Transitioning to the New Title I: Requirements & How Principals Can Impact Implementation

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The Every Student Succeeds Act  
P.L. 114-95
Poll: List your level of knowledge of Title I of the Every Student Succeeds Act:

a) I have reviewed the new law and fully understand the major shifts in policy, but would like additional information to go deeper

b) I have reviewed the new law but need additional information to fully understand the major shifts in policy

c) I have not reviewed the new law and need information to better understand the major shifts in policy
What We Will Cover Today…

✓ Overview of Title I of the Every Student Succeeds Act (ESSA)

✓ Highlight effective dates and shifts in policy

✓ Review select provisions or new areas of Title I

✓ Point to what principals can influence at the state and local levels
Overview of Title I: Improving the Academic Achievement of the Disadvantaged
Authorized Funding Levels FY 2017-FY 2020*

Part A: IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

FY 2017: $15 billion
FY 2018: $15.1 billion
FY 2019: $16 billion
FY 2020: $16.1 billion

(*Numbers in authorizing statute are rounded to nearest thousand)
Overview of Title I

Changing
- Accountability
- Teacher (evaluation and other requirements)
- School Improvement grants
- Parent engagement
- Evidence-based strategies
- Early childhood education coordinating services
- Charters

Not Changing
- Annual assessment in reading and math
- Subgroup data disaggregation
- Maintenance of Effort
- Supplement not Supplant
- Funding formulas
- Evidence-based strategies
- Parents/Report card
- Public school choice
What Does Transition Mean?

Effective dates, timelines and new regulations

- July 1, 2016 – noncompetitive formula grants in effect
- August 1, 2016 – sec. 1111(b)(2) standards set
- School year 2017-2018 – sec. 1111(c) and (d) assessments and accountability systems
- August 31, 2016 – waivers no longer have impact
- October 1, 2016 – appropriations for competitive discretionary programs into effect

*Maintain current practice through 2016-17 school year*
What Does Transition Mean? 
Cont’d…

Regulations and policy guidance coming this year.

- ED issued RFI on Title I Dec 22 Federal Register Notice – 30 day comment period due Jan 21.

- NPRM v. policy guidance? Assessment and supplement not supplant highlighted.

States are drafting new plans – beginning now.
Transition -- SY 2016-2017

• Procedures in place in 2015-2016

• Not restarting NCLB (no clock on AYP)

• Basically, policies impacting schools will be used next school year

Get ready for the SY 2017-2018
Shifts in Decision-making

- Diminished federal role and new limitations on USED Sec’s authority

- Increased state and local authority to set
  - Challenging Academic Standards
  - Differentiated accountability systems
  - Assessments
  - School improvement and interventions
Issue in Focus: Standards

States must...

- Adopt challenging academic content and achievement standards in mathematics, reading or language arts, and science – with not less than 3 levels of achievement.
- Align them to entrance requirements for credit-bearing coursework in the state’s public higher education, and to career and technical education standards.

• What Can and Should Principals Do...
Issue in Focus: Assessment

States must…

- Implement a set of high-quality student academic assessments in math, reading or language arts (annually and for each subgroup in grades 3-8), and once in science during grades 3-8.

- They may measure individual student growth.

• What Can and Should Principals Do…
Issue in Focus: Accountability

States must...

- Develop a index system with measurements of interim progress of all students in all subgroups with the goals to improve:

  - Academic achievement on State assessments;
  - Graduation rates; and
  - Progress in achieving English language proficiency for English learners (ELL)
Accountability Cont’d…

States must...

- Include the following indicators measured for all students/subgroups:
  
  - A measure of student growth or other statewide academic indicator for elementary and middle schools;
  
  - Graduation rates for high schools based on the State’s goals;
  
  - Progress in achieving English proficiency for English Language Learners; and
  
  - A measure of School Quality and Student Success.
Accountability Cont’d…

What Can and Should Principals Do…

- Weigh in on n= size and indicators.
- Identify the best measures of school quality, student success, educator engagement, or other school climate and safety metrics.
Additional Topics in Title I

• Parental involvement and family engagement
• Social-Emotional Learning
• Rural education
• English learners – Title III & Title I
• Teachers
• Professional development (T’s and P’s)
  – Literacy
  – STEM
Important Mechanics to Note!

• Maintenance of Effort

• Supplement not Supplant

• Funding flexibility – transfer of funds from other titles of ESSA
Summary

• Much more networking between programs
• Changes in who controls what
• Changes in a wide range of processes – with much more consultation required
• Much more flexibility
Poll: What do you want more information on?

a) How to manage transition on accountability and assessment systems

b) How to integrate funds from various federal funding sources

c) How to use federal funds to improve professional development for you (as the principal)

d) How to use federal funds to improve professional development in the STEM and core content areas (for you and/or your teachers)
What’s Next? What do I do?

- Reach out to your superintendent to talk about Title I transition issues in your school and for your kids.

- Reach out to your state leaders to talk about how the principals’ perspective will be included.

- Weigh in on Title I RFI issued by ED. Send all comments and input on Title I to titlei@naesp.org.
Let’s get to a few Q&A!
Resources

• Go to www.naesp.org and review ESSA summary on Title I, look for upcoming blog series on implementation.

• Go to www.ed.gov/essa to review ED docs, letters to state chiefs and other communications on the new law.

• Contact Kelly Pollitt, Chief Strategist, Policy and Alliances kpollitt@naesp.org or Rich Long richlong@rlongsolutions.net
To weigh in on Title I RFI issued by ED, send all comments and input to: titlei@naesp.org