

Guide to Using Title I Funding to Support Low-Income Students

Allocating Title I funds effectively can be a challenge for many schools. This guide offers a clear overview of what Title I funding is, how it can be used to support student achievement, and how Progress Learning can help schools meet their goals.

Overview of Title I Funds

Title I, Part A—established under the **Every Student Succeeds Act (ESSA)**—provides federal funding to schools serving high percentages of students from low-income families. Its primary goal is to ensure that all students, regardless of socioeconomic status, have access to a high-quality education and the resources needed to meet their state academic standards.

How Can My School Use Title I Funds?



Instructional Tools

Invest in programs and platforms that support both in-person and online learning for students and teachers.



Progress Monitoring

Use assessments and data tools to track student growth, identify learning gaps, and guide instruction..



Targeted Academic Support

Fund tutoring, summer learning, or after-school programs designed to close learning gaps and reinforce classroom instruction.



Learning Recovery Resources

Implement evidence-based instructional materials and strategies to accelerate learning and address unfinished learning.



Educational Technology

Purchase hardware and software that enhance teacher-student interaction, whether in the classroom or during remote instruction.

Can Title I Funding Be Used for Progress Learning?

Yes. Progress Learning is a web-based assessment and intervention platform built to align with your state's standards. Because it meets ESSA evidence requirements, schools can use Title I funding to support implementation of our program.

How Are Title I Funds Distributed?

Title I funds are allocated to states based on formulas that consider census poverty estimates, the number of low-income students, and the cost of education in each state. Schools with higher poverty rates receive more funding to address the unique needs of their students.

Once a state's allocation is determined, funds are distributed through several grant types:

- **Basic Grants:** For schools with at least 10 low-income students or 2% of the total population.
- **Concentration Grants:** For districts with at least 6,500 low-income students or 15% of the population.
- **Targeted Grants:** Use the same data as Basic and Concentration grants but apply weights to prioritize schools with higher concentrations of at-risk students.
- **School-wide Programs:** Schools where 40% or more of students are from low-income families can use Title I funds for school-wide initiatives aimed at improving achievement for all students, especially those performing below grade level.

Learning Loss Recovery with Progress Learning



Comprehensive Coverage

Our platform supports all students—whether struggling, on grade level, or advanced—through standards-aligned content tailored to every stage of the learning journey.



Actionable Progress Monitoring

Get real-time, easy-to-interpret data at the school, class, and student level. Track learning by domain and standard to quickly identify and address gaps.



Time-Saving "Brick-to-Click" Resources

From pre-built assessments to auto-grading and instant remediation, our platform saves teachers valuable time. Use it as a core or supplemental resource, with access to printables, instructional videos, benchmarks, quizzes, bell ringers, and more.

What Teachers are Saying About Us

“

This program is blowing me away. I love the diagnostic. I was pleased to see all standards addressed. The data tracking is easy to use, and helps with individual assignment creation. Thanks again for your help!”

– L. Chambers, Kentucky Educator

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“

I'm so glad that I found your website. It has been such a wonderful addition to my classroom. My students have improved from the last district assessment by 50%!!!! I love it and so do my kids. Thanks, a lot!”

– A. Karunwi, Texas Educator

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Evidence-Based, Peer-Reviewed Research

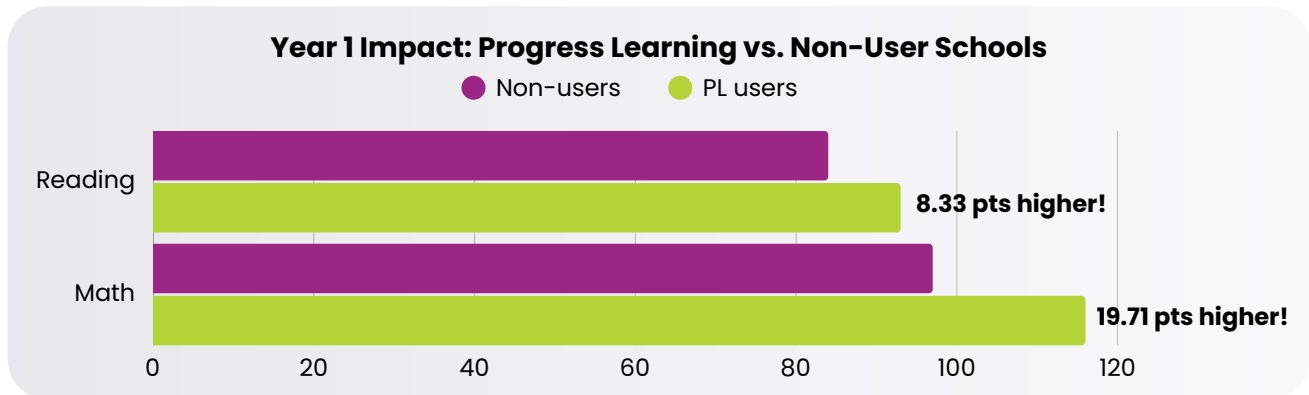
Independent, third-party studies confirm that Progress Learning meets ESSA criteria for evidence-based interventions. As a result, our platform qualifies for use with federal and state grant funding.

4th Grade Research Study

6th Grade Research Study

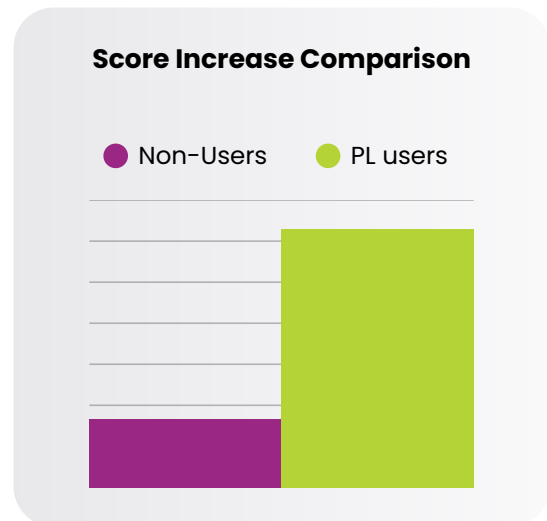
4th Grade Research Study: Impact of Progress Learning on Student Performance

A study by McREL International found that schools using Progress Learning showed significantly greater gains in both math and reading from 3rd to 4th grade on the 2018 state assessment. Compared to non-user schools, Progress Learning schools scored 19.71 points higher in math and 8.33 points higher in reading. These gains are considered substantively important under What Works Clearinghouse (2017) guidelines.



6th Grade Research Study: Impact of Progress Learning on Student Performance

McREL International conducted an independent evaluation of Progress Learning's impact on sixth grade math achievement using a quasi-experimental, matched comparison design. This study meets ESSA Tier 2 (Moderate Evidence) standards. Researchers analyzed Florida Standards Assessments (FSA) math scores from 2019, comparing schools that used Progress Learning with those that did not. The analysis controlled for prior achievement and demographic factors from 2018 to ensure baseline equivalence. All participating schools met the minimum recommended usage levels of the program.



Ready to learn more?

Visit www.progresslearning.com or contact us at info@progresslearning.com