

Title I Schoolwide Annual Parent Orientation Meeting

Cousins Middle School

August 24, 2023



**Presented by
Newton County School System
Office of Federal Programs**



What Is Title I?

Title I is a part of the Federal Elementary and Secondary Education Act (ESEA), formally known as *No Child Left Behind* (2001). The Act provides financial assistance to state and local education agencies to meet the educational needs of children who may be at risk of failing the state's performance standards.

Two Service Models

School-wide: All students are eligible to be served

Targeted Assisted: Specific students only

**WE ARE
SCHOOLWIDE!**

What is a Title I Schoolwide Program?

NCSS District Goals and Performance Objectives

Strategic Goal Area I: Student achievement and success

- Improve student mastery of standards
- Increase opportunities for students to demonstrate success beyond test scores
- Increase graduation rate

Strategic Goal Area II: High-quality workforce

- Improve recruitment process to identify and hire high-quality staff
- Increase capacity of staff to deliver and support high-quality instruction
- Improve retention rate of high-performing personnel

Strategic Goal Area III: Culture, Climate, & Communication

- Provide equitable and inclusive learning and work environments at all levels of the district
- Improve the quality of two-way communication with all stakeholders
- Increase effective community partnerships

Strategic Goal Area IV: Organizational and operational effectiveness

- Ensure a systemic culture of safety
- Provide high-quality operational and instructional supports
- Increase the quality and presence of professional learning communities to improve performance and ensure continuous improvement
- Increase effectiveness utilizing performance development/management strategies

Title I School-wide Goals

Cousins Middle School Goals 2023-2024

Reading Goal: Students in grades 6-8 will increase their ELA/Reading scores by 3% as measured by the Fast Bridge and/or Georgia Milestones Assessments at the end of the 2023-2024 school year.

Math Goal: Students in grades 6-8 will increase their Math scores by 3% as measured by the Fast Bridge and/or Georgia Milestones Assessments at the end of the 2023-2024 school year.

What programs/supports are in place to help my child?

Homeless and Foster Care Education Programs-The school district is required to provide uninterrupted educational services for students who are temporarily displaced (homeless) or living in foster care. Students may attend their school of origin or their home zoned school; based on what is in the best interest of the child.

Contact Person: Khiem Reed reed.khiem@newton.k12.ga.us

Migrant Education Program-The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

Contact person: Wanda McKnight mcknight.wanda@newton.k12.ga.us

6th Grade ELA
Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (140-474)	Developing Learner (475-524)	Proficient Learner (525-598)	Distinguished Learner (599-820)
All Students	472	53	30	13	4
All Special Education	428	80	20	0	0
Female	485	43	29	23	5
Male	462	6	30	5	3
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	470	54	30	12	3
Hispanic	471	55	30	9	6
American Indian/Alaskan Native		-	-	-	-
White, Non-Hispanic	479	55	25	15	5
Multiracial	466	44	38	19	0

7th Grade ELA
Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (165-474)	Developing Learner (475-524)	Proficient Learner (525-591)	Distinguished Learner (592-785)
All Students	469	56	29	15	1
All Special Education	417	95	5	0	0
Female	485	44	34	20	1
Male	453	67	23	10	0
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	470	57	27	15	1
Hispanic	450	69	23	8	0
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	476	47	37	16	0
Multiracial	-	-	-	-	-

8th Grade ELA
Percentage of Students Scoring in Each Achievement Level

Group	Mean Scale Score	Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
All Students	489	44	31	22	4
All Special Education	442	89	11	0	0
Female	498	38	32	24	5
Male	482	49	30	19	2
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	477	57	24	18	1
Hispanic	482	50	32	11	7
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	515	18	44	30	8
Multiracial	499	27	40	27	7

ELA Data Summary

Based on our data, our 6th grade students scored proficient or higher at 17% in ELA. Our female students scored proficient or higher at 28%, while our males scored at 8%. Our Black and Hispanic populations scored proficient or higher was at 15%, while our White students was at 20%. Multiracial students that scored proficient or higher was at 19%. None of our special education sub-group scored proficient or higher on the GMAS. The data reveals several opportunities for growth since our students in 6th grade scored beginning or developing in ELA at 83% on the GMAS in the 2022-23 school year.

Based on the data, our 7th Grade students scored proficient or higher at 16% in ELA. Our female students scored proficient or higher at 21%, while our males scored at 10%. Our Black and White students scored proficient or higher at 16% respectively while our Hispanic students scored at 8%. None of our special education or multiracial students scored proficient or higher in ELA in 7th grade. The data reveals several opportunities for growth since 85% of our seventh-grade students scored beginning or developing on the ELA portion of the GMAS in 2022-23.

Based on the data, our 8th grade students scored proficient or higher at 26% in ELA. Our female students scored proficient or higher at 29%, while our males scored at 21%. Our White students scored proficient or higher at 38% while our Black students scored at 19% and our Hispanic students scored at 18%. Our multiracial students scored proficient or higher at 34%. None of our special education sub-group scored proficient or higher on the GMAS. The data, although an improvement shows areas of opportunity because 74% of our eighth-grade students scored beginning or developing on the ELA portion of the GMAS in 2022-23.

6 th Mathematics Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (285-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-700)
All Students	467	60	34	6	1
All Special Education	444	85	15	0	0
Female	468	60	32	9	0
Male	466	61	35	3	1
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	466	65	29	6	0
Hispanic	464	61	33	6	0
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	472	50	40	8	3
Multiracial	462	63	38	0	0
7 th Grade Mathematics Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (265-474)	Developing Learner (475-524)	Proficient Learner (525-579)	Distinguished Learner (580-740)
All Students	483	42	44	13	2
All Special Education	457	77	23	0	0
Female	483	42	44	13	2
Male	484	43	41	15	2
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	481	40	48	10	2
Hispanic	475	58	35	4	4
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	492	35	42	23	0
Multiracial	-	-	-	-	-
8 th Grade Mathematics Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (275-474)	Developing Learner (475-524)	Proficient Learner (525-578)	Distinguished Learner (579-755)
All Students	474	61	27	11	2
All Special Education	455	93	4	4	0
Female	471	61	28	10	1
Male	477	60	26	12	2
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	464	72	22	5	1
Hispanic	473	64	18	18	0
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	495	43	33	20	5
Multiracial	480	40	53	7	0

Math Data Summary:

Summary of Data:

Based on our data, our 6th grade students scored proficient or higher at 7% in Math. Our female students scored proficient or higher at 9%, while our males scored at 4%. Our Black and Hispanic populations scored proficient or higher was at 6%, while our White students was at 11%. None of our special education and multiracial sub-groups scored proficient or higher on the GMAS. The data reveals several opportunities for growth since our students in 6th grade scored beginning or developing in Math at 94% on the GMAS in the 2022-23 school year.

Based on the data, our 7th Grade students scored proficient or higher at 15% in Math. Our female students scored proficient or higher at 15%, while our males scored at 17%. Our Black students scored at 12%; White students scored proficient or higher at 23% respectively while our Hispanic students scored at 8%. None of our special education or multiracial students scored proficient or higher in Math in 7th grade. The data reveals several opportunities for growth since 86% of our seventh-grade students scored beginning or developing on the Math portion of the GMAS in 2022-23.

Based on the data, our 8th grade students scored proficient or higher at 13% in Math. Our female students scored proficient or higher at 11%, while our males scored at 14%. Our White students scored proficient or higher at 25% while our Black students scored at 6% and our Hispanic students scored at 18%. Our multiracial students scored proficient or higher at 7%. Our special education sub-group scored proficient or higher at 4% on the GMAS. The data, although an improvement shows areas of opportunity since 88% of our eighth-grade students scored beginning or developing on the Math portion of the GMAS in 2022-23.

8 th Grade Science					
Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (140-474)	Developing Learner (475-524)	Proficient Learner (525-598)	Distinguished Learner (599-820)
All Students	460	67	19	11	2
All Special Education	429	96	0	0	4
Female	456	70	20	8	2
Male	464	64	19	14	3
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	446	75	17	8	0
Hispanic	467	73	12	8	8
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	484	52	22	20	6
Multiracial	-	-	-	-	-
8 th Grade Social Studies					
Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (165-474)	Developing Learner (475-524)	Proficient Learner (525-591)	Distinguished Learner (592-785)
All Students	474	56	33	9	1
All Special Education	446	93	4	4	0
Female	471	58	37	4	0
Male	478	55	30	14	2
Asian/Pacific Islander	-	-	-	-	-
Black, Non-Hispanic	466	68	25	5	2
Hispanic	471	61	32	7	0
American Indian/Alaskan Native	-	-	-	-	-
White, Non-Hispanic	492	33	46	21	0
Multiracial	478	53	47	0	0
High School Science					
Percentage of Students Scoring in Each Achievement Level					
Group	Mean Scale Score	Beginning Learner (225-474)	Developing Learner (475-524)	Proficient Learner (525-580)	Distinguished Learner (581-730)
All Students					
All Special Education					
Female					
Male					
Asian/Pacific Islander					
Black, Non-Hispanic					
Hispanic					
American Indian/Alaskan Native					
White, Non-Hispanic					
Multiracial					

Social Studies Data Summary

Summary of Data:

Based on the data, our 8th grade students scored proficient or higher at 13% in Science. Our female students scored proficient or higher at 10%, while our males scored at 17%. Our White students scored proficient or higher at 26% while our Black students scored at 8% and our Hispanic students scored at 16%. Our multiracial students did not have any scores in this category. Our special education sub-group scored proficient or higher at 4% on the GMAS. The data shows areas of opportunity since 86% of our eighth-grade students scored beginning or developing on the Science portion of the GMAS in 2022-23.

Based on the data, our 8th grade students scored proficient or higher at 10% in Social Studies. Our female students scored proficient or higher at 4%, while our males scored at 16%. Our White students scored proficient or higher at 21% while our Black students scored at 7% and our Hispanic students scored at 7%. Our multiracial students did not have any scores in this category. Our special education sub-group scored proficient or higher at 4% on the GMAS. The data shows areas of opportunity since 89% of our eighth-grade students scored beginning or developing on the Social Studies portion of the GMAS in 2022-23.

What Curriculum Does Our School Use?

Our school uses the state-mandated curriculum that allows us to follow the Georgia Standards of Excellence (GSE) for English/Language Arts, Reading, Math, Social Studies, and Science.

What Test Will My Child be Taking?

The Georgia Milestones Assessment System will consist of both End of Grade (EOG) and End of Course (EOC) measures. Students in grades 3-8 achievement will be measured using EOG tests in language arts, mathematics, science, social studies. High school students' achievement will be measured using EOC tests in American Literature, Algebra 1, Biology, US History.

The four achievement levels on Georgia Milestones are beginning learner, developing learner, proficient learner, and distinguished learner. The general meaning of each of the four levels is provided below:

- The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:
- **Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **need additional academic support** to ensure success in the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **are prepared** for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students **are well prepared** for the next grade level or course and are well prepared for college and career readiness.

What is ACCESS for ELLs 2.0? (Wida)

Our EL/Immigrant Students are tested using the Access Assessment

- An English language proficiency assessment for students in Kindergarten through Grade 12
- Given every year to students who are English language learners
- Monitors the English language development of students

WiDA Individual Student Report

- Score reports provide information on a student's progress in the development of English language proficiency.
- Proficiency level scores are reported from 1.0 (beginner) to 6.0 (advanced).



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade

Tier: sample tier

District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX

School: sample school

District: sample district

State: sample state

Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions				
		100	200	300	400	500
Listening	4.0					
Speaking	2.2					
Reading	3.4					
Writing	3.5					
Oral Language 50% Listening + 50% Speaking	3.2					
Literacy 50% Reading + 50% Writing	3.5					
Comprehension 70% Reading + 30% Listening	3.7					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: Exchange information and ideas with others Connect people and events based on oral information Apply key information about processes or concepts presented orally Identify positions or points of view on issues in oral discussions 	
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: Share about what, when, or where something happened Compare objects, people, pictures, events Describe steps in cycles or processes Express opinions 	
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: Classify main ideas and examples in written information Identify main information that tells who, what, when or where something happened Identify steps in written processes and procedures Recognize language related to claims and supporting evidence 	
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: Describe familiar issues and events Create stories or short narratives Describe processes and procedures with some details Give opinions with reasons in a few short sentences 	

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Georgia's Alternative Assessment 2.0 (GAA)

What is the GAA 2.0?

The Georgia Alternate Assessment 2.0 (GAA 2.0) is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

The Georgia Standards of Excellence and Extended Content Standards for students with significant cognitive disabilities drive the curriculum, instructional strategies, and assessment.

The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades K, 3-8, and 11 will be assessed in English language arts and mathematics.
- Grades 5, 8, and 11 will also be assessed in science and social studies.
- One-on-one assessment answered through the students mode of communication.
- 11 questioned (3 parts per question)

The Four Achievement Levels for the GAA 2.0.

- **Level 1:** Students at this level demonstrate a limited understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need substantial academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 2:** Students at this level demonstrate a partial understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need frequent academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 3:** Students at this level demonstrate an adequate understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need occasional academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.
- **Level 4:** Students at this level demonstrate a thorough understanding of the knowledge and skills specified in Georgia's alternate academic content standards. They are actively working with adapted grade-level content that focuses on essential knowledge and skills and may need limited academic support as they transition to the next grade/course, inclusive postsecondary education, or competitive integrated employment.

How do access previous test performance, standards, and attendance?

- How to access previous test performance, standards, and attendance about my child using the [Statewide Longitudinal Data System \(SLDS\)](#) through the school's parent portal.

Our School has a Title-I School-Wide Program

A School-Wide program uses Title I funds to develop and maintain quality educational services in the core academic areas in order to raise academic achievement for all students at the school.

How is Title I Parent Engagement Money Spent?

1%

Funding

of federal funds are allocated for
parent involvement

- Instructional and academic resources for Parent Resource Center/Section
- Instructional Resources for student support
- Parent and Family Engagement Workshops and activities
- Light Refreshments for Parent Workshops and activities

What is Required by law for Parent and Family Engagement?

District's Parent and Family Engagement Policy

- The District's Parent Involvement Policy-Establishes the district's expectations for parental involvement and guides the strategies and resources that strengthen district and parent partnerships.

School's Parent and Family Engagement Policy

- The School's Parent Involvement Policy-Establishes the school's expectations for parental involvement and guides the strategies and resources that strengthen school and parent partnerships.

School-Parent Compact

- An agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students receive the individual support they need to reach and exceed grade level academic standards.

Does my child's teacher meet Professional Qualifications?

Parents Right To Know

- Parents' Right to Know Under ESEA-a parent has the right to know the following information:
 - The qualifications of the school staff providing instruction to their child.
 - Their child's level of achievement in each state academic assessment.
 - Whether their child has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified.



Parents!!!!!!



**WE
NEED
YOU!!!!!!**

What is Parent and Family Engagement?

Parent and Family Engagement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. Parent and Family Engagement is a requirement of the Title I program. We welcome and encourage all parents and families to be actively involved in our school.

Title I Parent And Family Engagement

Purpose

To improve student achievement in reading, ELA, math, science & social studies by providing parents the resources needed to support their child's education.

Title I Parent and Family Engagement Activities

1. July 26, 2023—Open House
2. August 24, 2023—Annual Title I Parent Orientation
3. September 15, 2023—Parent Conferences (Fall)
4. October 19, 2023—Literacy & Social Studies Night
5. January 18, 2024—Family Math & Science Night
6. February 2, 2024—Parent Conferences (Spring)
7. March 28, 2024—Revision and Policy Development Meeting

Parent Connect

Visit our Parent Connect Canvas Page to receive various tools and resources to help support your child's learning.

An informed, engaged, and supportive family plays an instrumental role in a student's academic success. The Newton County School Systems supports families in partnerships with schools, district, and the community in the quest of achieving academic success for all students. It is our hope that this page will provide valuable information and resources to engage you as an active partner. Visit our Parent Connect Canvas Page to receive various tools and resources to help support your child's learning.

Volunteer Opportunities

1. Working in the Parent Resource Room.
2. On Title I Nights, working the sign in table.
3. Assisting teachers with classroom activities.
4. Media Center (shelving books, organizing, decorating, etc.)
5. Bridging partnerships with local businesses and our school.
6. Sharing ideas about improving communication between parents and teachers.

Parent Decision Making Opportunities

1. Parent/Stakeholders Input Meetings

- Primary
- Secondary

2. Parent Conferences

3. Classroom Observations

4. Parent Feedback on meeting evaluations

5. Annual Parent and Family Engagement Survey

Parent and Students Information Handbooks

Let's Take A Look at our school's handbook.

1. Title I Brochure
2. District's Parent and Family Engagement
3. School's Parent and Family Engagement Policy
4. School-Parent Compact
5. Parent Resource Room Information
6. Parent Conference Tips/Handout
7. Parent's Right to Know Letter
8. Complaint Procedures
9. Fraud, Waste, Abuse, and Corruption Policy
10. Occupational Survey
11. Homeless Brochure

WASTE, FRAUD, ABUSE AND CORRUPTION POLICY

This policy describes the acts of suspicious waste, fraud, abuse and/or corruption activity. The Newton County Office of Federal Programs ensures employees, clients (parents, students, etc.) and providers of confidential channels to report any said activities.

All reports of suspicious waste, fraud, abuse and/or corruption activity will be handled under the strictest confidentiality. Only those directly involved in the investigation will be given information. Informants may remain anonymous but will be encouraged to cooperate with the investigators and provide as much detail and evidence of alleged fraudulent act as possible.

COMPLAINT PROCEDURES

Any individual, organization or agency (“complaint”) may file a complaint with the Newton County School System (NCSS) if that individual, organization or agency believes and alleges that the NCSS is violating a Federal statute or regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Copyright Piracy

Parents, as a reminder, Copyright infringement is the use of works protected by **copyright** law without permission, infringing certain exclusive rights granted to the **copyright** holder, such as the right to reproduce, distribute, display or perform the protected work, or to make derivative works.

Piracy or Intellectual Property refers to the ownership rights of materials, created, written, designed or expressed by individuals. These materials include music, games, movies, photos, and writing. Illegally downloading or sharing intellectual property without the permission of the creator is a crime punishable by law.

<http://www.copyrightkids.org/>

Responding To Parents

We value our students and parents. It is our desire to provide prompt attention to any concerns and questions you may have. Your input and feedback is appreciated at all times. Feel free to contact us at any time.

School-Contact Information

Atosha Logan, Principal

logan.atosha@newton.k12.ga.us

Title I Parent Contact:

Tawanna Griffin

griffin.Tawanna@newton.k12.ga.us

District-Contact Information

Dr. Andrea Kinney

Director of Title I

770-787-1330 extension 1248

kinney.andrea@newton.k12.ga.us

Wanda McKnight

Family Engagement and Compliance Specialist

770-787-1330 extension 1318

mcknight.wanda@newton.k12.ga.us