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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 54 pages. Original publisher: Washington, D. C. : Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, U. S. Dept. of Education, 2006 OCLC Number: (OCoLC)247072971 Subject: Children with social disabilities -- Education -- United States -- Evaluation. Excerpt: . . . The Title I program began in 1965 as part of the Elementary and Secondary Education Act ( ESEA ) and is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state standards and assessments. The No Child Left Behind Act of 2001 ( NCLB ) built upon and expanded the assessment and accountability provisions that had been enacted as part of the ESEAs previous reauthorizing legislation, the Improving Americas Schools Act ( IASA ), while also creating new provisions related to parental choice and teacher quality. These and other changes were intended to increase the quality and effectiveness not only of the Title I program, but also of the entire elementary and secondary education system in raising the achievement of all students, particularly those with the lowest achievement levels. As part of the No Child Left Behind Act, the Congress mandated a National Assessment of Title I to evaluate the implementation and impact of the program. The mandate specifically requires a longitudinal study of Title I schools, as well as an Independent Review Panel composed of expert researchers and practitioners to advise the U. S. Department of Education on the conduct of the National Assessment. An interim report is due in 2005 and a final report is due in 2007. This report constitutes Volume I of the National Assessment of Title I interim report and focuses on implementation of key Title I...



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