

Parent Engagement

- **Decision Making:** You can help make important decisions about your child's school by participating in school council meetings, parent advisory council meetings, and Title I annual meetings.
- **Assessments:** There are several measures used to determine your child's process toward meeting the standards. These include standardized tests, benchmark assessments, and teacher-made tests. Results from standardized tests and interpretation of the results are distributed annually.
- **Compact:** Each school has a school/parent compact that outlines how parents and school personnel will be responsible for supporting students.
- **Participation:** Parent activities, workshops, and trainings are developed around responses to the annual parent survey, as well as needs identified throughout the year.

Complaint Procedures

As part of its Assurances within Elementary and Secondary Education Act of 1965 (ESEA) program grant applications and pursuant to Section 9306 of the Elementary and Secondary Education Act of 1965 (ESEA), an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. For more information contact Telfair County Schools:

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A complete copy of the Telfair County Test Security Plan is available at www.telfairschools.org.

It is the policy of the Telfair County School System not to discriminate on the basis of age, sex, race, color, religion, national origin, marital status, disability or any other legally protected status in its educational programs, activities, or employment practices.

Title I

Purpose: To help low-achieving students meet the state's challenging academic content and performance standards. The Title I program offers a variety of services which may include: additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes and additional training for staff.

Qualifications: Schools qualify for funds based on economic need. All Telfair County Schools follow the School-Wide Title I program design.

School-Wide Requirements:

- Comprehensive needs assessment: The school must identify areas of greatest need.
- School-wide reform strategies to include those that:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time.
 - Develop strategies for meeting needs of underserved populations.
 - Address needs of all, but particularly low-achieving students.
- Instruction by "highly qualified" teachers
- Professional Learning for teachers
- Parent Involvement Strategies

Parents Have the Right....

- to know the professional qualifications of their child's teachers, including the degrees and certifications held, and whether the teacher is certified in his/her respective area of instruction.
- to know the school improvement status of the school.
- to know the level of achievement of their child in each area of the state assessment.
- to know if their child has been assigned, or has been taught for at least four consecutive weeks, by a teacher who does not meet the highly qualified definition.
- to be involved in the planning/implementation of the parent involvement program in their school.

Title I and Telfair County Schools

Vision: The Telfair County School System is "Pursuing Excellence" by establishing a global learning environment for student success.

Mission: The Telfair County School System mission is to prepare students to be productive members of society by fostering a caring environment with meaningful experiences and high expectations for all.

Title I is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965

Lenard F. Harrelson, Jr.
Superintendent

Cindy Jones
Director of Federal Programs

Josey Zavala
Parent Involvement Coordinator
School Year: 2015-2016

CCRPI Results

The following results are based on test data for 2013-2014. Results based on the 2014-2015 test data have not been released by the State. More information will be published once it becomes available.

Telfair County Elementary School

Indicator	TCES (Points)	State (Points)
Achievement	45.4	48.1
Progress	16.7	15.9
Achievement Gap	12.0	5.0
Challenge Points	4.0	3.7
Exceeding the Bar	1.0	0.8
CCRPI Score	79.1	73.5

Telfair County Middle School

Indicator	TCMS (Points)	State (Points)
Achievement	45.7	48.7
Progress	15.1	16.3
Achievement Gap	8.0	7.0
Challenge Points	1.0	1.8
Exceeding the Bar	0.5	0.3
CCRPI Score	70.3	74.1

Telfair County High School

Indicator	TCHS (Points)	State (Points)
Achievement	44.6	43.6
Progress	16.1	15.7
Achievement Gap	6.3	7.5
Challenge Points	9.1	1.6
Exceeding the Bar	0.5	0.3
CCRPI Score	76.6	68.7

Telfair County Schools and the College and Career Readiness Performance Index (CCRPI)

What curriculum is used in Telfair County Schools?

Our school curriculum is based upon the Common Core Georgia Performance Standards adopted by the Georgia Department of Education. Visit <http://www.gadoe.org> or make an appointment with a teacher, counselor, or administrator to discuss the standards.

How is a school held accountable?

Under the ESEA Flexibility Waiver, every school receives a numerical index score based on 100 points. This is the College and Career Readiness Performance Index score. Schools may be identified as Priority, Focus, or Reward schools based on the CCRPI. Definitions of each category can be found in this brochure. 95% Participation: At least 95% of the students as a whole and within each student group must participate in the state mandated test. Additional Indicator: Each school must meet the standard or show progress on a second indicator.

How will the CCRPI help all children learn?

In order to know the achievement levels of certain groups of students, ESEA requires that all data be broken down by race/ethnicity, disability, limited English proficiency, and socioeconomic status.

What tests count toward CCRPI?

During SY 2015, Georgia began implementing a new assessment system: The Georgia Milestones Assessment System (GMAS). GMAS consists of end of grade tests (EOGT) for grades 3-8 and end of course tests (EOCT) for grades 9-12. The Georgia Alternate Assessment (GAA) will continue to be used for the most severely impaired students.

What happens if a school is designated as a Priority, Focus, or Reward School?

Priority and Focus schools are designated for three years and must meet certain criteria to be removed from the list.

Does it mean that a school is a failing school if it has a Priority or Focus designation?

No. In many cases, schools identified as Priority or Focus may, in fact, be exceeding the standards in many areas.

No school in the Telfair County School District has been given a school designation for this year.

Georgia's ESEA Flexibility Waiver

Focus School

Purpose:

- To focus on closing achievement gaps and enabling all subgroups of students to meet performance targets identified in the ESEA Flexibility Waiver in the academic areas.
- To focus on strategies to increase the graduation rate.

Definition:

- A Title I participating high school with a graduation rate less than 60 percent over two years; or
- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, a Title I school that has the largest within-school gaps in graduation rates.
- May not be identified as a Priority School.

Priority School

Purpose:

- To focus on closing achievement gaps and enabling all subgroups of students to meet performance targets identified in the ESEA Flexibility Waiver in the academic areas

Definition:

- A Title I participating high school with a graduation rate less than 60 percent over two years; or
- A Title I school in the state based on the lowest achievement of "all students" group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over three years in the "all students" group

Title I Reward Schools

The Title I Reward Schools Program recognizes and honors two categories of Reward Schools: Highest-Performing Reward Schools and High-Progress Reward Schools.

- A Highest-Performing Reward School is among the Title I schools in the State that have the highest absolute performance over a number of years for the "all students" group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A High-Progress Reward School is among the top ten percent of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments, and, at the high school level, among the top ten percent of Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Telfair County Elementary School and Telfair County High School were named High-Progress Reward Schools for 2014.