

Title I: The Basics

2009 National PIRC Project Directors' Conference

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July 22, 2009

J. W. Marriott Hotel

Washington, DC



Title I: The Basics

Began in 1965 as a part of President Lyndon Johnson's "war on poverty"

Provides **financial resources** to assist students in the **highest poverty schools** in school districts eligible to receive Title I funds meet the **State's challenging academic achievement standards**

Title I funds are used to **supplement** (or add on to) the other state and local funds available to LEAs and schools to provide the **additional assistance** students in high-poverty schools can benefit from

Title I Funding for school year 2009-2010:

Regular Title I	\$14,492,401,000
ARRA Title I	\$10,000,000,000
Regular 1003(g) SI	\$545,633,000
ARRA 1003(g) SI	\$3,000,000,000

Title I Funds – LEA Participation

Approximately **94%** of the school districts in the United States receive Title I funds

The Title I funds an LEA receives comes from four separate pots (but the LEA gets the total amount in a single allocation):

1. Basic Grants (the largest pot)
2. Concentration Grants (the smallest pot)
3. Targeted Grants (one of the two newest pots)
4. Education Finance Incentive Grants (the other newest pot)

Note: Not every LEA gets money from every pot because the eligibility criteria are different for each

Title I Funds - Eligibility

Which schools are eligible to receive Title I funds?

Any school that has at least **75%** of its students from low-income families must be served regardless of its grade span

All other schools are then rank ordered by percent of students from low-income families (most districts use free and reduced lunch information) from highest to lowest and then the school district has the option of serving:

Any school that is at or above the school district's percentage of poverty, or

Any school that has at least 35% of its children from low-income families, whichever is lower

The school district can rank schools as a whole or by grade span groupings

Set Asides

Current statute requires certain set asides at both the LEA and school levels

LEA required set asides (reservations):

- A minimum of **1%** for parental involvement, of which at least **95%** must be allocated to participating schools – not applicable to LEAs receiving less than **\$500,000** but these LEAs are still responsible for carrying out the requirements in section 1118 of the ESEA (ARRA funds will have an impact on this)
- **10%** for professional development for LEAs in improvement (can use funds schools in improvement set aside for professional development to count toward the 10%)
- **20%** for public school choice transportation and SES
- An amount for services for children in private schools (instructional services, parent involvement, and professional development for teachers working with students receiving Title I services)

Set Asides

Optional set asides you sometimes see that have a district-wide impact:

- Pre-k programs
- Summer intervention programs

Required set aside for schools (reservation):

Set aside for schools in improvement (years 1 and 2 of improvement):

- **10%** for professional development designed to address the reasons why the school did not make AYP

LEA Parental Involvement Policies

Each LEA must have a written parental involvement policy that is developed jointly with, and agreed on with, and distributed to, parents of participating students

The policy must describe how the LEA will:

- Involve parents in the joint development of the LEA plan under section 1112 of the ESEA and the process of school review under section 1116
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement strategies
- Build the schools' and parents' capacity for strong parental involvement
- Coordinate and integrate parental involvement strategies under other programs (e.g., Head Start, Early Reading First, etc.)

LEA Parental Involvement Policies

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving student achievement
- Involve parents in the activities of the schools receiving Title I funds

School Parental Involvement Policies and Activities

Each school must have a written parental involvement policy that is developed jointly with, and agreed on with, and distributed to, parents of participating schools

This policy must describe how the school will carry out the following requirements:

- Convene an annual meeting
- Offer a flexible number of meetings
- Involve parents in the planning, implementation, review, and improvement of Title I programs
- Provide parents of participating children with timely information, a description of the school's curriculum and assessments, and the opportunity to formulate suggestions related to the education of their children

School-Parent Compacts

Parent-school compacts, which are developed for all participating students, lay out the responsibilities of the school staff, parent and student as partners in improving student academic achievement

These compacts will:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the state's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their children's classrooms, and participating as appropriate in decisions relating to the education of their children and positive uses of extracurricular time

School-Parent Compacts

These compacts will (continued):

- Address the importance of communication among teachers and parents on an ongoing basis through:
 - Parent-teacher conferences
 - Frequent reports to parents on their children's progress
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities

Building Capacity for Parental Involvement

The statute requires each LEA and school receiving Title I funds to (the statutory “shalls”):

- Provide assistance to parents on such topics as the state’s assessments, Title I requirements, etc.
- Provide materials and training to help parents work with their children
- Educate school staff on the value and utility of the contributions of parents
- Coordinate and integrate programs and activities with other programs
- Ensure that information is in a format parents can understand
- Provide other reasonable support for parental involvement activities that parents request

Schoolwide Programs (SWP)

Schools with at least **40%** of their students from low income families can become a schoolwide program

Schoolwide programs are not subject to the requirements of a targeted assistance school and have greater flexibility in how funds are used (e.g., SWPs do not have to identify the specific students to receive services through Title I funds)

SWPs are still, however, responsible for their lowest-achieving students

SWPs must develop a plan that includes the 10 components required by the ESEA

In essence, all students are considered to be Title I in a SWP

In a SWP, the parental involvement policy and compacts impact on all students

Targeted Assistance Programs (TAS)

Any school receiving Title I funds that is not designated as a SWP operates a targeted model

In a targeted model, the school must identify the specific students to be served with Title I funds based on multiple, academically-related criteria

- Schools identify eligible students based on their established criteria and then serve the students most at risk of failing to meet state standards on state academic assessments

Title I-paid staff can only work with identified students

In a targeted assistance school, the parental involvement policy and compacts only impact on parents of those students served with Title I funds

Accountability

Title I schools enter School Improvement and become subject to sanctions when they miss Adequate Yearly Progress (AYP) for two consecutive years in one or more of the following areas:

Reading

Mathematics

Other academic indicator – graduation rate for high schools; attendance or another factor for elementary and middle schools

Participation rates in state assessments

Accountability

Each state established a starting point for each category (reading, mathematics, and the other indicator) and each school had to meet the participation rate established by the statute

- For reading and mathematics, each state established a trajectory showing how it would reach **100% proficiency** for all students by the end of the **2013-2014** school year
- For the other indicator, each state established a target and criteria for how to measure whether or not the target was met, exceeded or not met
- For participation rate, at least 95% of the students in each group must participate in the state's reading and math assessments or the school misses AYP automatically

AYP – In General

AYP is measured for the following groups*:

- The school as a whole
 - Students from major racial and ethnic groups – e.g., White, Black, Hispanic, Native American, Multiracial
 - Economically disadvantaged students
 - Limited English Proficient students
 - Students with Disabilities
- * States established the minimum number of students that must be in a group to be counted for AYP purposes – this is referred to as the “n” size
- * If there aren’t enough students in a group to count their results at the school level for that group, the results of these students will count for the “school as a whole” or for the district AYP calculations if the minimum “n” size count is reached

AYP – In General

Other academic indicator:

- Each state had to identify the “other academic indicator” it would use in addition to the academic assessments in reading and mathematics and the criteria by which this “other academic indicator” would be evaluated
- For example, North Carolina used attendance for elementary and middle schools with 90% as the threshold; a school not at 90% could meet the criteria by increasing .1% in a year if its attendance was below 90%.

Looking to the Future

We will see an increased focus on the lowest-achieving 5% of schools in each state as well as on the 900 to 1,000 high schools that are considered to be “dropout factories”

- States will define the lowest-achieving 5% based on two criteria: extremely low student achievement and little or no growth over a period of several years

There will be an increased emphasis on high schools and pre-k programs

Potentially Confusing Situation

Some states have parallel accountability systems (even though the ESEA calls for a single statewide system)

- Makes it difficult for parents and the public to determine how well their school is doing especially when the results differ (examples below)
- North Carolina – growth rating
- Mississippi – numerical rating
- Florida – letter grade rating

State Report Cards

State Report Card Required Elements:

1. Information, in the aggregate, on student achievement at each proficiency level on the state's academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged)
2. Information that provides a comparison between the actual achievement levels of each group of students and the state's annual measurable objectives for each group of students on each of the state's academic assessments
3. The percentage of students not tested (disaggregated)
4. The most recent 2-year trend in student achievement in each of the subject areas and for each grade level in which assessments are required

State Report Cards

5. Aggregate information on any other indicators used by the state to determine AYP
6. Graduation rates for secondary schools
7. Information on the performance of LEAs in the state regarding making AYP, including the number of schools identified for improvement
8. The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers in the aggregate and disaggregated by high-poverty (top 25%) compared to low-poverty (bottom 25%)

LEA Report Cards

LEA report cards include all of the information on the state report card as well as the following information for the LEA:

1. The number and percentage of schools identified for improvement, and
2. Information that shows how students in the LEA achieved on the statewide academic assessments compared to students in the state as a whole

For schools:

1. Whether the school has been identified for improvement, and
2. Information showing how the school's students achieved on the statewide academic assessments and other indicators of AYP compared to students in the LEA and the state as whole

Title I Sanctions

Year 1 (School improvement):

- Improvement plan (develop or revise)
- Public school choice (offered to all parents)
- 10% set aside for professional development

Year 2 (School improvement):

- Improvement plan (continue implementation)
- Public school choice (offered to all parents)
- 10% set aside for professional development (continued)
- Supplemental Educational Services (SES) offered to eligible students

Title I Sanctions

Year 3 (Corrective Action):

- Improvement plan (not required, but most schools continue)
- Public school choice (offered to all parents)
- 10% set aside for professional development (not required, but most schools continue)
- Supplemental Educational Services (SES) offered to eligible students
- Implement one of the required corrective actions (see next slide)

Title I Sanctions

Corrective Action Options:

1. Replace the school staff who are relevant to the failure of the school to make AYP
2. Institute and fully implement a new curriculum
3. Significantly decrease the management authority at the school level
4. Appoint an outside expert to advise the school
5. Extend the school year or school day
6. Restructure the internal organizational structure of the school

Title I Sanctions

Year 4 (Planning for restructuring):

- Public school choice (offered to all parents)
- 10% set aside for professional development (not required, but most schools continue)
- Supplemental Educational Services (SES) offered to eligible students
- Implement one of the required corrective actions (continued)
- Prepare a plan to implement alternative governance

Title I Sanctions

Year 5 (Implement restructuring):

- Public school choice (offered to all parents)
- 10% set aside for professional development (not required, but most schools continue)
- Supplemental Educational Services (SES) offered to eligible students
- Implement alternative governance (see options on next slide)

Title I Sanctions

Restructuring options:

1. Reopen the school as a charter school
2. Replace all or most of the school staff who are relevant to the failure of the school to make AYP
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the state (if allowed by state statute)
5. Any other major restructuring of the school's staffing and governance that makes significant changes in the school's staffing and governance (option most often selected)

Exiting School Improvement

A school exits improvement status (and is no longer subject to sanctions) when it meets AYP for two consecutive years (under the previous statute a school could exit if it made AYP two out of three years)

School Improvement Plans

Schools in year 1 of improvement have to develop, or revise, a school improvement plan (that covers a two-year period) that includes certain required components; each plan shall:

1. Incorporate strategies based on scientifically based research that will strengthen the core subjects in the school and address the specific academic issues that caused the school to be identified for improvement
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students in the school will meet proficiency on the state's academic assessments no later than the end of the 2013-2014 school year
3. Provide an assurance that the school will spend not less than 10% of its Title I funds for the purpose of providing high-quality professional development

School Improvement Plans

4. Specify how funds will be used to remove the school from improvement
5. Establish specific, annual measurable objectives for continuous and substantial progress by each group of students that will ensure that all students reach proficiency by the end of the 2013-2014 school year
6. Describe how the school will provide written notice about the identification of the school to parents
7. Specify the responsibilities of the school, the LEA, and the state, including the technical assistance to be provided by the LEA
8. Include strategies to promote effective parental involvement
9. Incorporate activities before school, after school, during the summer, and during any extension of the school year
10. Incorporate a teacher mentoring program

LEA Improvement

LEAs enter “LEA Improvement” when they do not make AYP for two consecutive years

LEAs are required to develop or revise a plan that includes certain required elements; each plan shall:

1. Incorporate scientifically based research strategies that strengthen the core academic program
2. Identify actions that have the greatest likelihood of improving achievement
3. Commit to spend **10%** of the LEA’s Title I funds for professional development

LEA Improvement

LEA plan requirements (continued):

4. Include specific measurable achievement goals and targets for each group of students
5. Address the fundamental teaching and learning of the schools in the LEA
6. Incorporate activities before school, after school, during the summer and during any extension of the school year
7. Include strategies to promote effective parental involvement in the schools

LEA Corrective Action

The state must take certain actions if an LEA in improvement fails to make AYP after two years of being in improvement; these actions include:

1. Deferring programmatic funds or reducing administrative funds
2. Instituting and fully implementing a new curriculum
3. Replacing the LEA personnel who are relevant to the failure of the LEA to make AYP
4. Removing particular schools from the jurisdiction of the LEA and establishing alternative arrangements for public governance and supervision of the schools
5. Appointing, through the SEA, a receiver or trustee to administer the affairs of the LEA in place of the superintendent and school board

LEA Corrective Action

Actions (continued):

6. Abolishing or restructuring the LEA
7. Authorizing students to transfer to a school in a higher performing LEA

Exiting LEA Improvement

An LEA exits improvement status (and is no longer subject to sanctions) when it meets AYP for two consecutive years

Public School Choice

Schools in any stage of improvement must offer public school choice unless:

- The school in improvement is the only school at that grade level,
- All of the schools in the grade span of the school in improvement, corrective action, or restructuring are also in improvement, corrective action, or restructuring
- There is state statute that prohibits public school choice

Parents must be offered at least two choices if two choices are available

Parents must be notified at least 14 days prior to the beginning of the school year of their opportunity to transfer (added in the October 2008 regulations)

Public School Choice

Public school choice notification letters must include:

- An explanation of what the identification means,
- How the school compares in terms of academic achievement to other schools in the LEA and the state
- The reasons for the identification
- An explanation of what the school is doing to address the problem of low achievement
- An explanation of what the LEA or the state is doing to address the problem of low achievement
- An explanation of how parents can become involved in addressing the academic issues that led to the school being identified for improvement
- An explanation of the parent's option to transfer

Supplemental Educational Services (SES)

Schools in at least their second year of improvement must offer Supplemental Educational Services (free tutoring) to all eligible students

- Eligible students are students from low-income families
- Services must be provided by providers approved by the state – LEAs, schools, for-profits, non-profits, faith-based organizations, etc. (waivers will now be allowed to permit LEAs and schools in improvement, corrective action or restructuring to serve as providers – if approved by the state)
- Services take place outside of the regular school day
- LEAs are obligated to spend an amount equal to 20% of their Title I allocation for choice related transportation and SES (October 2008 regulations added requirements that LEAs must meet before transferring unused funds for other purposes)

Supplemental Educational Services (SES)

Agreements between the LEA and the provider lay out:

- Specific achievement goals for the student
- A description of how student progress will be measured
- A timetable for improving instruction
- A provision for terminating the agreement
- Provisions regarding payment for the services
- A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving SES without the parents' permission
- An assurance that SES will be provided consistent with applicable health, safety and civil rights laws

Supplemental Educational Services (SES)

The parental notification must:

- Explain how parents can obtain SES for their child
- Identify each approved provider within the LEA or its general geographic location (including distance learning providers)
- Describe, briefly, the services, qualifications, and evidence of effectiveness for each provider
- Indicate providers that are able to serve students with disabilities and English language learners
- Include the benefits of receiving SES
- Be sent out in a timely manner

Supplemental Educational Services (SES)

October 2008 regulations:

- SES notification must be clear and concise, as well as distinguishable from other school-related information parents receive
- States must identify on their list of providers those that can serve students with disabilities and English language learners
- States must consider recommendations from parents in their process for approving providers
- Districts can count a certain amount of the funds they set aside for choice related transportation and SES for parent outreach

Questions & Answers

