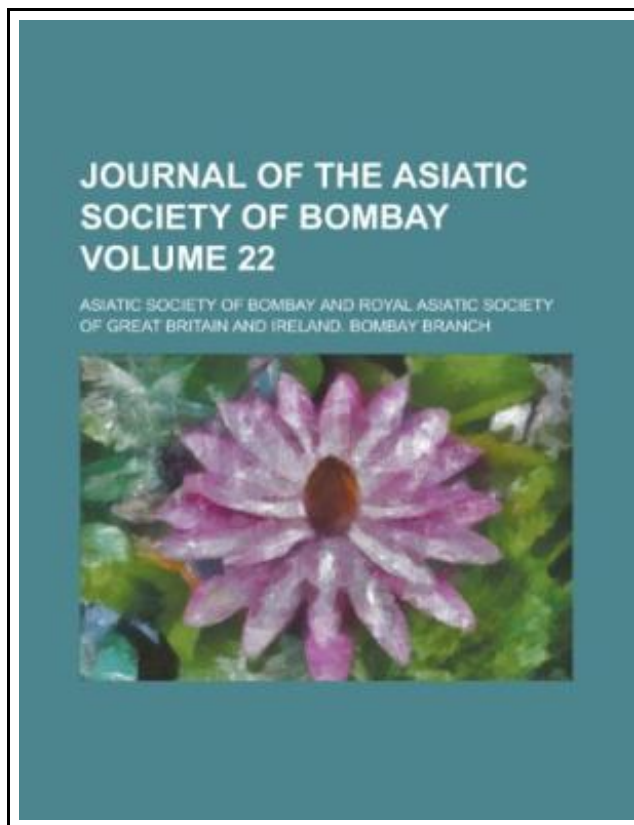


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 60 pages. Original publisher: Washington, D. C. : U. S. Govt. Accountability Office, 2011 OCLC Number: (OCoLC)749989925 Subject: Low-income students -- United States. Excerpt: . . . Selected School Districts Used Funds to Support a Variety of Initiatives, Primarily Related to Instruction, to Improve Student Outcomes The 12 selected school districts we visited used Title I funds for activities District Title I Initiatives intended to improve academic outcomes for low-income students, Were Generally Targeted at primarily in elementary school, through a variety of initiatives, such as the Elementary Level and reducing class sizes and expanding instructional hours. As seen in figure Included Reducing Class 2, these funds represented a relatively small proportion of total revenues Sizes and Extending in our selected districts, from less than 1 to more than 8 percent. Instructional Time However, Title I funds may be used in conjunction with local, state, or other federal funding sources to support larger initiatives than Title I funds alone could support. For example, Title I funds could be used along with ESEA Title II (Improving Teacher Quality State Grants) funds to support a literacy program or to support a supplemental component, such as small group instruction, of a larger state-funded or locally funded literacy 24 In this case, the Title II funds might be used to provide initiative. professional development to teachers in the literacy program, and Title I might be used to hire teachers for small group instruction. 24 States may use Title II funds to increase the number of highly qualified teachers in classrooms. This may be accomplished by recruiting and hiring highly qualified teachers as well as by providing professional development to help teachers become highly qualified. Page 11 GAO-11-595 Disadvantaged Students This...



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