Mimio Reading Programs Funding Guide
Title I, Part A: College and Career Readiness

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I funds must be used to improve reading and mathematics instruction for disadvantaged students. Allocations are based on the number of low-income children in states, districts, and schools. Funds typically target reading and math resources or services. Title I programs emphasize college and career readiness. This is usually a natural fit for educational technology. Technology may be purchased using Title I funds if it helps in the delivery of curriculum, professional development, or other components for Title I students. If purchases are being made for an entire school, commingling funds from other sources to help cover the cost for non-Title I students is allowed.

For further information about Title I, visit the USDOE Title I website.

Key Requirements of Title I

1. Student Achievement
Improve student achievement in reading and mathematics, as measured by end-of-year assessments.

- Close the achievement gap between minority and nonminority students.
- Close the achievement gap between disadvantaged children and their more advantaged peers.
- Meet the needs of low-achieving children, including limited-English-proficient children, migratory children, children with disabilities, Native American children, neglected or delinquent children, and young children in need of reading assistance.

How MimioClassroom Qualifies
Mimio reading products (MimioReading™ comprehension suite and MimioSprout™ early reading) are founded in research-based formative development, tested for effectiveness, and proven in the lab and in actual classrooms. Comparison group, individual control, and multiyear studies document substantial reading outcomes for students using Mimio reading products. Refer to the Huffstetter, King, Onwuegbuzie, and Schneider report and Mimio “Results Count” for specific school district findings.

In MimioReading comprehension suite, the patented tracking system only allows students to advance if they have mastered the previous concept – not allowing any component of reading or reading comprehension to slip through the cracks by this formative assessment. Progress reports show what students are struggling with, so that the teacher can reinforce those difficult concepts in small-group or one-on-one instruction to ensure the academic success of each student. Story books and teacher guides provide reinforcement of the program and are helpful for intervention purposes. (Case studies in the “Results Count” document describe successes with English language learners and students with special needs.)

MimioReading comprehension suite uses adaptive individual lessons and group comprehension lessons for grades 3 through 8 to raise student achievement.
Improved achievement is accomplished regardless of student ability or development level, through individual, small-group, and whole-group instruction that teaches the four primary components of comprehension: finding facts (literal), making inferences (inherent), identifying themes and the main idea, and learning vocabulary in context. The group lessons reinforce what is learned in the individualized program. The program addresses differing learning styles, including auditory, visual, and kinesthetic, through the various components of the comprehension suite.

**MimioSprout early reading** uses adaptive individual episodes, taking nonreaders or beginning readers in Pre-K through second grade up to mid-second-grade reading skills in less than 30 hours of instruction. Mimio guarantees that every kindergarten or first-grade student who completes **MimioSprout** early reading will be reading at or above grade level. The program builds early reading competencies in phonemic awareness, phonics, fluency, comprehension, and vocabulary.

The case study of PS 106 in New York City provides evidence of success with at-risk, disadvantaged young students, both minority and nonminority (Results Count, 2012).

### 2. Disadvantaged Students

Focus on materials and methods that are effective with disadvantaged students.

- Meet the needs of low-achieving children.
- Meet the needs in the highest poverty schools.

**How Mimio Reading Programs Qualify**

Mimio guarantees that every kindergarten or first-grade student who completes **MimioSprout** early reading will be reading at or above grade level. **MimioSprout** early reading can take nonreaders or beginning readers, including disadvantaged students, up to mid-second-grade reading skills in less than 30 hours of individualized online instruction. Read “Results Count,” a series of brief reports and case studies documenting the effects of **MimioSprout** early reading.

Comparison group, individual control, and multiyear studies document substantial reading outcomes for students using **MimioSprout** early reading. This program builds early reading competencies in phonemic awareness, phonics, fluency, comprehension, and vocabulary, as recommended by the National Reading Panel. The Huffstetter, King, Onwuegbuzie, and Schneider and “Results Count” reports provide details of success with low-achieving, at-risk, and disadvantaged students.

**MimioReading** comprehension suite provides schools with effective, one-of-a-kind supplemental reading programs for individual, group, and full classroom instruction. Individual students get a reading comprehension tool that adapts to their specific learning pace, and student groups engage in interactive reading comprehension instruction. These programs have been developed specifically for seamless integration into the **MimioClassroom** suite of interactive technologies.

**MimioReading** suite ensures that reading and reading comprehension improve, regardless of student ability or development level. The program addresses various learning styles - auditory, visual, and kinesthetic – through auditory support and interactive graphics. The program can be delivered individually, in small groups, and in the whole classroom setting, to meet the needs of all students.

The case study of New York City Public School 106 demonstrates success with high-poverty schools, since 91-100% of the students’ families are on public assistance (Results Count, 2012). The Nashville Public Schools study demonstrates increased achievement among all students. Sixty-nine percent of the families in the Nashville public schools are living in poverty (Spring 2011 Pilot, 2011).

### 3. Standards

Help students meet state and local student standards in core academic subjects, such as reading and mathematics.

- Students meet challenging state academic and content standards.
How Mimio Reading Programs Qualify

MimioReading comprehension suite helps ensure that students are meeting achievement and content standards.

The MimioReading and MimioSprout programs are aligned with the Common Core State Standards for English Language Arts. The document “MimioReading Correlation to Core Standards,” available from Mimio, provides details of the alignment.

Students who cannot read at grade level cannot be successful in other subject areas, such as math, science, and social studies. Students need these academic skills in order to be successful in the college, workplace, and global economy. All students have to work hard to gain the skills necessary for their success, and reading is the foundation of it all. The MimioSprout program for grades Pre-K–2 incorporates hundreds of standards-based instructional routines that automatically adapt to the specific needs and learning pace of each student. They’ve all been tested for effectiveness, and proven both in the lab and in actual classrooms. The MimioSprout program is guaranteed to raise the achievement level of all students, including the disadvantaged.

MimioReading comprehension suite uses built-in assessments and performance reports to adapt individual instruction for students and to track student progress in the whole-group comprehension activities. Lessons targeting specific standards can be selected by the teacher to meet the assessed needs of individual students and small groups, leading to increased achievement for all students, including the disadvantaged.

4. Research-Based Methods

Offer instructional materials and strategies that are based upon research with proven efficacy.

• Access to scientifically based instructional strategies.
• Access to effective instructional strategies.

How Mimio Reading Programs Qualify

More than four years were spent in a major research and development effort to build a beginning reading program that incorporates the scientific investigation of early reading with principles derived from the experimental and applied analysis of behavior. The result is a highly effective beginning reading program, MimioSprout early reading, which is available to children via the Internet (Layng et al., 2003).

Research also proves the efficacy of the MimioReading program. In an effort to establish and strengthen fundamental reading and critical-thinking skills, MimioReading individualized instruction was selected as a core companion for third and fourth graders at 11 high-priority Metropolitan Nashville Public School campuses. During the spring of 2011, more than 2,000 students from 11 elementary schools began working through the online instructional sequences, referred to as “episodes.” Results from the 2011 Tennessee Comprehensive Assessment Program Reading/Language Arts subtest, conducted from April 25 to May 6, 2011, indicated that schools that used the MimioReading program showed significantly more skill growth than schools that did not use the program. On average, students from the 11 schools using MimioReading individualized instruction achieved 7.6 times more growth than students from the other 62 schools in the district/county (Spring 2011 Pilot, 2011).

Additional studies related to the MimioSprout program can be found in “Results Count.”

5. Professional Development

A minimum of 5% of Title I funds must be set aside for professional development in the districts in which 100% of the teachers are not “highly qualified.” Funds may be reserved for ongoing and continuous professional development of staff.

• Elevating the quality of instruction.
• Providing substantial opportunities for professional development.
How Mimio Reading Programs Qualify

MimioAcademy™ resources provide multiple options for ongoing professional development so that teachers have many ways to remain current. The products themselves contribute to improving teacher quality because they offer innovative approaches to support and teach reading and reading comprehension.

MimioAcademy professional development offers educators the best and most affordable way to get up and running quickly with Mimio reading programs. Mimio specialists will work closely with a school to ensure its specific needs are met. The programs provide a comprehensive implementation service that helps to ensure our educators obtain the information, resources, and skills needed to apply the MimioSprout and MimioReading reading programs effectively – for the best possible student outcomes.

In some larger implementations, there are Mimio implementation specialists on staff. These various Mimio training options provide substantial opportunities for professional development to help ensure the success of the Mimio reading programs.

REFERENCES


