic	65.2%	31.5%	46%	67.0%	31.7%	47.2%	67.4%	31.9%	47.6%
American Indian	0.8%	0.9%	1%	0.7%	0.8%	0.8%	0.7%	0.9%	0.8%
Asian	0.4%	1.7%	1%	0.4%	1.8%	1.2%	0.4%	1.9%	1.2%
Hawaiian/ Pacific Islander	0.1%	0.1%	0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Multi Racial	1.4%	2.5%	2%	1.3%	2.5%	2.0%	1.3%	2.6%	2.0%
<b>Sex</b>									
Male	52.0%	51.4%	52%	52.0%	51.4%	51.7%	51.8%	51.4%	51.6%
Female	48.0%	48.6%	48%	48.0%	48.6%	48.3%	48.2%	48.6%	48.4%
<b>English Proficiency</b>									
LY	22.8%	6.6%	14%	25.9%	8.7%	16.3%	19.5%	5.6%	11.7%
Non English	70.6%	32.2%	49%	71.5%	32.9%	49.9%	71.9%	33.3%	50.4%
<b>Special Education</b>									
Non-Gifted	12.7%	12.0%	12%	12.8%	11.6%	12.1%	13.2%	12.3%	12.7%
Gifted	5.8%	8.1%	7%	5.6%	7.9%	6.9%	6.1%	8.5%	7.5%
<b>Economically Disadvantaged</b>									
Economically Needy	88.2%	43.8%	63%	83.5%	41.9%	60.2%	89.1%	44.0%	63.8%

Source: CCPS Data Warehouse

## FEDERAL AND STATE ACCOUNTABILITY

Under the state and federal accountability systems, including the reporting requirements of Florida's ESEA<sup>3</sup> flexibility waiver, Florida schools must have an accountability rating system. As summarized in the School Public Accountability Reports (SPAR; 2014), the system includes several student participation and performance indicators that determine the schools' and districts' ratings. For the "all students" group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), the following information is also included:

- information on student achievement at each proficiency level;
- data comparing actual achievement levels to the state's annual measurable objectives (AMOs);
- the percentage of students not tested;
- performance on the other academic indicator for elementary and middle schools (writing); and graduation rates for high schools.

<sup>3</sup> ESEA is an acronym for the Elementary and Secondary Education Act. Additional information on Florida's annual reporting of AMOs in compliance with the ESEA waiver is available at <http://schoolgrades.fldoe.org/>.

Florida also includes information on progress of the lowest performing 25% of students in mathematics and reading as part of its annual reporting of AMOs. Data are not yet available from the Florida Department of Education to complete analyses.

## STUDENT ACADEMIC ACHIEVEMENT

Each spring Florida students in grades 3 – 10 are required to take a standardized assessment or end of course tests to meet federal and state accountability requirements. Assessments are available for all core content subjects and offered at various grade levels. The Florida Comprehensive Assessment Test (commonly called FCAT 2.0) is being phased out for reading and math. A new form of the state assessment for students called the Florida Standards Assessment (FSA) was administered beginning in 2014-15. Florida Standards Assessment (FSA) results are under review as part of a validity study. As a first step in releasing the FSA data, the State provided school districts with student level T-scores and percentile ranks for the FLA English Language Arts (ELA), FSA Math, and Florida Standards (FS) EOC (Algebra I, Geometry and Algebra II) on September 30, 2015. Data were reviewed as it was released by the Florida Department of Education. This report reviews academic achievement for an array of grade levels with available assessment data and is divided into the following parts:

- Kindergarten Readiness results
- iReady results
- FSA ELA and Math results
- FCAT 2.0 Science results for grades 5 and 8
- EOC results for middle school and high school students
- Advanced Placement (AP) results by subject
- Retention in grade results by grade
- Graduation rates

Where possible, data are disaggregated to show Title I vs. non-Title I as well as Title I Migrant and non-Title I Migrant comparisons.

### Kindergarten Readiness

School readiness is measured within the first 30 days of Kindergarten using the Florida Kindergarten Readiness Screener (FLKRS). There were to be two parts to FLKRS – a subset of the Work Sampling System for FLKRS (WSS) and the Kindergarten screening tasks of the Florida Assessments for Instruction in Reading aligned to the Florida Standards (FAIR-FS). The FLDOE discontinued the FAIR-FS testing at the start of the 2014-15 school year; therefore, the WSS assessment data are presented.

The WSS is an authentic performance assessment designed to document and evaluate students' skills, knowledge and behavior. The WSS subset used for FLKRS reports five domains: a) Personal and Social Development; b) Language and Literacy; c) Mathematical

Thinking; d) Scientific Thinking; and e) Physical Development, Health, and Safety. Teachers rate a child's developmental performance on each indicator as "Not Yet," "In Process," or "Proficient" (same as NY, IP or P).

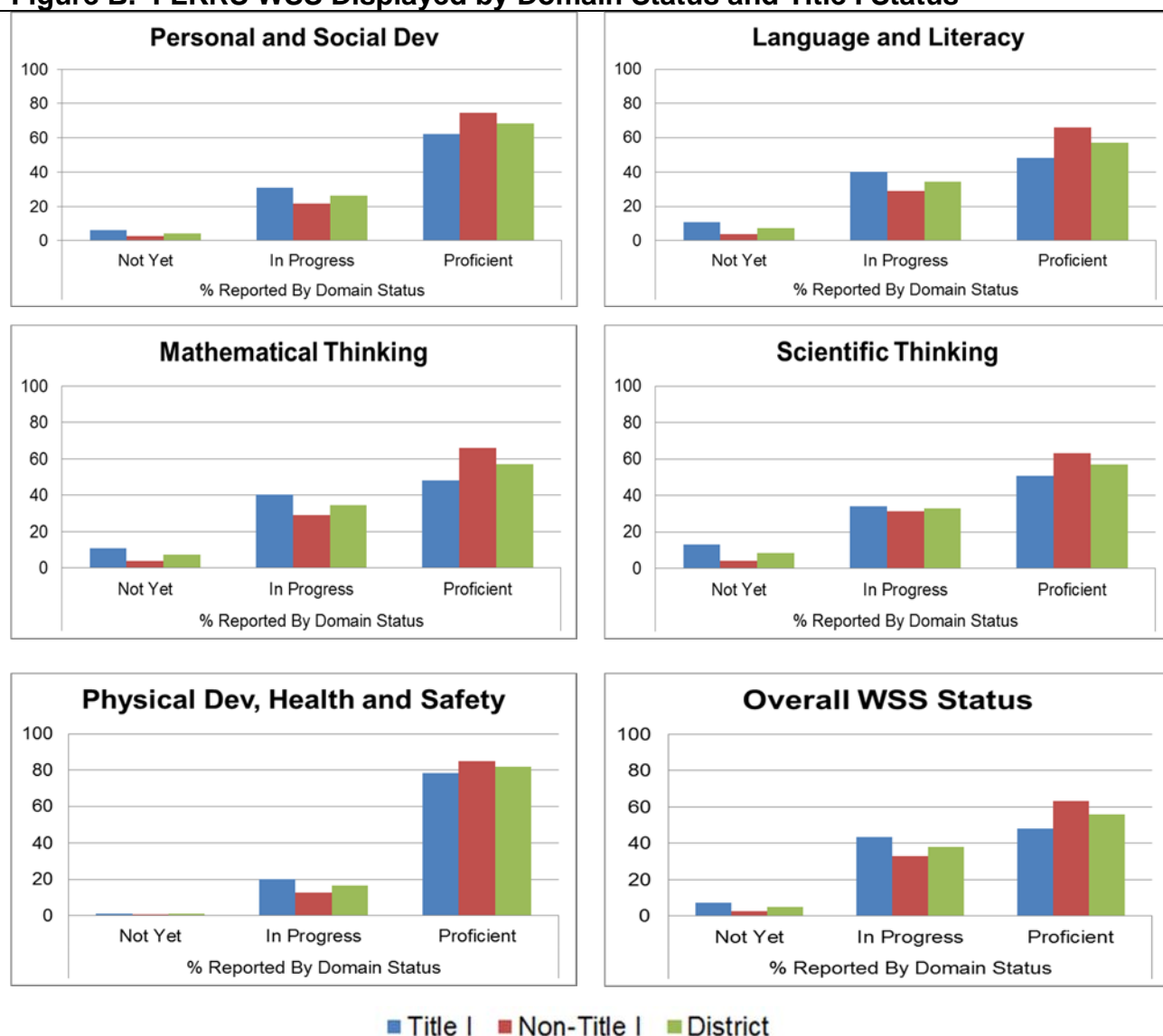
As shown in Table 3 and Figure B, students at Title I schools were rated most successfully as "Proficient" in the Physical Development, Health and Safety and Personal and Social Development. Areas of greatest need as shown in the WSS ratings with greater than ten percent of students rated as "Not Yet" include Language and Literacy and Scientific Thinking.

**Table 3. Florida Kindergarten Readiness Screener (FLKRS), Work Sampling System (WSS) by Domain and Title I Status**

Group	Personal and Social Development				Language and Literacy			
	Total Reported	% Reported By Domain Status			Total Reported	% Reported By Domain Status		
		NY	IP	P		NY	IP	P
Title I	1464	6.0	30.9	61.9	1464	10.8	40.1	47.9
Non-Title I	1298	2.5	21.8	74.4	1297	3.9	28.9	65.8
<i>District</i>	<i>2762</i>	<i>4.3</i>	<i>26.3</i>	<i>68.1</i>	<i>2761</i>	<i>7.3</i>	<i>34.5</i>	<i>56.8</i>
Group	Mathematical Thinking				Scientific Thinking			
	Total Reported	% Reported By Domain Status			Total Reported	% Reported By Domain Status		
		NY	IP	P		NY	IP	P
Title I	1464	10.8	40.1	47.9	1464	13.1	34.2	50.7
Non-Title I	1297	3.9	28.9	65.8	1295	4.1	31.5	63.1
<i>District</i>	<i>2761</i>	<i>7.3</i>	<i>34.5</i>	<i>56.8</i>	<i>2759</i>	<i>8.6</i>	<i>32.9</i>	<i>56.9</i>
Group	Physical Dev, Health and Safety				Overall WSS Status			
	Total Reported	% Reported By Domain Status			Total Reported	% Reported By Domain Status		
		NY	IP	P		NY	IP	P
Title I	1463	1.0	20.0	78.2	1465	7.1	43.3	48.2
Non-Title I	1296	0.8	12.9	85.1	1298	2.6	32.8	63.2
<i>District</i>	<i>2759</i>	<i>0.9</i>	<i>16.4</i>	<i>81.7</i>	<i>2763</i>	<i>4.9</i>	<i>38.1</i>	<i>55.7</i>

Source: FLDOE PMRN Site, 2014-15

**Figure B. FLKRS WSS Displayed by Domain Status and Title I Status**



Source: FLDOE PMRN Site, 2014-15

## iReady Results: Elementary Schools

iReady is an online, computer adaptive program aligned with the new Florida Standards that offers students tutorials, guided practice and assessments for multiple components of reading. The program provides differentiated instruction with a centers-based model using high-interest passages and varied deliveries of instruction and remediation. Data for the 11 of 16 Title I schools utilizing this program are examined in this section.<sup>4</sup>

Figure C displays a summary of the progress towards targeted growth for the SY15 school year. The top panel shows the progress of the participating Title I schools (n=5,379

<sup>4</sup> The majority of sites selected to utilize the iReady program had a Florida School Grade of D or F and 3 schools with Florida School Grade of C participated. During 2014-15, 7 schools were designated by the Florida Department of Education in the Lowest 300 for Reading (Pinecrest, Lake Trafford, Avalon, Golden Gate ES, Village Oaks, Mike Davis, and Parkside).

students). Participating students, on average, exceeded the target set by the program. A total of 57% of participating students achieved the target with 29% of students scoring on or above grade level. The data are disaggregated by grade level in the bottom panel. Students in grades 1 and 4 demonstrated achievement with target averages greater than the District average (grade 1 = 69%; grade 4 = 60%). On a positive note, students in all grade levels, on average, made gains with a range of +29 to +61.

**Figure C. Participating Title I Schools: iReady Reading Summary by District and Grade Level**

District	Progress Towards Targeted Growth (Average Across All Students)  Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary
COLLIER COUNTY SCHOOL DISTRICT	128%	+42	34	57%	29%	5,279
Grade	Progress Towards Targeted Growth (Average Across All Students)  Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary
Grade K	116%	+53	46	57%	42%	635
Grade 1	132%	+61	46	68%	45%	1,006
Grade 2	112%	+44	39	54%	32%	1,060
Grade 3	112%	+36	32	49%	22%	967
Grade 4	152%	+29	19	60%	17%	840
Grade 5	152%	+29	19	56%	13%	771

Source: Curriculum Associates, iReady Data Report, 2014-15

Table 4 displays data analyzed from the Needs Analysis by Domain report. The pre and posttest percentages represent the percent of students across all sites that scored below level. Data were disaggregated by grade level to determine high level patterns across the participating sites. Across all grade levels students made gains and for some domains the percent scoring below level was small (for example, phonological awareness grades 4 and 5). For ease of interpretation, at the pre-test, percentages greater than 65% are shaded red and at the post-test, percentages greater than 40% or higher are also shaded red. Across all grade levels, it is evident that additional instructional focus is needed in the areas of vocabulary. Other domains showed need: phonics; comprehension of informational text; and literature comprehension.

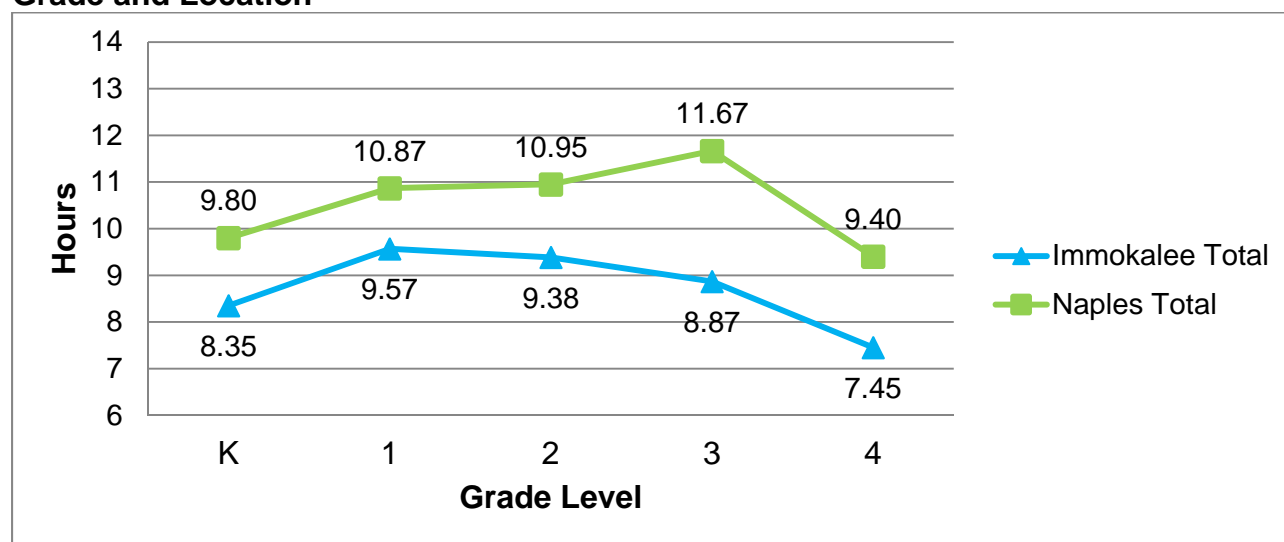
**Table 4. Participating Title I Schools: iReady Reading Needs Analysis by Domain and Grade**

Needs Analysis By Domain	K			1			2			3			4			5		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
Overall Reading Level	82%	27%	55%	88%	36%	52%	79%	45%	34%	76%	49%	27%	87%	70%	17%	85%	67%	18%
Phonological Awareness	67%	29%	38%	81%	40%	41%	30%	9%	21%	12%	7%	5%	4%	3%	1%	<1%	<1%	0%
Phonics	75%	29%	46%	81%	41%	40%	79%	51%	28%	74%	54%	20%	94%	83%	11%	52%	34%	18%
High-Frequency Words	79%	32%	47%	67%	24%	43%	35%	13%	22%	34%	17%	17%	3%	2%	1%	6%	3%	3%
Vocabulary	67%	40%	27%	87%	52%	35%	83%	58%	25%	78%	57%	21%	86%	70%	16%	87%	73%	14%
Comprehension: Literature	67%	33%	34%	82%	42%	40%	73%	45%	28%	67%	47%	20%	75%	63%	12%	80%	61%	19%
Comprehension: Info. Text	70%	38%	32%	83%	39%	44%	74%	47%	27%	70%	51%	19%	79%	64%	15%	79%	63%	16%

Source: Curriculum Associates, iReady Data Report, 2014-15, analyses by report author

A key feature of iReady is the instructional component—the time that students spend using the program. Figure D displays the Overall Time on Task in hours and minutes. The chart is disaggregated by grade level and school location (Immokalee=5 locations; Naples=6 locations).<sup>5</sup> Across all grade levels, students in Naples were recorded with greater time on task than schools in Immokalee.

**Figure D. Participating Title I Schools: iReady Reading Overall Time on Task by Grade and Location**



Source: Curriculum Associates, iReady Data Export, 2014-15, analyses by report author

## FSA English Language Arts (ELA) and Math

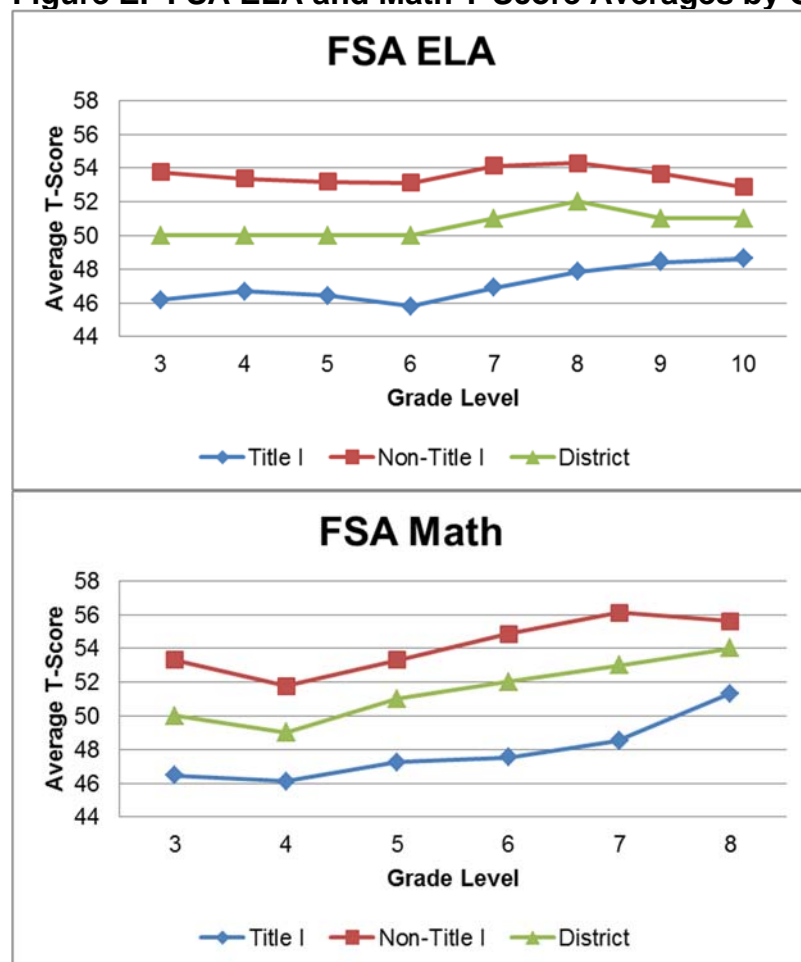
Because the standard setting process for the FSA tests was not completed by the time scores are required to be reported, two scores were released by FLDOE—T-scores and percentile ranks.<sup>6</sup> The T-score scale range is between 20-80 and the statewide average is approximately 50. The T-score is used only for interpretations and are not included in

<sup>5</sup> Time on Task was not available for the majority of students in grade 5. For the purposes of this analysis, Everglades City School is grouped with Naples.

<sup>6</sup> Percentile ranks were included on the individual student reports. For more detailed information, please visit: <http://www.fldoe.org/core/fileparse.php/5663/urlt/UnderstandingFSARports.pdf>

individual student score reports. Analyses of the T-scores are presented in the report. Average T-score results for both assessments are displayed in Figure E by grade level and Title I status. Students in grades 3 to 10 took the FSA ELA assessment and students in grades 3 to 8 took the FSA Math assessment.<sup>7</sup> As can be seen in Figure E, students attending a Title I school scored, on average, below the non-Title I sites.

**Figure E. FSA ELA and Math T-Score Averages by Grade Level and Title I Status**



Source: CCPS Data Warehouse

Results for the 2014-15 FSA ELA and Math were available with the achievement levels during the middle of the 2015-16 school year. Data were disaggregated by migrant and ELL subgroups to dig deeper within Title I. Table 5 shows FSA ELA in the top panel and FSA Math in the bottom panel. Results clearly show that most students, regardless of their migrant status or ELL status, score within the first three levels.

<sup>7</sup> It is important to note that students in the middle grades who were enrolled in Algebra I or Geometry were required to take the EOC assessment that was offered; they were not required to take the FSA Math assessment.

**Table 5. FY15 FSA ELA and FSA Math Levels for Title I Schools by Migrant and ELL Status**

<b>FY15 FSA ELA Level by Migrant and ELL Status</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Migrant ELL</b>	<b>649</b>	<b>586</b>	<b>312</b>	<b>138</b>	<b>40</b>	<b>1725</b>
LY	106	44	17	1		168
LF	147	92	33	4	1	277
LZ	211	218	107	52	16	604
ZZ	185	232	155	81	23	676
<b>Not Migrant ELL</b>	<b>3025</b>	<b>3104</b>	<b>2351</b>	<b>1357</b>	<b>493</b>	<b>10330</b>
LY	586	208	39	4		837
LF	413	412	191	41	4	1061
LZ	877	959	742	405	112	3095
ZZ	1149	1525	1379	907	377	5337
<b>Total</b>	<b>3674</b>	<b>3690</b>	<b>2663</b>	<b>1495</b>	<b>533</b>	<b>12055</b>
<b>FY15 FSA Math Level by Migrant and ELL Status</b>						
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Migrant ELL</b>	<b>400</b>	<b>390</b>	<b>369</b>	<b>150</b>	<b>43</b>	<b>1352</b>
LY	98	46	26	5	1	176
LF	91	87	58	21	3	260
LZ	89	117	123	39	16	384
ZZ	122	140	162	85	23	532
<b>Not Migrant ELL</b>	<b>2132</b>	<b>1959</b>	<b>2130</b>	<b>1023</b>	<b>312</b>	<b>7556</b>
LY	477	180	119	25	7	808
LF	334	271	244	85	13	947
LZ	488	540	640	266	78	2012
ZZ	833	968	1127	647	214	3789
<b>Total</b>	<b>2532</b>	<b>2349</b>	<b>2499</b>	<b>1173</b>	<b>355</b>	<b>8908</b>

Source: CCPS Data Warehouse

## FCAT 2.0 Science

The FCAT 2.0 measures student achievement of the NGSSS in science for students in grades 5 and 8. The FCAT 2.0 Science score scales range from 140 to 260 for both grades 5 and 8. Score results are disaggregated beyond Title I and non-Title I—results are displayed in Table 6 to include the migrant subgroup for students who are migrant that attend Title I schools and non-Title I schools. Figure F provides a visual display with the migrant subgroup.

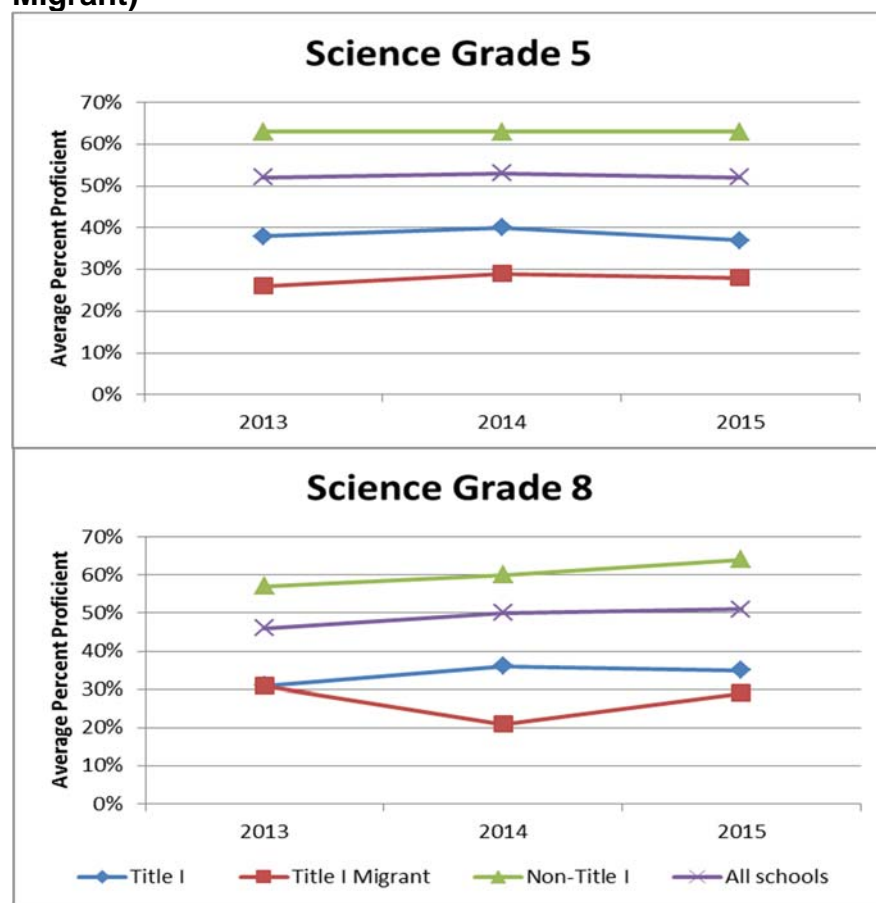


**Table 6. FCAT 2.0 Science Proficiency and Average Scale Score Trend Data by Title I Status**

Grade and School Groups	Percentage Proficient			Average Scale Score		
	2013	2014	2015	2013	2014	2015
<b>Science - Grade 5</b>						
Title I	38%	40%	37%	192	193	193
Title I Migrant	26%	29%	28%	187	188	189
Non-Title I	63%	63%	63%	207	206	205
Non-Title I Migrant	75%	0%	25%	205	175	191
All schools	52%	53%	52%	200	200	200
<b>Science - Grade 8</b>						
Title I	31%	36%	35%	193	193	194
Title I Migrant	31%	21%	29%	192	187	192
Non-Title I	57%	60%	64%	205	207	209
Non-Title I Migrant	9%	31%	14%	187	190	181
All schools	46%	50%	51%	200	201	202

Source: CCPS Data Warehouse

**Figure F. FCAT 2.0 Science Proficiency Trend Data by Title I Status (including Title I Migrant)**



Source: CCPS Data Warehouse

## State End-of-Course (EOC) Exams

The Florida Department of Education website provides a clear explanation for the recent updates to the EOC testing program.<sup>8</sup> To recap, EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) for specific courses. Starting in 2011, Algebra I was the first course to implement an EOC assessment. Since then, other courses have had added an EOC assessment. In 2014-15, there were changes to the state assessment system that resulted in some assessments being replaced; however, depending on a student's graduation cohort, they may take the new Florida Standards Assessment (FSA) or the New Generation Sunshine State Standards (NGSSS) assessment. The Algebra I and Geometry NGSSS assessments are being replaced by FS-aligned assessments (Florida Standards Assessments, or FSA). The NGSSS-aligned Algebra I will be administered through summer 2017 for the cohort of students who initially took the NGSSS course and have not yet passed the EOC assessment. Students completing applicable Algebra I or Geometry courses in 2014-15 and beyond will take the FSA End-of-Course Assessment. Biology 1, Civics, and U.S. History continue to be administered for students completing the related course.

The resulting scales from the initial administration of the FSA assessments will serve as the baseline for school accountability purposes and will be used in the 2014-15 school year. During the baseline years, EOC scores were divided into thirds. According to the Florida Department of Education, on the NGSSS EOC Assessments, students receive a scale score between 325 to 475. Scores relate to an Achievement Levels that ranges from 1 (lowest) to 5 (highest). Level 3 indicates satisfactory performance (passing).<sup>9</sup> EOC data for the middle school and high school students are reported separately unless otherwise noted.

### Middle School

#### FSA Algebra I EOC

FSA Algebra I EOC was administered for the first time during the 2014-15 school year. Baseline results for students in the middle grades are presented in this section. A total of 42 middle school students completed the FSA Algebra I assessment (12, Title I; 30, non-Title I). Like the FSA ELA and Math tests, scores for the FSA Algebra I EOC are initially available as a T-score, percentile rank and raw score. Average T-score, average percentile rank and average raw score results for this assessment are displayed in Table 7 by Title I status. The difference between Title I and non-Title I scores is included as a point of reference. On average, the gap between the groups is slight.

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<sup>8</sup> For more information, please see: <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments>

<sup>9</sup> For more information on NGSSS EOCs, see <http://www.fldoe.org/core/fileparse.php/5423/urlt/NGSSSEOCFS2014-15.pdf>

**Table 7. Middle School FSA Algebra I EOC Assessment Results Summary, Spring 2015 by Title I Status**

<b>Algebra I</b>										
<b>Title I</b>				<b>Non-Title I</b>				<b>Title I and Non-Title I Difference</b>		
Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Average T-Score	Average %ile Rank	Average Raw Score
12	64	85	31	30	68	92	36	-4	-7	-5

Source: CCPS Data Warehouse

FSA Algebra I EOC results were analyzed when achievement levels were available. On average, a greater percentage of middle school students within the Title I group scored at Levels 1 and 2 compared to the Non-Title I group (see Table 8).

**Table 8. High School FSA Algebra I EOC Level Summary, Spring 2015 by Title I Status**

<b>Middle School</b>	<b>Title I</b>					<b>Non-Title I</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
% by Level	3%	10%	31%	26%	30%	0%	3%	25%	27%	44%

### **NGSSS Civics EOC**

Looking across all the middle school students who completed the Civics EOC, the following highlights are noted and summarized in Table 9:

- To date, 3,045 students at Title I sites have participated in the Civics EOC, with 44% of all tested students attending a Title I school.
- While limited data are available for the Civics EOC, table 9 shows a clear pattern. Students at non-Title I schools experienced higher levels of achievement across the four areas assessed.
- On a positive note, the average scores for the Roles, Rights and Responsibilities of Citizens showed a 5% increase for students attending a Title I site.

**Table 9. Civics EOC Assessment Results Summary, Spring 2014 to Summer 2014 by Title I Status**

<b>Term</b>	<b>Title I</b>						<b>Non-Title I</b>					
	Number of Students Tested	Average Scale Score	Origins and Purposes of Law and Government	Roles, Rights, and Responsibilities of Citizens	Government Policies and Political Processes	Organizations and Functions of Government	Number of Students Tested	Average Scale Score	Origins and Purposes of Law and Government	Roles, Rights, and Responsibilities of Citizens	Government Policies and Political Processes	Organizations and Functions of Government
SY14 Spring	1469	n/a	42%	45%	49%	43%	1886	n/a	55%	59%	60%	57%
SY15 Spring	1576	394	46%	50%	49%	45%	2002	412	59%	63%	64%	59%
<b>Average</b>	<b>3045</b>	<b>394</b>	<b>44%</b>	<b>48%</b>	<b>49%</b>	<b>44%</b>	<b>3888</b>	<b>412</b>	<b>57%</b>	<b>61%</b>	<b>62%</b>	<b>58%</b>

Source: CCPS Data Warehouse

## High School

### FSA Algebra I EOC

FSA Algebra I EOC was administered for the first time during the 2014-15 school year. Baseline results for students in the high school are presented in this section. A total of 2810 high school students completed the FSA Algebra I assessment (1175, Title I; 1635, non-Title I). Like the FSA ELA and Math tests, scores for the FSA Algebra I EOC are initially available as a T-score, percentile rank and raw score. Average T-score, average percentile rank and average raw score results for this assessment are displayed in Table 10 by Title I status. The difference between Title I and non-Title I scores is included as a point of reference.

**Table 10. High School FSA Algebra I EOC Assessment Results Summary, Spring 2015 by Title I Status**

Algebra I										
Title I				Non-Title I				Title I and Non-Title I Difference		
Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Average T-Score	Average %ile Rank	Average Raw Score
1175	48	47	16	1635	53	58	19	-5	-11	-4

Source: CCPS Data Warehouse

FSA Algebra I EOC results were analyzed when achievement levels were available. On average, a greater percentage of high school students within the Title I group scored at Levels 1 and 2 compared to the Non-Title I group (see Table 11).

**Table 11. High School FSA Algebra I EOC Level Summary, Spring 2015 by Title I Status**

High School	Title I					Non-Title I				
	1	2	3	4	5	1	2	3	4	5
% by Level	43%	22%	30%	5%	1%	28%	23%	38%	8%	3%

Source: CCPS Data Warehouse

### FSA Algebra II EOC

FSA Algebra II EOC was administered for the first time during the 2014-15 school year. Baseline results for students in the high school are presented in this section. A total of 2810 high school students completed the FSA Algebra I assessment (1175, Title I; 1635, non-Title I). Like the FSA ELA and Math tests, scores for the FSA Algebra II EOC are initially available as a T-score, percentile rank and raw score. Average T-score, average percentile rank and average raw score results for this assessment are displayed in Table 12 by Title I status. The difference between Title I and non-Title I scores is included as a point of reference. On average, the gap between the groups is slightly larger than scores on the FSA Algebra I.

**Table 12. High School FSA Algebra II EOC Assessment Results Summary, Spring 2015 by Title I Status**

<b>Algebra II</b>										
<b>Title I</b>				<b>Non-Title I</b>				<b>Title I and Non-Title I Difference</b>		
Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Average T-Score	Average %ile Rank	Average Raw Score
893	48	48	14	1436	54	63	20	-6	-15	-6

Source: CCPS Data Warehouse

FSA Algebra II EOC results were analyzed when achievement levels were available. On average, a greater percentage of high school students within the Title I group scored at Level 1 compared to the Non-Title I group (see Table 13).

**Table 13. High School FSA Algebra II EOC Level Summary, Spring 2015 by Title I Status**

	<b>Title I</b>					<b>Non-Title I</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
% by Level	49%	22%	21%	4%	4%	26%	21%	30%	10%	14%

Source: CCPS Data Warehouse

### **NGSSS Biology I EOC**

Looking across all students who completed the Biology I EOC, the following highlights are noted and summarized in Table 14:

- In 2014-15, 1,457 students at Title I sites have participated in the Biology I EOC, with 39% of all tested students attending a Title I school.
- After the spring 2015 testing, the gap between Title I and non-Title I assessment results persists across the three reporting categories. The Title I group lags slightly behind the Non-Title I group in each area. The gap is most narrow for the Molecular and Cellular Biology reporting category.

**Table 14. Biology I EOC Assessment Results Summary, Fall 2014 to Spring 2015 by Title I Status**

<b>Term</b>	<b>Title I</b>					<b>Non-Title I</b>				
	Number of Students Tested	Average Scale Score	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems	Number of Students Tested	Average Scale Score	Molecular and Cellular Biology	Classification, Heredity, and Evolution	Organisms, Populations, and Ecosystems
SY15 Fall	31	380	37%	33%	39%	47	388	42%	42%	42%
SY15 Winter	12	379	42%	28%	38%	99	400	52%	51%	52%
SY15 Spring	1414	405	51%	53%	57%	2106	410	53%	57%	61%
<b>Average</b>	<b>1457</b>	<b>388</b>	<b>43%</b>	<b>38%</b>	<b>45%</b>	<b>2252</b>	<b>399</b>	<b>49%</b>	<b>50%</b>	<b>52%</b>

Source: CCPS Data Warehouse

## FSA Geometry EOC

FSA Geometry EOC was administered for the first time during the 2014-15 school year. Baseline results for students in the high school are presented in this section. A total of 2810 high school students completed the FSA Algebra I assessment (1261, Title I; 1974, non-Title I). Like the other FSA tests, scores for the FSA Geometry EOC are initially available as a T-score, percentile rank and raw score. Average T-score, average percentile rank and average raw score results for this assessment are displayed in Table 15 by Title I status. The difference between Title I and non-Title I scores is included as a point of reference.

**Table 15. High School FSA Geometry EOC Assessment Results Summary, Spring 2015 by Title I Status**

<b>Geometry</b>										
<b>Title I</b>				<b>Non-Title I</b>				<b>Title I and Non-Title I Difference</b>		
Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Number Tested	Average T-Score	Average %ile Rank	Average Raw Score	Average T-Score	Average %ile Rank	Average Raw Score
1261	49	47	20	1974	53	59	25	-4	-12	-5

Source: CCPS Data Warehouse

FSA Geometry EOC results were analyzed when achievement levels were available. On average, a greater percentage of high school students within the Title I group scored at Level 1 compared to the Non-Title I group (see Table 16).

**Table 16. High School FSA Geometry EOC Level Summary, Spring 2015 by Title I Status**

	<b>Title I</b>					<b>Non-Title I</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
% by Level	28%	25%	35%	7%	5%	17%	18%	37%	15%	11%

Source: CCPS Data Warehouse

## NGSSS US History EOC

Looking across all students who completed the US History EOC, the following highlights are noted and summarized in Table 17:

- To date, 2,186 students at Title I sites have participated in the US History I EOC, with 40% of all tested students attending a Title I school.
- On average, it is clear that students attending a non-Title I school experience higher levels of achievement than peers at a Title I school (Title I, average Scale Score, 399.6; non-Title I, average Scale Score, 411.6).

**Table 17. US History EOC Assessment Results Summary, Spring 2014 to Spring 2015 by Title I Status**

Term	Title I					Non-Title I				
	Number of Students Tested	Average Scale Score	Late 19th and Early 20th Centuries (1860-1910)	Global Military, Political, and Economic Challenges (1890-1940)	The U.S. and the Defense of the International Peace (1940-2010)	Number of Students Tested	Average Scale Score	Late 19th and Early 20th Centuries (1860-1910)	Global Military, Political, and Economic Challenges (1890-1940)	The U.S. and the Defense of the International Peace (1940-2010)
SY14 Spring	1083	404	51%	52%	55%	1505	410	56%	57%	60%
SY14 Summer	4	375	30%	32%	40%	31	405	56%	55%	53%
SY15 Fall	6	405	52%	59%	44%	36	416	58%	63%	64%
SY15 Winter	70	410	55%	54%	61%	75	415	61%	62%	61%
SY15 Spring	1023	404	53%	52%	53%	1681	412	59%	58%	59%
<b>Average</b>	<b>2186</b>	<b>399.6</b>	<b>48%</b>	<b>50%</b>	<b>51%</b>	<b>3328</b>	<b>411.6</b>	<b>58%</b>	<b>59%</b>	<b>59%</b>

Source: CCPS Data Warehouse

## Advanced Placement

Challenging students to reach their full potential is a goal of CCPS. The Advanced Placement (AP) program provides students with the opportunity to take rigorous coursework in preparation of college and provides an opportunity to earn college credit with a passing score on the AP exam. During the 2014-15 school year, 989 Advanced Placement exams were administered across 5 Title I sites (see Table 18). Students at Title I site had a 56% passing rate. While the Title I sites have, on average, a greater percent of exams with a score of 3 or higher, the non-Title I sites outperform the students at Title I sites in other ways. More students at non-Title I sites participate in the AP program as evidenced by the Challenge Index. The index is a metric that divides the total number of exams by the total number of seniors. An index over 1.0 indicates that students are sitting for more than one AP exam. It should be noted that Immokalee High School achieved a Challenge Index of 1.50—this is the highest ranking among the Title I schools.

**Table 18. SY15 Advanced Placement Results by School and Title I Status (All Subjects)**

School	Total # of Exams	# of Exams 3 or Higher	% of Exams 3 or Higher	Mean Score	# of Total Seniors	# of AP Students	Challenge Index
EVG	3	2	67	3.00	8	3	0.38
GGH	225	100	44	2.40	312	210	0.72
.IHS	339	90	27	1.94	226	290	1.50
LHS	354	172	49	2.52	304	304	1.16
LWH	68	64	94	3.87	114	68	0.60
<b>Title I Total</b>	<b>989</b>	<b>428</b>	<b>56</b>	<b>2.75</b>	<b>964</b>	<b>875</b>	<b>0.87</b>
BCH	1295	560	43	2.41	391	953	3.31
GCH	1179	780	66	3.02	438	938	2.69
NHS	697	399	57	2.74	348	571	2.00
PRH	537	251	47	2.50	391	433	1.37
<b>Non-Title I Total</b>	<b>3708</b>	<b>1990</b>	<b>53</b>	<b>2.67</b>	<b>1568</b>	<b>2895</b>	<b>2.34</b>

Source: CCPS Data Warehouse and FY15 Advanced Placement (AP) Test Results Memo



## Retention in Grade

Three years of retention data are disaggregated by Title I status and grade. Data are provided for grades K to 8 as well as grades 11 and 12 (see Table 19). In Florida, students who do not pass the grade 3 FCAT have a mandatory retention in grade, unless they meet special good cause exemptions. In Collier's high schools, students need a minimum of 17.0 credits and a 1.9 GPA to progress grade 12.

Gaps between Title I and non-Title I retention in grade are greatest in the primary grades. The gap between Title I and non-Title I at grade 3 is 4%. From 2013-14 to 2014-15, the percent of students retained for grade 3 decreased 2.9% in Title I schools. On average, retention patterns in middle school grades are near even. Across the district, matriculation from grade 11 to grade 12 is challenging because students need to earn enough credits and have a high enough GPA. On a positive note, a greater percentage of students in Title I schools, on average, matriculated to grade 12 in 2014-15.

**Table 19. Distribution of Retention in Grade, by Title I Status and District**

Grade	Title I			Non-Title I			District		
	FY13	FY14	FY15	FY13	FY14	FY15	FY13	FY14	FY15
<b>KG</b>	2.8%	3.3%	2.6%	2.3%	1.8%	1.6%	2.6%	2.5%	2.1%
<b>1</b>	5.9%	5.6%	4.3%	2.9%	2.8%	2.1%	4.3%	4.1%	3.1%
<b>2</b>	3.2%	2.7%	2.7%	2.2%	1.7%	1.0%	2.6%	2.1%	1.8%
<b>3</b>	9.1%	8.4%	5.5%	1.8%	2.1%	1.5%	5.1%	5.0%	3.4%
<b>4</b>	0.1%	0.3%	0.1%	0.0%	0.3%	0.2%	0.1%	0.3%	0.2%
<b>5</b>	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%
<b>6</b>	0.1%	0.1%	0.1%	0.1%	0.3%	0.2%	0.1%	0.2%	0.2%
<b>7</b>	0.1%	0.1%	0.3%	0.2%	0.3%	0.3%	0.1%	0.2%	0.3%
<b>8</b>	0.1%	0.1%	0.1%	0.3%	0.6%	0.3%	0.2%	0.4%	0.2%
<b>11</b>	8.3%	9.1%	8.8%	11.0%	9.3%	9.0%	10.1%	9.3%	8.9%
<b>12</b>	1.2%	1.0%	0.4%	2.8%	2.0%	1.8%	2.3%	1.7%	1.4%

Source: CCPS Data Warehouse

## Graduation Rates

Graduation rates were reviewed for all district high schools. On average, the 4-year federal graduation rate for FY15 is 84.3%. The 4-year federal graduation rates for students receiving a standard diploma is provided in Table 20.



**Table 20. 4-Year Federal Graduation Rates by Title I Status**

School	FY15 %	FY14 %	Title I Status
BCH	93	92	No
EVG	--	90.9	Yes
GCH	94.6	95.1	No
GGH	90.2	73.3	Yes
IHS	90.9	89.1	Yes
LHS	87.2	91.3	Yes
LWTHS	97.5	100	Yes
MIA	97.3	89.5	No
NHS	90.9	92.4	No
PRHS	89.3	87.3	No

Source: FY15 High School Graduation Rates Memo, January 2016

## NEEDS ASSESSMENT/RECOMMENDATIONS

We know it is important for all schools to share a common goal to improve the achievement of students across CCPS. It is essential for staff who interact with students (instructional and non-instructional) to understand the urgency and purpose behind the work they do with students and how important they are to the success of CCPS. As Title I district and school administrators review data and plan for 2015-16 and beyond, reflecting on the past and present is imperative to plan for the future.

To further understand the needs of CCPS Title I schools, this section summarizes the needs and key themes to consider in future planning:

- **Continue to enhance the professional knowledge of *all* staff who work with students.** While a strong case can be made that CCPS excels in providing professional learning opportunities, more knowledge is always needed. Instructional and non-instructional staff need to keep up with the changing times. The Title I Basic funds or split funds with grants such as Title I Migrant non-instructional staff (tutors, paraprofessionals, general assistants). In 2014-15, Federal, State and Competitive Grants (FSCG) staff began to examine ways to better support such staff funded through these grants. School administrators responded to an open-ended question at a meeting in September 2014 and offered the suggestions (see Figure C-1). In summary, it is recommended that district and school leadership examine additional ways to build up and strengthen the capacity of the non-instructional staff.
- **Revisit emphasis on Word Study in Grades K - 5.** iReady is a valuable tool for students and teachers. The reports provided by Curriculum Associates highlight gaps in student performance. Key areas that go hand-in-hand are Vocabulary, Phonics, and Phonemic Awareness. It is important to remember that phonics and phonemic awareness are not skills that instruction should stop in the primary grades. Developmentally, students will use these domains throughout their K-12 (and beyond) schooling as vocabulary and text becomes more complex and technical. A Word Study approach such as The Words their Way provides a consistent model for

teachers and non-instructional staff to use with students. The approach can be used with English Language Learners.

- **Continue Strategic Collaboration with CCPS Migrant Education Program.** Title I Basic collaborates with multiple federal grants, including Title I, Part C (Migrant). As was demonstrated in the review of migrant subgroup data, it is vital to focus attention on students who participate in the migrant education program. The majority of CCPS students who are migrant reside in a Title I school zone. The District Title I Migrant program and schools with a migrant allocation should continue supporting migrant-funded supplemental staff (resource teachers and tutors); after-school programs; early intervention programs (such as In Home Literacy); and summer programs. Through this multi-pronged approach, qualified students who are migrant in Title I schools (as well as other sites with adequate numbers of eligible students) can continue receiving supplemental support through the migrant grant.
- **Continue working to minimize barriers for parents and families to participate as partners in education.** Parents are part of the solution and are key partners in the education of today's youth. As reported in the 2014-15 District Title I Parent Survey (Zmach & Cruz, 2015), non-English home language and low education levels are two of the greatest barriers that exist for parents at some Title I sites and may hinder their participation. It is essential for parents to be actively involved in school activities. It is encouraged for parent events and meetings at Title I sites to continue providing translation services at parent meetings as well as the home-school communications sharing information about these opportunities.
  - The Title I Parent Academies provided such experiences for parents and families during the inaugural year. Over 1,800 parents with children attending a Title I site participated in the 91 sessions the first year (Arpaia & Zmach, 2015). The goal of the workshops was providing information to promote language development, parent strategies to promote achievement, and parent advocacy in order to increase student achievement.
- **Continue shift from data-driven decision making to data-driven action.** When formulating plans to improve the educational outcomes of students, including those in Title I schools, it is important to consider evidence-based practices. Once a direction has been set, act, where possible, on it. When evidence comes to light that a different practice may yield more favorable results, school and district leaders may want to consider a mid-course correction. Several resources of evidence-based practices exist, some include:
  - **Attendance Works:** <http://www.attendanceworks.org/>
  - **National Summer Learning Association:** <http://www.summerlearning.org/>
  - **US Department of Education's What Works Clearinghouse:** <http://ies.ed.gov/ncee/wwc/>
  - **Center for Data-Driven Reform, Johns Hopkins University:** <http://www.bestevidence.org/>
  - **Coalition for Evidence-Based Policy:** <http://toptierevidence.org/>
- **Continue monitoring of fidelity of implementation.** While not directly addressed within this report, research indicates that fidelity of implementation is essential for schools to be successful. School leaders can continue to review implementation plans for educational programs and ensure their school is on track. This can be achieved in several ways —such as ensure strategies are actionable and realistic,

encourage professional development for all staff (instructional and non-instructional), review instructional programs and approaches, and review how time is allocated across the instructional day. It is important to ensure implementation has proceeded as planned.

- For example, review expectations for programs such as iReady to ensure a return on the investment: 1) monitor that licenses are used; 2) ensure students are progressing with time on task; and 3) verify that assessments data are completed within the target window.

## SUMMARY

This report shows that students who attend CCPS Title I schools have continued to make strides to increase student achievement; however, even with the improvements, achievement gaps persist between students who attend Title I schools and those who attend non-Title I schools. The gaps between Title I and non-Title I schools are closing slowly. One thing remains constant: students in CCPS Title I schools need the best, solid instruction possible utilizing all available resources. The District's collaborative planning process should continue to examine how to best prioritize available resources to improve student performance, especially at schools with the greatest gaps. As has been evidenced through analyses of data in other school districts across Florida, success *is* possible for students who attend a Title I school (McLeod, Mahowski & Harmon, 2014; Zmach, Harmon & Janiak, 2015).

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## Appendix A: CCPS Title I Home Language

Table A-1 shows the numbers and percentages of parents who report residing in a household that does not use English as the first home language. Twenty-three out of 24 sites have 50% or greater households where the home language is not English.

**Table A-1. CCPS Title I Schools, Self-Reported Home Language (Non-English Speaking) by school and year**

School Name	SY13			SY14			SY15		
	Total	Non-English	%	Total	Non-English	%	Total	Non-English	%
Avalon Elementary	504	349	69%	494	337	68%	487	342	70%
East Naples Middle	1102	575	52%	1063	587	55%	1149	657	57%
Eden Park Elementary	768	600	78%	728	540	74%	694	540	78%
Estates Elementary	580	338	58%	593	324	55%	552	317	57%
Everglades City	167	14	8%	162	17	10%	187	31	17%
Golden Gate Elementary	893	748	84%	886	734	83%	876	724	83%
Golden Gate High	1574	1037	66%	1618	1080	67%	1522	1028	68%
Golden Gate Middle	1004	751	75%	1042	806	77%	1130	917	81%
Golden Terrace Elementary	1016	780	77%	983	786	80%	991	792	80%
Highlands Elementary	722	556	77%	686	527	77%	677	534	79%
Immokalee Community	241	189	78%	229	179	78%	235	183	78%
Immokalee High	1431	1064	74%	1379	1000	73%	1385	1008	73%
Immokalee Middle	806	591	73%	786	582	74%	1397	1067	76%
L. Walker Tech High	534	339	63%	573	378	66%	553	350	63%
Lake Trafford Elementary	816	625	77%	734	555	76%	691	542	78%
Lely Elementary	757	348	46%	661	312	47%	623	311	50%
Lely High	1471	755	51%	1503	821	55%	1428	777	54%
Manatee Elementary	802	679	85%	741	622	84%	761	632	83%
Manatee Middle	844	650	77%	870	680	78%	946	779	82%
Mike Davis Elementary	815	561	69%	778	549	71%	796	562	71%
Parkside Elementary	766	676	88%	674	598	89%	688	606	88%
Pinecrest Elementary	811	699	86%	779	662	85%	721	616	85%
Shadowlawn Elementary	572	354	62%	549	356	65%	585	375	64%
Village Oaks Elementary	753	577	77%	538	413	77%	753	386	78%
<b>Title I Total</b>	<b>19,749</b>	<b>13,855</b>	<b>70%</b>	<b>19,049</b>	<b>13,445</b>	<b>71%</b>	<b>19,827</b>	<b>14,076</b>	<b>71%</b>

Source: CCPS Data Warehouse

## Appendix B: Categorization of Schools

To assist with the analysis and interpretation of the data, groups were created to review the data.<sup>10</sup> The categories are geared to help better understand whether regional differences exist and to better understand achievement patterns by school type. In some cases, there was no data for schools in different subgroups. Data are blank (not reported) for cells in which there are fewer than ten students in the calculation. Subgroup data are suppressed (\*\*\*) when results are less than 5% or ten or fewer students.

**Table B-1. Title I Schools by Region**

East Naples	Golden Gate	Immokalee
Avalon Elementary	Estates Elementary	Eden Park Elementary
East Naples Middle	Golden Gate Elementary	Everglades City
Lely Elementary	Golden Gate Middle	Highlands Elementary
Lely High	Golden Gate High	Immokalee Community
L. Walker Technical High	Golden Terrace Elementary	Immokalee Middle
Manatee Elementary	Mike Davis Elementary	Immokalee High
Manatee Middle		Lake Trafford Elementary
Parkside Elementary		Pinecrest Elementary
Shadowlawn Elementary		Village Oaks Elementary

**Table B-2. Title I Schools by School Type**

Elementary = 15	Middle = 4	High = 5
Avalon Elementary	East Naples Middle	Golden Gate High
Eden Park Elementary	Golden Gate Middle	Immokalee High
Estates Elementary	Immokalee Middle	Lely High
Golden Gate Elementary	Manatee Middle	L. Walker Technical High
Golden Terrace Elementary		Everglades City
Highlands Elementary		
Immokalee Community		
Lake Trafford Elementary		
Lely Elementary		
Manatee Elementary		
Mike Davis Elementary		
Parkside Elementary		
Pinecrest Elementary		
Shadowlawn Elementary		
Village Oaks Elementary		

<sup>10</sup> Regional groupings will be used in the Final Report.

## Appendix C: Title I Principal Feedback Non-Instructional Professional Development Summary

In September 2014, the Federal and State Grants Department (FSG) held three regional meetings<sup>11</sup> (Immokalee, Golden Gate and East Naples) with Title I principals (or their designees) to share Title I (Basic, Parent Involvement and Migrant) information for 2014-2015 school year. The 24 Title I schools receiving Title I funds in 2014-2015 were invited to this meeting. Sixteen sites (66%) were represented at the meeting. Five principals invited a least one assistant principal to attend with them. A post-meeting feedback form was provided by FSG as a needs assessment to continue gathering input from Title I schools. The purpose of the feedback is to assist in future planning and to improve our services. These data help guide the direction of possible areas for improvement, including meeting topics and formats that best address the needs of the Title I sites. The form was available paper-pencil at the conclusion of the meeting. Participants had the option to complete the feedback form online. The form did not collect individually identifiable information. Of the 16 participating sites, 13 sites (81%) provided input.

Additional feedback was solicited to gauge interest and gather information on topics that school administrators feel would benefit non-instructional staff such as tutors, paraprofessionals and general assistants. The Title I Basic and Title I Migrant grants fund over 100 non-instructional staff (such as tutors, paraprofessionals and general assistants) and the Federal, State and Competitive Grants (FSCG) staff has started to explore ways our department can better support such staff funded through these grants. School administrators responded to an open-ended question and offered the suggestions shown in Figure C-1.

**Figure C-1. Title I School Administrator Suggestions for Non-Instructional Professional Development**

**Topics beneficial to staff at your site (tutors, paraprofessionals, general assistants)**

- Strategies to employ when working with struggling students
- Working with parents, positive discipline and supportive instruction within the classroom
- Topics such as differentiation, student data monitoring, and strategies for teaching students from multi-cultural backgrounds would be supportive.
- More Opening Doors training opportunities throughout the year as these positions change during the school year.
- Understanding the culture of our unique students and families. This would benefit everyone!
- Information on the new standards.

Source: Title I Principal Meeting Feedback Form, September 2014

<sup>11</sup> Two meetings were held on September 23, 2014 and one meeting was held on September 28, 2014.



## Appendix D: Algebra I EOC Retake Results

A passing score on the Algebra I EOC is required for high school graduation in Florida. Students who took the NGSSS EOC and have not yet passed this version of the EOC are eligible to retake the NGSSS Algebra I EOC. Tables D-1 and D-2 show Algebra EOC data and passing rates. For the final report, the data will be disaggregated by middle and high school grades. Results are disaggregated by Title I status.

**Table D-1. Algebra I EOC Retake Results by Reporting Category, Fall 2014 to Spring 2015 by Title I Status**

Term	Number of Students Tested	Average Scale Score	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics	Number of Students Tested	Average Scale Score	Functions, Linear Equations, and Inequalities	Polynomials	Rationals, Radicals, Quadratics, and Discrete Mathematics
SY15 Fall	304	389	29%	21%	32%	666	389	30%	25%	33%
SY15 Winter	327	383	28%	22%	26%	532	386	30%	21%	26%
SY15 Spring	242	381	24%	27%	26%	371	381	25%	25%	26%
<b>Average</b>	<b>873</b>	<b>384</b>	<b>27%</b>	<b>23%</b>	<b>28%</b>	<b>1,569</b>	<b>385</b>	<b>28%</b>	<b>24%</b>	<b>28%</b>

Source: CCPS Data Warehouse

**Table D-2. Algebra I EOC Retake Results by Achievement Level, Fall 2014 to Spring 2015 by Title I Status**

Term	Number of Students Tested	Levels					Passed the Algebra I EOC	
		1	2	3	4	5	n	%
Title I Schools								
SY15 Fall	304	53	161	89	1	0	90	30%
SY15 Winter	327	89	149	81	8	0	89	27%
SY15 Spring	242	69	129	44	0	0	44	18%
Title I Total	9474	1948	3224	3101	675	526	4302	45%
Non-Title I Schools								
SY15 Fall	666	129	315	189	18	15	222	33%
SY15 Winter	532	118	265	130	10	9	149	28%
SY15 Spring	371	109	187	67	4	4	75	20%
Non-Title I Total	12432	1950	3646	3999	1309	1528	6836	55%

Source: CCPS Data Warehouse