

OSPI Title I, Part A 2016–17 School Year Transition from NCLB’s AYP Sanctions (SES and PSC set asides) to ESSA

April 28, 2016

Many schools and districts did not meet Adequate Yearly Progress (AYP) in the 2014–15 school year. The Office of Superintendent of Public Instruction (OSPI) placed them in a step of improvement for 2015–16.

The state will complete the transition from the No Child Left Behind (NCLB) Act to the Every Student Succeeds Act (ESSA) in 2017–18. The following plan explains how OSPI will sanction and support districts that did not meet AYP in 2015–16 during the 2016–17 transition year.

Note: OSPI finalized this plan on April 28. The U.S. Department of Education (ED) may release more information on the transition from NCLB to ESSA. OSPI will update this plan if appropriate.

Adequate Yearly Progress (AYP) and Letters to Parents

OSPI will not calculate AYP based on 2015–16 assessments. Districts are not required to send AYP letters before the start of the 2016–17 school year.

Improvement Plans for Not Meeting AYP

Most schools and districts do not need to update their school and district improvement plans for 2016–17. They will continue to implement their existing plans.

However, districts and schools in the following circumstances must update their plans:

1. Your school and/or district did not meet the 95 percent student participation rate for state assessments.

OR

2. Your school and/or district is required to update their improvement plans in the Indistar tool. The update must continue to integrate the requirements of Title I and the Office of Student and School Success. This situation applies to:
 - A. Priority or Focus Schools
 - B. Schools receiving a School Improvement Grant
 - C. Schools within a Required Action District

Professional Development Set-Asides

Districts will continue to set aside funds for professional development for district and school improvement in 2016–17.

Supplemental Education Services (SES) and Public School Choice (PSC)

SES and PSC will continue for the rest of the 2015–16 school year.

Districts will not be required to provide SES or PSC transportation in the 2016–17 school year. They may if they chose. Districts not offering SES or PSC transportation services in the 2016–17 school year need to inform families of students receiving SES and PSC transportation that services will not continue. The district must allow a child who previously transferred to a school under PSC to stay in that school. The child may stay at the school through its highest grade.

To help school districts support students eligible for SES and schools with the greatest need, OSPI developed a one-year transition plan for 2016–17 to conform to four requirements specified by ED in a letter to Superintendent Dorn from Ann Whalen, Senior Advisor to the Secretary, received February 5.

- 1. OSPI will engage in timely and meaningful consultation with relevant stakeholders, including parents, local educational agencies (LEAs), teachers, and principals when developing the transition plan.**

OSPI developed this plan in consultation with its Title I Committee of Practitioners (COP). COP is an advisory body that guides OSPI as it administers its Learning Assistance and Title I, Part A programs. Its members come from across the state. They include the broad stakeholder representation requested by ED in the February 5 letter. OSPI solicited feedback from COP at its February 19 meeting. OSPI sent a draft to Title I, Part A Directors via email on March 30 to request feedback. OSPI also posted its plan on its website for public review and feedback.

- 2. OSPI will publicly post its transition plan no later than Friday, May 6, in the manner in which the state customarily provides such information to the public (e.g., by posting its transition plan on its website).**

OSPI will share this transition plan by posting it on its ESSA and Title I, Part A websites. It will also send an official bulletin. The 2016–17 Title I, Part A grant application completed by LEAs must include the transition plan requirements.

- 3. OSPI will explain in the transition plan how it will provide or ensure that LEAs provide students eligible for SES in schools with the greatest need (e.g., schools with large numbers or percentages of students eligible for SES, or as defined in the state’s transition plan) with alternative support and improvement activities intended to improve student outcomes, consistent with allowable uses of Title I, Part A funds and all applicable fiscal requirements.**

During the next several months, OSPI is convening a series of stakeholder workgroups to provide recommendations for the ESSA Consolidated State Plan. Based on recommendations from the Accountability workgroup, the state’s Consolidated State Plan Team will provide recommendations to the Superintendent for the accountability system under ESSA that addresses Section 1111(c)—the state’s goals, accountability system, and ability for annual meaningful differentiation. The system must include academic achievement as measured by proficiency on the required annual assessments, high school graduation rates, and English language learner progress in achieving English language proficiency. It will be in place by the 2017–18 school year.

During the 2016–17 transition year from NCLB to ESSA, OSPI will implement an AYP transition plan for SES. OSPI must define “schools with the greatest need.” It will use schools designated as Priority or Focus schools in the spring of 2015 as schools with the greatest need.

These schools were identified under a methodology that analyzed the math and reading achievement and graduation rates of 1) All Students; 2) English Language Learners; or 3) Students with Disabilities. These schools have not met state goals or expectations over the past three years on state assessments in reading and mathematics, or with their graduation rates.

OSPI will use the Priority and Focus Title I schools identified in the spring of 2015 (based on 2014 test scores) for the 2016–17 transition year. Their identification was based on a framework that includes portions of the mandatory accountability requirements outlined in ESSA under Section 1111(c).

This selection will apply only for the 2016–17 school-year transition from NCLB to ESSA. It is not intended to influence the accountability framework soon to be created for the ESSA Consolidated State Plan.

In addition to their Priority and Focus grants, LEAs may set aside up to 20 percent of their Title I, Part A funds for Priority and Focus Title I school buildings to implement strategies that improve student outcomes. *This is not required.* Note: This optional set aside is different than OSPI’s grants for the Priority and Focus schools for 2016-17. In early May, OSPI will release the Priority and Focus grants for 2016–17.

The district may select the strategies, which do not have to be SES or PSC. When making decisions on strategies and level of support, LEAs must consult with the principals of the Priority and Focus Title I buildings.

LEAs that set aside funds will do the following on the 2016–17 Title I, Part A grant application:

- Identify the amount, if any and up to 20 percent, of the Title I, Part A funds that will be set aside for Priority and Focus Title I schools.
- Identify which schools receiving Title I, Part A funds are designated as Priority or Focus Title I schools.
- Identify the portion each designated building will receive of the 20 percent set-aside.
- Explain why the amount set aside (up to 20 percent) is adequate to support the LEA’s efforts to improve student outcomes for their Title I schools designated as Priority or Focus.
- Identify how the LEA will use the funds to support these schools. The LEA must also show how that support is connected to each school's Student and School Success Action Plan in the Indistar tool.

- Describe the evidence that will be collected to document improved outcomes in student achievement and ensure that each Priority or Focus Title I school is moving towards meeting all standards for all students.
- Provide the date notification of the Title I school’s status as Priority or Focus was provided to parents and the community. Note, OSPI is not requiring a new letter to go to schools. It is asking for the date notification was sent when the school was identified as Priority or Focus.

LEAs that do not set aside funds must describe on their 2016–17 Title I, Part A grant applications the actions they are taking to improve student outcomes at Title I schools identified as Priority or Focus.

OSPI will track implementation as part of its Consolidated Program Review process for the 2016–17 school year.

4. **Consistent with ESEA Section 1116(b)(13), OSPI will require LEAs to permit a student who previously transferred to another public school under NCLB to remain in that school until the child has completed the highest grade in that school.**

School districts will agree to this requirement as a condition of the 2016–17 Title I, Part A application. OSPI will post this on its ESSA website. OSPI will also incorporate the plan in an official bulletin that outlines 2016–17 NCLB to ESSA transition requirements. ED specified this requirement in the letter OSPI received on February 5.

Federal Documents Cited in Transition Plan

Ann Whalen, Senior Advisor to the Secretary, U.S. Department of Education, Letter to Superintendent Dorn dated February 5, 2016.

U.S. Department of Education, Transitioning to the Every Student Succeeds Act FAQ dated February 26, 2016.

