

# Gibbsboro School District

## Title I - Title I Student Selection

### TITLE I FAST FACT SERIES

#### Issue: Title I Student Selection

In a targeted assistance program, Title I law requires that selection of Title I students be based on objective, uniformly applied criteria given to all students at each grade level and documented on a student selection worksheet. Listed below are specific points to keep in mind regarding the student selection process.

- The criteria for eligibility for Title I services must be objective, education-related, and uniformly applied.
- Selection criteria for students in grades three and above must be objective. However, the law does allow for subjective criteria to be used for grades K-2 (i.e., teacher referral).
- You must have a worksheet that you use to compare and document student data for selection of who will receive services. The students must be ranked in priority order according to greatest need for services.
- The selection criteria should be given to all students in any particular grade.
- Examples of criteria used for student selection could include: NJDOE state assessment data, MAP assessment data, report card grades, benchmark assessments, book tests, informal reading inventories, , etc.
- The student selection worksheet must list each of the criteria you use so that it is easy to see that students were selected uniformly and objectively.
- You must use multiple selections or more than one criterion to determine eligibility.
- Economically disadvantaged, learning disabled, LEP, and migrant students must be selected on the same basis as all other students. Professional staff cannot exclude them just because they are receiving other services.
- If a new student moves into the district, they must be selected and ranked in the same way as the other eligible students receiving services. Even if they received services in another school, they must meet your school's criteria before receiving services. For this reason, schools are discouraged from using the NJDOE state assessment data as a sole selection criterion. It is best to use criteria that are readily available if a new student needs to be tested.
- A large district with multiple buildings may decide to use a uniform set of criteria in all Title I schools; however, that certainly is not mandatory or even necessarily recommended. It is a local decision.
- The average caseload for a Title I teacher is 25-35 students. A caseload above 45 students is too many for one teacher to oversee. However, very small caseloads may indicate a need to widen the selection criteria to make more students eligible for the program.
- The basic rule of thumb is that only students who have been found to be eligible for Title I and whose parents have been informed, should receive Title I services. Title I services are not meant to be general aid to the classroom. The purpose is to give identified students additional services above and beyond the primary instruction they receive in the classroom.
- Incidental inclusion allows Title I personnel to work with non-Title I students randomly or periodically but should not occur on a regular basis. For example, it is illegal for Title I staff to regularly work with a particular reading group on a regular basis. The Title I teacher should provide supplementary or additional services beyond what a classroom teacher may provide during reading groups and should only work with non-Title I students on a non-regular basis.
- Title I law requires local school districts to assume the cost and responsibility of identifying students in need of Title I services. Schools cannot use Title I funds to test all students for the purpose of identifying Title I students.

If you have additional questions regarding this issue, please contact:

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