

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 teacher(s) 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 and 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: 2013-2014

CCRPI Results

The following results are based on test data for 2011-2012. Results based on the 2012-2013 test data will be available by December 2013. More information will be published once it becomes available.

Telfair County Elementary School

Indicator	TCES (Points)	State (Points)
Achievement	51.3	57.5
Progress	9.7	9.8
Achievement Gap	9.0	10.5
Challenge Points	3.0	5.6
CCRPI Score	73.0	83.4

Telfair County Middle School

Indicator	TCMS (Points)	State (Points)
Achievement	56.4	57.7
Progress	10.2	9.9
Achievement Gap	12.8	11.3
Challenge Points	5.5	2.5
CCRPI Score	84.9	81.4

Telfair County High School

Indicator	TCHS (Points)	State (Points)
Achievement	50.1	50.2
Progress	9.1	9.8
Achievement Gap	13.1	12.2
Challenge Points	8.3	0.4
CCRPI Score	80.6	72.6

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 for 2013-2014, 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, Alert, 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?

Georgia uses the Criterion-Referenced Competency Test (CRCT) for elementary and middle schools, the enhanced Georgia High School Graduation Test and the End-of-Course Test (EOCT) for high schools, and the Georgia Alternate Assessment (GAA) for the most severely impaired students.

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

Priority and Focus schools are designated for three years and must meet certain criteria to be removed from the list. Interventions mandated for Priority and Focus schools began in FY 2012.

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

No. In many cases, schools identified as Priority, Focus, or Alert may, in fact, be exceeding the standards in many areas. Telfair County Middle School has been designated as a Focus school. Telfair County Elementary School and Telfair County High School have no designation.

Georgia's ESEA Flexibility Waiver

- The Georgia Department of Education (GaDOE) submitted to the U. S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. On Feb. 9, 2012, Georgia's ESEA Flexibility Waiver was approved by the US ED.
- Beginning with the 2012-2013 school year, the GaDOE will transition from needs improvement (NI) distinctions based on adequate yearly progress (AYP) reports to Reward, Priority, Focus, and Alert Schools distinctions based on ESEA Flexibility Waiver formulas. Title I schools will now implement specific programs and interventions based on Reward, Priority, Focus, and Alert Schools status. In addition, the GaDOE ESEA flexibility waiver outlines Georgia's new Single Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia. Please note: Priority Schools and Focus Schools will be identified and served with support interventions for 3 years.
- Reward Schools-Title I Schools**-10 percent of Title I Schools (Highest Performing percent of Title I Schools and Highest Progress Schools): Reward Schools' designations will replace Distinguished Schools and Distinguished Districts designations. Reward Schools will be identified **annually**. There are two ways a Title I school may be identified as a Rewards School. A Title I school may be classified as either a Highest-Performing School or a High-Progress School.
- Priority Schools-Title I Students Eligibility**-5 percent of Title I Schools (Lowest Achieving Schools): Priority Schools will be identified every three years and the identified schools will be served for 3 years through a Flexible Learning Program (FLP) support interventions. These Title I schools are among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the All Students group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.
- Focus Schools-Title I Student Eligibility**-10 percent of Title I Schools: Focus Schools will be identified every three years and the identified school will be served for 3 years through Flexible Learning Program (FLP) support interventions. These schools are Title I schools that have the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in graduation rates (within-school-gaps Focus School) and are Title I high schools with a graduation rate less than 60 percent over a number of years that is not identified as a Priority School (low-graduation-rate Focus School).
- Title I Alert Schools Based on 9 ESEA Subgroups** (does not include Priority Schools or Focus Schools): Title I Alert Schools will identified annually. These schools are both Title I and non-Title I schools that fall into one of the three categories: Graduation Alert, Subgroup Alert, or Subject Alert.

Telfair County Middle School has been identified as a Focus School and must offer FLP support interventions.