

## Ways Parents Can GET INVOLVED!



Become active in your Title I Program by doing the following:

- **Learn** more about the school, curriculum, special programs, Title I and your rights and responsibilities
- **Teach** your child in ways that will add to what the teacher is doing
- **Know Your Rights** because knowledge is power
- **Participate** and **Support** your child academically at school and home
- **Make Decisions** about your child's education and academic program
- **Keep** in contact with your child's teacher through telephone, e-mail, or face-to-face conversations

## Georgia's ESEA Waiver

The Georgia Department of Education (GaDOE) submitted an application requesting flexibility through waivers of ten ESEA requirements and their associated, regulatory, administrative and reporting requirements. On February 9, 2012, the waivers were approved. The waiver allows local educational agencies (LEAs), or school districts, greater flexibility in designing a learning program tailored to meet the needs of individual schools and the need for additional academic support. Beginning with the 2012-2013 school year, the GaDOE transitioned from

using Needs Improvement based on Adequate Yearly Progress (AYP) reports to Reward, Priority, Focus, and Alert Schools status.

In addition, the GaDOE ESEA flexibility waiver outlines Georgia's new 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 and will measure a much broader scope of work for each school. For instance, Adequate Yearly Progress only measured the state assessments in English language arts and mathematics. The CCRPI will measure performance on all state assessments. In addition, the CCRPI will also measure career awareness and pathway programs, advanced curriculum offerings, and outstanding work with English Learners and Students with Disabilities.

Title I schools will hold the designation of simply being a Title I school or it will be categorized based on the following formulas:

**Reward School** – highest-performing (top 5% of Title I: highest performance/all students for 3 years or highest grad rates) or high progress (Top 10 % of Title I: highest progress in performance/all students for 3 years or highest progress in increasing grad rates).

**Priority School** – a school among the lowest 5% of Title I Schools in the state based on specific achievement factors.

**Focus School** – accounts for 10% of Title I Schools with a large gap between their highest-achieving subgroup and lowest-achieving subgroup or schools that have had a graduation rate lower than 60% for two years in a row.

**Title I Alert Schools** – these can be both Title I and non-Title I schools that have low graduation rates, low achievement in a particular student subgroup such as English Learners or Special Education, or low achievement in a particular content subject area such as mathematics or science.

For more information about the status of your school, please visit [www.gadoe.org](http://www.gadoe.org) and click on school reports or speak with an administrator at your school.

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For more information, please visit:  
<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx>



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"Making Education Work for All Georgians"

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Printed October 2012  
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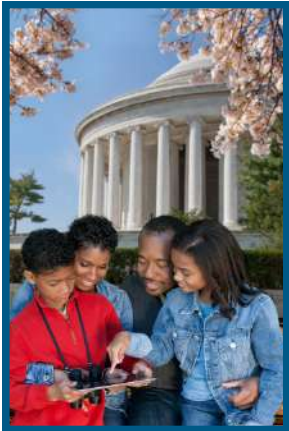
# ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965

## A Parent's Guide To Title I



## What is Title I?

Title I is the largest federally funded program for elementary, middle, and high schools. Through Title I, money is given to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for extra educational services for children most in need of educational help. The focus of the Title I program is on helping all students meet the same high standards expected of all children.



### *Title I helps students, teachers and parents!*

Title I programs can help:

- Children do better in school and feel better about themselves
- Teachers understand the needs and concerns of students and parents
- Parents understand their child and be more involved in the child’s education



### What is My Role in Supporting My Student’s Success?

Parents are an important part of the Title I team and are partners with the school in helping all students achieve.

As the parent of a child in a Title I school, you have the right to:

- Be *involved* in the planning and implementation of the parent involvement program in your school

- *Ask* to read the progress reports on your child and school
- *Request* information about the professional qualifications of your child's teacher(s) including the degrees and certifications held, and whether the teacher is certified in their respective area of instruction
- Help to *decide* if Title I is meeting your child’s needs, and offer suggestions for improvement
- *Ask* about your child’s school designation under the new Georgia ESEA Flexibility Waiver
- *Know* if your child has been assigned, or taught by a teacher that is not highly qualified for at least four consecutive weeks
- Help *develop* your school’s plan for how parents and schools can work together

## What is the State’s Role in Supporting My Student’s Success?

The Georgia Department of Education is required to carry out the following actions:

- Partner with other agencies and institutions to provide leadership and guidance to local educational agencies (LEAs) and schools in accord with Section 1118, Parental Involvement, of ESEA to enable parents to become strongly involved in their children’s education.

- Disseminate to LEAs and schools information about effective parental involvement practices that:

- Make use of the most current professional research
- Foster high achievement by all students
- Lower the barriers to greater participation by parents in the process of review and improvement in school planning

- Provide parents with an easy-to-understand annual state report card regarding student achievement and the professional qualifications of instructional staff.

- Review the progress of each LEA annually to determine:

- If each LEA is carrying out its responsibilities regarding assessment, parental involvement, school improvement and support, and the qualifications of teachers and paraprofessionals

- Monitor compliance with Title I law, including review of the LEA’s parental involvement policies and practices.

## What is the School District’s Role in Supporting My Student’s Success?

Local educational agencies (LEAs) are defined as school districts, county offices of education, and direct-funded charter schools that are responsible for the following actions:

- Plan and implement educational programs, activities, and procedures as required under Title I that involve parents
- Reserve 1% of Title I funds for parental involvement activities if the LEA receives more than \$500,000
- Develop a parental involvement policy with the participation of parents
- Provide full opportunities for participation of parents with limited English proficiency, disabilities and parents of migratory children, and when appropriate, in a language and format that they can understand
- Conduct annual parent surveys and implement changes based upon the results of those surveys
- Build capacity by providing early literacy and technology trainings that will help parents work with their children to improve academic achievement



## What is the School’s Role in Supporting My Student’s Success?

Some Title I schools are schoolwide programs. This means that school staff work to improve the school’s educational program in an effort to increase the achievement of all students, particularly those who are low achieving and thus could benefit from extra supports or services. Other schools may have a targeted assistance program, which means that only certain students and their parents can benefit from the additional services Title I provides. Title I schools are responsible for the following actions:

- Send notifications to parents about the school’s policy in an understandable language and format
- Hold an annual meeting, at a convenient time for parents, to discuss the school’s parental involvement plan, budget, how funding is spent and the rights of parents to be involved
- Develop jointly, with the parents of participating students, a school-parent compact
- Offer parental meetings at various times (schools may also pay for transportation and childcare, when reasonable and necessary)
- Involve parents in the planning, review, and improvement of Title I programs, including the school parental involvement policy
- Build capacity by supporting the development of parent advisory councils or parent leadership teams
- Provide information to parents about the state standards and curriculum and how parents can monitor their child’s progress

To learn more or view Title I, Part A Parental Involvement, Section 1118 of ESEA in its entirety, please visit:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html>