

Miami-Dade County Public Schools

Post-Unitary Commitments to Equity and Diversity

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Advanced, Honors, Advanced
Placement Courses, and Gifted Education
2002-2003 Academic Year

Retention and Graduation
2001-2002 and 2002-2003

Miami-Dade County Public Schools

Post-Unitary Commitments to Equity and Diversity Diversity Compliance Report Recommendations

***Advanced, Honors, Advanced Placement Courses, and Gifted Education
2002-2003 Academic Year***

***Retention and Graduation
2001-2002 and 2002-2003***



Post-Unitary Commitments to Equity and Diversity Diversity Compliance Report Recommendations

A Status Report

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Introduction

The initial Post-Unitary Status Compliance Reports on *Advanced Academic Programs* and *Retention and Graduation Rates* were forwarded to the School Board by memorandum from the Superintendent in January 2005. The findings from the Office of Civil Rights and Diversity Compliance (CRDC) for these two (of seven) topic areas were brought before the Diversity, Equity, and Excellence Advisory Committee (DEEAC). This committee is comprised of staff members, community members, representatives of the Board, and a representative of the Superintendent. The recommendations of this committee are intended to be used to improve how the District addresses disparities, equality of access, and participation issues in the seven major topic areas for all students regardless of race or ethnicity. Miami-Dade County Public Schools (M-DCPS), through its post-unitary status plan of action and carefully designed school board rules, is committed to promoting the goals and values of equity and diversity among its students and staff. The Office of Accountability and System-wide Performance (ASP) has been charged with monitoring the implementation and impact of CRDC/DEEAC recommendations related to the District's post-unitary commitments to equity and diversity.

The findings of the Post-Unitary Status Compliance Reports have significant implications for our systemic improvement initiatives. We recognized that the recommendations provided in the reports must be addressed systemically in order to ensure improved outcomes for all affected student stakeholders.

Research has shown that students who attend schools with a positive culture demonstrate significantly greater achievement than do students at schools with a negative culture (*National Association of Elementary School Principals*). Additionally, internal and external benchmarking studies conducted through the Office of Accountability and System-wide Performance, such as the recent document brought to the Board in March 2005, "*Lessons Learned: Remarkable Transformation Stories in the Miami-Dade County Public Schools*," support the importance of positive school climates that encourage and build confidence for all students. These findings are also substantiated in Robert J. Marzano's "*What Works in Schools: Translating Research into Action*." It is clear that these essential characteristics for student success are critical to improved performance at our schools. Additionally, the National High School Alliance's document, *A Call to Action: Transforming High School for All Youth*, identifies six core principles that are interdependent and must function as part of a comprehensive plan focused on ensuring that all students are ready for college, careers, and active civic participation. These core principles are: *Personalized Learning Environments; Academic Engagement of All Students; Empowered Educators; Accountable Leaders; Engaged Community and Youth; and an Integrated System of High Standards, Curriculum Instruction, Assessment, and Supports*. This body of research and practice was at the forefront of our thinking as we developed Action Steps to implement and monitor the important CRDC/DEEAC recommendations and findings.



Approach

The seven topic areas addressed in the required Diversity Compliance Reports: Student Enrollments; Faculty Composition/Student Discipline; Participation in Advanced, Honors, and Gifted Programs; Exceptional Student Education; Retention and Graduation Rates; and Student Achievement in Public School Choice Programs are critically important to the District. As a result, well-articulated goals and metrics related to these matters are prominently reflected in the District's Strategic Plan for 2005-2008. They are also integral components of *Florida's A+ Plan*, the Federal *No Child Left Behind (NCLB)* Education Act, and the Superintendent's reform initiatives and performance objectives. In the past, the District's efforts, as documented in the "Status Report on Increasing the Graduation Rate and Decreasing the Dropout Rate, January 2004," have not been aligned to measures that would permit staff to monitor their impact closely. Therefore, to better align and implement CRDC recommendations, Miami-Dade County Public Schools has incorporated them, as appropriate, into its strategic planning process. The approach taken here has been to align the action steps to the report recommendations and to align the action steps with the corresponding strategic goals and metrics of the District. The responsible divisions and offices, existing resources, and suggested timelines have also begun to be identified for the action steps.

The current CRDC/DEEAC recommendations have been shared with District staff who, in collaboration with representatives from the Superintendent's Cabinet, CRDC staff, and other stakeholders, developed responses and Action Steps and prioritized the steps. The Action Steps will be integrated into the operational unit plans and/or the School Improvement Plans (SIPs) of all relevant work locations. The impact of the Action Steps will be measured as part of the reporting function for each of the operational units involved in implementing these. (See Attached District Metrics). Moreover, the Continuous Improvement Model (CIM)/Plan-Do-Study-Act (P-D-S-A) will be used to monitor progress and guide data-driven decision making at all levels of the organization. This proven process will help the District stay "on course" for meeting the persistent challenge of providing equal and high quality education for all students.

**Advanced, Honors, Advanced
Placement Courses,
and Gifted Education
2002-2003
Diversity Compliance Report**

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Issues/Recommendations

Action Steps with:

- **Corresponding District Goals and Metrics**
- **Responsible Division/Office**
- **Existing District Resources**
- **Timelines for Implementation**



Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

1. Academic Readiness

- Provide a more rigorous curriculum at the elementary school level.
- Increase middle school enrollments and achievement in honors and advanced courses.
- Conduct a review of advanced courses offered by school feeder patterns.
- Evaluate the Academic Excellence Program (AEP) and the Teaching Enrichment Activities to Minorities (TEAM) Program.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Provide, by feeder pattern, the rigorous course offerings necessary, articulated through elementary, middle, and senior high school levels, that will allow students to sustain their successful enrollment in Advanced Academic Programs.</p>	<p>1.1.6 Percentage of students enrolled in Advanced Level courses increases from 22.3% to 26%</p>	<ul style="list-style-type: none"> • <i>Curriculum Instruction and School Improvement (CISI)</i> 	<p>District Feeder Pattern Profiles</p> <p>Student Progression Plan</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>
<p>→ Encourage schools to consistently utilize the existing data from the College Board's <i>Advanced Placement Potential</i> Report to identify and place a larger percentage of students with "AP Potential" in Advanced Academic Programs.</p> <p>→ Conduct a program evaluation of the effectiveness of the AEP, TEAM, and Gifted Programs. This evaluation should include a comparison of existing program delivery models with best results in student achievement.</p>	<p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p> <p>1.1.8 Increase the percentage of students passing Advanced Placement (AP) courses with a grade of "C" or higher</p> <p>1.1.9 Increase the number of students taking Advanced Placement (AP) exams (*Note: *Student ethnic data are self-reported and differs from M-DCPS student records; therefore, percentages cannot be given.)</p> <p>1.1.10 Increase the percentage of students scoring "3" or higher on Advanced Placement (AP) exams</p>	<ul style="list-style-type: none"> • <i>CISI; Division of Advanced Academics</i> 	<p>Curriculum Bulletin – 1, Authorized Courses for Secondary Schools 2004-2005</p> <p>College Board's <i>AP Potential</i> (Each high school principal receives a school report)</p> <p>Program Evaluation of Selected Programs</p>	

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion

- Create a procedure to ensure that students who are new to M-DCPS and have no testing history/academic profile have equal access to advanced courses.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>* To be monitored regularly</small>
<p>→ Increase awareness of existing procedures and guidelines for placing students new to M-DCPS in Advanced Academic Programs (including 90 day period for psychological evaluation which may include a bilingual assessor).</p> <p>→ Explore options and/or evaluation tools/instruments to be used by students new to M-DCPS that have no testing history/academic profile to facilitate equal access to advanced courses for them.</p>	<p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p> <p>1.1.8 Increase the percentage of students passing Advanced Placement (AP) courses with a grade of “C” or higher</p> <p>1.1.9 Increase the number of students taking Advanced Placement (AP) exams (*Note: *Student ethnic data are self-reported and differs from M-DCPS student records; therefore, percentages cannot be given.)</p> <p>1.1.10 Increase the percentage of students scoring “3” or higher on Advanced Placement (AP) exams</p>	<ul style="list-style-type: none"> • <i>CISI; Division of Advanced Academics</i> 	<p>Student Progression Plan</p>	<p>2005 - 2008</p>
<hr/> <p>→ Identify at least three possible evaluation tools/instruments, either through a commercial vendor or a Request for Proposals (RFP) process, for use by students new to M-DCPS.</p>	<hr/> <p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p> <p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone schools</p>	<hr/> <ul style="list-style-type: none"> • <i>CISI</i> 	<p>Identified Assessments</p>	

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Recruit and enroll students.
- Seek teacher recommendations.
- Recruit students with demonstrated success on FCAT and /or PSAT.
- Encourage participation from under-represented groups, i.e., FRL, LEP, ESE.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Include in all student achievement data reported (e.g., District Metrics) disaggregated sub-population percentages related to gender, race/ethnicity, and free and reduced priced lunch (FRL).</p> <hr/> <p>→ Correlate or cross-walk FCAT and PSAT scores for equivalency.</p> <p>→ Utilize the correlated/cross-walked scores as determinants for possible recruitment into advanced courses.</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p> <p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone schools</p> <p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p> <p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT – 10</p> <hr/> <p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p> <p>1.1.8 Increase the percentage of students passing the Advanced Placement (AP) courses with a grade of “C” or higher</p> <p>1.1.10 Increase the percentage of students scoring 3 or higher on Advanced Placement (AP) exams</p>	<ul style="list-style-type: none"> • <i>CISI</i> • <i>CISI; School Improvement Zone</i> • <i>CISI</i> <hr/> <ul style="list-style-type: none"> • <i>CISI</i> 	<p>2005-2008 District Metrics</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Recruit and enroll students.
- Seek teacher recommendations.
- Recruit students with demonstrated success on FCAT and /or PSAT.
- Encourage participation from under-represented groups, i.e., FRL, LEP, ESE.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Include in all student achievement data reported (e.g., District Metrics) disaggregated sub-population percentages related to gender, race/ethnicity, and free and reduced priced lunch (FRL).</p> <p>→ Correlate or cross-walk FCAT and PSAT scores for equivalency.</p> <p>→ Utilize the correlated/cross-walked scores as determinants for possible recruitment into advanced courses.</p>	<p>1.2.1 Number of students retained in the 3rd grade decreases from 17% to 15%</p> <p>1.2.2 Increase the percentage of students passing Algebra I with a grade of “C” or higher in middle schools (by 8th grade)</p>	<p>• <i>C/SI</i></p>	<p>2005-2008 District Metrics</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Develop a profile of student characteristics to assist teachers in identifying LEP and ESE students who are most likely to succeed in advanced coursework.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Use historical data to identify Limited English Proficient (LEP) students and Students with Disabilities (SWD) that have previously succeeded in advanced coursework. This can be used in establishing the profile of student characteristics.</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p> <p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone schools</p> <p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p>	<p>• C/S/</p>	<p>Student Progression Plan</p> <p>Data Report</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Develop a profile of student characteristics to assist teachers in identifying LEP and ESE students who are most likely to succeed in advanced coursework.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>* To be monitored regularly</small>
<p>→ Incorporate the information found in the Research Briefs: <i>Predicting 10th Grade FCAT Success</i>, Vol. 0401, and <i>Targeting Remediation by Predicting 3rd Grade Retention</i>, Vol. 0402, into the Dashboard/Scorecard development plan as an indicator for providing additional support and resources for identifying LEP and SWD students who are identified as most likely to succeed in advanced coursework and in establishing the profile of student characteristics.</p>	<p>1.2.1 Number of students retained in the 3rd grade decreases from 17% to 15%</p> <p>1.2.2 Increase the percentage of students passing Algebra I with a grade of "C" or higher in middle schools (by 8th grade)</p> <p>1.2.3 Decrease the percentage of 8th grade students at Level I on FCAT (CRT)</p> <hr/> <p>1.2.5 Increase the percentage of comprehensive diagnostic profiles completed in Zone schools</p>	<ul style="list-style-type: none"> • <i>CISI</i> <hr/> <ul style="list-style-type: none"> • <i>CISI; School Improvement Zone</i> 	<p><i>Research Briefs: Predicting 10th Grade FCAT Success</i>, Vol. 0401, <i>Targeting Remediation by Predicting 3rd Grade Retention</i>, Vol. 0402</p> <p>Dashboards and Scorecards</p>	<p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Adjust School Improvement Plan (SIP) objective regarding Advanced Academics to reflect the **specific** needs of the school.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>* To be monitored regularly</small>
<p>→ Direct schools to include strategies in their School Improvement Plans (SIPs) and/or Performance Plans that are designed to result in improved results relevant to the CRDC reports; specifically, include their findings and recommendations on advanced, honors, advanced placement courses, and gifted education recommendations.</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p>	<ul style="list-style-type: none"> <i>C/ISI</i> 	<p>School Improvement Plans</p>	<p>2005 - 2008</p>
	<p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone Schools</p>	<ul style="list-style-type: none"> <i>C/ISI; School Improvement Zone</i> 	<p>Performance Plans</p>	
	<p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p>	<ul style="list-style-type: none"> <i>C/ISI</i> 	<p>School Improvement Resource Guide</p>	
	<p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT – 10</p>			
	<p>1.1.5 Performance gap between groups decreases (as measured by the difference in the percentage of students scoring at level III or above on the FCAT)</p>			
	<p>1.1.6 Percentage of students enrolled in Advanced Level courses increases from 22.3% to 26%</p>			

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Adjust School Improvement Plan (SIP) objective regarding Advanced Academics to reflect the **specific** needs of the school.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Direct schools to include strategies in their School Improvement Plans (SIPs) and/or Performance Plans that are designed to result in improved results relevant to the CRDC reports; specifically, include their findings and recommendations on advanced, honors, advanced placement courses, and gifted education recommendations. (Continued)</p>	<p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p> <p>1.1.8 Increase the percentage of students passing Advanced Placement (AP) courses with a grade of “C” or higher</p> <p>1.1.9 Increase the number of students taking Advanced Placement (AP) exam (*Note: *Student ethnic data are self-reported and differs from M-DCPS student records; therefore, percentages cannot be given.)</p> <hr/> <p>1.1.10 Increase the percentage of students scoring 3 or higher on Advanced Placement (AP) exams</p>	<ul style="list-style-type: none"> <i>CISI; Advanced Academics</i> <hr/> <ul style="list-style-type: none"> <i>CISI</i> 	<p>School Improvement Plans</p> <p>Performance Plans</p> <p>School Improvement Resource Guide</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Adjust School Improvement Plan (SIP) objective regarding Advanced Academics to reflect the **specific** needs of the school.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Direct schools to include strategies in their School Improvement Plans (SIPs) and/or Performance Plans that are designed to result in improved results relevant to the CRDC reports; specifically, include their findings and recommendations on advanced, honors, advanced placement courses, and gifted education recommendations.</p> <p style="text-align: center;">(Continued)</p>	<p>1.2.1 Number of students retained in the 3rd grade decreases from 17% to 15%</p> <hr/> <p>1.2.2 Increase the percentage of students passing Algebra I with a grade of "C" or higher in middle schools (by 8th grade)</p> <p>1.2.3 Decrease the percentage of 8th grade students at Level I on FCAT (CRT)</p>	<ul style="list-style-type: none"> <i>CISI; Advanced Academics</i> <hr/> <ul style="list-style-type: none"> <i>CISI</i> 	<p>School Improvement Plans</p> <p>Performance Plans</p> <p>School Improvement Resource Guide</p>	<p>* To be monitored regularly</p> <p style="text-align: center;">2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Continue to identify gifted students in under-represented groups, (Black students, LEP students and students in the FRL program).

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Include in all student achievement data reported (e.g., District Metrics) disaggregated sub-population percentages related to gender, race/ethnicity, and free and reduced priced lunch (FRL).</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p>	<ul style="list-style-type: none"> <i>C/ISI</i> 	<p>2005-2008 District Metrics</p>	<p>* To be monitored regularly 2005 - 2008</p>
	<p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone Schools</p>	<ul style="list-style-type: none"> <i>C/ISI; School Improvement Zone</i> 	<p>Data Reports (ADA)</p>	
	<p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p>	<ul style="list-style-type: none"> <i>C/ISI</i> 	<p>Dashboards and Scorecards</p>	
	<p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT – 10</p>			
	<p>1.1.6 Increase the percentage of students enrolled in Advanced Placement courses</p>	<ul style="list-style-type: none"> <i>C/ISI; Advanced Academics</i> 		

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

2. Criterion for Inclusion (continued)

- Continue to identify gifted students in under-represented groups, (Black students, LEP students and students in the FRL program).

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Include in all student achievement data reported (e.g., District Metrics) disaggregated sub-population percentages related to gender, race/ethnicity, and free and reduced priced lunch (FRL).</p>	<p>1.2.2 Increase the percentage of students passing Algebra I with a grade of "C" or higher in middle schools (by 8th grade)</p> <p>1.2.3 Decrease the percentage of 8th grade students at Level I on FCAT (CRT)</p>	<ul style="list-style-type: none"> <i>C/IS/</i> 	<p>2005-2008 District Metrics</p> <p>Data Reports</p> <p>Dashboards and Scorecards</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

3. Student Support

- Assess individual class sections' success rate on the Advanced Placement Test.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metric	Function/Unit	Resources	Timeline
<p>→ Encourage schools to consistently utilize the existing data from the College Board's <i>Advanced Placement Potential Report</i> to identify and place a larger percentage of students with "AP Potential" in Advanced Academic Programs.</p> <p>→ Encourage schools having class sections with a lower success rate to benchmark with those having higher success rates.</p>	<p>1.1.6 Percentage of students enrolled in Advanced Level courses increases from 22.3% to 26%</p>	<ul style="list-style-type: none"> <i>CISI</i> 	<p>College Board's <i>AP Potential</i> (Each high school principal receives a school report)</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>
	<p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p>			
	<p>1.1.8 Increase the percentage of students passing Advanced Placement (AP) courses with a grade of "C" or higher</p>	<ul style="list-style-type: none"> <i>CISI; Division of Advanced Academics</i> 	<p>SIP Review Process Sharing of Best Practices</p>	
	<p>1.1.9 Increase the number of students taking Advanced Placement (AP) exams(*Note: *Student ethnic data are self-reported and differs from M-DCPS student records; therefore, percentages cannot be given.)</p>			
<p>1.1.10 Increase the percentage of students scoring "3" or higher on Advanced Placement (AP) exams</p>				

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

3. Student Support (continued)

- Review professional development needs of teachers assigned to teach advanced courses.

District Goal 5: Recruit, develop, and retain high-performing, diverse, and motivated faculty and staff.

District Metric Domain 3: Increase the number of high-quality professional development opportunities offered to all staff

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>* To be monitored regularly</small>
<p>→ Support the delivery of ongoing professional development related to placement of students into Advanced Academic Programs by providing training that enables participants to:</p> <ul style="list-style-type: none"> ▪ set high expectations for all students; ▪ reduce stereotypes; ▪ establish strategies for closing the achievement gap; ▪ establish strategies for identifying students from historically underrepresented groups; and ▪ develop strategies for supporting students once they are enrolled. 	<p>5.3.1 Increase the number of high-quality, research-based professional development and career ladder opportunities available</p> <p>5.3.2 Increase the percentage of teachers in the Zone that complete the contractually required hours (56) of high-quality, research based professional development during the 2005-06 school year</p> <p>5.3.3 Increase the number of instructional and administrative employees that have distinguished job performance ratings</p> <p>5.3.10 Increase the percentage of professional development offerings that are aligned with student needs data in reading</p> <p>5.3.11 Increase the percentage of teachers who complete the add-on Reading Endorsement through the district program</p>	<ul style="list-style-type: none"> • <i>Professional Development</i> 	<p>Various Professional Development Opportunities</p> <p>Information Capsules: <i>Need for Secondary School Reform, Raising the Achievement of Low-Performing Schools, Stereotype Threat and Its Effect on Minority Student Achievement, Strategies for Closing the Achievement Gap</i></p>	<p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

3. Student Support (continued)

- Ensure that guidance services and academic support are provided to prevent high failure rates in any diversity group.

District Goal 5: Recruit, develop, and retain high-performing, diverse, and motivated faculty and staff.

District Metric Domain 3: Increase the number of high-quality professional development opportunities offered to all staff

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Support the delivery of ongoing professional development related to placement of students into Advanced Academic Programs by providing training that enables participants to:</p> <ul style="list-style-type: none"> ▪ set high expectations for all students; ▪ reduce stereotypes; ▪ establish strategies for closing the achievement gap; ▪ establish strategies for identifying students from historically underrepresented groups; and ▪ develop strategies for supporting students once they are enrolled. 	<p>5.3.1 Increase the number of high-quality, research-based professional development and career ladder opportunities available</p> <p>5.3.2 Increase the percentage of teachers in the Zone that complete the contractually required hours (56) of high-quality, research based professional development during the 2005-06 school year</p> <p>5.3.3 Increase the number of instructional and administrative employees that have distinguished job performance ratings</p>	<ul style="list-style-type: none"> • <i>Professional Development</i> • <i>CISI; Advanced Academics</i> • <i>School Operations; Regional offices</i> 	<p>Various Professional Development opportunities</p> <p>Principals, assistant principals and department chairpersons meetings</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

3. Student Support (continued)

- Ensure that guidance services and academic support are provided to prevent high failure rates in any diversity group.

District Goal 4: Reform business practices to ensure efficiency, effectiveness and high ethical standards.

District Metric Domain 2: Increase capacity and improve maintenance of schools

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Utilize high standards in order to identify and correct facility deficits which impact and relate to student performance.</p>	<p>4.2.1 100% of first-year targets in the 5-year Construction Plan are met</p> <p>4.2.2 Decrease the percentage of over utilization as measure by FISH report (includes portable classrooms)</p> <p>4.2.3 Increase the total number of new student stations</p> <p>4.2.4 Decrease the total number of student stations in portable classrooms</p> <p>4.2.5 Increase the percentage of projects scoped and designed versus the 5 year capital plan</p>	<p>• <i>Office of School Facilities</i></p>	<p>District Metrics</p>	<p>* To be monitored regularly</p> <p>2005 - 2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

3. Student Support (continued)

- Ensure that guidance services and academic support are provided to prevent high failure rates in any diversity group.

District Goal 1: Ensure achievement of high academic standards by all students

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metric	Function/Unit	Resources	Timeline
<p>→ Provide schools the opportunity to benchmark with schools that have a proven track record for students being successful in scoring 3 or above on AP exams.</p>	<p>1.1.5 Performance gap between groups decreases (as measured by the difference in the percentage of students scoring at level III or above)</p> <hr/> <p>1.1.10 Increase the percentage of students scoring 3 or higher on Advanced Placement (AP) exams</p>	<ul style="list-style-type: none"> • <i>CIS/</i> <hr/> <ul style="list-style-type: none"> • <i>CIS/ Advanced Academics</i> • <i>School Operations; Regional offices</i> 	<p>SIP Review Meetings</p>	<p>*To be monitored regularly</p> <p>2005-2008</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

4. Data Needs

- Data provided to Civil Rights and Diversity Compliance should include the student FCAT and PSAT scores.
- Students' qualifying criteria for gifted education should be added to the student Data Base System.
- The student Data Base System should be improved to allow analyses of students' identification rates.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metric	Function/Unit	Resources	Timeline
<p>→ Present FCAT and PSAT data in "user-friendly" formats that will incorporate graphic displays that allow for ease of use and a reduction in the time required for interpretation.</p> <p>→ Use the OLAP/BI Tool to allow for improved data analysis at all levels.</p> <p>→ Encourage schools to consistently utilize the existing data from the College Board's <i>Advanced Placement Potential Report</i> to identify and place a larger percentage of students with "AP Potential" in Advanced Academic Programs.</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p>	<ul style="list-style-type: none"> • <i>CISI</i> 	<p>2005-2008 District's Metrics</p>	<p>* To be monitored regularly</p> <p style="text-align: center;">2005 – 2008</p>
	<p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone Schools</p>	<ul style="list-style-type: none"> • <i>CISI; Division of Advanced Academics</i> 	<p>Data Reports</p>	
	<p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p>	<ul style="list-style-type: none"> • <i>CISI</i> 	<p>OLAP/BI Tool</p>	
	<p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT – 10</p>		<p>College Board's <i>AP Potential</i> (Each high school principal receives a school report)</p>	
	<p>1.1.5 Performance gap between groups decreases (as measure by the difference in the percentage of students scoring at level III or above on the FCAT)</p>			
	<p>1.1.6 Percentage of students enrolled in Advanced Level courses increases from 22.3% to 26%</p>	<ul style="list-style-type: none"> • <i>CISI; Division of Advanced Academics</i> 		
	<p>1.1.7 Increase the percentage of students enrolled in Advanced Placement courses</p>			

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

5. Other issues

- Develop a timeline to address recommendations.

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Align the timeline for Action Steps to the District's Strategic Planning timeline.</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>ASP</i> 	<p>2005-2008 District Strategic Pan</p>	<p>*To be monitored regularly</p> <p style="text-align: center;">May- September 2005</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

5. Other issues (continued)

- Project the date the cumulative report will be given to Civil Rights and Diversity Compliance.

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Coordinate Cabinet Members' or designees' efforts as they relate to implementation of the CRDC recommendations.</p> <p>→ Include the monitoring of all Action Steps relevant to the CRDC recommendations as part of ASP accountability systems.</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>ASP</i> • <i>ASP and other function areas</i> 	<p>ASP; Cabinet Level progress monitoring</p> <p>Function Dashboard/ Scorecards</p>	<p>* To be monitored regularly</p> <p style="text-align: center;">May-September 2005</p> <p style="text-align: center;">Quarterly Cabinet Meetings</p>

Diversity Compliance Report

Advanced, Honors, Advanced Placement Courses, and Gifted Education Recommendations:

5. Other issues (continued)

- Provide a report to the Superintendent and Diversity, Equity and Excellence Advisory Committee by June 9, 2005.

Action Steps	Metrics	Function/Unit	Resources	Timeline
<ul style="list-style-type: none"> → Meet with ASP direct reports, the executive director of Equity and Diversity Compliance, and other relevant staff members to develop Action Steps for implementing the CRDC recommendations. → Align Action Steps with CRDC recommendations and District metrics. → Develop a report that includes responses to CRDC recommendations. → Present the report to the Diversity, Equity, and Excellence Advisory Committee. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>ASP</i> 	<p>CRDC/D EEAC</p>	<p>* To be monitored regularly</p> <p style="text-align: center;">June 9, 2005</p> <p style="text-align: center;">August-September 2005</p>

***Retention and Graduation
2001-2002 and 2002-2003
Diversity Compliance Report***

EQUITY & DIVERSITY

Issues/Recommendations

Action Steps with:

- **Corresponding District Goals and Metrics**
- **Responsible Division/Office**
- **Existing District Resources**
- **Timelines for Implementation**



Diversity Compliance Report

Retention and Graduation

Recommendations:

1. Review the achievement outcomes of retained third grade students.

- Second 3rd Grade Retentions
- Fourth grade achievement of retained 3rd graders
- Review achievement outcomes of students promoted using alternative assessments or portfolios
- Compare to students promoted using other standards
- Compare across diversity characteristics

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>*To be monitored regularly</small>
<p>→ Ensure that Research Briefs produced by M-DCPS Research Services relevant to these and future Diversity Compliance Reports include analyses recommended in CRDC recommendations.</p> <p>→ Include in all student achievement data reported (e.g., District metrics) disaggregated sub-population percentages related to gender, race/ethnicity, and free and reduced priced lunch (FRL).</p>	<p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT – 10</p> <p>1.2.1 Number of students retained in the 3rd grade decreases from 17% to 15%</p>	<ul style="list-style-type: none"> • C/ISI 	<p>ASP</p> <p>District Dashboard/Scorecards-Indicators</p> <p>CIM/PDSA Training Workshops</p> <p>District Strategic Plan, Metrics</p> <p>Dashboard/Scorecards</p> <p>OLAP/BI Tool</p>	<p>2005-2008</p>
	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p> <p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p> <p>1.1.5 Performance gap between groups decreases (as measured by the difference in the percentage of students scoring at level III or above on the FCAT)</p>	<ul style="list-style-type: none"> • C/ISI 		

Diversity Compliance Report

Retention and Graduation

Recommendations:

1. Review the achievement outcomes of retained third grade students.

- Second 3rd Grade Retentions
- Fourth grade achievement of retained 3rd graders
- Review achievement outcomes of students promoted using alternative assessments or portfolios
- Compare to students promoted using other standards
- Compare across diversity characteristics

District Goal 5: Recruit, develop, and retain high-performing, diverse, and motivated faculty and staff.

District Metric Domain 3: Increase the number of high-quality professional development opportunities offered to all staff

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Incorporate, as part of the process of bringing about organizational culture change, strategies to ensure the awareness, understanding, and implementation of the District's Core Values regarding Diversity and Equity across all levels of the organization.</p>	<p>5.3.1 Increase the number of high-quality, research-based professional development and career ladder opportunities available</p> <p>5.3.2 Increase the percentage of teachers in the Zone that complete the contractually required hours (56) of high-quality, research based professional development during the 2005-06 school year</p> <p>5.3.3 Increase the number of instructional and administrative employees that have distinguished job performance ratings</p> <p>5.3.10 Increase the percentage of professional development offerings that are aligned with student needs data in reading</p> <p>5.3.11 Increase the percentage of teachers who complete the add-on Reading Endorsement through the district program</p>	<ul style="list-style-type: none"> • <i>Professional Development</i> 	<p>ASP</p> <p>District Dashboard/Scorecards-Indicators</p> <p>CIM/PDSA Training Workshops</p> <p>District Strategic Plan, Metrics</p> <p>Dashboard/Scorecards</p> <p>OLAP/BI Tool</p>	<p>*To be monitored regularly</p> <p>2005-2008</p>

Diversity Compliance Report

Retention and Graduation

Recommendations:

2. Review the retention rates of students in grades 4-8 who scored at Level 1 on the FACT.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Present achievement data in “user-friendly” formats that will incorporate graphic displays that allow for ease of use and a reduction in the time required for interpretation (to include trend and comparative data relevant to retention rates).</p> <p>→ Strengthen the orientation and articulation process for students as they transition through elementary, middle, and senior high school levels.</p>	<p>1.2.1 Number of students retained in the 3rd grade decreases from 17% to 15%</p> <p>1.2.2 Increase the percentage of students passing Algebra I with a grade of “C” or higher in middle schools (by 8th grade)</p> <p>1.2.3 Decrease the percentage of 8th grade students at Level I on FCAT (CRT)</p> <hr/> <p>1.2.5 Increase the percentage of comprehensive diagnostic profiles completed in Zone schools</p> <p>1.2.6 Increase the percentage of students passing FCAT reading and/or being promoted due to portfolio completion of students who are monitored by the comprehensive diagnostic profile</p>	<ul style="list-style-type: none"> • <i>CISI</i> <hr/> <ul style="list-style-type: none"> • <i>CISI; School Improvement Zone</i> 	<p>Dashboard/ Scorecards</p> <p>OLAP/BI Tool</p> <p>District Articulation Plan</p> <p>Student and Career Services; Transition, Orientation and Articulation Initiatives</p>	<p>*To be monitored regularly</p> <p>2005-2008</p>

Diversity Compliance Report

Retention and Graduation

Recommendations:

3. **Conduct a longitudinal review of the graduation trends of LEP (Haitian, Hispanics, others) students subsequent to the change in the Pupil Progression Plan. (11 point decrease in graduation rates when more stringent policies were adopted by the Legislature).**

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>*To be monitored regularly</small>
<p>→ Enhance the Research Brief, <i>Cross Sectional Dropout Rates and Longitudinal Dropout and Graduation Rates</i>, to include 2004-2005 disaggregated data on LEP students subsequent to changes in Student Progression Plan.</p> <p>→ Utilize the information found in the Research Brief, <i>Prediction Success Rate</i>, and incorporated into the Dashboard/Scorecard development plan as an indicator for providing additional support and resources to high-need students.</p>	<p>1.1.1 Percentage of students scoring 3 and above on the FCAT increases</p> <hr/> <p>1.1.2 Decrease percentage of students performing at levels I and II on FCAT (CRT) in all Zone schools</p> <hr/> <p>1.1.3 Increase the percentage of students scoring at the 50th percentile or above on the FCAT (NRT)</p> <p>1.1.4 Increase the percentage of 2nd grade students scoring at the 50th percentile or higher on the SAT - 10</p>	<ul style="list-style-type: none"> • C/IS/ <hr/> • C/IS/; School Improvement Zone <hr/> • C/IS/ 	<p>Research Brief; <i>Cross Sectional Dropout Rates and Longitudinal Dropout and Graduation Rates Vol. 0304</i></p> <p>Research Briefs: <i>Predicting 10th Grade FCAT Success</i>, Vol. 0401; <i>Targeting Remediation by Predicting 3rd Grade Retention</i>, Vol. 0402</p> <p>Student Progression Plan</p>	<p style="text-align: center;">*To be monitored regularly</p> <p style="text-align: center;">2005-2008</p>

Diversity Compliance Report

Retention and Graduation

Recommendations:

4. Review implications of findings from steps one to three (above) on the systemwide performance of Curriculum and Instruction.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

Action Steps	Metrics	Office/Division	Resources	Timeline
<p>→ Direct relevant offices to include strategies in their Operational Unit Plans and/or Performance Plans that are designed to lead to improved results relevant to the CRDC reports, their findings, and recommendations.</p> <p>→ Develop and/or enhance the flow of information from Research Briefs and Program Evaluation to relevant region and support offices in a timely manner, so that the results, implications, and/or recommendations can be taken into account as each office coordinates its continuous improvement efforts and develops appropriate Action Steps</p>	<p>1.1.1 through 1.1.11</p>	<ul style="list-style-type: none"> • <i>C/IS/</i> 	<p>Relevant Operational Unit Plans</p> <p>Relevant Performance Plans</p>	<p>*To be monitored regularly</p> <p>2005-2008</p>

Diversity Compliance Report

Retention and Graduation

Recommendations:

5. Continue feedback to the Florida Department of Education regarding the impact of legislation on retention and graduation rates.

District Goal 1: Ensure achievement of high academic standards by all students.

District Metric Domain 1: Increase student performance on Federal, State and other (to be determined) assessments and eliminate the achievement gap between groups

District Metric Domain 2: Improve student progression trends (e.g., graduation with expected class)

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Direct relevant offices to include strategies in their Operational Unit Plans and/or Performance Plans that are designed to result in improved results relevant to the CRDC reports; their findings, and recommendations.</p>	<p>1.1.1 through 1.1.11</p> <p>1.2.1 through 1.2.7</p>	<ul style="list-style-type: none"> • <i>C/SI</i> 	<p>Relevant Operational Unit Plans</p> <p>Relevant Performance Plans</p>	<p>*To be monitored regularly</p> <p>2005-2008</p>

Diversity Compliance Report Retention and Graduation Recommendations:

6. **Establish timelines for the Deputy Superintendent, Curriculum and Instruction to respond to the Chief, Accountability and Systemwide Performance regarding issues requiring follow-up.**

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Develop responses by collaboratively formulating action steps with input from staff.</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>ASP and other relevant offices</i> 	<p>CRDC/DEEAC</p>	<p>*To be monitored regularly</p> <p>May-June 2005</p>

Diversity Compliance Report

Retention and Graduation

Recommendations:

7. Ensure high quality professional development for school-site administrators and faculty as needed.

District Goal 5: Recruit, develop, and retain high-performing, diverse, and motivated faculty and staff.

District Metric Domain 3: Increase number of high-quality professional development opportunities offered to all staff

District Goal 4: Reform business practices to ensure efficiency, effectiveness, and high ethical standards.

District Metric Domain 2: Increase capacity and improve maintenance of schools

Action Steps	Metrics	Function/Unit	Resources	Timeline <small>*To be monitored regularly</small>
<p>→ Support the delivery of ongoing professional development related to transitioning of students by providing training that enables participants to:</p> <ul style="list-style-type: none"> ▪ set high expectations for all students; ▪ reduce stereotypes; ▪ establish strategies for closing the achievement gap; ▪ establish strategies for identifying students from historically underrepresented groups; and ▪ develop strategies for supporting students. 	<p>5.3.1 Increase the number of high-quality, research-based professional development opportunities available</p> <p>5.3.2 Increase the percentage of teachers in the Zone that complete the contractually required hours (56) of high-quality, research based professional development during the 2005-06 school year</p>	<ul style="list-style-type: none"> • <i>C & I and Training and Development</i> 	<p>Various Professional Development Opportunities</p>	<p>2005-2008</p>
<p>→ Utilize high standards in order to identify and correct facility deficits which impact and relate to student performance.</p>	<p>4.2.2 Decrease the percentage of overutilization as measure by FISH report (includes portable classrooms).</p> <p>4.2.3 Increase the total number of student stations</p>	<ul style="list-style-type: none"> • <i>Capital Construction</i> 		

Diversity Compliance Report Retention and Graduation Recommendations:

- 8. Establish timelines for the Office of Accountability and Systemwide Performance to provide a cumulative report to Civil Rights and Diversity Compliance.**

Action Steps	Metrics	Function/Unit	Resources	Timeline
<p>→ Facilitate the receipt of the Post-Unitary Status Plan of Action Report by the School Board, including the adoption of strategies to improve parity set forth in The Plan of Action (Item A-3) (<i>Monitoring the Miami-Dade County Public Schools Post Unitary Commitments to Equity and Diversity</i>).</p>	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>Superintendent of Schools</i> 	<p>Board Item A-3, 10/24/01</p>	<p>*To be monitored regularly</p> <p>February 8, 2005, Memo #1138</p>

Diversity Compliance Report Retention and Graduation Recommendations:

9. Provide a report to the Superintendent and the Diversity, Equity and Excellence Advisory committee by June 9, 2005.

Action Steps	Metrics	Function/Unit	Resources	Timeline
<ul style="list-style-type: none"> → Meet with ASP direct reports, the executive director of Equity and Diversity Compliance, and other relevant staff members to develop Action Steps for implementing the CRDC recommendations. → Align Action Steps with CRDC recommendations and District metrics. → Develop a report that includes responses to CRDC recommendations. → Present the report to the Diversity, Equity, and Excellence Advisory Committee. 	<p>Not Applicable</p>	<ul style="list-style-type: none"> • <i>ASP</i> 	<p>CRDC/DEE AC</p>	<p>*To be monitored regularly June 9, 2005</p>

EQUITY & DIVERSITY

SELECTED REFERENCES

Selected References

- **Diversity Compliance Reports:**
 - ***Monitoring the Miami-Dade County Public Schools - Post-Unitary Commitments to Equity and Diversity***
 - ✓ *Retention and Graduation (2001-2002 and 2002-2003)*
 - ✓ *Advanced Academics Programs (2002-2003)*

- **Research Services Information Capsules:**
 - ✓ *Need for Secondary School Reform Vol.0417*
 - ✓ *Raising the Achievement of Low-Performing Schools Vol. 0402*
 - ✓ *Stereotype Threat and Its Effect on Minority Student Achievement Vol. 0416*
 - ✓ *Strategies for Closing the Achievement Gap Vol.0412*

- **Research Services Research Briefs:**
 - ✓ *Cross-Sectional Dropout Rates and Longitudinal Dropout and Graduation Rates 2002-2003 Vol.0304*
 - ✓ *Dropout and Graduation Rates 2003-2004 Vol.0410*
 - ✓ *Predicting FCAT Performance Vol.0408*
 - ✓ *Predicting 10th Grade FCAT Success Vol.0401*
 - ✓ *Targeting Remediation by Predicting 3rd Grade Retention Vol.0402*
 - ✓ *Third Grade Retention in 2004 Vol.0404*

- **M-DCPS Document:**
 - ✓ *Status Report on Increasing the Graduation Rate and Decreasing the Dropout Rate, January 2004*
 - ✓ *Status of Transition and Orientation Initiatives, Division of Student and Career Services, June 2005*

- Marzano, R. J. (2003) What Works in Schools; Translating Research into Action. *Association for Supervision and Curriculum Development (ASCD) p.53-67*
- Shellard, E. (2003). Urban Principals Respond: Building and Maintaining High-Achieving Schools. *Educational Research Services for National Association of Elementary School Principals (NAESP) p.37-38.*

APPENDICES

EQUITY & DIVERSITY

**Recommendations
2001-2003
Advanced, Honors, Advanced Placement Courses, and Gifted Education
Diversity Compliance Report**

Issues/Recommendations	Cash	Diaz	Byrnes	Cholak	Karcher	Spaht
I. Academic Readiness						
<ul style="list-style-type: none"> • Provide a more rigorous curriculum at the elementary school level. 		X				
<ul style="list-style-type: none"> • Increase middle school enrollments and achievement in honors and advanced courses. 		X				
<ul style="list-style-type: none"> • Conduct a review of advanced courses offered by school feeder patterns. 		X				
<ul style="list-style-type: none"> • Evaluate the Academic Excellence Program (AEP) and the Teaching Enrichment Activities to Minorities (TEAM) Program. 						X
II. Criterion for Inclusion						
<ul style="list-style-type: none"> • Create a procedure to ensure that students who are new to M-DCPS and have no testing history/academic profile have equal access to advanced courses. 		X				
<ul style="list-style-type: none"> • Recruit and enroll students. 		X				
<ul style="list-style-type: none"> • Seek teacher recommendations. • Recruit students with demonstrated success on FCAT and/or PSAT. • Encourage participation from under-represented groups, i.e., FRL, LEP, ESE. 						
<ul style="list-style-type: none"> • Develop a profile of student characteristics to assist teachers in identifying LEP and ESE students who are most likely to succeed in advanced coursework. 		X				
<ul style="list-style-type: none"> • Adjust School Improvement Plan (SIP) objectives regarding Advanced Academics to reflect the specific needs of the school. 	X					
<ul style="list-style-type: none"> • Continue to identify gifted students in under-represented groups. (Black students, LEP students and students in the FRL program). 		X				

**Recommendations
2001-2003
Advanced, Honors, Advanced Placement Courses, and Gifted Education
Diversity Compliance Report**

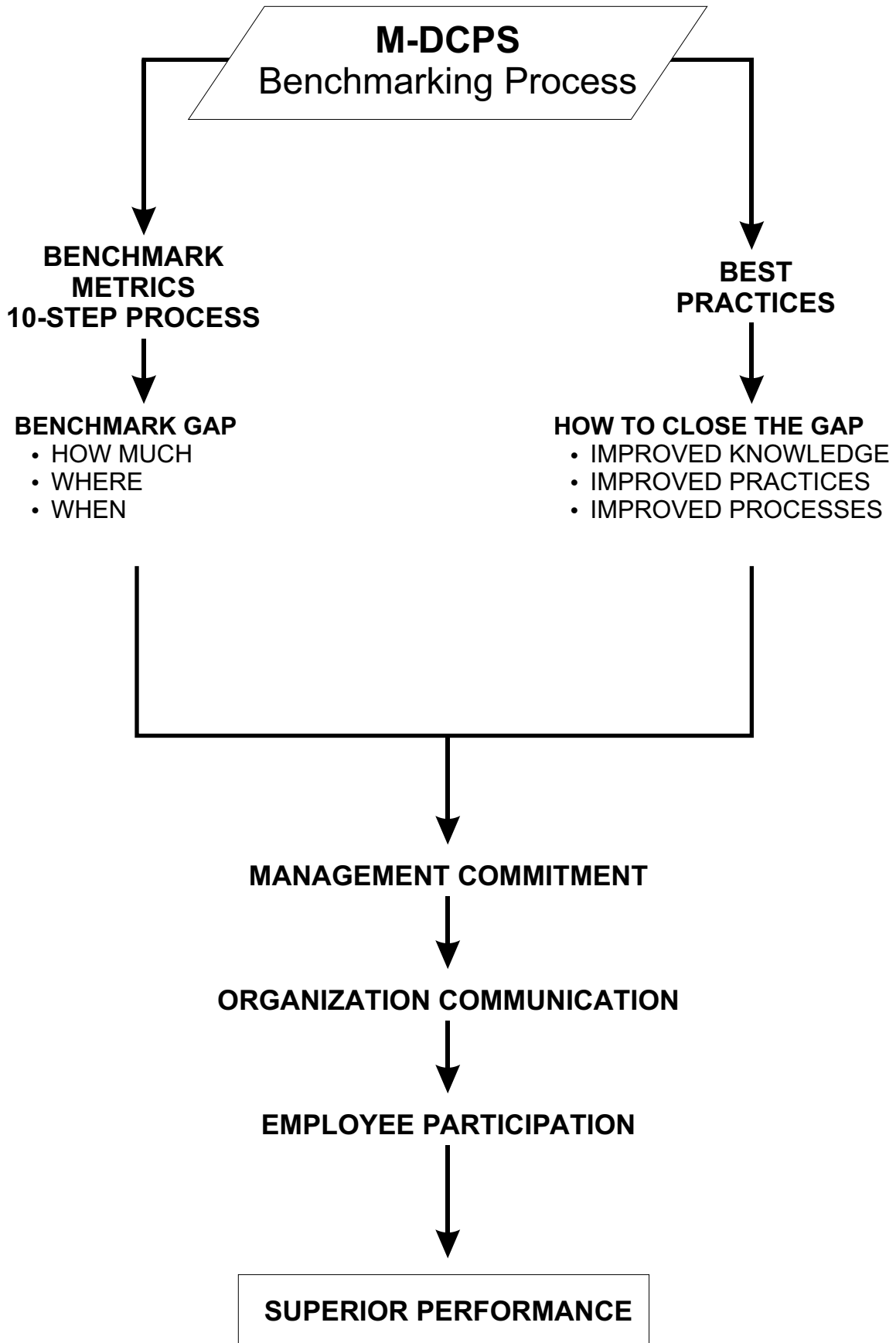
Issues/Recommendations	Cash	Diaz	Byrnes	Cholak	Karcher	Spaht
III. Student Support						
<ul style="list-style-type: none"> Assess individual class section's success rate on the Advanced Placement Test. 	X	X				
<ul style="list-style-type: none"> Review professional development needs of teachers assigned to teach advanced courses 		X	X			
<ul style="list-style-type: none"> Ensure that guidance services and academic support are provided to prevent high failure rates in any diversity group. 		X				
IV. Data Needs						
<ul style="list-style-type: none"> Data provided to Civil Rights and Diversity Compliance should include the student FCAT and PSAT scores. 	X				X	
<ul style="list-style-type: none"> Students' qualifying criteria for gifted education should be added to the student Data Base System. 		X			X	
<ul style="list-style-type: none"> The student Data Base System should be improved to allow analyses of students' identification rates. 		X			X	
V. Other Issues						
<ul style="list-style-type: none"> Develop a timeline to address recommendations. 	X	X	X		X	X
<ul style="list-style-type: none"> Project the date the cumulative report will be given to Civil Rights and Diversity Compliance. 	X					
<ul style="list-style-type: none"> Provide a report to the Superintendent and Diversity, Equity and Excellence Advisory Committee. by June 9, 2005. 				X		

**Recommendations
2001-2003
Retention and Graduation
Diversity Compliance Report**

Issues/Recommendations	Cash	Diaz	Byrnes	Carvalho	Cholak	Spaht
1. Review the achievement outcomes of retained third grade students.	X					
<ul style="list-style-type: none"> • Second 3rd Grade Retentions. • Fourth grade achievement of retained 3rd graders. • Review achievement outcomes of students promoted using alternative assessments or portfolios. • Comparison to students promoted using other standards. • Comparisons across diversity characteristics 						
2. Review the retention rates of students in grades 4-8 who scored at Level I on the FCAT.	X					
3. Conduct a longitudinal review of the graduation trends of LEP (Haitian, Hispanics, others) students subsequent to the change in the Pupil Progression Plan. (11 points decrease in graduation rates when more stringent policies were adopted by the Legislature).	X					X
4. Review implications of findings from steps one to three (above) on the systemwide performance of Curriculum and Instruction.		X				
5. Continue feedback to the Florida Department of Education regarding the impact of legislation on retention and graduation rates.				X		

**Recommendations
2001-2003
Retention and Graduation
Diversity Compliance Report**

Issues/Recommendations	Cash	Diaz	Byrnes	Carvalho	Cholak	Spaht
6. Establish timelines for the Deputy Superintendent, Curriculum and Instruction to respond to the Chief, Accountability and Systemwide Performance regarding issues requiring follow-up.	X	X				
7. Ensure high quality professional development for school-site administrators and faculty as needed.		X	X			
8. Establish timeline for the Office of Accountability and Systemwide Performance to provide a cumulative report to Civil Rights and Diversity Compliance.	X	X	X	X		X
9. Provide a report to the Superintendent and the Diversity, Equity and Excellence Advisory Committee by June 9, 2005.					X	



M-DCPS

10 - STEP BENCHMARKING PROCESS

