

# Stakeholder Engagement: Setting the Collaborative Table

Dr. Bob Dechman, Thomas County Schools  
Susan Holcomb, Georgia Department of Education

Georgia Compensatory Educational Leaders Conference  
March 9-11, 2019

# Georgia's Systems of Continuous Improvement

## Family and Community Engagement System



## Learning Targets:

Understand

Participants will understand ESSA mandates regarding stakeholder engagement

Identify

Participants will identify key stakeholders who should be seated at the collaborative table

Gain

Participants will gain knowledge of methods and resources that optimize stakeholder engagement



# Which Federal Programs Require Stakeholder Engagement?

# ESSA Programs Requiring Stakeholder Engagement

- Title I-A Improving the Academic Achievement of the Disadvantaged
- Title I-A Parent and Family Engagement
- Title I-A Foster Care
- Title I-C Migrant Education
- Title I-D Neglected and Delinquent
- Title II-A Supporting Effective Instruction
- Title III-A English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV-A Student Support and Academic Enrichment
- Title IV-B 21<sup>st</sup> CCLC
- Title V-B Rural Education Initiative
- McKinney-Vento Homeless Assistance Act

**ESSA  
Stakeholder  
Engagement**

**STAKEHOLDER ENGAGEMENT**

Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015

Title Program	ESEA Section(s)	Excerpts from ESEA or Non-regulatory guidance
Title I-A Improving the Academic Achievement of the Disadvantaged	1112(a)(1)(A); 1112(b)(7-10); 1112(e)(3); 1112(e)(4); 1114(b)(2); 1116  1603 Committee of Practitioners (CoPs)	<p>1112. (20 U.S.C. 6312) LOCAL EDUCATIONAL AGENCY PLANS.            (a) PLANS REQUIRED.—            (1) SUBGRANTS.—A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that—            (A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and...</p> <p>1114(b) SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—...</p> <p>(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school...</p> <p>1603. (20 U.S.C. 6573) STATE ADMINISTRATION.            (b) COMMITTEE OF PRACTITIONERS.—</p>

# Dear Colleague Letter

## *Supporting High-Quality Stakeholder Engagement and Removing Barriers to Genuine Stakeholder Engagement*

Generally, the Department recommends that States and districts design processes that allow stakeholders the opportunity to provide meaningful feedback throughout the development of plans and policies related to ESSA implementation as well as throughout the implementation of the law. To facilitate continuous feedback, States and districts should develop and support high-quality systems of engagement and remove systemic barriers that could prevent meaningful and broad engagement. In particular, States, districts, and schools should seek to enhance participation by:

- Holding meetings or hearings at varying times during the day, including after the work or school day or on the weekends and, if possible, offering child care, so that working parents, teachers, school leaders, and other professionals are best able to participate;
- Holding multiple meetings or hearings across the State or district, rather than only in the State capital or district headquarters, which can limit the ability of stakeholder groups from across the State to participate;
- Ensuring meetings or committees include a broad range of stakeholder voices, including those who have been traditionally left out of such conversations;
- Facilitating broad participation beyond the representatives that will be attending the meetings or hearings in person (for example, by working with trusted stakeholders to gather input from other stakeholders who may not be able or inclined to attend a hearing);
- Making publicly available the name and contact information of officials and stakeholders who will be working on State implementation;
- Allowing all stakeholders who are participating in meetings or hearings to provide substantive input;
- Providing accommodations and supports to ensure meetings or hearings are accessible (e.g., translators, interpreters, materials in alternative formats for use by persons with disabilities); and
- Ensuring transparency on the process, timeline, and opportunities to engage at different levels of policy development by providing advance notice and clear descriptions of the opportunities for feedback on implementation of the new law, including by sharing information on the State's website.

In general, the Department encourages you to provide multiple and ongoing opportunities for engagement from policy development through implementation. Engagement does not end when States and districts move from the initial input phase into the policy development stage of the process. Not only does an open process help create better policy that serves the needs of all students, but a transparent and inclusive atmosphere is conducive to creating buy-in from the public, which is foundational to successful implementation.

LAWS & GUIDANCE / GENERAL

## Key Policy Letters Signed by the Education Secretary or Deputy Secretary

ARCHIVED INFORMATION



June 23, 2016



Dear Colleague,

<https://www2.ed.gov/policy/elsec/guid/secletter/160622.html>



U.S. Department of Education

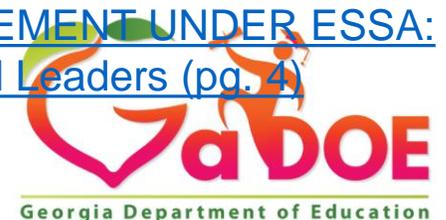
Engaging stakeholders is not only required under the law, but is a strong best practice to effectively improve schools.



Offering a holistic education to **each and every child** in our state.

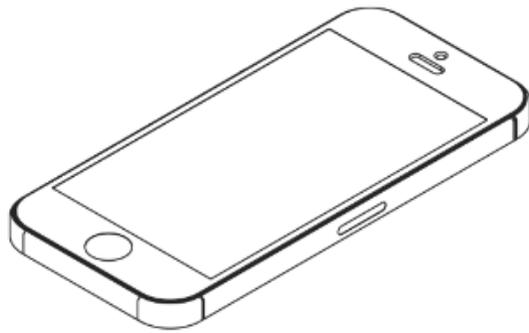
“Making decisions on education policy in an inclusive and transparent way leads to better decisions and encourages stakeholders to contribute and become partners in achieving the goals in the state and local community. Communities will support improvement strategies that they help to develop. Partnerships with outside stakeholders, including parents, philanthropy, community-based organizations, and others will build local capacity to implement innovative and ambitious strategies for meeting the needs of all students.”

[MEANINGFUL LOCAL ENGAGEMENT UNDER ESSA: A Handbook for LEA and School Leaders \(pg. 4\)](#)



# How would you rate your current stakeholder engagement?

Go to [www.menti.com](http://www.menti.com) and use the code 76 25 11



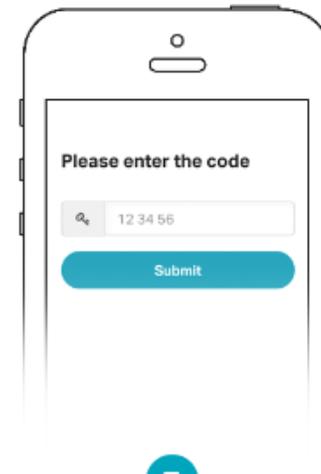
1

Grab your phone

[www.menti.com](http://www.menti.com)

2

Go to [www.menti.com](http://www.menti.com)



3

Enter the code 76 25 11 and vote!

# Title I-A, Section 1116 Every Student Succeeds Act (ESSA)

**(1) IN GENERAL** – A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Parent and Family Engagement / Stakeholder Engagement:**



**LEA POLICY**



**RESERVATION OF FUNDS**



**SCHOOL POLICY**



**SCHOOL-PARENT COMPACT**



**BUILDING SCHOOL STAFF CAPACITY**

# LEA Parent and Family Engagement Policy

**(2) WRITTEN POLICY** – Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parental and family engagement policy. The policy shall be incorporated into the local educational agency’s plan developed under Section 1112, establish the agency’s expectations and objectives for meaningful parent and family involvement, and describe how the agency will:

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

# Consolidated LEA Improvement Plan (CLIP) – LEA Parent and Family Engagement Policy



## District Level Parent and Family Engagement Policy

	Criteria
Jointly Developed	The Policy describes how the district will involve parents and family members in jointly developing the Consolidated LEA Improvement Plan (CLIP), the School Improvement/Title I Schoolwide Program/ Title I Targeted Assistance Plan, and if applicable the Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) plans.

# Thomas County Schools

**Dr. Bob Dechman**, Assistant Superintendent  
Federal Programs and Accountability

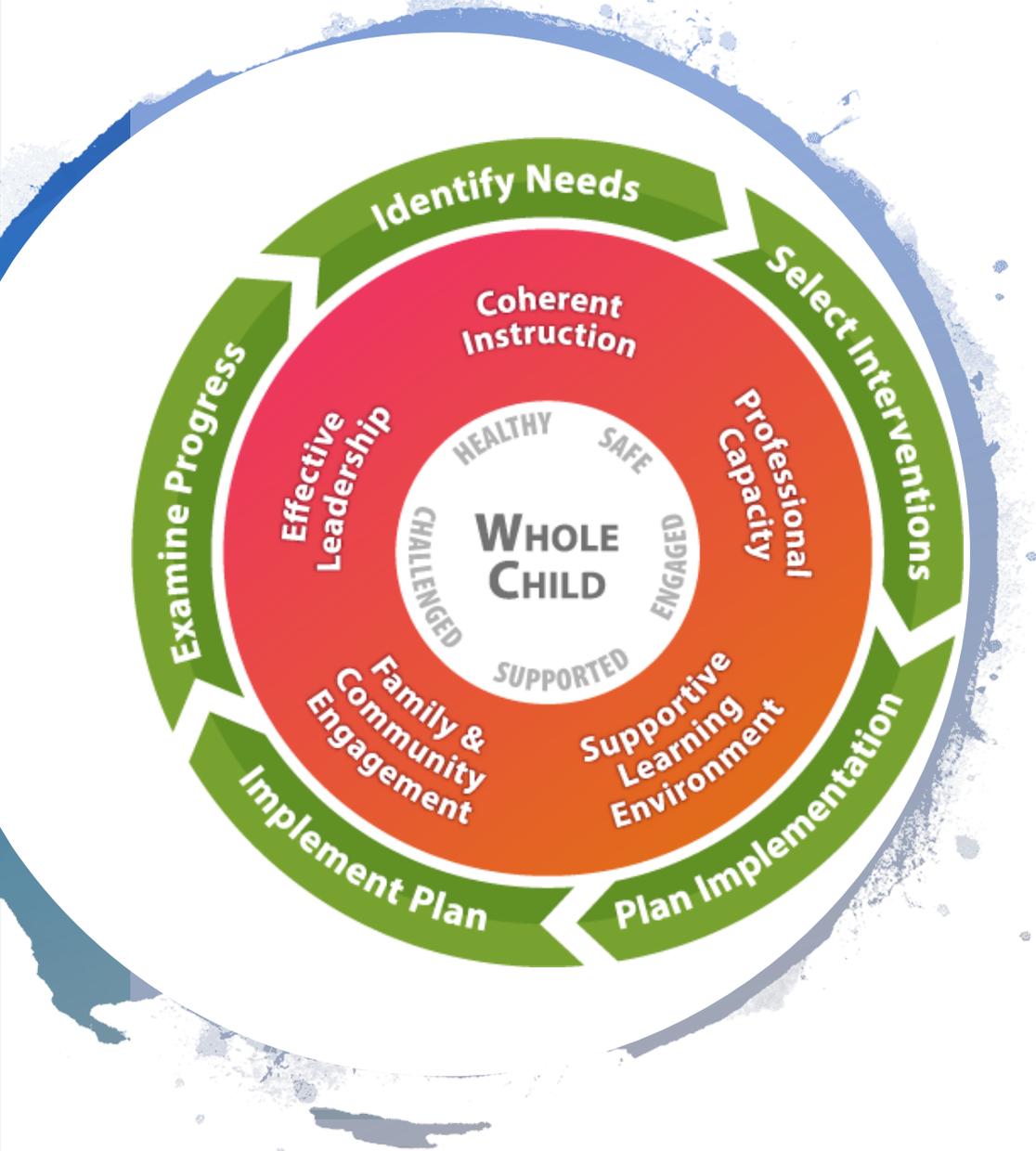
Ph: (229) 225-4380 ext. 133

Fax: (229) 225-5012

[bdechman@tcjackets.net](mailto:bdechman@tcjackets.net)



# GEORGIA'S SYSTEMS OF CONTINUOUS IMPROVEMENT



- Comprehensive Needs Assessment
- District Improvement Plan
- District Parent and Family Engagement Plan
- School Parent and Family Engagement Plan
- School-Parent Compact

# System Parent and Family Engagement Policy



[District Home](#) [District News](#) [Calendars](#) [Schools](#) [Departments](#) [Board of Education](#) [Employment](#) [For Staff](#) [For Parents](#)

## THOMAS COUNTY SCHOOLS



# System Parent and Family Engagement Policy

## Federal Programs

Title I is part of the federal Elementary and Secondary Education Act (ESEA) enacted April 11, 1965. ESEA is an extensive statute which funds professional learning, instructional materials, parental involvement, and supplemental resources for primary and secondary education. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The Thomas County Schools' Title I Office is also responsible for Migrant Education, Parent Involvement, and Special Projects. Special Projects include Title III ESOL (English to Speakers of Other Languages), SACS-CASI Accreditation, and Georgia Accreditation.

### **Robert Dechman, Ed.D.**

Assistant Superintendent of Federal Programs and Accountability

Ph: (229) 225-4380 ext. 133

Fax: (229) 225-5012

[bdechman@tcjackets.net](mailto:bdechman@tcjackets.net)

## Documents

- **Useful Links**
  - [2018-2019 Thomas County District Improvement Plan](#)
  - [Intradistrict Transfer Option - Thomas County Schools - FY19](#)
  - [Complaint Procedures](#)
  - [Parents' Right to Know](#)
  - [Private School Consultation Invitation Letter](#)
  - [FY18-19 System Parent Involvement Policy](#)
  - [Volunteer Handbook 18-19](#)

# System Family Engagement Plan Parent Involvement Policy

## Part II: DESCRIPTION OF HOW THE SYSTEM WILL IMPLEMENT REQUIRED SYSTEM-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS JOINTLY DEVELOPED

The Thomas County School System will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESEA:

The district will provide coordination and technical assistance to schools to facilitate parent and family engagement in the **planning, review, and improvement** of family engagement programs and activities, which include the District and School level Family Engagement Policy, the Consolidated LEA Improvement Plan (CLIP), and School Improvement/Title I Schoolwide or Targeted Assistance Plans, and if applicable the Comprehensive Support and Improvement and the Targeted Support and Improvement Plans. The advisory board reviews surveys in the spring and uses results to improve the family engagement program. **Building level meetings** are held to engage stakeholders in the **review and update of annual plans** listed above. Ideas and suggestions are researched and discussed with parents, teachers, and administrators. Teachers and administrators are encouraged to review and respond to parent suggestions.

# System Family Engagement Plan

## Parent Involvement Policy

### TECHNICAL ASSISTANCE

The Thomas County School System will provide the following coordination, technical assistance, and other support necessary to assist and build capacity of all Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, such as Thomas County Head Start, local pre-school providers, parent resources centers and other individuals with expertise in effectively engaging parents and family members in education:

Parent Involvement Coordinators are employed to work with the Assistant Superintendent for Federal Programs to provide coordination, technical assistance, and other support services in **planning and implementing effective family engagement**. Parent Involvement Coordinators provide assistance at Title I schools by meeting with parents individually and in groups, by providing transportation and child care when appropriate for parent workshops, and by providing translation of information when needed. Programming will be coordinated to assist families in transitioning to elementary, middle, high, and post-secondary schools or careers.

**Parent and family engagement activities** at the system level are **coordinated between our Title I programs** in our schools. Title I, Part A activities are also coordinated with the Early Intervention Program (EIP), Title I, Part C Migrant Education Program, Title III English to Speakers of Other Languages Program (ESOL), Title VI Exceptional Education, Title XI McKinney Vento program, and our Preschool Program. In addition, parent and family engagement activities are **coordinated with community-wide programs** such as Family Connection, Certified Literate Community Project, Thomasville Community Resource Center, Business Education Exchange Partnerships (B.E.E.), Thomas County Homeless Coalition, The Treehouse Children's Advocacy Center, and Hands On Thomas County Volunteers.

# System Family Engagement Plan

## System Parent and Family Engagement Policy Evaluation and Feedback

Some of the ways schools involve parents in the planning and implementation of the Parent and Family Engagement program include:

- Membership of the Parent Advisory Council
- Membership on the School Council
- Participation in focus groups to provide feedback
- Participation in school events like open house of student reward activities.

1. Have you been given the opportunity to participate in the planning and implantation of the parental involvement program at your child's school?

Yes  No

If you answered no, do you have any suggestions about how we can improve parent involvement in the planning and evaluation of school and district involvement policies?

# System Family Engagement Plan

## ANNUAL EVALUATION

The Thomas County School System will take the following actions to conduct, with the meaningful involvement of parents and family members, an **annual evaluation of the content and effectiveness** of this parent and family engagement policy in **improving the academic quality** of its Title I, Part A schools. The evaluation will include **identifying barriers** to greater participation by parents in activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also include **identifying the needs** of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

Thomas County Schools maintains a **Parent Advisory Council (PAC)**, comprised of a sufficient number and representative group of parents and family members served by Thomas County Schools to adequately represent the needs of the population for the purposes of **developing, revising, and reviewing** the parent and family engagement policy. The Assistant Superintendent for Federal Programs is responsible for conducting PAC meetings on behalf of the System. PAC meetings are held each fall and spring to review the content and effectiveness of family engagement on the quality of our Title I school-wide programs. Parents, administrators, and Parent Involvement Coordinators from the Title I schools, along with system administrators, participate in these yearly meetings. Information is gathered and recorded from parents concerning **barriers to parental involvement** in all subgroups including economically disadvantaged, disabled, limited English proficient, limited literacy, and racial or ethnic minorities. Parents are also encouraged to complete surveys from the Parent Involvement Coordinators. Results from these annual reviews and from the surveys are used to evaluate and update the family engagement policy and school based family engagement plans. These results are also used to design evidence-based strategies for more effective family engagement activities for the following school year.

# *System Family Engagement Plan*

Some of the ways schools involve parents in the process of school improvement include:

- Membership on the Parent Advisory Council
- Membership on the School Council
- Participation in the focus groups to provide feedback
- Survey completion during the school year or at special events

2. Do you think the system has a good plan to involve parents in the process of school improvement?

\_\_\_ Yes \_\_\_ No

If you answered no, please provide suggestions to improve how we involved parents in school improvement activities.

# *System Family Engagement Plan*

The school district is interested in planning events that are easy for all parents to attend. In order to do this, we like to be proactive about removing barriers to parent participation. The following list of items has been identified in the past as barriers that may keep parents from participating. Which of these do you feel is important to address?

3. Which of the following present parents from being able to participate in school functions, activities, and planning events/

Transportation

Child Care

Communication (advance notice)

Time of events

Others (Please indicate): \_\_\_\_\_

# System Family Engagement Plan

## RESERVATION OF FUNDS

The Thomas County School System **will involve the parents and family members** of children served in Title I, Part A schools in **decisions about how the 1 percent of Title I, Part A funds** reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools.

Thomas County Schools shares the annual budget for parent and family engagement activities and programs during the system PAC each year. Each spring the system solicits feedback and input from parents and family members to evaluate and identify activities and programs for future implementation. Parents and family members also complete surveys in the spring of each year to provide input on how the 1 percent reservation is spent. For FY19, parents and family members requested the following activities be implemented:

- (a) **hiring parent and family engagement coordinators** at Title I schools to implement family engagement activities;
- (b) **providing professional development** for school personnel regarding parent and family engagement strategies;
- (c) **supporting programs** that reach parents and family members at home, in the community, and at school;
- (d) disseminating **information on best practices** focused on increasing the engagement of economically disadvantaged parents and family members; and
- (e) **collaborating with community-based agencies**, organizations, or employers with a record of success in improving parent and family engagement.

# *System Family Engagement Plan*

Each year the district is required to set aside 1% of the Title I budget to support parent and family engagement. During the 2018-2019 school year, the district set aside 12%. Some of the ways these funds are spent include:

- Salaries or supplements for parent involvement coordinators at our 6 Title I schools
- Supplies for parent involvement events
- Funding for professional learning for parent involvement staff
- Funding for professional learning for school faculty and staff
- Educational Materials for parent us

4. What suggestions do you have concerning how the district should use the required 1% set aside for parent involvement funds?

# System Family Engagement Plan

## COORDINATION OF SERVICES

The Thomas County School System will coordinate and integrate parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Title I, Part A, Early Intervention Program (EIP), Title I, Part C Migrant Education Program, Title III English to Speakers of Other Languages Program (ESOL), Title VI Exceptional Education, Title XI McKinney Vento program, and our Preschool Program, to encourage and support parents in more fully participating in the education of their children by:

Additionally, parent and family engagement activities are coordinated with community-wide programs such as Family Connection, Certified Literate Community Project, Thomasville Community Resource Center, Business Education Exchange Partnerships (B.E.E.), Thomas County Homeless Coalition, The Treehouse Children's Advocacy Center, and Hands On Thomas County Volunteers. The school system uses a phone conference system in order to provide translation for parents on an as needed basis. Meeting notices and workshop materials are made available in print and online via school and district webpages. Families in need of translation are provided avenues to request support for meetings, school events, and workshops.

# *System Family Engagement Plan*

5. What suggestions do you have to improve the coordination of parent and family engagement?

# System Family Engagement Plan

## BUILDING CAPACITY OF SCHOOL STAFF

The Thomas County School System will, with the assistance of its schools and parents, educate its teachers, specialized instructional support personnel, principals, and other school leaders, and other staff in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and schools by:

System federal programs staff and school level parent involvement coordinators provide professional learning opportunities and printed material throughout the school year for administrators, faculty, and staff to develop an understanding of the value of parental involvement. Parent involvement coordinators maintain a page on the school website to share information about outreach methods that are effective in establishing partnerships between families and schools. Certified and classified school personnel are encouraged to include parents as equal partners in the education process. Learning opportunities are not limited to local events but may include participation in regional, state, or national conferences. Teachers and staff are informed of the responsibility to communicate information related to school and parent programs, meetings, and other activities to parents in a format, to the extent practicable, and in a language that parents can understand.

# *System Family Engagement Plan*

## Building Capacity

6. What Parent and Family Engagement topics do you feel are important that school staff receive annual professional development? (Check all that apply)

- Effective communication, including effective meeting strategies.
- Ways to work with parents as equal partners.
- Ways to build working relationships between home and school.
- Other (please provide suggestions):

# System Family Engagement Plan

## BUILDING CAPACITY OF PARENTS

The Thomas County School System will, with the assistance of its Title I schools, **build parents' capacity for strong parental involvement** by providing materials and training on such topics as literacy training and using technology (including education about the harms of copyright piracy) to help parents work with their children to improve their children's academic achievement. Assistance will also be provided to parents in understanding the following topics:

- The challenging state academic standards;
- The state and local academic assessments including alternate assessments;
- The requirements of Title I, Part A;
- How to monitor their child's progress; and
- How to work with educators.

Parents are provided a handbook at the beginning of each school year that describes and explains the school curriculum. Written information and parent workshops are provided to explain assessments used to measure student progress and proficiency. Report cards are sent home to parents, and open houses are held regularly at each school. School newsletters and the system publications are available to parents in print and on the system website. Parent involvement coordinators maintain a page on their school's website that provide parent support information. Each Title I school also has a parent resource center with a variety of free materials and items that can be borrowed, including computers to be used on site. Title I schools will plan parent workshops to present strategies parents and family members can use to support their child's academic achievements, such as literacy training and using technology (including the harms of copyright piracy) to foster parent and family engagement.

# *System Family Engagement Plan*

7. What topics would you suggest we present to ensure parents are empowered to advocate for their children? (Check all that apply)

- Effective parent participation, including effective parent conference strategies
- Ways to work with school and district staff as equal partners
- Ways to volunteer your time or services at school
- What to look for in school and district improvement plans
- Other (please provide suggestions):

# *System Family Engagement Plan*

8. What Family Engagement activities would you like the district to offer next school year?

Some of the ways schools promote Family and Community Engagement include: Please check those we should continue)

- Open House
- Participation in student reward activities
- Workshops such as family literacy night, STEM night, Milestones information, etc.
- Grandparents events, Moms events, and Dads events
- Harms of Copyright piracy
- Other: \_\_\_\_\_

# System Family Engagement Plan

9. Which of the following topics would you like to receive more information: (Check all that apply)

- Helping your child in school, homework tips, and resources
- School policies and procedures
- Test taking skills, understanding test scores
- Georgia Standards of Excellence (understanding the curriculum)
- Other (please provide suggestions): \_\_\_\_\_

10. What kind of information and materials would you like to have available in the parent resource room at your child's school?

## Spring Input Process

- School level meetings to evaluate and revise school documents
- District teams examine district initiatives and revisit needs assessments
- Stakeholder feedback is captured in district surveys and school-based small group sessions

# Stakeholder Engagement in the CLIP Process

**Thomas County Schools  
Community Stakeholder Meeting**



July 25, 2019

**Welcome**

**System Video Presentation**

**Comprehensive Needs Assessment Process**



**5 Systems of District Improvement**

- Coherent Instructional System
- Effective Leadership
- Professional Capacity
- Family and Community Engagement
- Supportive Learning Environment



**Comprehensive Needs Assessment**

Included district-level, school-level, and community-based stakeholders.

**Examined performance data:**

- Teacher and Leader Evaluations
- Attendance
- Student Demographics
- Milestones rates
- Sub-group Performance (CTAE)
- ACCESS Test (ESOL)

- SACS (AdvancedED) reports
- Discipline
- Pupil Expenditures
- Graduation
- Pathway Completion
- Migrant Student Performance

**Comprehensive Needs Assessment**

	2016	2017	2018
Total Student Count	1737	1649	1613
Attendance %	41.3	45.8	46
American Indian/Alaskan	7.2	5.2	5.4
Asian	0.8	0.8	0.7
Other Pacific Islander	0.8	0.5	0.5
Black	37.4	35.3	35.1
Hispanic	1.8	1.7	1.8
Latin-Racial	2.3	1.1	1.1
White	54.7	54.2	53.7
Economically Disadvantaged	77.2	76.8	76.8
English Language Learner	1.4	1.6	1.6
Students with Disabilities	11.6	15.8	14.2

**Comprehensive Needs Assessment**

Per Pupil Expenditures

	2016	2017	2018
State of Georgia	\$6	\$6.9	\$7.5
Thomas County	\$6.1	\$7.1	\$7.6
Waynesville Charter School	\$10.9	\$12.1	\$12.6
Crane Creek Elementary School	\$10.1	\$11.5	\$12.1
Garrison-Pickler Elementary School	\$10.9	\$12.2	\$12.8
Wood In Hand Primary	\$10.7	\$12.4	\$13.1
The Renaissance Center for Academic and Career Development	\$10.8	\$12.4	\$13.1
Thomas County Central High School	\$11.8	\$13.1	\$13.8
Thomas County Middle School	\$11.8	\$13.1	\$13.8

**Student Performance**

Screener data shows students are performing below national benchmarks in reading and math. (ITBS, DIBELS, DIBELS Math)

Milestone passing rates are improving but not enough students are meeting or exceeding state passing rates. On average, the Thomas County School System improved passing rates by 5% per grade in English / Language Arts and by 3% in Math. Thomas County passing rates are 10% lower than state passing rates.

The achievement gap closed in 5 of 8 grade levels on English / Language Arts, and 4 of 8 grade levels in math.

**Student Performance**

CCRPI

	2016	2017
Overall CCRPI Score	70	72.2
EE CCRPI Score	65.8	70.8
MS CCRPI Score	65.7	69.5
HS CCRPI Score	74.4	79

4 Year Graduation rate

	2016	2017	2018
Overall	85.5%	83.2%	83.0%
White	91.5%	89.5%	89.5%
Black	78.5%	76.5%	76.5%
Hispanic	81.5%	79.5%	79.5%
Latin-Racial	84.5%	82.5%	82.5%
English Language Learner	75.5%	73.5%	73.5%
Students with Disabilities	70.5%	68.5%	68.5%

**Student Behavior**

Students with referrals

0-2 Referrals	3-5 Referrals	6-10 Referrals	11+ Referrals
85.5%	8.2%	3.0%	1.2%

Classroom behavior themes

- Student incivility
- Tardy/Skipping
- Bus referrals
- Fighting
- Tobacco

ISS and OSS rates

- 14.5% had ISS
- 5.5% had OSS

**Student Attendance**

Average daily attendance

	Hard to Find	Garrison Pickler	Crane Creek	TCMS	TCCHS	Waynesville	Renaissance Center
FY 18	94.34%	95.54%	95.98%	95.20%	93.81%	93.30%	97.80%
FY 19	94.04%	95.51%	95.70%	95.20%	94.02%	93.92%	95.32%

**Professional Capacity**

Teacher Keys Professional Learning

Item	2016	2017	2018
1. Professional Learning: The extent to which teachers participate in professional learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111
2. Collaborative Learning: The extent to which teachers engage in collaborative learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111
3. Data-Driven Instruction: The extent to which teachers use data to inform their instruction and student learning.	111	111	111
4. Instructional Practice: The extent to which teachers use a variety of instructional practices to meet the needs of all learners.	111	111	111
5. Professional Learning: The extent to which teachers participate in professional learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111

Teacher Keys Professional Learning

Item	2016	2017	2018
1. Professional Learning: The extent to which teachers participate in professional learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111
2. Collaborative Learning: The extent to which teachers engage in collaborative learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111
3. Data-Driven Instruction: The extent to which teachers use data to inform their instruction and student learning.	111	111	111
4. Instructional Practice: The extent to which teachers use a variety of instructional practices to meet the needs of all learners.	111	111	111
5. Professional Learning: The extent to which teachers participate in professional learning opportunities that are aligned with the district's strategic plan and the state's professional learning standards.	111	111	111

**Professional Capacity**

Professional Learning

- Vertical alignment and curriculum revision
- Data Analysis for reteaching and acceleration
- Collaborative grading release time
- RESA Workshops
- Endorsement programs:
  - Gifted Cohort- 3 class series for 15 teachers
  - TAPP Cohort- Certification course for 15 teachers
  - ESOL Cohort- 3 class series for 3 teachers

Online training opportunities- Mobile Mind

- Google Level 1 and Level 2 certification

**Family Engagement**

Each school held Family Engagement Workshops in the fall and spring. Attendance at workshops varies based on time of year, grade of student, and topic.

Most schools had structured events for volunteers to support.

Some schools have classroom parent programs.

	2017-18	2018-19
Participation opportunities	17559	19083
Workshops	3131	2899
Parent workshops	887	881
Staff development	221	221

**District Improvement Plan**

Each school district in Georgia was asked to use the results of the Comprehensive Needs Assessment to identify overarching needs for improvement.

These needs were placed in order of importance, and the top two needs were selected to address in the District Improvement Plan.

Once chosen, activities were planned to accomplish smart goals.

# Stakeholder Engagement in the CLIP Process

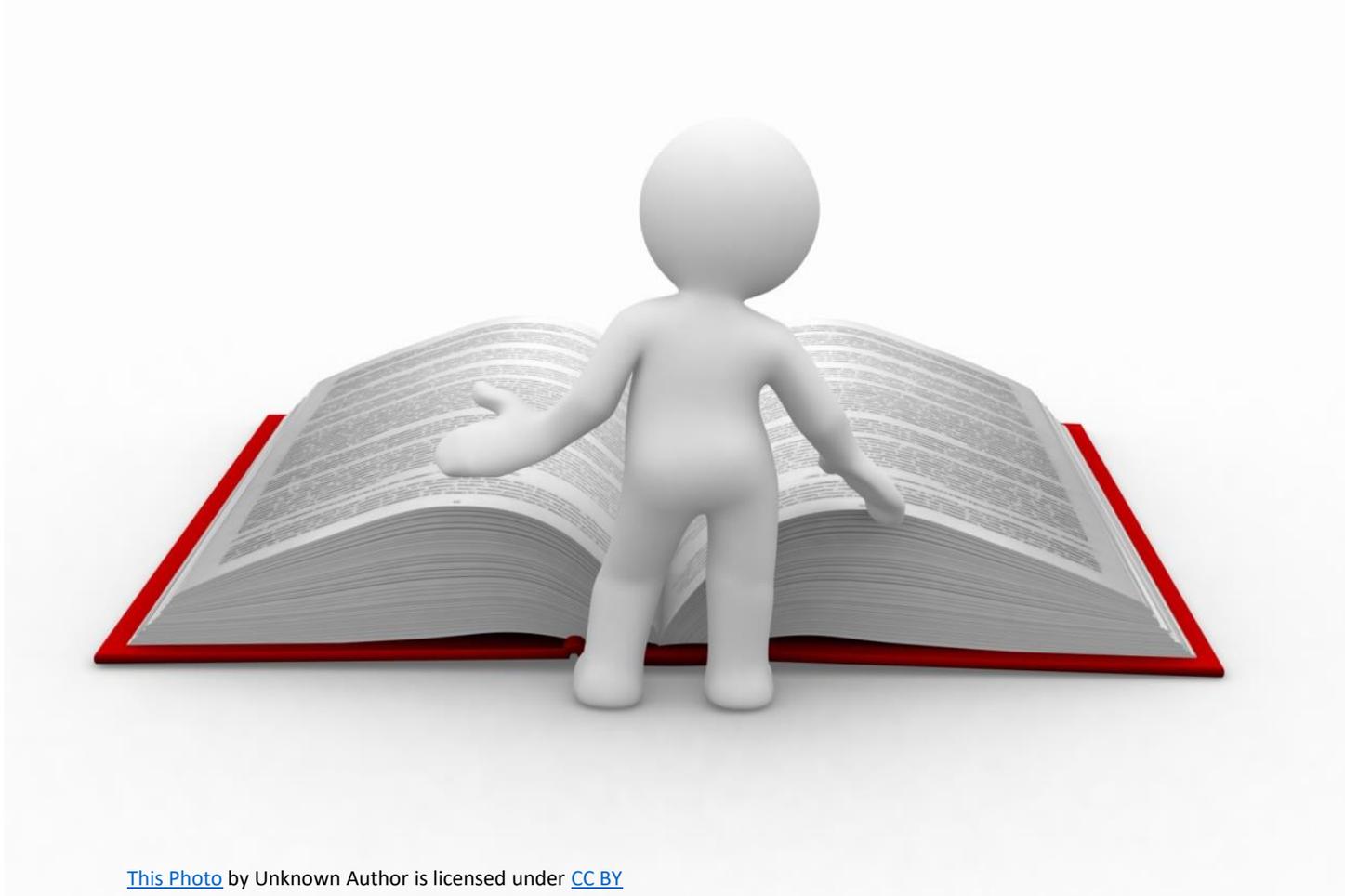
<p><b>Goal 1: Student Achievement</b></p> <p><u>District Improvement Plan Goal 1</u> By the end of the 2019-2020 school year, the percent of students scoring at the proficient level or above on state assessments will increase by 3%.</p> <p><u>Thomas County Strategic Plan Goal 1</u> Increase student mastery of curriculum.</p>  <p><u>School Improvement Plan Goal 1</u> Improve teaching and learning practices to meet designated academic targets.</p>	<p><b>Goal 1: Student Achievement</b></p> <ol style="list-style-type: none"> <li>Coherent Instructional System             <ol style="list-style-type: none"> <li>Implement <u>curriculum, units, and lessons</u> with fidelity</li> </ol> </li> <li>Effective Leadership             <ol style="list-style-type: none"> <li><u>Monitor</u> instructional practice and <u>analyze</u> performance data</li> </ol> </li> <li>Professional Capacity             <ol style="list-style-type: none"> <li>Conduct job-embedded <u>professional learning</u></li> </ol> </li> <li>Family and Community Engagement             <ol style="list-style-type: none"> <li>Host family engagement <u>workshops</u> to support academic goals</li> </ol> </li> <li>Supportive Learning Environment             <ol style="list-style-type: none"> <li>Provide <u>differentiated instruction</u> and monitor student RTI</li> </ol> </li> </ol>	<p><b>Goal 2: Student Behavior</b></p> <p><u>District Improvement Plan Goal 2</u> Reduce disciplinary removals for in-school suspension and out-of-school suspension by 3% annually.</p> <p><u>Thomas County Strategic Plan Goal 2b</u> Ensure a safe and disciplined learning environment.</p>  <p><u>School Improvement Plan Goal 2</u> Ensure a safe and disciplined learning environment by decreasing discipline referrals by 3%.</p>	<p><b>Goal 2: Student Behavior</b></p> <ol style="list-style-type: none"> <li>Coherent Instructional System             <ol style="list-style-type: none"> <li>Implement <u>classroom behavior management</u> protocols.</li> </ol> </li> <li>Effective Leadership             <ol style="list-style-type: none"> <li><u>Monitor</u> management practices and <u>analyze</u> discipline data.</li> </ol> </li> <li>Professional Capacity             <ol style="list-style-type: none"> <li>Embed classroom management strategies in <u>professional learning</u>.</li> </ol> </li> <li>Family and Community Engagement             <ol style="list-style-type: none"> <li><u>Engage family</u> members in disciplinary interventions.</li> </ol> </li> <li>Supportive Learning Environment             <ol style="list-style-type: none"> <li>Provide <u>counseling support</u> for all students who are suspended or placed in alternative school.</li> </ol> </li> </ol>	<p><b>Stakeholder survey questions</b></p> 
16	17	18	19	20
<p><b>Stakeholder survey questions</b></p> <p>What suggestions do you have about improving Student Achievement?</p>	<p><b>Stakeholder survey questions</b></p> <p>What suggestions do you have about improving Student Behavior?</p> <p>Student Behavior</p> <p>Student Attendance</p>	<p><b>Stakeholder survey questions</b></p> <p>What suggestions do you have about improving Professional Capacity?</p>	<p><b>Stakeholder survey questions</b></p> <p>What suggestions do you have about improving Family Engagement?</p>	<p><b>Stakeholder survey questions</b></p> <p>Would you like to suggest anything else?</p>
21	22	23	24	25
<p><b>Thomas County Schools Community Stakeholder Meeting</b></p>  <p>Thank you for sharing your opinions.</p>				
26				

# Engaging Stakeholders

## Directions:

- Form a group of 3 – 5
- Discuss how each person's district / school engages stakeholders
- Decide on one unique stakeholder engagement strategy to share
- Articulate that strategy in a chart, infographic, word splash, illustration or other means on chart paper
- Share with the group at large

# Resources



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Helping Georgia's schools and districts meet  
federal parent and family engagement requirements

# SYSTEMIC FAMILY ENGAGEMENT 2019-2020



# The Family- School Partnership Program “Handbook”

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Handbook.aspx>

## Input and Annual Evaluation

### section two



*This section provides Title I schools and districts with a guide for meaningful consultation with parents and family members. Included in this section are Summary of Evaluation Tools, Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation, Checklist for Input, and Annual Evaluation Materials.*

# Input Section

<https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Documents/FY20%20Handbook%20Input.pdf>

## STAKEHOLDER FEEDBACK

Title I, Part A, Section 1116 of the Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act (ESSA) requires that all schools receiving Title I, Part A funds must: Provide parents and families members of Title I students with opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the LEA Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School-Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets if LEAs receive \$500,000 or more. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. This section provides Title I schools and districts with guidance and resources for meaningful consultation with parents and family members. Included in the section:

*Input Meeting Agenda - template\**

*Input Meeting - sample narrative*

*Input Checklist - template\**

*Summary of Evaluation Tools*

*Assessing the Findings of the Annual Title I Parent and Family Engagement Evaluation*

*Focus Group Facilitation - template\**

*Open Discussion Forum - template\**

*Checklist for Effective Title I Parent and Family Engagement Surveys*

*Comprehensive Family Engagement Input and Annual Evaluation Survey - template\**

\*Templates are provided for guidance. They may be used as is or districts may develop their own.

## References and Resources:

- ESSA Primer: Parent and Family Engagement (Alliance for Excellent Education) [http://all4ed.org/wp-content/uploads/2016/07/NAACP\\_ESSA-Primer-Parent-and-Community-Engagement.pdf](http://all4ed.org/wp-content/uploads/2016/07/NAACP_ESSA-Primer-Parent-and-Community-Engagement.pdf)
- Dear Colleague Letter, June 23, 2016 (US ED) <https://www2.ed.gov/policy/elsec/guid/secletter/160622.html>
- Mapp, K.L., & Kuttner, P.J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL. <https://www.dualcapacity.org/>
- Rubric for Family Leadership and School Governance (San Francisco Public Schools) <https://archive.sfusd.edu/en/assets/sfusd-staff/SFUSD--family%20partnerships%20resources/Rubric%20for%20Family%20Leadership%20and%20School%20Governance-rev%20July%202018.pdf>
- The 6 Shifts Needed for Better Family Engagement (Search Institute) [https://www.search-institute.org/sites/default/files/b/6%20shifts%20in%20emphasis%20of%20\(5\)%20\(2\).pdf](https://www.search-institute.org/sites/default/files/b/6%20shifts%20in%20emphasis%20of%20(5)%20(2).pdf)
- Meaningful Local Engagement Under ESSA, A Handbook for LEA and School Leaders (CCSSO), July 2017 [http://www.ccsso.org/sites/default/files/2017-11/LEA-and-School-EngagementHandbook\\_8.10.17.pdf](http://www.ccsso.org/sites/default/files/2017-11/LEA-and-School-EngagementHandbook_8.10.17.pdf)



# Questions

# Thomas County Schools

**Dr. Bob Dechman**, Assistant Superintendent  
Federal Programs and Accountability

Ph: (229) 225-4380 ext. 133

Fax: (229) 225-5012

[bdechman@tcjackets.net](mailto:bdechman@tcjackets.net)

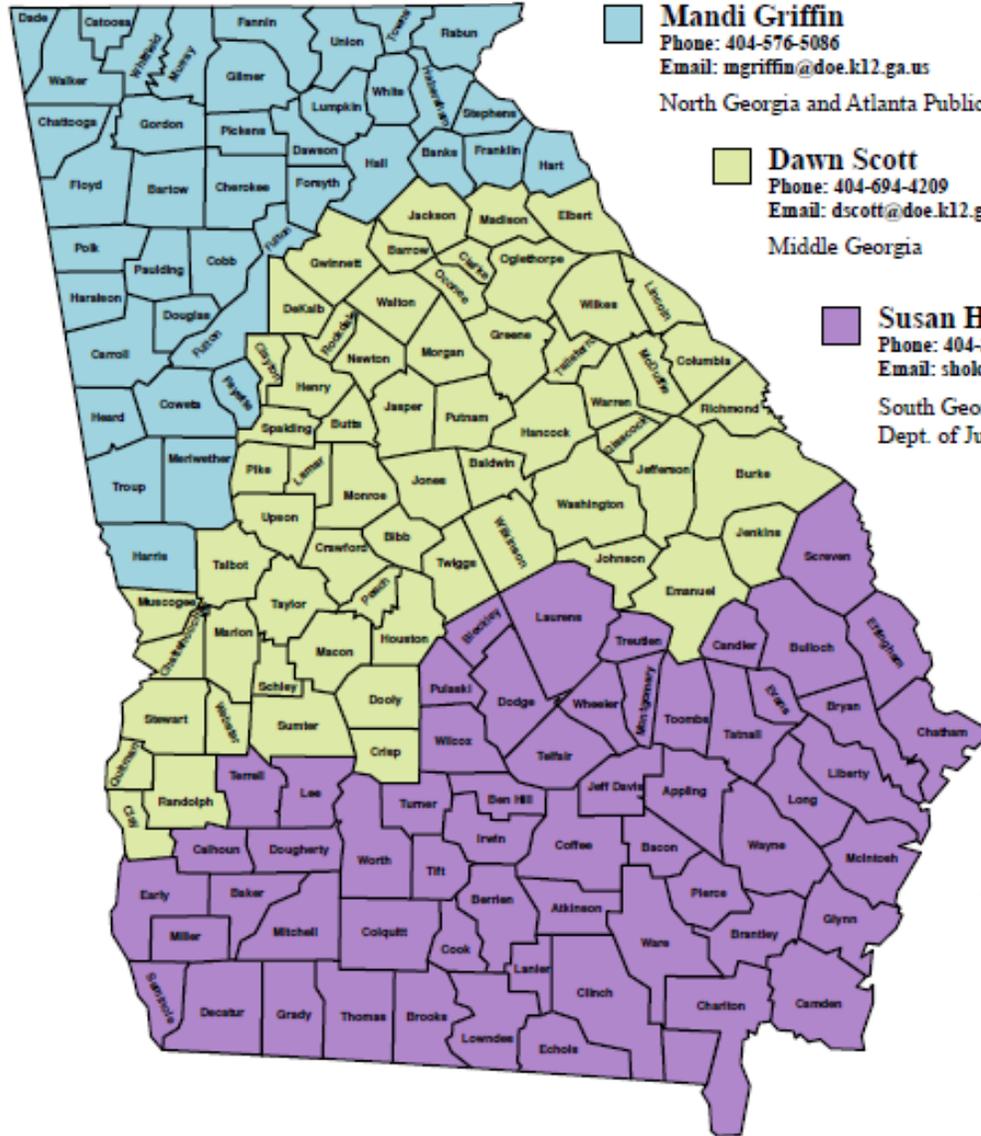




# Family-School Partnership Program

## Family Engagement Specialists

### FY20 Service Area Map



**Mandi Griffin**  
 Phone: 404-576-5086  
 Email: [mgriffin@doe.k12.ga.us](mailto:mgriffin@doe.k12.ga.us)  
 North Georgia and Atlanta Public Schools

**Dawn Scott**  
 Phone: 404-694-4209  
 Email: [dscott@doe.k12.ga.us](mailto:dscott@doe.k12.ga.us)  
 Middle Georgia

**Susan Holcomb**  
 Phone: 404-326-4395  
 Email: [sholcomb@doe.k12.ga.us](mailto:sholcomb@doe.k12.ga.us)  
 South Georgia and the  
 Dept. of Juvenile Justice

John Wight, Director of Federal Programs  
 Georgia Department of Education  
 (404) 463-1857 // [jwight@doe.k12.ga.us](mailto:jwight@doe.k12.ga.us)





Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

