

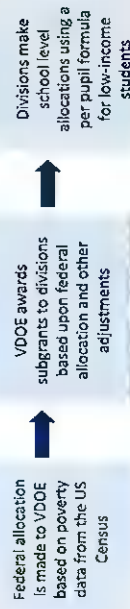
What is Title I?

Title I is a federal grant program designed to give educational assistance to students living in areas of high poverty. The Title I program originated in 1965 when Congress passed the Elementary and Secondary Education Act, and was reauthorized in 2001 with the passage of the No Child Left Behind Act. In December 2015, ESEA was again reauthorized as the **Every Student Succeeds Act (ESSA)** under President Obama. Title I is one of the oldest and largest federal programs supporting elementary and secondary education in existence, and over 90% of the school systems in the United States receive some sort of Title I funding.

The purpose of Title I, Part A to...

Ensure that all children have fair, equal, and significant opportunity to obtain high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Title I eligibility is based on student poverty.



Schools enrolling at least 40% of students from low-income families are eligible to use Title I, Part A funds for school-wide programs that are designed to upgrade their entire educational programs for all students, particularly the lowest-achieving students.

Title I Schools

- Brighton Elementary
- Churchland Academy Elementary
- Churchland Primary & Intermediate
- Cradock Elementary
- Cradock Middle
- Douglass Park Elementary
- Hodges Manor Elementary
- Lakeview Elementary
- Park View Elementary
- Simonsdale Elementary
- Victory Elementary
- Waterview Elementary
- Westhaven Elementary

Two Instructional Program Models

Title I Schools choose to implement a **School-wide program** or a **Targeted Assistance program**. Portsmouth Public Schools Title I schools use the school-wide program.

Schoolwide means....

- The school uses Title I funds to upgrade the entire educational program of the school.
- Title I funds are used to serve **all children** in order to raise academic achievement.
- Title I funds will be used to provide additional assistance to all students who experience difficulties in meeting the State's performance targets.

Schoolwide Program (SWP)

ESEA, Section 1114

Instructional services to enhance *entire* academic program



Standards of Accreditation

Elementary schools are evaluated on the following indicators under the new accountability system:

- Overall proficiency and growth in **English** reading/writing achievement (including progress of English learners toward English-language proficiency)
- Overall proficiency and growth in **Mathematics**
- Overall proficiency in **Science**
- English & Mathematics achievement gaps among student groups
- Absenteeism**

Accredited

When each school quality indicator is in the Level I range or Level II **YELLOW** range. **GREEN**

Accredited with Conditions

When a school has any school quality indicator in the Level III range. **RED**

Accreditation Denied

When a school or school division fails to implement school division or school corrective action plans. When a school continues to demonstrate Level III **RED** performance levels in any school quality indicator due to a failure to implement a corrective action plan.

SOL BENCHMARK TARGETS

Subject	Grades 3-6
English/Reading	75
Mathematics	70
History	70
Science	70
Absenteeism	15% or lower - all students

Uses of Title I Funds

Federal funds can be used to supplement programs, materials and staff, and services that specifically support students with the greatest academic need.

- Provide additional services that increase the amount and quality of instructional time; (**tutoring**)
- Provide students with an enriched and accelerated academic program; (**remediation or acceleration programs**)
- Significantly elevating the quality of instruction; and (**instructional supplies**)
- Affording parents substantial and meaningful opportunities to participate in the education of their children. (**Parent & Family Engagement**)
- Provide additional human resources (**Math & Reading Program Specialists & Interventionists, Parent Liaisons, Kindergarten Instructional Assistants**)

Parents Have the Right —

- ✓ To know the professional qualifications of their child's teachers, including the degrees and certifications held, and whether the teacher is certified in his/her respective area of instruction
- ✓ To know whether their child is provided services by paraprofessionals, and if so, their qualifications
- ✓ To know the school improvement status of the school
- ✓ To know the level of achievement of their child in each area of the state assessment
- ✓ To be involved in the planning/implementation of the parent engagement program in their school
- ✓ To request reasonable support for their child
- ✓ To request meetings and conferences
- ✓ To receive timely information in a format and language they can understand

Parent & Family Engagement

It is commonly acknowledged that one of the most important components of student achievement and success is parent engagement.

ESSA Requires that Title I schools must

- Develop with parents a **written policy**, agreed on by parents, that describes how the school will carry out its required family engagement activities
- Hold an **annual meeting** for families to explain the Title I, Part A program and the rights of parents to be involved and offer other meetings, at flexible times.
- Involve parents in the planning, review and improvement of the Title I program.
- Develop a **school-parent compact** that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and that describes how parents and teachers will communicate.

The Parent Resource Center

The Title I Parent Center is designed to develop a home/school support system to promote parent engagement and improve student academic achievement.

Goal

The goal of the Title I Parent Center is to enable parents to assist their children more effectively and efficiently at home in an effort to reinforce what has been taught at school. Any person who is the parent or legal guardian of a child in a Title I School may use the Title I Parent Center. All materials, equipment, and information will be provided by the center for free.

Division Parent Advisory Committee (DPAC)

The DPAC is comprised of 2-3 parents from each Title I school. The purpose of the committee is to ensure effective engagement of parents and support a partnership among the Title I schools, parents, and community in planning, building, and implementing a parent program.



Office of Federal Programs

(757) 393-8611

Mrs. Renée Hailes
Program Director

Ms. Fredecia Hawkins
Title I Specialist

Mrs. Kianna Taylor
Executive Associate

Mrs. Loretha Stills
Parent & Family Engagement Specialist
(757) 393-8399