

Belfast Central School

Annual Title I Meeting

March 13, 2025

What is Title I?

Title I is the name of one of the largest federally funded education programs. It was first enacted by Congress in 1965 as part of the Elementary and Secondary Education Act (ESEA). The goal of the law is to enable underachieving students to catch up and keep up. Students who are not performing at or near the level of others their age are provided extra help and instruction. The law specifies that this means helping these children succeed in the regular school program, attain grade level proficiency, and improve achievement in both basic and higher level thinking skills.

How does a school become a Title I school?

A school must be designated a "Target School" in order to be eligible for Title I funds. As a Target School, there must be a relatively significant low-income population. Using a combination of Aid to Families with Dependent Children (AFDC) and free/ reduced lunch figures, an income average for a school district is determined. Schools in those attendance areas whose percentage of relatively lower income children is greater than the district average are designated as Title I Target Schools and are therefore eligible to receive services.

How do students qualify for the Title I program?

Student qualification for and participation in Title I programs is based on student performance on New York State 3-8 ELA and Math Assessments, Aimsweb testing, Regents exams, and teacher recommendation (based on classroom participation).

How long do students receive services?

Students participate in Title I services as long as academic deficits exist. Students may be recommended to discontinue Title I services based on:

- NYS assessment Results
- Aimsweb assessment data
- Classroom performance

How does Title I compare to Special Education?

Title I is a short-term intervention program designed to help students make academic gains within a school year. Title I students are those who need additional instruction to bring them up to grade level.

Special Education is also a federally funded program. However, it is program designed for students who have a developmental delay or learning disability and need specially designed, highly structured instruction for more than one school year. Individual students are referred for cognitive and academic testing to assess eligibility. Eligible students have an Individual Education Program (IEP) which is reviewed annually. Every three years, the full battery of testing is repeated. Student achievement on the IRI and ISAT provide supporting data for eligibility, but do not qualify a student for Special Education.

However, students with disabilities may also receive Title I support.

How are Title I services provided?

Students receive Title I services in individual and small group formats, based on student need.

Students in grades K-6 participate in daily 30 minute AIS (Academic Intervention Support) groups, based on individual needs. Students in grades 7-12 participate in AIS services and academic labs.

When necessary, some students receive additional Title I support outside of the 30 minute AIS block.

How are parents informed of student progress?

All parents and guardians in grades K-8 receive the results of their child's Aimsweb testing three times a year. If a student is recommended to receive Title I support, parents/ guardians will receive a letter indicating the student's area(s) of weaknesses and Title I support to be provided. Throughout the school year, parents will receive copies of their child's progress monitoring reports from Aimsweb and quarterly teacher reports documenting the child's progress.

How is Title I related to Response to Intervention?

Belfast Central follows is shifting services to a Response to Intervention (RTI) model for all Title I services:

- to better accommodate in the individual needs of all students,
- to be in compliance with state and federal guidelines, and
- to align with recommended best practice.

RTI is a methodology that encompasses:

- Curriculum-based assessments of academic progress
- Quality/ Researched-based interventions matched to student needs
- Frequent progress monitoring data collection
- Frequent review of progress monitoring data to inform educational decisions

RTI follows the following core assumptions:

- that the educational system can effectively teach all children
- that early intervention is critical to preventing problems from getting out of control
- that the implementation of a multi-tiered service delivery model is necessary

- that a problem solving model should be used to make decisions between tiers
- that research based interventions should be implemented to the extent possible
- that progress monitoring must be implemented to inform instruction
- that data should drive decision making.

Tier 1

- Research based instruction
- Change in instructional program (ex. grouping, content, whole class changes, small group instruction, centers)
- Review progress

Tier 2

- Refer for AIS services (after documented interventions have been implemented with little or no success)
- Utilize RTI process to identify additional changes/ interventions
- Progress monitor student achievement (all areas)
- Implement, test, and document interventions 8-10 weeks
- Intervention must target deficits identified by data (not homework help)

Tier 3

- Refer to special education
- Identify any disabilities
- Implement interventions, services to accommodate specific disabilities
- Provide special education services
- Provide curriculum accommodations (shortened assignments, curriculum adjustments, etc)
- Progress monitor, review accommodations, make necessary adjustments
- Refer for additional support (possibly self-contained room)

What if I have more questions?

Contact Mrs. Aylor at 365-8847