

# TITLE I, PART A EVIDENCE-BASED PRACTICES IN INTERVENTION

*A Resource Guide for Systems Improvement for Directors and Practitioners*

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# INTRODUCTION

The intent of Title I, Part A programs is to build equitable opportunities for children whose struggles often keep them on the academic sidelines, by providing additional instructional services and activities. Most Local Education Agencies (LEAs) who utilize Title I, Part A funds leverage them in part to provide intervention programs, addressing opportunity gaps for students typically struggling with reading, math, and social emotional skills. In our efforts for statewide equity for all students, one of our goals at the Office of Superintendent of Public Instruction (OSPI) is to help LEAs and schools improve programs and strengthen the effectiveness of Elementary and Secondary Education Act (ESEA) investments, providing students equitable access to the instruction and support they need to succeed.

The guidance below is intended for directors and practitioners to utilize in planning and improving Title I, Part A intervention programs in the classroom and beyond while working on their School Improvement Plans, Title I, Part A Schoolwide Plans (SWP) or Targeted Assistance (TA) Protocols. **At the heart of this content and work is the student. No strategy, no matter how well based in evidence, planned, and implemented can have as powerful an impact without wrapping around and responding to the whole student.**

**Allow this concept to guide you as you consider the work moving forward...**

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*"Equity is a dynamic endeavor, and we should be deliberate in marrying the questions we are asking about Equity with an ongoing inquiry about pedagogy... What do our students most need to be successful? What groups of students are underperforming relative to others? How have these gaps been previously understood? What is the social, historical, and political context that frames the educational opportunities for underachieving groups? What are the assumptions we make about students and their abilities? How does the policy and practice environment reflect an understanding of the assets of the students and communities served by the school?"*

*Culturally Responsive Education in the Classroom, Stenbridge p.10*

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## The Every Student Succeeds Act (ESSA)

The [Every Student Succeeds Act](#) (ESSA) emphasizes the use of evidence-based activities, strategies, and interventions (collectively referred to as "interventions"). According to section 8101(21)(A), the term 'evidence-based,' means an intervention that demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes*. This same section defines four levels of evidence-based interventions. The criteria for identifying "evidence-based" interventions based on each of ESSA's four levels are as follows:

## *Four Levels of Evidence-Based Interventions*

**Strong Evidence**—from at least one well-designed and well-implemented experimental study.

**Moderate Evidence**—from at least one well-designed and well-implemented quasi-experimental study.

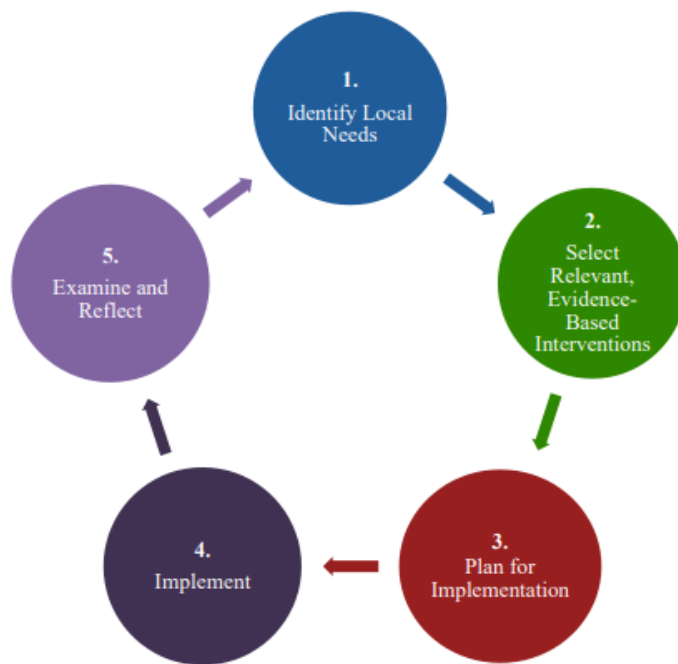
**Promising Evidence**—from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

**Demonstrates a Rationale**—based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

LEAs utilizing Title I, Part A funds must prioritize interventions supported by higher levels of evidence, specifically strong evidence and moderate evidence, which describe the effectiveness of an intervention through causal inference (the process of drawing a conclusion that an activity or intervention was likely to have affected an outcome) or evidence of substantial improvement of an important education outcome (e.g., credit accumulation and high school graduation).

**ESSA gives states and LEAs flexibility in choosing evidence-based interventions.** This allows states and LEAs to prioritize the practices most likely to yield positive outcomes while also supporting the use of promising evidence that may be the best fit for local needs.

The figure below (reproduced from the U.S Department of Education’s (ED’s) [\*Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments\*](#)) is a visual guide of how to strengthen the effectiveness of ESEA investments to include: identifying local needs, selecting evidence-based interventions that LEAs and schools have the capacity to implement, planning for and then supporting the intervention, and examining and reflecting upon how the intervention is working.



See the ED's [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) for more information.

## Putting it all to work in a Multi-Tiered System of Support

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child.

This integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), Pyramid Model, and Social and Emotional Learning (SEL). By integrating these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016).

The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

LEAs can use various funding streams (e.g., Title I, Title II, Title III, LAP, OSSI, and Title IV) to support the implementation of MTSS and provide all school staff with the necessary and ongoing professional development (PD) to meet student's needs.

## MTSS Essential Components

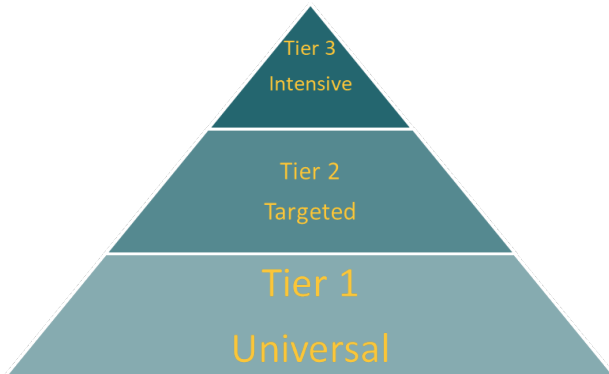
See [OSPI's MTSS website](#) for more information on components and resources on:

- Team Driven Shared Leadership,
- Data-Based Decision-Making,
- Family, Student, and Community Engagement,
- Continuum of Supports
- Evidence-Based Practices
- Cascading District and School Systems
- Implementation Stages



Instruction, enrichment, and intervention are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students. In a multi-tiered system of supports, tiers describe the intensity of support provided. Tiers do not define students. Every student has equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

**Tier 1** is the foundation for universal additional layers of support and should meet the needs of approximately 80% of the student population. When more than 20% of students need additional support, leadership teams should re-examine the Tier 1 supports in place, as it is an indication that Tier 1 instruction and supports may be insufficient. LEAs are encouraged to embed Tier 1 supports into school improvement planning and Title I Schoolwide Plans.



**Tier 2** is targeted enrichment and interventions that are added to accelerate learning and to remove barriers that prevent students from benefiting fully from universal instruction and supports. Providing students with supports that are integrated, matched

to need, and aligned with universal instruction will foster independence and progress in general education universal instruction. Tier 2 consists of evidence-based intervention programs that have (1) clearly defined entrance and exit criteria; (2) regular progress monitoring to assess their RTI; (3) explicit instruction with increased opportunities to practice and receive specific, frequent feedback; (4) gradual release of control and support when students master skills; and (5) increased

communication with families to ensure consistency of support in school and at home (Anderson and Borgmeier, 2010; Newcomer, Freeman, and Barrett, 2013).

**Tier 3** refers to intensive services for students who demonstrate significant risk or do not respond to Tier 2 interventions. Tier 3 consists of intensive interventions that are individualized to meet their needs. Interventions may be intensified across **seven domains**, including strength of the intervention program, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and data-based individualization, to meet the needs of individual students receiving Tier 3 supports (Fuchs, Fuchs, & Malone, 2017).

## Strengthening Intervention in the Classroom—A Focus on Tier 1

Tier 1 is considered the key component of Tiered instruction and is where all students should receive instruction within an evidence-based, scientifically-researched core program by effective teachers.

*ESEA section 1112(b)(2) requires that an LEA receiving Title I, Part A funds identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*

More than ever, due to learning loss and trauma caused by the pandemic, staffing shortages, time and financial constraints, etc., there is a need for quality intervention in the classroom conducted by highly effective classroom teachers. Classroom teachers are the front line in catching students before they start to fail by determining which students need additional support and in what specific skill set. All students in the general education classroom are in Tier 1 and all can receive benefits of classroom-based intervention.

TITLE I, PART A FUNDS CAN BE USED TO PURCHASE SUPPLEMENTAL SUPPLIES AND PD FOR CLASSROOM TEACHERS IMPLEMENTING INTERVENTION IN THE CLASSROOM.

Universal screening scores are one of many data sources teachers/teams should consider when determining which students need classroom intervention.

Screening scores should be validated by comparing with and used in collaboration with other data like formative assessments on daily work, quick check-ins, diagnostics,

teacher input, experiential data like parent input, observations, and children's' own perspective on

## INTERVENTION BEGINS IN THE CLASSROOM

Emphasizing a strong Tier 1 through a positive and inclusive school climate promotes equity. Check that your Tier 1 is truly equitable, inclusive, and prepared by investigating the following questions:

Is anything missing in offered Tier 1 supports?

What is the proportion of students requiring additional Tier 2/3 supports? When more than 20% of students need additional support, leadership teams should re-examine the Tier 1 supports in place, as it can be an indication that core instruction and supports may be insufficient.

What are the general beliefs of teachers around inclusion and differentiated instruction in Tier 1?

Can you find disparities in discipline and academic achievement in your data?

Do classroom teachers have the resources (to include curriculum, time built into their daily schedule, and appropriate PD to provide Tier 1 intervention in the classroom? Ensuring educators have access to strong, evidence-based interventions is crucial for supporting students.

their learning etc., to pull small groups of students to reteach or address specific skill gaps. Individual teachers or grade band teams should meet with an instructional coach or building interventionist to learn how to best address student needs and acquire (or borrow) necessary resources for small-group instruction.

## A word on tracking and ability grouping

**Tracking**—the separation of students by academic ability into groups within a school.

**Ability Grouping**—is splitting a group of students into smaller groups based on perceived ability.

In the book *Turning High Poverty Schools into High-Performing Schools*, by Budge and Parrot, they assert that tracking and ability grouping is an ongoing problem in schools despite research that concludes that these practices limit the quality of student instructional opportunities, decreases student’s perception of their abilities, and negatively influences student achievement.

To produce positive outcomes, intervention groups should be fluid and based on specific *skills*. Teams should use a variety of data to place students in intervention and ensure an array of evidence-based practices are available along a continuum of increasing intensity, there is capacity to offer the interventions to the students who require them, and that the supports are implemented, monitored, intensified, faded, or discontinued as quantitative and qualitative data indicates. A continual evaluation process is paramount in decisions on whether interventions are necessary, are working for each student, and whether a student may need reassignment to a more appropriate group or exited from support. This ongoing cycle is also critical to both SWP and TA evaluation processes.

See below for classroom-based intervention resources:

[Root Cause Analysis–The 5 Whys](#)

[What are High-Leverage Tier 1 Interventions for Elementary Schools](#)

[5 PBIS Interventions for Tier 1 to Use in Your District Today](#)

[CCSSO Inclusive Leadership Webisode: Leadership Role in Supporting Inclusive Schools through Effective Tier 1 Supports](#)

## Resources for Selecting Evidence-Based Interventions for all Tiers

LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. Please note that the goal of Tier 2 and Tier 3 intervention groups is to utilize carefully selected interventions for targeting specific skills, using frequent assessment and reassignments to appropriate skill groups to maximize student growth and achievement—while minimizing time away from classroom instruction (Parrett and Budge, *Turning High-Poverty Schools into High-Performing Schools 2020*). Also note, the impact of intervention groups is greater when it is connected to Tier 1 classroom content. [Accelerating Student Learning with High-Dosage Tutoring, And EdResearch for Recovery Brief](#), states “Using high-quality instructional materials that are aligned with classroom content allows tutors to reinforce and support teachers’ classroom instruction.” Use the following resources to assist in selecting and implementing interventions.

## Federal Resources

[What Works Clearinghouse \(WWC\)](#) uses rigorous standards to review evidence of effectiveness on a wide range of interventions and summarizes the settings and populations in the studies.

[WWC|ESSA Tiers of Evidence–Institute of Education Sciences](#)—using the WWC to find ESSA Tiers of evidence.

[Institute of Education Sciences](#)—The Institute of Education Sciences (IES) is the statistics, research, and evaluation arm of ED. It is independent and non-partisan with a mission to provide



scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public.

IES conducts six broad types of work that addresses school readiness and education from infancy through adulthood and includes special populations such as English Learners and students with disabilities.

[Regional Educational Laboratories](#) (RELs) provide summaries of the evidence on various interventions and guidance on how existing research aligns to the ESEA evidence levels.

[ESSA Action Guide: Selecting Evidence-Based Practices for Low-Performing Schools](#)—This report from American Institutes for Research focuses on the use of evidence-based practices (EBP's), with the goal of helping leaders at the state, district, and school levels explore and select interventions designed to support school improvement.

[Evidence-Based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA](#)—This guide from WestEd provides [six tools](#) to help states and LEAs understand and plan for implementing evidence-based improvement strategies. The tools help states and LEAs inventory current practices and decide how to select new practices using a step-by-step process.

[Evidence Building Opportunities Under ESSA](#)—This guide from Chiefs for Change and Results for America outlines the policies and practices states can leverage to use EBPs, build an evidence base and use evidence to improve outcomes for students.

## **National Level Resources**

[National Center on Intensive Intervention](#) (NCII)—this website shares resources on intensive intervention helping students with severe and persistent learning and behavioral needs, including students with disabilities. [Data-based individualization](#) (DBI) is NCII's approach to intensive intervention.

[Visible Learning Meta-Study](#)—this book gives evidence-based answers to what works best for student achievement. A meta-meta-study that collects, compares, and analyses the findings of many previous studies in education.

[National Council of Teachers of Mathematics](#) (NCTM)—Founded in 1920, NCTM is the world's largest mathematics education organization. Their strategic framework centers on providing guidance and resources for the implementation of research-informed and high-quality teaching that supports the learning of each and every student in equitable environments through teaching and learning. NCTM also emphasizes access, equity, and empowerment by advancing a culture of equity where each and every person has access to high-quality teaching empowered by the opportunities mathematics affords. NCTM also provides community and resources to engage and listen to members to improve the teaching and learning of mathematics.

[National Council of Teachers of English \(NCTE\)](#)—For more than 100 years, NCTE has worked with its members to offer journals, publications, and resources; to further the voice and expertise of educators as advocates for their students at the local and federal levels; and to share lesson ideas, research, and teaching strategies through its Annual Convention and other professional learning events.

[RTI Action Network](#)—This network is dedicated to the effective implementation of RTI in school LEAs nationwide. Their goal is to guide educators and families in the large-scale implementation of RTI so that each child has access to quality instruction and that struggling students—including those with learning and attention issues—are identified early and receive the necessary supports to be successful. The RTI Action Network is a program of the [National Center for Learning Disabilities](#), funded by the Cisco Foundation and in partnership with the nation’s leading education associations and top RTI experts. There are some great secondary intervention resources listed here as well.

[EdResearch for Recovery](#)—Provides actionable insights—rooted in high-quality research and synthesized into short, easy-to-digest evidence briefs—to help education leaders make informed, student-centered decisions as they consider which strategies will work best in their schools and their communities. Briefs cover student learning, school climate, supporting all students, teachers and leaders, and finances and operations.

[Council of Chief State School Officers \(CCSSO\)–Inclusive Webisode Series](#)—guided by their 2021–2026 Strategic Plan Framework and anchored in a commitment to provide an equitable education for every student, these webisodes focus on leading, connecting and influencing education at the national level. CCSSO strives to support chiefs and their staff with the resources and services they need to craft a vision, unlock potential in their agencies and drive change to create equitable outcomes for all students. Their core priorities throughout the next five years will be focused in three broad areas: 1. Response and Recovery; 2. Equity, Access, and Critical Infrastructure; 3. Modernizing the Education System.

[IRISCenter Evidence Based Strategies](#)—These research summaries covering instructional strategies and interventions offer information that includes level of effectiveness as well as the age groups for which a given strategy or intervention is designed. Links to the original reports are also provided for those who might wish to explore further.

- This [three-part series](#) explores identifying and selecting a practice or program, implementation with fidelity, and evaluating learner outcomes and fidelity.

## **OSPI Resources**

[OSPI’s Continuous School Improvement Resources](#)—These continuous school improvement resources are a repository of visuals, guides, video tutorials, and FAQs pertaining to continuous school improvement supports. Each section posted on this website provides information related to iGrants, EGMS, School Improvement Plans (SIPs), Needs Assessments, and more.

[Center for the Improvement of Student Learning \(CISL\)](#)—The Washington State Legislature created CISL to facilitate access to research, information, and materials on educational improvement ([RCW 28A.300.130\(link is external\)](#)). CISL works in collaboration with OSPI staff, external partners, and

families to address the academic and non-academic needs of all students. CISL's work includes a specific focus on students who are underserved in our schools with a mission is to connect people to the research, information, and tools they need to improve learning and teaching in our state.

[OSPI's Open Educational Resources](#) (OER)—teaching and learning materials in the public domain or released under an open license that permits their free use, adaptation, and sharing. OER can be produced in any medium—digital or print. They include full courses, supplemental units and lessons, videos, and any other resource used to support access to knowledge.

[OSPI's Multi-Tiered System of Supports](#) (MTSS)—Integrated Student Support information, and MTSS components and resources, and MTSS events and contacts.

- [Selecting Evidence Based Practices in MTSS](#) (YouTube)

[OSPI LAP Menu of Best Practices and Strategies](#)—Find a variety of evidence-based and research-based best practices for student interventions in English Language Arts, Math, and Behavior.

[OSPI Social and Emotional Learning \(SEL\)](#)—this webpage offers a variety of resources to strengthen and implement process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.

[OSPI Pathways for Early Learning](#)—A crosswalk of Washington SEL Standards and the Early Learning and Development Guidelines for birth through grade three.

[Center to Improve Social and Emotional Learning and School Safety](#)—The vision of the national Center to Improve Social and Emotional Learning and School Safety is that when all children are educated in places of equity, safety, and learning, and when they receive the integrated academic, social, and emotional supports that meet their individual needs, then they can achieve their greatest potential in K–12 education, as well as in college, career, and life.

[OSPI Early Learning Resources](#)—find birth through grade three resources linked to asset-based policies and practices that increase equitable access to high-quality early learning opportunities within schools and local communities.

[OSPI Screening Tools and Best Practices](#)—List of recommended literacy screening tools and best practices to implement [RCW 28A.320.260\(link is external\)](#). Includes a decision tree, educator discussion guide, implementation guides, and more.

[Washington Model Resource: Screening for Biased Content in Instructional Materials](#)—This is a model screening tool to help school districts comply with Washington state nondiscrimination law that requires screening criteria to identify and eliminate bias in all instructional materials as part of any adopted instructional materials policy. Textbooks and instructional materials—Instructional materials policy— Elimination of bias [Washington Administrative Code \(WAC\) 392-190- 055](#)

[Course Design and Instructional Materials](#)— State laws outline basic education goals and minimal instructional requirements for school districts. They require districts to have policies and

procedures in place that guide their selection and adoption of instructional materials for use in classrooms. Utilize this webpage for materials to assist in selection.

Please read on for more resources pertaining to specific Title I, Part A Intervention Program questions below:

## Q&A

The following are common questions from directors, intervention specialists, and classroom teachers who are leveraging Title I funds for intervention programs.

### **1. Can a Title I intervention group serve students with Individual Education Plans (IEPs)?**

**Yes.** Students with IEPs are general education students first and should have access to any and all Tier 1, 2, or 3 interventions that are available to students without IEPs. Students with IEPs receiving Title I services *do not have to have additional time* in the resource room on top of their intervention with Title I as long as interventions are supervised by the Special Education teacher and are in alignment with the student's IEP goals. IEP goals can be met anywhere and by whomever the IEP team determines while using their agreed upon data-based decision-making process.

The provision of special education services (i.e., specially designed instruction (SDI) and related services) can happen in any location but should be provided in the student's least restrictive environment. The first consideration for all students with IEPs should be providing services in the general education setting.

Classroom teachers or Title I Interventionists can assist in the provision of SDI or related services. However, per [WAC 392-172A-02090\(1\)\(i\)](#), a special education certificated staff must design and supervise the SDI and related services and monitor the student's progress. Please note that "supervise," does not necessarily require line of sight supervision.

The IEP team determines where, how, and by whom SDI and related services will be provided to serve the student in their LRE ([WAC 392-172A-02050](#)). The team may decide to provide SDI in a Title/LAP intervention group or may determine that SDI should be provided at a separate time/location because the student needs intensive instruction in a different setting.

For more information on OSPI's commitment to developing inclusivity in schools see the [OSPI Inclusionary Practices Professional Development Project](#) and the CCSSO webisode [Building Inclusive Environments with Washington State](#).

### **2. Is it okay that Interventionists and/or Instructional Paras are pulled to sub when their job duty is to provide intervention and are paid with Title I, Part A funds to do so?**

It is up to an LEA and building administrators to determine who is on the revolving list to cover classrooms when a substitute teacher cannot be secured. Keep in mind that the intention of Title I, Part A is to *close educational achievement gaps* and to provide customized instruction and curricula that help students meet academic standards. Pulling interventionists and/or their paraeducators (paras) away from their intervention groups, interrupting services on a regular basis, is not meeting the purpose of Title I, Part A funds, nor is it in the best interest of the students in intervention

groups. Numerous studies assert that intervention must be timely, consistent, and delivered with fidelity to be effective.

*"Studies have found little evidence that once-a-week tutoring is sufficient to generate meaningful effects. One meta-analysis found that high-dosage tutoring was 20 times more effective than low-dosage tutoring in math. In reading, high-dosage tutoring was 15 times more effective than low-dosage tutoring." [National Bureau of Economic Research, Evidence from 196 Randomized Field Experiments](#)*

Making academic gains is practically an impossibility if intervention groups are consistently being cancelled. LEA and building administrators must strive to make their selection in who is substituting fair and reasonable. Pulling Interventionists and paras should not be considered a long-term solution and efforts must be made to attract and retain substitutes in their LEAs and schools.

See the CCSSO webisode on [Short-Term Strategies and Long-Term Solutions: Supporting Leaders to Address Educator Shortages](#) for some helpful tips.

**3. What role can paraeducators have in delivering interventions?** Paras are an important part of a school's community and play a valuable part of MTSS and intervention teams.

Paras delivering instruction need to be supervised by a certificated teacher; meaning the certificated teacher should prepare the scope, sequence, plans and delivery of instruction, as well as evaluate student growth. Supervision means teachers should ensure that paraeducators follow lesson plans and use effective pedagogy based on student needs and lesson objectives. Lessons and assessments can be prepared/delivered/administered by a paraprofessional in a variety of settings—and not necessarily in line of sight of the certificated staff. Paras can have a positive impact on student achievement when they receive ongoing PD and feel like an important member of the team. See the resources below for more information on the why and how to support paraeducator growth and the positive impact they can have on students.

[Research on Paraeducator Supports by REL](#)  
[Research on Paraeducator Training by REL](#)

## UTILIZING PARAEDUCATORS

Paras often deliver interventions in many different models, methods, and settings. It is essential that paras are supported by certificated teachers, building administration, and their LEA to be effective and prepared to deliver high quality instruction.

Title I, Part A funds can be used to provide PD for paras in both SW and TAS schools.

Certificated supervisors need to be mindful of the other duties paras are responsible for and build time between assigned groups/duties for getting to and from other responsibilities throughout the day, cleaning up and preparing between groups, taking their breaks, learning the curriculum/interventions they will be teaching, etc. Time is important!

Have regular Title I Program meetings with paras to discuss program effectiveness, solicit their feedback, troubleshoot any issues, and coach them in best practice instruction.

Attracting and retaining quality staff should be a priority for LEAs. Implementing the strategies above sends the message that paras are valued members of the team.

[RCW 28A.413.010](#)–(5) "Paraeducator" means a classified public school or school district employee **who works under the supervision of a certificated or licensed staff member** to support and assist in providing instructional and other services to students and their families. Paraeducators are not considered certificated instructional staff as that term and its meaning are used in this title.

[WAC 179-01-020](#)–(1)(a) "Paraeducator" means a classified public school or school district employee **who works under the supervision of a certificated or licensed staff member**, from grades kindergarten to grade 12, to support and assist in providing instructional and other services to students and their families, including library assistants, and excluding bus monitors, lunchroom aides, and community service aides.

#### ***4. What are the Title I, Part A staff qualifications?***

Title I, Part A requires that teachers and paraeducators meet certain requirements when participating in Title I, Part A funded programs or activities. The LEA determines requirements for Title I, Part A funded substitutes.

**Teachers** participating in Title I, Part A Targeted Assistance activities and all teachers assigned to Title I, Part A Schoolwide Programs must meet applicable state certification and licensure requirements. A teacher assigned to Title I, Part A may be out-of-field or out-of-endorsement as long as they hold an **ELIGIBLE** certificate type, and the school board approved the placement (per WAC 181-82-110 or WAC 392-172A-02090).

**Paraeducators** must meet the new [Minimum Employment Requirements\(link is external\)](#). All preschool (ECEAP/Head Start) paraeducators (paraprofessionals or instructional assistant teachers) funded by Title I, Part A and participating in Title I, Part A activities must meet the [Title I, Part A Preschool Teacher & Paraeducator Minimum Qualifications](#).

In addition, parents and legal guardians have the right to request or be notified about teacher's or paraeducator's qualifications. Learn more about the notification requirements on the [Title I, Part A Staff Qualifications webpage](#).

Also note it is a requirement in ESSA law 1112(b)(2) that LEAs include how they will identify and address, as required under state plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers in their plan provisions.

#### ***5. When is the ideal time to pull students for intervention?***

Pulling small, skill-based groups to provide intervention can be effective in helping close achievement gaps. Students in these groups often are better able to focus in a quieter, smaller group and feel more at ease to have their questions and needs addressed than they might in the larger setting of the classroom. School staff and intervention teams should work together to build a schedule that enables interventionists to pull groups at optimal times. For example, math intervention should take place *after* (never in place of) daily core instruction and have had an opportunity to complete activities pertaining to the core instruction in class. Afterwards, different



levels of intervention can occur—some students will stay in class for targeted support for that day’s instruction, ongoing practice and skill building may occur for others, accelerated activities may be offered to students who call for advanced opportunities, and some students will leave class for their targeted intervention in Tier 2 or 3 intervention groups.

Please keep in mind that it is essential to minimize pulling students away from their classroom and their peers—when pulled out of their classroom (or anywhere they would be with their peers, i.e., recess, specialist, class celebrations/enrichment, etc.) students miss out on essential aspects of being a student, feeling like a member of their classroom community, and essential core content (often science or social studies). [\*School Practices to Address Student Learning Loss, An EdResearch for Recovery Brief\*](#), states that an overemphasis on English language arts and math instruction can exacerbate academic achievement disparities based on students’ race/ethnicity and socioeconomic status”.

[\*Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention\*](#)—This guide includes strategies that educators can consider when trying to determine how to find the time for intensification within the constraints of busy school schedules. Supplemental resources, planning questions, and example schedules are also provided.

#### [\*Scheduling Intervention/RTI Blocks within the Master Schedule\*](#)

### **6. Should a school provide push-in or pull-out intervention groups?**

It depends on a variety of factors. Consider impacts and student outcomes for either delivery model and select the one that is most likely to have the greatest benefit. When determining if a push-in or pull-out model is more appropriate consider the following:

- Are students having trouble staying focused in class? Sometimes a smaller, quieter setting is essential for effective small group instruction.
- Are there enough interventionists/paras to provide push-in support? For example, if you have only one or two first grade classrooms, an interventionist could push in one classroom and a para in another during reading intervention time and meet the needs of all students. But if you have a five-track first grade team—it isn’t as likely that there are enough people to cover the variety of intervention required in each classroom.
- Can you provide *skill-based* interventions while pushing in? Typically, not all students needing intervention in one classroom all need to focus on the same skill. It’s inappropriate to group students according to ability just for the sake of push-in vs pull-out. It may be best to combine students from multiple classrooms who all need the same skill in a setting outside their classrooms to best meet their needs.
- Does your intervention curriculum have a lot of moving pieces? Most highly effective interventions utilize hands-on manipulatives that may be difficult to move from classroom to classroom. If you choose a push-in model be sure there is enough hands-on materials to store in each classroom and enough time between groups for interventionists/paras to travel and set up intervention games and materials.
- How old are the students? It’s best to keep PreK and Kinder students in class if possible, especially for the first six months of being in school.

- Is the student/s new to the country, new to the language spoken at school, or classroom? It is best to leave children who are new to the community or school to stay immersed in their classroom **with** their peers.
- Are your intervention periods/systems designed in a way to keep kids from feeling “othered?” Are all students receiving some sort of intervention (to include kids who are advanced and in need of more challenging or rigorous practice in the skill set at hand)? Building intervention, whether push-in or pull-out, into the school culture for all students will help minimize students’ perception of themselves as learners being denigrated and also assures that students will receive the differentiation and support they need.

### ***7. Are summer programs an effective means of closing gaps?***

Interventions conducted during the regular school day tend to result in greater learning gains than those that are after-school or during the summer. Also, studies have shown that a narrow emphasis on short term solutions for improving grade three reading scores works against the broader goal of improving Tier 1 ELA instruction across a system. However, summer programs can have a positive influence in a child’s life; summer school can be a safe and enriching environment where students build connections and have some summer fun at school. But to achieve the academic outcomes LEAs are seeking, summer programs should invest their time and energy in some key-factors that show greater academic gain such as duration, attendance, use of time, quality of instruction, etc. For more information, see the resources below to help in your summer program planning:

[Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs](#)—This brief is one in a series aimed at providing K–12 education decision-makers and advocates with an evidence base to ground discussions about how to best serve students in summer programs during and following the novel coronavirus pandemic.

[Measuring and Improving Summer Programs—Best Practices for Data Collection](#)—This best practices resource is designed to provide school and district leaders with guidance on the types of data that they should collect, as well as how to collect, analyze, and interpret the data to gain insights into the effectiveness of their summer programs.

[The Effectiveness of Summer School in Closing Achievement Gaps](#)—research reports and resources on the relationship between summer school and closing student achievement gaps. The sources include ERIC, Google Scholar, and PsychInfo.

### ***8. How can we determine if our Title I, Part A intervention program is successful***

The key to a successful, responsive intervention program is continual evaluation and flexibility. Teachers and interventionists should consider which students the intervention program is working for. Also, who is it not working for and why? Data analysis should prompt decisions about pivoting strategies, reestablishing skill groups, and revising goals to meet student’s needs. The following table from the [Washington State MTSS Framework](#) summarizes common sources of data teams can use to inform system and support planning.



Type	Purpose	Use
<b>Screening</b>	Predict level of risk for poor academic, social, emotional and behavioral outcomes	Identify students who may benefit from additional assessment and support; inform resource allocation and modifications to instruction and supports
<b>Progress Monitoring</b>	Assess rate of growth in response to academic, social, emotional and behavioral supports	Determine impact of supports; inform modifications to instruction and supports
<b>Fidelity</b>	Assess the extent to which evidence-based practices are being implemented as intended	Identify strengths and areas of improvement in implementation; inform modifications to implementation at the system, classroom, and intervention levels
<b>Perception</b>	Assess educator, student, and family perception of school environment	Identify strengths and areas of improvement in school climate; inform modifications to system and classroom environment

For more resources on evaluating and improving programs see below:

[National Implementation Research Network–Active Implementation Formula Reflection Questions](#)

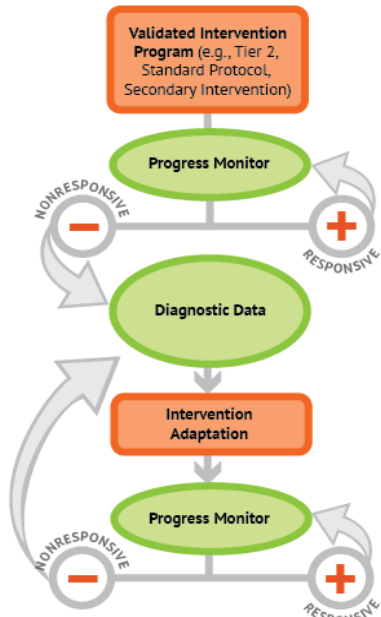
[National Research Center on Learning Disabilities–Fidelity of Implementation Guide](#)

**Office of System and School Improvement Resources:**

- [Data Inquiry Guide](#)–This resource was adapted from the original District and School Data Team Toolkit, published in 2012, and will be helpful for general guidance for working with data.
- [District and School Data Team Toolkit](#)–Tools and resources to engage all members of the district community in using multiple data sources to continuously improve teaching and learning.
- [School Improvement Best Practices \(YouTube\)](#)
- [Washington State Common Data Sources Guide \(PDF\)](#)

[Title I, Part A Guide](#) for TA and SWP Evaluation Procedures (p. 15)

## 9. How do we determine adequate growth for students in Title I, Part A Intervention Groups?



Graphic is from NCII's Data Based Intervention Website-click the link to NCII Data-Based Individualization for more information.

While Title I, Part A does not ask for or collect data on student growth, it is an important data point while completing the Title I, Part A Yearly Evaluation as well as on-going assessment of student progress. Interventionists should utilize the growth tools provided by the school's universal screener, i.e., iReady, EasyCBM, Dibels, etc., to progress monitor (typically every six weeks) and for measuring months of growth. Interventionists should also consider data from intervention curriculum assessments based on current units of study, observation of student's work/participation in intervention group, and assessments from core classroom learning to get a complete picture of how a child is progressing. It is critical that educators administer universal screener based or curriculum-based assessments with fidelity, or as it was intended to be administered and used. This will ensure that teachers, parents/guardians, and students will receive useful information about student strengths and needs.

For learners who are persistently struggling to make progress in learning or behavioral needs see the [National Center on Intensive Intervention for Data-based Individualization](#) (NCII).

For resources specifically pertaining to Student Growth Percentiles:

[The Washington Growth Model](#)—A Technical Overview of the Student Growth Percentile Methodology and Brief Report of 2013 Results. Section 5.5 (page 10 of this document) defines adequate growth and makes the note that these targets are provided as a descriptive measure to assist in school improvement. Also informative is section 5.7 on page 12 regarding system-wide growth and achievement charts.

[Student Growth Percentiles FAQ](#)

[District and School Resources](#)

## 10. What are ways for interventionists to regularly communicate student progress and collaborate with classroom teachers?

Communication between interventionists and classroom teachers is essential in remaining focused on delivering skill-based groups and keeping on top of student need in intervention and/or the classroom. Optimally, grade bands should include interventionists in their Professional Learning Committees (PLC) or other regularly recurring grade band meetings so they can update each other on student progress/concerns as well as align current core curriculum standards with intervention support. Schools should prioritize these conversations and build it into their routine as often as possible. Teachers can also rely on technology to keep in touch. Shared spreadsheets and

documents can be utilized for interventionists and classroom teachers to update each other about progress on current units of study, strengths, skill deficits, progress monitoring scores, etc.

[The IRIS Center \*Communicating with Students, School Personnel, and Parents\*](#)

[RTI Action Network \*Creating Shared Language for Collaboration in RTI\*](#)

### **11. What PD Should LEAs using Title I, Part A funds focus on?**

It depends. ESSA defines PD as, “activities that ...are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom focused.” (S. 1177, Section 8002, page 295, paragraph 42). Ongoing PD is crucial to ensure educator’s continuous improvement in the instructional skills needed to help all students grow. An LEA must ensure that sufficient resources are devoted to carry out PD activities effectively in each Title I, Part A school and can satisfy these requirements through districtwide PD activities and/or activities implemented by each Title I, Part A school. Teachers, principals, other school leaders, academic interventionists, instructional coaches, paraprofessionals, and as applicable, early childhood educators should be offered PD that meets the unique and data-driven needs of each job and aligns with their building’s Needs Assessment. ESSA gives states and school LEAs freedom to choose PD that will best suit their teachers. Please see the resource below.

[Definition of Professional Development Found in Every Student Succeeds Act \(ESSA\)](#)

### **12. How can schools leverage family partnership and student voice as part of the process of School Improvement Plans/Needs Assessments to include their input and respond to their ideas and concerns?**

While incorporating parent and family engagement and feedback is an ESSA requirement for policies, plans, and school-parent compacts—LEAs and schools are finding a great interest in also lifting student voices and experiences to include in their needs assessment and plans. The primary emphasis of the Essential Process Conditions within the [Dual Capacity Framework](#) is to foster a foundation of respect and trust between the home and school (relational: established upon mutual trust). This involves actively engaging and incorporating the perspectives and experiences of families and students when conducting needs assessments and formulating plans. Students are important stakeholders in their own education and should be included in conversations and planning meetings to ensure their needs are addressed in LEA and school plans. Student voice initiatives youth from any community develop in a positive direction and strengthen their skills (Mitra, 2004). To become effective leaders, youth need to

#### **SOLICITING FAMILY ENGAGEMENT/VOICE**

It is an ESSA requirement as well as a best practice strategy to include parent and community participation in the development of Schoolwide Parent and Family Engagement (PFE) Plans, Needs Assessments, etc. But it can be tricky to get these important stakeholders to attend and participate. To address this issue, some schools use their PFE funds to pay parents (especially those from traditionally underserved, marginalized, or high-needs populations) a small stipend to participate as well as act as a liaison between the school and community members.

participate deeply, and have their voices and needs addressed as important contributors. They need opportunities to influence issues that matter to them (Pittman, Irby, & Ferber, 2000). Here are some useful strategies to leverage family and student voice into your school improvement efforts:

1. Establish a culture of inclusion: Create an environment that values and respects the input of families and students. Encourage open dialogue and collaboration between all stakeholders involved in the school improvement process.
2. Conduct surveys and interviews: Develop surveys or interview protocols to gather feedback from families and students about their experiences, needs, and suggestions for improvement. Ensure that the surveys are accessible and available in multiple languages if necessary.
3. Hold focus groups or town hall meetings: Organize structured group discussions or town hall meetings where families and students can share their thoughts, concerns, and ideas. Provide a facilitator who can encourage participation from all attendees and ensure that everyone's voice is heard.
4. Use technology platforms: Utilize digital platforms to gather input from families and students, especially if in-person meetings are not feasible. Online surveys, discussion boards, or dedicated communication apps can be effective tools for collecting feedback.
5. Involve parents and students in planning teams: Include parents and students on school improvement planning teams to ensure their perspectives are represented throughout the process. This will give them a seat at the table and empower them to contribute to decision-making.
6. Provide training and resources: Offer training sessions or workshops for families and students to help them understand the school improvement planning process and their role in it. Share relevant resources, such as guides or handbooks, to help them navigate the complexities of the process.
7. Establish student leadership groups: Create student-led organizations or committees that allow students to take an active role in shaping school improvement efforts. Encourage them to identify areas of concern and propose solutions.
8. Regularly communicate updates: Keep families and students informed about the progress of the School Improvement Plan/Needs Assessment. Provide regular updates through newsletters, websites, or other communication channels to show that their input is valued and acted upon.
9. Collaborate on action plans: Engage families and students in the development of action plans based on the School Improvement Plan/Needs Assessment. Encourage them to contribute ideas and work together with school staff to implement strategies for improvement.

10. Evaluate and recognize contributions: Continuously assess the impact of family and student input on the school improvement process. Recognize and acknowledge the contributions of families and students and celebrate successes resulting from their ideas and concerns being addressed.

By implementing these strategies, schools can foster meaningful partnerships with families and students, ensuring that their voices are heard, their ideas are valued, and their concerns are addressed in the School Improvement Plans/Needs Assessments. This collaborative approach can lead to more effective and inclusive school improvement efforts.

Use the following resources to find ways to include, promote, and solicit family and student voice in Needs Assessments and School Improvement:

[Including Voice in Education: Empowering Student Voice in School Design](#)

[Authentic Student Voice in School Governance](#)

[OSPI's Parent and Family Engagement and Best Practices Webpage](#)

[Partners-education.pdf](#)

[Family Engagement Strategies \(OSPI Power Point\)](#)

[Speak Out, Listen Up! Tools for Using Student Perspectives and Local Data for School Improvement](#)

### ***13. How do schools blend Title I and LAP funds and still maintain reporting requirements in a SWP intervention program?***

A subcode should be assigned to every funding source included in the School Wide plan and careful records should be maintained in SWP buildings. Please note that auditors should not ask for tracked details of funding following specific students served in a SWP building, should an LEA be selected for auditing. In short, districts do not have to associate money to students in a SWP. The LEA must maintain records and be able to provide evidence that funds used were to support the SWP according to its Needs Assessment, should an audit occur. An LEA may combine (blend) any funding source ED oversees. See more in the [Title I, Part A Fiscal Handbook](#) beginning on pg. 22. Once funds are blended in a SWP, the funding loses its character, but the intent and purpose of the funding still applies (hence the reporting requirements for LAP—see more below).

See the [Non-Regulatory Guidance Title I Fiscal Issues: Maintenance of Effort, Comparability, Supplement, Not Supplant, Carryover, Consolidating Funds in Schoolwide Programs, Grantback Requirements](#), beginning on pg. 49 there is guidance and examples for consolidating funds in SWP's.

### **LAP Reporting in Schoolwide Buildings**

The legislature requires student reporting (RCW [28A.165.100](#)) when LAP funds are used, even in Title I, Part A Schoolwide Buildings. Schoolwide Buildings need to identify LAP-served students in order to meet this requirement. **LAP-served** describes students who are eligible for and enrolled in

supplemental supports through the school's data-based decision making process. Eligible students are not yet meeting academic standards, meaning they are students with the **greatest academic deficits in basic skills** as identified by statewide, school, district or other performance measurement tools.

In buildings where funds are braided, only LAP-served students (those who are eligible for and enrolled in supplemental support) funded with LAP dollars would be reported in the LAP Report in EDS. When funds are truly blended (in a SWP), all LAP-served students—those who receive supplemental supports to address more significant needs (aligning with the intent of the program)—should be reported regardless of funding source.

To support decision-making and accurate reporting for LAP, it is important to distinguish between the levels of support (Tiers) in the intervention system. These distinctions should include specific decision rules that enable access to more intensive support when needed as indicated through multiple sources of data. LAP-served students are therefore those who are not only benefiting from differentiated instruction in universal instruction (Tier 1), but they are also receiving targeted (Tier 2) and/or intensive supports (Tier 3) to address more significant academic and/or nonacademic needs. Ideally, decisions to fade or intensify targeted or intensive supports are made once a trend is established after two data review cycles (6–8 progress monitoring data points; progress monitoring occurs weekly or bi-weekly).

According to the [Washington State Institute of Public Policy](#) inventory of evidence- and research-based practices, structured evidence-based tutoring (Tier 2/3) was provided for an average of 45 minutes over the course of 3–4 days for 16 weeks. Students who need Tier 2/3 supports, in addition to differentiated instruction in Tier 1, are often in structured programs with a standard protocol that focus on a set of skills (that are aligned with their needs indicated through data) for several weeks, if not months depending on rate of student progress, intervention fidelity, and their learning goals. The ultimate goal is to accelerate their learning so that they thrive with universal instruction alone and do not require more targeted and intensive support. At minimum, students need to at least be enrolled in supplemental supports for 14 days. CEDARS will automatically delete those records that do not meet this minimum requirement.

If a student was supported by more than one person throughout their intervention period, please select the practice that aligns with the staff who provided support for majority of their intervention. This reporting does require detailed record keeping, which is a best practice in tracking intervention fidelity to continually improve implementation. Please refer to [NCII's intervention fidelity tools](#) for ideas on how to track this information.

#### **14. Is [insert activity] an allowable expense for Title I, Part A SWP?**

In a SWP school, it is important to ensure that expenditures are consistent with the schoolwide plan, which must be focused to meet the needs of those students most at-risk of failing **and** based upon a comprehensive needs assessment.

When considering whether the Title I, Part A funds may be used at the LEA or building level, the following set of questions may be helpful to ask to determine if an expenditure is allowable:

- How is the expenditure reasonable, necessary and allocable to carry out the intent and purpose of the Title I, Part A program?
- What need does the expenditure address? How does it connect to relevant Title I, Part A schoolwide plan or targeted assistance plan? Is it tied to the comprehensive needs assessment?
- How will the expenditure be evaluated to measure a positive impact on student achievement?

LEAs are encouraged to:

- Carefully consider the needs of students, educators, and other relevant stakeholders.
- Determine which activities are most likely to effectively address those needs.
- Based upon the comprehensive needs assessment, does the expenditure meet the requirements of ESEA section 1114(b)(7)(A), that includes a requirement that programs, activities, and courses be offered that provide a well-rounded education?
- Prioritize those activities when deciding what costs to support with ESSA funds (unless those activities are being paid for by other funding sources).

Additional information and resources:

- An optional [Identifying Uses of Funds for Allowable Activities](#) form may be customized by an LEA to meet their needs.
- The [Title I, Part A Fiscal Handbook](#) found on the Title I, Part A [Fiscal Requirement and Guidance webpage](#) has several documents that provide additional details on allowable costs, including costs that may not be charged to Title I, Part A.

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## RESOURCES

### Federal

U.S. Department of Education. (2016). Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments. <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

### Office of Superintendent of Public Instruction

[Inclusionary Practices Professional Development Project](#)

[Mathematics](#)

[Multi-Tiered System of Supports \(MTSS\)](#)

[Special Education](#)

[English Language Arts](#)

### Third Party

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Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43. <https://files.eric.ed.gov/fulltext/EJ1160167.pdf>

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