

Frank J. Bolaños, School Board Member

SUBJECT: DISCUSS MIAMI-DADE SCHOOLS ACHIEVEMENT SCHOLARSHIP PROGRAM

COMMITTEE: INNOVATION, EFFICIENCY & GOVERNMENTAL RELATIONS

The citizens and parents of our community deserve that our School Board adopt measures that offer parents choices and opportunities for educating children to their maximum potential. In addition to developing strategies for school improvement and eliminating chronically failing schools, the School Board should also establish policies directed at ensuring that every child is afforded the opportunity to be educated to his or her maximum potential.

A demanding consumer is an essential market force for improving the competitive quality of any industry. Our parents are education consumers and the competitive market force of informed parental choice can drive public schools to improve.

Florida's A+ plan is helping educate parents to become knowledgeable education consumers by providing them with academic performance information on their children and their public schools. As education consumers armed with information and meaningful educational choices, parents can become powerful agents of change for improving public education.

This proposal envisions the creation of the Miami-Dade Schools Achievement Scholarship Program to provide the parents of students with choices and resources for the education of students struggling with reading or math proficiency as measured by the FCAT. Such a program would be distinct from our ongoing Title 1 and SES offerings because it would be available to individual students who need the support, whether or not their school is eligible for other services.

Parents would be eligible to elect a qualified after school tutoring program if their child in grades 5 through 10 has scored a Level 1 in either math or reading FCAT for any 2 years of a 3 year period. Parents would be eligible to elect either: 1) an after school tutoring scholarship, or 2) an entire year full immersion scholarship if their child in grades 5 through 10 has scored a Level 1 in BOTH math and reading FCAT for any 2 years of a 3 year period. Entire year programs may be offered by Providers eligible to provide comprehensive educational programs such as existing private or religious schools or colleges and universities.

The goal of the program would be for the child to reach proficiency in both math and reading (Level 3 or more on the FCAT in both math and reading). At the time a child reaches proficiency, they would be eligible for one additional year of service.

Tutoring providers may be individuals or companies and may be public or private entities with the goal being to provide parents with as broad and convenient an array of potential providers as possible. Providers may also include existing private or religious schools. Providers will be required to register with the School District. To ensure quality and prevent fraud, the District shall establish basic proficiency standards for individuals that may wish to become eligible as providers such as current valid teaching certificates or a college degree. The intent is to allow any qualified provider to participate.

The level of assistance provided for an individual student would be a straight forward, results-driven award structure incorporating a base level award and rewarding student learning gains with additional bonuses in subsequent years based on demonstrable student growth on the FCAT. The purpose of the bonus structure is to incorporate market-type incentives that reward outcomes. The incentive bonus will be payable directly to the Provider.

The District shall maintain and publish a list of providers that quantifies and tabulates average student learning gains achieved by their pupils. The list shall be made available to parents seeking tutoring services to assist parents in making informed decisions.

Compensation Structure for After School Program

For students with current year FCAT achievement Level of 1 in either Math or Reading:

Base Award	\$1,000
Bonus for increasing from Level 1 to 2	\$250
Bonus for increasing from Level 1 to 3	\$500
Bonus for increasing from Level 1 to 4	\$700
Bonus for increasing from Level 1 to 5	\$900

For students with current year FCAT achievement Level of 2 in either Math or Reading:

Base Award	\$1,000
Bonus for increasing from Level 2 to 3	\$250
Bonus for increasing from Level 2 to 4	\$500
Bonus for increasing from Level 2 to 5	\$700

Compensation Structure for Entire Year Full immersion Program

The Base Award for the Full Immersion Scholarship shall be 95% of the Weighted Full Time Equivalent (WFTE) funding received by the District for the child. The Base Award shall be payable by the District to the eligible Provider in ten equal monthly installments of 10% of the total commencing on the fifteenth day after the start of the school year.

Bonus compensation shall payable be as follows:

For students with current year FCAT achievement Level of 1 in both Math or Reading:

Bonus for increasing from Level 1 to 2	\$250 per subject
Bonus for increasing from Level 1 to 3	\$500 per subject
Bonus for increasing from Level 1 to 4	\$700 per subject
Bonus for increasing from Level 1 to 5	\$900 per subject

For students with current year FCAT achievement Level of 2 in either Math or Reading:

Bonus for increasing from Level 2 to 3	\$250 per subject
Bonus for increasing from Level 2 to 4	\$500 per subject
Bonus for increasing from Level 2 to 5	\$700 per subject

This board item authorizes the creation of this program and directs the Administration to forecast and incorporate an initial year of funding into this year's budget development. Funding would come from the FEFP and grants and be as aggressive as it has been in our school-based approaches such as the Zone.

**ACTION PROPOSED BY
MR. FRANK J. BOLAÑOS:**

- That The School Board of Miami-Dade County, Florida:
1. Authorize the creation of the Miami-Dade Schools Achievement Scholarship Program
 2. Direct the Administration to incorporate an initial year of funding into this year's budget.
 3. Appoint an external advisory committee composed of 9 educational leaders, each appointed by a School Board Member, and not currently an employee of the district

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