

Making the Case for WEB Funding Title I

Title I — Improving The Academic Achievement Of The Disadvantaged

Title I is a federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Title 1 funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students, helping them to reach, at a minimum, “proficiency on challenging State academic achievement standards and state academic assessments.”

Schools with Title I funds have found that implementing the WEB program in their schools is a highly effective way to achieve the goals Title I aims to address, effectively helping close the achievement gap between high- and low-performing children, especially underrepresented children.

HOW WEB ALIGNS WITH THE GOALS OF TITLE 1

1. Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement.

WEB sets up a structure within a school for disseminating information and ensuring that the entire school community has the opportunity to engage in and support the school’s defined mission and strategic goals.

With WEB, trained student leaders (8th graders) are able to communicate and demonstrate the school’s purpose and direction with and among those within the school population who might otherwise be disengaged: 6th graders. WEB focuses the information dissemination process through the student-to-student connection both one on one and in small groups. This makes it far more likely that critical information is received and remembered.

2. Meeting 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;
3. Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;

HOW WEB ALIGNS WITH THESE STANDARDS:

WEB enhances student responsibility and improves performance of both transitioning students and leaders. Academic Follow Ups provide tools for academic success and support to low-achieving, underrepresented students.

Using 8th graders as Leaders for 6th graders, WEB intentionally and structurally supports all 6th graders. On the first day, the 6th graders experience an interactive and powerful orientation where WEB Leaders begin to provide information, a sense of connection to their new school and someone to whom the 6th graders can turn in order to feel a sense of safety. The program then continues throughout the year with a series of Follow Ups where WEB Leaders and their 6th graders connect both inside the classroom and out. WEB Leaders, who have walked in the shoes of 6th graders just a couple of years ago, are able to provide the support that adults cannot due to the fact that teens turn to one another for advice and information about how to live in the middle school world.

Data has been collected from individual school sites that use a before and after approach for some of their more important indicators of success including grades, discipline, connection to school and feelings of safety. With the correct implementation, WEB has also worked for several schools to increase test scores and lower dropout rates. WEB also interfaces with the Search Institute's 40 Assets, the Office of Juvenile Justice and Delinquency Prevention Model Programs Guide, as well as the Collaborative of Academic, Social and Emotional Learning goals and objectives.

4. Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around 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;
5. Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
6. Improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
7. Providing greater decision-making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
8. Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

HOW WEB ALIGNS WITH THESE STANDARDS

The WEB Coordinator training not only improves classroom instruction, it also trains the Coordinators to take leadership roles within the school, district, and professional community. Trained WEB Coordinators experience positive personal and professional transformations, a shared responsibility for student achievement and strengthened connections and communication between staff and students.

9. Providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;

10. Promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

11. Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

12. Affording parents substantial and meaningful opportunities to participate in the education of their children.