



INTERVENTIONS FOR NON–TITLE I SCHOOLS AND DISTRICTS BASED ON NCLB CRITERIA

No Child Left Behind (NCLB) requires that state education agencies (SEAs) intervene with low-performing schools that receive Title I funds. The questions of whether to provide interventions to low-performing non–Title I schools and whether to allocate non–Title I funds to do so remain at the discretion of each SEA. This table outlines how SEAs across the region address the inclusion of non–Title I schools in their systems of support for low-performing schools.

Connecticut	The SEA focuses most attention on identified districts in need of improvement, which are primarily urban and include a large number of Title I schools. Support systems do exist for all low-performing schools, with state funding.
Maine	The SEA serves only Title I schools. However, district superintendents have some discretion to determine which Title I–eligible schools receive funding and interventions. Consequently, five Title I–eligible schools identified as underperforming have not been part of the state intervention because their district did not allocate them Title I funding. Simultaneously, three unfunded, Title I–eligible schools asked to receive allocations and participate in SEA interventions.
Massachusetts	The SEA primarily focuses on districts, and identified districts in need of improvement are for the most part urban and include a large number of Title I schools. Support systems do exist for all low-performing schools, with state funding.
New Hampshire	State law requires the SEA to provide services to all schools in need of improvement, both Title I and non–Title I schools.
New York	Non–Title I schools receive support at individual district discretion; these districts may have additional funding through New York’s Chapter 57. Naming lack of capacity to go beyond statutory limits, Regional School Support Centers (RSSCs) that serve Title I–eligible schools generally do not serve schools classified in need of improvement and may not include non–Title I schools in their client base.
Puerto Rico	Non–Title I schools are not an issue in Puerto Rico, where 98% of schools are Title I–eligible.
Rhode Island	Non–Title I schools have interventions when they are part of Title I districts classified in need of improvement. Beyond this, the SEA relies on districts to intervene and provide support to schools and to utilize planning and professional development supports and strategies available to all schools. Aside from public notice, there are no sanctions or reporting requirements for non–Title I schools not meeting AYP.
Vermont	Vermont Department of Education staff support and monitor all low-performing schools, regardless of their Title I eligibility, and all schools are required to fulfill the commissioner’s required actions.

Source: Authors’ compilation based on interviews and focus groups, July through November 2007.

Note: NCLB only requires SEAs to intervene with schools and districts designated in need of improvement if they receive Title I funds.