

The Elementary and Secondary Education Act/No Child Left Behind/Title I

Title I, the cornerstone of the Elementary and Secondary Act of 1965, reauthorized as No Child Left Behind in 2001 (NCLB), is the largest federal educational program to local school districts. The purpose of the legislation is to help ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach proficiency on challenging state academic standards and assessments.

Major tenets of the reauthorized legislation include:

- major requirements for accountability
- teacher and paraprofessional standards
- professional development
- parental involvement

North Carolina applied for waivers from some of the Elementary and Secondary Education Act (ESEA) requirements, replacing those with the following. Most were effective with the end of the 2011-12 school year.

1. The North Carolina Department of Public Instruction (NCDPI) will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met. To meet the criteria for an Honor School of Excellence per the ABCs of Public Education, a school will have to meet all of its designated targets.
2. The ESEA waiver specified AMO targets will be used for reporting. These targets are (1) based on 2010-11 data and (2) identified for each federally reported subgroup. Per the flexibility waiver, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-half within six years.
3. The NCDPI will not require local education agencies (LEAs) to implement sanctions previously related to not having met AYP. LEAs may elect to implement school choice or supplemental educational services, but NCDPI will not direct these actions. However, the NCDPI will continue to generate an approved list of supplemental educational services providers to LEAs as a resource for LEAs.
4. In addition, as part of the ESEA flexibility waiver, Priority, Focus, and Reward Schools, based on 2010-11 data, have been identified. The Priority and Focus lists will remain for three years (beginning in 2012-13 and ending in 2014-15).
5. The minimum size of a subgroup for AMO reporting will be 30. This is different from the previous size of 40, which was used for all prior years of reporting.
6. The minimum EOG/EOC test participation rate requirement will remain at 95%; however, beginning in 2012-13 there will be consequences for not meeting the 95% participation rate rule.

For more detailed information on the North Carolina ESEA Waivers, please go to the Department of Public Instruction website at <http://www.ncpublicschools.org/program-monitoring/esea/>

Title I funds are allocated to schools in WCPSS whose Free-Reduced Lunch (FRL) percentage is at or above 35%.

Annual Measurable Objectives

The ESEA Flexibility Waivers require districts to meet new annual measurable objectives (AMOs) instead of Adequate Yearly Progress (AYP). North Carolina has set AMO targets in reading and mathematics based on the 2012-13 assessment data. In grades 3-8, the baseline was set by using the end-of-grade tests in reading and mathematics. For the HS (high schools), the Algebra I and English I assessments were used.

Effective with the Elementary and Secondary Education Act (ESEA) Flexibility Waiver obtained by North Carolina in May 2012, all subgroup targets are set using a calculation to reduce by one-half the percent of non-proficient students in 6 years. Because of the transition to new assessments and a new accountability model, 2012-13 is the baseline year and Year 1; therefore, the targets will be reduced by one-half by 2017-18.

Note: Targets are capped at 95% in order to align with the Family Educational Rights and Privacy Act (FERPA) guidelines on reporting. School data cannot be reported above 95%. Therefore, targets cannot be set above 95%.

To ensure North Carolina is emphasizing the importance of achieving proficiency for all students, the State will monitor the progress yearly and if necessary, re-evaluate the targets.

FEDERAL ANNUAL MEASUREABLE OBJECTIVES (AMO) TARGETS AND STATE TARGETS

Based on Data/Assessments Administered in the 2012–13 School Year

Reading (Federal AMO & State Target)	2012–13 Baseline and Targets (Year 1)		2013–14 Targets (Year 2)		2014–15 Targets (Year 3)		2015–16 Targets (Year 4)		2016–17 Targets (Year 5)		2017–18 Targets (Year 6)	
	3–8	HS	3–8	HS	3–8	HS	3–8	HS	3–8	HS	3–8	HS
Subgroups												
Total (All students)	43.9	52.3	49.5	57.1	55.1	61.9	60.7	66.7	66.3	71.5	71.9	76.3
American Indian	29.0	35.8	36.1	42.2	43.2	48.6	50.3	55.0	57.4	61.4	64.5	67.8
Asian	61.5	64.5	65.4	68.1	69.3	71.7	73.2	75.3	77.1	78.9	81.0	82.5
Black	25.6	33.2	33.0	39.9	40.4	46.6	47.8	53.3	55.2	60.0	62.6	66.7
Hispanic	28.8	40.9	35.9	46.8	43.0	52.7	50.1	58.6	57.2	64.5	64.3	70.4
Two or More Races	45.7	55.0	51.1	59.5	56.5	64.0	61.9	68.5	67.3	73.0	72.7	77.5
White	56.6	63.8	60.9	67.4	65.2	71.0	69.5	74.6	73.8	78.2	78.1	81.8
Economically Disadvantaged	28.7	36.0	35.8	42.4	42.9	48.8	50.0	55.2	57.1	61.6	64.2	68.0
Limited English Proficient	9.4	5.0	18.5	14.5	27.6	24.0	36.7	33.5	45.8	43.0	54.9	52.5
Student with Disabilities	12.9	14.0	21.6	22.6	30.3	31.2	39.0	39.8	47.7	48.4	56.4	57.0
Academically or Intellectually Gifted	90.7	92.8	91.6	93.5	92.5	94.2	93.4	94.9	94.3	95.0	95.0	95.0

Math (Federal AMO & State Target)	2012–13 Baseline and Targets (Year 1)		2013–14 Targets (Year 2)		2014–15 Targets (Year 3)		2015–16 Targets (Year 4)		2016–17 Targets (Year 5)		2017–18 Targets (Year 6)	
	3–8	HS	3–8	HS	3–8	HS	3–8	HS	3–8	HS	3–8	HS
Subgroups												
Total (All students)	42.3	38.4	48.1	44.6	53.9	50.8	59.7	57.0	65.5	63.2	71.3	69.4
American Indian	27.0	29.1	34.3	36.2	41.6	43.3	48.9	50.4	56.2	57.5	63.5	64.6
Asian	71.2	63.0	74.1	66.7	77.0	70.4	79.9	74.1	82.8	77.8	85.7	81.5
Black	22.2	20.6	30.0	28.5	37.8	36.4	45.6	44.3	53.4	52.2	61.2	60.1
Hispanic	32.7	29.5	39.4	36.6	46.1	43.7	52.8	50.8	59.5	57.9	66.2	65.0
Two or More Races	42.0	38.1	47.8	44.3	53.6	50.5	59.4	56.7	65.2	62.9	71.0	69.1
White	53.8	48.4	58.4	53.6	63.0	58.8	67.6	64.0	72.2	69.2	76.8	74.4
Economically Disadvantaged	27.7	24.4	34.9	32.0	42.1	39.6	49.3	47.2	56.5	54.8	63.7	62.4
Limited English Proficient	17.4	5.3	25.7	14.8	34.0	24.3	42.3	33.8	50.6	43.3	58.9	52.8
Student with Disabilities	12.4	9.7	21.2	18.7	30.0	27.7	38.8	36.7	47.6	45.7	56.4	54.7
Academically or Intellectually Gifted	91.7	82.2	92.5	84.0	93.3	85.8	94.1	87.6	94.9	89.4	95.0	91.2

WCPSS Title I Mission:

Central service departments (Title I, Intervention, and Academics) will collaborate to maximize and align resources to promote effective teaching resulting in high academic growth of students.

WCPSS Title I Vision:

To provide, in collaboration with other intervention services, an effective continuum of support to ensure academic success for all students such that achievement gaps are significantly reduced.

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Pre-Kindergarten:

Although Title I funds are used for Pre-K services, the Title I Department does not oversee Pre-K. These classes fall under the purview of the Office of Early Learning. You will find information about this department and WCPSS Pre-Kindergarten services at:

<http://www.wcpss.net/what-we-teach/services/pre-k.html>

Schoolwide Model: (62 elementary schools)

- Schoolwide projects may use Title I funds to support the school's instructional programs.
- Program initiatives must include intervention services for literacy and math and programs to support and enhance parental involvement. Funds may also be used to support: professional development; provide instructional supplies, materials, and equipment; support student learning through software and hardware; etc.
- Students receive Tier II Intervention services based on academic need.