

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

*Rich Long, Consultant, State and Local Title I Implementation*

*Kelly Pollitt, Chief Strategist, Policy and Alliances, NAESP*

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# The Every Student Succeeds Act

## P.L. 114-95

One Hundred Fourteenth Congress  
of the  
United States of America

AT THE FIRST SESSION

*Began and held at the City of Washington on Tuesday,  
the sixth day of January, two thousand and fifteen*

### An Act

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

#### SECTION 1. SHORT TITLE.

This Act may be cited as the "Every Student Succeeds Act".

#### SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Transition.
- Sec. 5. Effective dates.
- Sec. 6. Table of contents of the Elementary and Secondary Education Act of 1965.

#### TITLE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

##### PART A—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES

- Sec. 1000. Resignations.
- Sec. 1001. Statement of purpose.
- Sec. 1002. Authorization of appropriations.
- Sec. 1003. School improvement.
- Sec. 1004. Direct student services.
- Sec. 1005. State plans.
- Sec. 1006. Local educational agency plans.
- Sec. 1007. Eligible school attendance areas.
- Sec. 1008. Schoolwide programs.
- Sec. 1009. Targeted assistance schools.
- Sec. 1010. Parent and family engagement.
- Sec. 1011. Participation of children enrolled in private schools.
- Sec. 1012. Supplement, not supplant.
- Sec. 1013. Coordination requirements.
- Sec. 1014. Grants for the outlying areas and the Secretary of the Interior.
- Sec. 1015. Allocations to States.
- Sec. 1016. Adequacy of funding rule.
- Sec. 1017. Education finance incentive grant program.

##### PART B—STATE ASSESSMENT GRANTS

- Sec. 1201. State assessment grants.

##### PART C—EDUCATION OF MIGRATORY CHILDREN

- Sec. 1301. Education of migratory children.

##### PART D—PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

- Sec. 1401. Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk.

##### PART E—FLEXIBILITY FOR EQUITABLE PER-PUPIL FUNDING

- Sec. 1501. Flexibility for equitable per-pupil funding.



# 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 an 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](mailto:titlei@naesp.org).

Let's get to a few Q&A!



# Resources

- Go to [www.naesp.org](http://www.naesp.org) and review ESSA summary on Title I, look for upcoming blog series on implementation.
- Go to [www.ed.gov/essa](http://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](mailto:kpollitt@naesp.org) or Rich Long [richlong@rlongsolutions.net](mailto:richlong@rlongsolutions.net)





# National Association of Elementary School Principals

To weigh in on Title I RFI issued by ED, send  
all comments and input to: [titlei@naesp.org](mailto:titlei@naesp.org)