

## **Title I, Part A: Eligibility- Selection Criteria**

In a school that operates a Title I targeted assistance program, the LEA must use Title I funds to provide supplemental instructional opportunities to academically at-risk students. Title I schools are responsible for establishing appropriate entrance and exit criteria for students to receive Title I services. Schools must use multiple, educationally related objective criteria to identify their Title I students. Examples of acceptable identification criteria include student performance on the statewide assessment, benchmark assessments, teacher-made assessments, end-of-chapter/unit tests and classroom grades. As a complement, schools may use subjective criteria such as teacher and parent recommendations.

The use of standardized assessments to measure the academic performance of students in grades K-2 is not a promoted practice. To determine eligibility for K-2 students to receive Title I services, schools should use measures that are developmentally appropriate. Entrance and exit criteria for Title I services should be based on students' performance during daily activities. Recommended K-2 criteria include the following: teacher and parent survey; interviews; observational assessments; samples of children's work collected over time, including performance-based assessments; developmental screenings; checklists; report cards; tests and projects.

Schools must also have documented exit criteria for their Title I targeted assistance program. Exit criteria, as with entrance criteria, should consist of multiple, educationally related objective criteria.