



PIC Training 101

Brad Bryant
State Superintendent of Schools

September 8, 2010

"We will lead the nation in improving student achievement."



Georgia Department of Education

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GaDOE Strategic Goals

Goal 1 Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

Status



Goal 2 Strengthen teacher quality, recruitment, and retention.

Status



Goal 3 Improve workforce readiness skills.

Status



Goal 4 Develop strong education leaders, particularly at the building level.

Status



Goal 5 Improve the SAT, ACT, and the achievement scores of Georgia students.

Status



Goal 6 Make policies that ensure maximum academic and financial accountability.

Status



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GaDOE Strategic Goals



What Is Title I?

TITLE I — is designed to help disadvantaged children meet high academic standards by providing supplementary educational/instructional services.

The Elementary and Secondary Education Act of 1965 (ESEA) regulates and provides guidance and implementation of the Title I program.

What is Title I

The cornerstone of Title I is accountability – the State of Georgia, each local educational agency (LEA), and each individual school is held accountable for each student’s academic success. The law requires that each state set high academic standards and implement an extensive student assessment program that is aligned with state standards and measures students’ proficiency of the standards.

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The Elementary and Secondary Education Act of 1965 (ESEA)

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Federal Regulations

Title I and the federal regulations require all states to establish state academic standards and a state assessment system that meet these federal requirements. Title I requires states to align tests with state academic standards and begin testing students on an annual basis in reading and math.

Title I

- Ensures that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards.

Title I

- Meets the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance.

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Title I

- Helps to close the achievement gap between high and low performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.

Title I

- Holds schools, local educational agencies, and states accountable for improving the academic achievement of all students, and identifies low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education.

The Elementary and Secondary Education Act of 1965 (ESEA)

Title I significantly raises expectations for states, local educational agencies (LEAs) and schools in that all students will meet or exceed state standards in reading and mathematics within twelve years of the signing of the law.

The Elementary and Secondary Education Act of 1965 (ESEA)

ESEA includes significant accountability measures for all public schools. The goal of Title I is to bring all students up to the proficient level on state tests by the 2013-2014 school year. It is based on the goal that *ALL* children will be proficient in reading and math by the 2013-2014 school year.

Adequate Yearly Progress (AYP)

The law requires that 100 percent of all students will be proficient in reading and mathematics by 2014, and schools and LEAs must move toward this goal by achieving AYP with all students and all disaggregated groups of students.

Achievement data must be disaggregated by race/ethnicity, socioeconomic status, disability, and language proficiency. Schools making significant gains will be rewarded. However, if AYP is not achieved, consequences will apply.

Federal Funding

Schools where at least 35 percent of the children in the school attendance area are from low-income families or at least 35 percent of the enrolled students are from low-income families are eligible to receive federal Title I funds. The proportion of low-income families is most frequently measured by the percent of students eligible to receive free and reduced-price meals. Title I funds are to be used for programs designed to improve the academic achievement of children from low-income homes.

Title I Schools

ESEA requires all districts and schools receiving Title I funds to meet state adequate yearly progress (AYP) goals for their total student population and for specified demographic subgroups.

If a school receiving federal Title I funding fails to meet their AYP target for two or more consecutive years, the school is designated as needs improvement (NI) status.

What Are Non-Title I Schools

Schools that do not receive Title I funds are considered non-Title I schools. If your school is a non-Title I school and has not made AYP for two or more consecutive years, check with your local school district to see what services are available.

Staff Qualifications

Teachers and paraprofessionals must be highly qualified as defined in the statute and regulations. Teachers may not teach subjects for which they are not qualified.

Schools must use programs and materials that have been proven to provide achievement results for similar populations.

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Parental Involvement

Title I has a strong focus on parental notification and involvement and gives parents choices and opportunities to be involved regarding their children's education.

This massive piece of federal legislation provides accountability for schools and LEAs to ensure that all children are educated to standard levels of proficiency.

Parental Involvement

The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Parent Involvement

Each state plan shall describe how the state educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices.

Parental Involvement

Such practices shall—

- (1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and
- (2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.

Parent Involvement Policy

In support of strengthening student achievement, each LEA (school) that receives Title I, Part A/Title I Part A-ARRA funds must develop jointly with, agreed on with, and distribute to parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Act of 1965 (ESEA).

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Parent Involvement Policy

Parent Policy:

The policy establishes the school's expectation for parental involvement and describes how the local education agency (LEA) will implement a number of specific parental involvement activities to involve parental participation and is incorporated into the State education agency (SEA) to ensure academic achievement and student success.

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• Questions?

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