

TITLE I, PART A, No Child Left Behind

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

What is Title I?

- The purpose of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic achievement standards and assessments. Title I focuses on high-poverty, low achieving students. Title I requires that local school districts ensure that all Title I teachers in core academic subjects hired after the first day of the 2002-03 school year are “highly qualified” as defined by each state.

How is Title I funding distributed to schools?

- Using US census data, Title I funding is distributed by the Department of Education to each state based on the number of children living in poverty. States distribute funding to districts based on their number of low-income children. The districts distribute funding to schools on the same basis.

What does Title I provide?

- Title I provides flexible funding that may be used for:
 - Additional instructional staff
 - Reading programs that are proven effective by scientifically based research
 - Math programs that are proven effective by scientifically based research
 - Professional development
 - Extended-time programs
 - Other strategies for raising student achievement in high-poverty schools

How do schools use Title I funding?

- Schools may use Title I funds for one of two approaches:
 - *School-wide programs*: High-poverty schools (those with 40 percent or more students from low-income families) are eligible to adopt school wide programs, thus using Title I funds to serve all children
 - *Targeted Assistance programs*: Schools that are not eligible for, or do not choose to operate, school-wide programs must use Title I funds to provide targeted services to specified low-achieving students

What is Adequate Yearly Progress?

- Under the NCLB accountability system, states are required to test students annually in reading and math and have a certain percentage of each subgroup (special needs, English Language Learners, minorities) within each school meet or exceed the state-specified level of proficiency in each subject. The percentage of students required to meet the proficiency level each year is called Adequate Yearly Progress (AYP). All students must be proficient by 2014.

Not Making AYP

Year 2
Year 3
Year 4
Year 5

Required Action

Parents offered school choice with transportation
Parents offered Supplemental Education Services (tutoring)
Corrective action (new staff, new curriculum, reconstitution, etc.)
Takeover by state or private provider

What Riverdeep instructional materials can be part of a Title I program?

DESTINATION Success™

DESTINATION Reading®

DESTINATION Math®

