

# Georgia Appleseed

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It Takes a Parent: Strengthening Effective  
Parent Involvement

November, 2008



# Chapter 1 – Introduction by Sharon Hill

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## Chapter 2 – Cathy Henson Welcome

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- Focus of Training
- No Child Left Behind
- A+ Reform Act
- SACS





## Chapter 3 – Understanding Assessments


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- ❑ CRCT
- ❑ Criterion-Referenced Competency Test
- ❑ State developed and administered
- ❑ Taken in grades 1-8
- ❑ Grades 1-2 tested in English/language arts, reading, and math
- ❑ Grades 3-8 tested in ELA, reading, math, science, and social studies


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- High School Tests
  - Georgia High School
  - Graduation Tests
  - End of Course Tests
  - \*Some students may take certain EOCTs in middle school

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- ❑ GHSGT
  - ❑ Georgia High School Graduation Test
  - ❑ Taken in 11th grade
  - ❑ Subject areas include math, reading, science, social studies, and writing
  - ❑ Students **MUST** pass to graduate
  - ❑ Grading System: Fail, Pass, Pass Plus
  - ❑ Can be taken multiple times

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- EOCT
  - End of Course Test
  - Subjects: 9th grade literature, American literature, algebra, geometry, biology, physical science, US history, and economics
  - Counts towards final grade in course
  - Students need not pass test to pass course
  - \*Algebra and geometry may be replaced by mathematics

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- GHSGT
  - Tests basic competency
  - EOCT
  - Tests mastery of curriculum
  - SAT/ACT
  - Determines college readiness

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- ITBS
  - Iowa Test of Basic Skills
  - Taken in grades 3, 5, and 8
  - Administered nationally
  - Scores based on percentile, unlike the CRCT


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- NAEP
  - National Assessment of Educational Progress
  - Administered selectively
  - Scores may not be given for each student
  - Used to compare educational progress among the states



## Chapter 4 – Accessing the Data

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- ❑ Student Promotion
- ❑ Student performance on the CRCT can affect promotion to the next grade level
- ❑ 3rd grade- Students must meet the standard in reading
- ❑ 5th and 8th grades- Students must meet the standard in reading and math
- ❑ Students can retake exams after further instruction

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- Report Card
  - Required by No Child Left Behind
  - Found on GADOE web site
  - State level
  - System level
  - School level



## Chapter 5 – Understanding Adequate Yearly Progress

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- AYP
- Adequate Yearly Progress
- Measures school progress based on student performance in math and reading
- May also take into account factors set by individual schools
- Calculated each year for every school and system




# Consequences of Not Making AYP

(See slide 23 for *Addendum, Updated Table of School Consequences*)

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- ❑ Year one: No consequence
- ❑ Year two: Public school choice
- ❑ Year three: Access to Supplemental Education Services (Tutoring)
- ❑ Year four: School Corrective Action
- ❑ Plan may include: Replacing staff, implementing a new curriculum, extending school day/year
- ❑ Year five: Restructure school governance, reopen as a public charter school, hire a private management company
- ❑ Year six: State takeover
- ❑ \*School systems in Georgia may have the option of reordering the consequences



## Chapter 6 – Understanding Parent Involvement Under NCLB

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- NCLB Parent Involvement
- Requirements
- Applicable to All Schools:
  - Schools must provide reports to parents on how well their student is learning based on the annual assessments.
  - Report cards at the school, district, and state levels must be available to parents and the public. These report cards must include results of assessments, student demographics, qualifications of teachers, and other data.


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- NCLB Parent Involvement
  - Requirements
  - Additional Requirements for Title I Schools:
    - Written parent involvement policy
    - School-parent compacts on raising the academic achievement of the students
    - Annual meeting for parents to explain the
    - Title I program and opportunities for parent involvement
    - Parental right to participate in developing the school improvement plan
    - Parents of English language learners have the right to know if student is placed in a language instructional program; to receive notice if program is not meeting its objectives; and to refuse that placement and pick a different available program



# Chapter 7 – Understanding Parent Involvement Under State Law

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- A+ Reform Act of 2000
- Established SCHOOL COUNCILS in Georgia to bring parents into the school-based decision-making process School councils are advisory bodies. They may provide advice and recommendation to the school principal and the local board of education on any matter, including:
  - Report cards issued
  - School improvement plans
  - Curriculum and assessments
  - Development of school profile for community
  - School community communication strategies
  - Methods of involving parents in community
  - Community use of school facility
  - Reports regarding progress of reaching student achievement goals
  - Methods and specifications for the delivery of early intervention services or other appropriate services for underachieving students

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- SACS
  - Southeastern Association of Colleges and Schools
  - Requires schools to involve parents in overseeing students' education so that the school can receive accreditation

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- SACS
  - Standard 6: Stakeholder Communications and Relationships
  - The School System:
    - 6.1 Fosters collaboration with community stakeholders to support student learning
    - 6.2 Uses system-wide strategies to listen to and communicate with stakeholders
    - 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system
    - 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
    - 6.5 Provides information that is meaningful and useful to stakeholders

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- SACS
  - Standard 6: Stakeholder Communications and Relationships
  - The School:
    - 6.1 Fosters collaboration with community stakeholders to support student learning
    - 6.2 Has formal channels to listen to and communicate with stakeholders
    - 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school
    - 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders
    - 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders



## Chapter 8 – Resources for Parents

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- Using Resources
- Use all available online resources to maximize the effectiveness of parental involvement



# Chapter 9 – For More Information

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To learn more visit:

Georgia Appleseed

404-685-6750

[www.gaappleseed.org](http://www.gaappleseed.org)

PIRC

800-838-5784

[georgiapirc.net](http://georgiapirc.net)

Georgia School Council Institute

[georgiaeducation.org](http://georgiaeducation.org)

Georgia Department of Education

800-311-3627

[www.doe.k12.ga.us](http://www.doe.k12.ga.us)



## y Table of School Consequences K

Needs Improvement Status	Consequences
Did Not Make AYP Year 1	<ul style="list-style-type: none"> <li>• No Consequences</li> </ul>
Needs Improvement Year 1	<ul style="list-style-type: none"> <li>• Notify Parents</li> <li>• Supplemental Educational Services or School Choice</li> <li>• Revise/develop and implement School Improvement Plan</li> </ul>
Needs Improvement Year 2	<ul style="list-style-type: none"> <li>• Notify Parents</li> <li>• School Choice</li> <li>• Supplemental Educational Services</li> <li>• Revise/Develop and Implement School Improvement Plan</li> </ul>
Needs Improvement Years 3 and 4 (Corrective Action)	<p><b>Tier 1 &amp; 2*</b></p> <ul style="list-style-type: none"> <li>• Notify Parents</li> <li>• School Choice</li> <li>• Supplemental Educational Services</li> <li>• Update and Implement School Improvement Plan</li> <li>• Develop/Implement School Corrective Action Plan (LEA selects one corrective action from the appropriate Tier)</li> </ul>
	<p><b>Tier 3*</b></p> <ul style="list-style-type: none"> <li>• All of above except GaDOE selects Corrective Actions from designated list</li> </ul>
Needs Improvement Years 5 and Higher (State Directed)	<ul style="list-style-type: none"> <li>• Notify Parents</li> <li>• School Choice</li> <li>• Supplemental Educational Services</li> <li>• Enter into an annual State Directed Improvement Contract with terms and conditions directed by the GaDOE</li> <li>• GAPSS review at NI levels 5 and 7</li> <li>• Participation professional learning designated by the GaDOE</li> <li>• Instructional coach for specific content area needs based on AYP results</li> </ul>

**\*Tiers are determined by how far off the schools were from making AYP. Schools designated Tier 1 are closer to making AYP than Tier 2 and Tier 3 schools.**