



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

APR 15 2019

The Honorable Richard Woods
Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive
Atlanta, GA 30334

Dear Superintendent Woods:

I am writing in response to the Georgia Department of Education's (GaDOE's) request on December 19, 2018, for an extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. GaDOE requested this waiver because, based on State data for the 2017-2018 school year, GaDOE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2018-2019 school year.

After reviewing GaDOE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for the 2018-2019 school year, a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in reading/language arts, mathematics and science. GaDOE demonstrated substantial progress in carrying out the plan that was submitted when the State initially requested this waiver a year ago.

As part of this waiver, GaDOE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year (2017-2018) at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR § 200.6(d) (with the exception of incorporating principles of universal design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.
- Will implement, consistent with the plan submitted in GaDOE's waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

I note that even though Georgia made substantial progress in carrying out its plan, it did not reduce the percentage of students taking an AA-AAAS in mathematics, reading/language arts or science. I am granting this extension despite the fact that Georgia has not demonstrated progress in reducing the percentage of students taking an AA-AAAS in each subject. Given the significant work underway, I expect to see the results of these efforts in the 2018-2019 school year and beyond. Beginning next year, any request for an extension of this waiver will be

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

2018-2019 school year and beyond. Beginning next year, any request for an extension of this waiver will be contingent on both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS.

In addition, I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State's plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS.

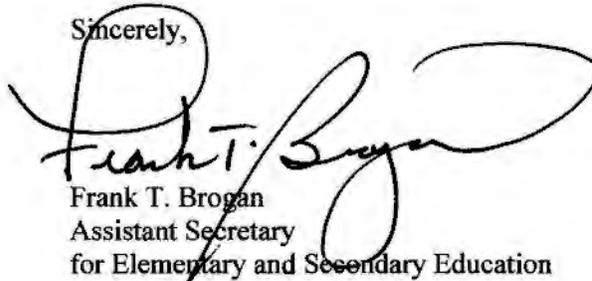
Finally, in order to help all States support implementation of the 1.0 percent participation threshold for AA-AAAS participation, the Department is supporting work by the National Center on Educational Outcomes (NCEO) and the Center on Standards and Assessment Implementation (CSAI) to host three Peer Learning Groups (PLGs):

- Digging into Your Data: Building a One Percent Data Analysis and Use Plan
- Guiding and Evaluating District Justifications for Exceeding the One Percent Cap
- Building Capacity of IEP Teams and Parents in Making Decisions about Assessment Participation

If you have questions about any of these PLGs, please contact Susan Hayes, NCEO, at shayes@wested.org or (802) 951-8210.

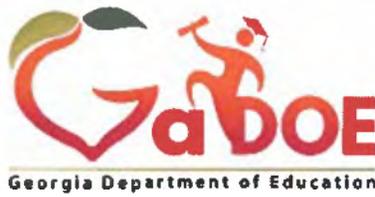
I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at OSS.Georgia@ed.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank T. Brogan". The signature is fluid and cursive, with a large loop at the end.

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

cc: Allison Timberlake, Deputy Superintendent for Assessment and Accountability



Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

December 19, 2018

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
Betsy.DeVos@ed.gov

Dear Honorable Betsy DeVos:

Pursuant to 34 CFR § 200.6(c)(4), the Georgia Department of Education is requesting a one-year waiver from the alternate assessment 1.0 percent participation cap placed on states under the *Every Student Succeeds Act*. Georgia requested, and was granted, a similar waiver for 2017-2018. As detailed in this waiver request, Georgia utilized the time granted by the waiver to plan and implement a number of changes that support the State's objective of being at or below the cap. Receiving an additional one-year waiver will afford Georgia the time necessary to continue to review, revise, and implement State guidelines and LEA supports to address the percentage of students who are administered the State's alternate assessment.

The Georgia Department of Education is committed to ensuring that the State's alternate assessment is administered to only those students for whom it is intended. Within this waiver request, you will find updated alternate assessment data, documentation of changes to policies, guidelines, and additional details on State supports to LEAs. Additionally, all first-time waiver submission requirements have been provided along with a plan and timeline for continuing the State's alternate assessment cap efforts during the 2018-2019 school year.

I look forward to hearing from you regarding this waiver request. Should you have questions, please feel free to contact Allison Timberlake, Deputy Superintendent for Assessment and Accountability, by phone or email at 404-463-6666 or atimberlake@doe.k12.ga.us.

Thank you for your consideration.

Sincerely,

Richard Woods
Georgia's School Superintendent

ESSA ALTERNATE ASSESSMENT 1.0 PERCENT CAP WAIVER REQUEST FOR 2018-2019

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1. ESSA's 1.0 Percent Cap and Georgia's Alternate Assessment 2.0

Section 1111(b)(2)(D)(i)(I) of the *Every Student Succeeds Act (ESSA)* places a state-level 1.0 percent cap on the number of students who can be assessed using a State's alternate assessment based on alternate academic achievement standards (AA-AAAS) in each subject area. Assessment participation data from the 2017-2018 school year reveal that Georgia was above the 1.0 percent cap, having utilized the State's alternate assessment to assess greater than 1.0 percent of students across each of the four content areas. Georgia anticipates that it will be above the cap in 2018-2019 and the State is seeking a one-year waiver from the requirement as detailed in 34 CFR §200.6(c)(3). Georgia is seeking this waiver for English language arts, mathematics, science, and social studies. Receiving the waiver will provide the requisite time to further review, revise, and implement the guidelines and local educational agency (LEA) supports developed during the previous waiver.

Under *ESSA* and the *Individuals with Disabilities Education Act (IDEA)* of 2004, states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards and are assessed in their progress toward meeting the academic standards. The Georgia Alternate Assessment (GAA) 2.0 is the State-provided AA-AAS for those students with significant cognitive disabilities who cannot participate in the general statewide assessment program, even with maximum allowable accommodations.

The GAA was initially developed in 2007 as a portfolio of student work that demonstrated progress and achievement on selected skills aligned to the State's curriculum. The assessment was redesigned significantly during 2017-2018 and the GAA 2.0 is being implemented for the first time during the 2018-2019 school year. The GAA 2.0 is not a portfolio-based assessment, and it was designed to ensure that students with significant cognitive disabilities are provided access to State academic content standards and are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards. The assessment is administered to all eligible students in grades K, 3-8, and 11 for English language arts and mathematics and in grade 5, 8, and 11 in science and social studies.

2. Waiver Submission Requirements

2.1 Ninety-day Requirement

States are required (34 CFR §200.6(c)(4)i) to submit the alternate assessment waiver at least 90 days prior to the start of the relevant subject testing windows. The 2018-2019 testing window for GAA 2.0 is March 25th through May 3rd. In submitting this waiver on December 19, 2018, the State has met this requirement.

2.2 Data Requirements

States are required (34 CFR §200.6(c)(4)ii) to provide the number and percentage of student subgroups defined in section 1111(c)(2)(A), (B), and (D) who were assessed using the AA-AAAS. States are also required to provide data showing that 95 percent of all students and the students with disabilities subgroup, as identified in section 1111(c)(2)(C), were administered a State assessment. Appendix A.1 provides the number and percentage for each of these student subgroups for English language arts, mathematics, science, and social studies.

The percentage of students assessed via the GAA was 1.3 for English language arts, mathematics, and social studies and 1.2 for science. Among the racial and ethnic subgroups, American Indian / Alaskan Native, Asian / Pacific Islander, and English Learners were at or below 1.0 percent for all content areas. White and Multi-racial students were between 1.1 and 1.2 percent, except for science, where Multi-racial

students were at 1.0 percent. Black, Hispanic, and Economically Disadvantaged students were assessed at between 1.5 and 2.1 percent. Appendix A.2 provides the count and percentage of LEAs in Georgia that assessed more than 1.0 percent of all students using the GAA. Among the 213 LEAs in 2017-2018¹,

- 70.9 percent were above 1.0 percent in English language arts,
- 71.4 percent were above 1.0 percent in mathematics,
- 65.7 percent were above 1.0 percent in science, and
- 69.0 percent were above 1.0 percent in social studies.

In 2017-2018, English language arts and mathematics assessments were required for students in grades 3 through 8 and in the 9th Grade Literature, American Literature, Algebra I or Coordinate Algebra, and Geometry or Analytic Geometry courses. Science and social studies were assessed in grades 5 and 8 and in the Biology, Physical Science, Economics/Business/Free Enterprise, and U.S. History courses. The requirement that 95 percent of all students, and students with disability, be assessed was met for all content areas by grade level. Appendix A provides the number enrolled, number tested, and percentage of enrolled students who were assessed using Milestones and GAA for each of the required end-of-grade (A.3) and end-of-course (A.4) subjects. Data are provided for all students and Students with Disability subgroup.

3. Implementation and 2019 Plan

During 2017-2018, the GaDOE developed a plan to address the 1.0 percent cap and began implementing the guidelines and supports designed to ensure that the State's alternate assessment based on alternate achievement standards (AA-AAS) is administered to only those students for whom it is intended. This section details completed and ongoing waiver-related work by the State since the submission of the initial waiver. These efforts include an overhaul of the participation guidelines provided to LEAs, technical assistance and supports to LEAs, and ensuring that any disproportionality issues in alternate assessment administration are addressed.

3.1 Improving the Implementation of State Guidelines

As required by 34 CFR §200.6(c)(4)(iv)(A), the State improved its guidelines to ensure that all regulations included in §200.6(d) (State guidelines for students with the most significant cognitive disabilities) have been adequately addressed. The new guidelines ensure that the State has established, consistent with section 612(a)(16)(C) of the IDEA, clear and appropriate guidelines for IEP teams to apply in making participation determinations and monitoring the implementation of these guidelines.

3.1.1 State Eligibility Criteria: The State reviewed and revised the eligibility criteria for the alternate assessment based on alternate achievement standards (AA-AAS). In developing eligibility criteria for the administration of GAA 2.0, the GaDOE completed a significant overhaul of the participation guidelines made available to districts. In previous years, participation guidelines were provided as a flowchart (B.1). The participation guidelines accompanying GAA 2.0 (B.2) involve a two-step process. First, the IEP team must review the four eligibility criteria.

- **Does the student require intensive, individualized instruction in a variety of instructional settings?** The student needs specialized academic instruction and techniques

¹ In 2017-2018, the number of LEAs in Georgia totaled 211. However, for the purposes of this waiver, State schools (Atlanta Area School for the Deaf, Georgia Academy of the Blind, and Georgia School for the Deaf) were treated as separate LEAs, for a total of 213.

- over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.
- **Does the student have a significant cognitive disability?** A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).
 - **Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?** Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.
 - **Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?** A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

For a student to be eligible to participate in the GAA 2.0, the IEP team must answer yes to all four questions. Additionally, IEP teams are expected to document sources of evidence and justifications for each criterion marked with a "Yes".

Step two of the determination process requires the IEP team to provide an assurance that each member of the team received training and guidance regarding student participation in State mandated assessments. The assurances include:

- Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
- The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
- The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
- The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

3.1.2 Definition of Students with the Most Significant Cognitive Disabilities: The State's definition of students with the most significant cognitive disabilities is provided in Appendix B.3. The GaDOE reviewed this definition and determined that no revisions were required, as the current definition sufficiently ensures that:

- The identification of a student as having a particular disability or as an English learner does not determine whether a student is a student with the most significant cognitive disabilities §200.6(d)(1)(i);
- A student with the most significant cognitive disabilities is not identified solely on the basis of the student's previous low academic achievement, or the student's previous need for accommodations to participate in the general State or districtwide assessments §200.6(d)(1)(ii); and
- A student is identified as having the most significant cognitive disabilities because the student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging State academic content standards §200.6(d)(1)(iii).

Additionally, the GaDOE has emphasized with LEAs that participation on the State's alternate assessment should only occur when all participation criteria have been met and a student's Individualized Education Program (IEP) team determines that the student cannot meaningfully access the general statewide assessments, even with the maximum appropriate accommodations. IEP teams are required to follow the revised guidelines, and participation decisions shall not be based on any of the following:

- Disability category or label
- Expectation of poor performance on the Georgia Milestones assessment
- Accommodation requirements to participate in assessment process
- Previous poor performance
- Instructional setting or percent of time receiving special education services
- Attendance issues
- Anticipated emotional distress
- Anticipated disruptive behavior
- Native language or English learner status
- Economically disadvantaged status
- Impact of student scores on accountability system
- Administrator or parent request

3.1.3 LEA Assurances and Certifications: In completing the 2017-2018 GAA Survey, LEAs were required to provide an assurance that State guidelines were adhered to by answering affirmatively to the following statement.

“A review of local policies, procedures, and practices has been conducted to ensure they support appropriate identification of students for GAA participation in accordance with State guidelines.”

Among LEAs that administered the GAA in 2017-2018, 39 failed to provide the assurance. Two LEAs replied with a “No” and have been identified for follow up as part of the State's targeted technical assistance and supports. Additionally, 37 LEAs failed to answer the question. The assurance was added to the GAA Participation Application as a required question (the application cannot be submitted without answering with a “Yes” or a “No”) and LEAs will provide a reply to the assurance annually beginning in 2018-2019. Any additional LEAs failing to provide this assurance in 2018-2019 will receive targeted technical assistance from the GaDOE to ensure adherence to State guidelines.

The 2017-2018 GAA Survey required districts to certify that the administration of the GAA was conducted by personnel who were trained on the State procedures outlined within the GAA Examiner's Manual. All 196 LEAs that administered the GAA in 2017-2018 provided this assurance. Nine single-school state charter schools that are treated by the State as stand-alone LEAs did not administer the GAA to any students during the 2017-2018 school year and were not required to provide the assurance. The

GAA Participation Application includes the same certification requirement and any LEAs failing to provide this certification will receive targeted technical assistance and supports.

3.2 Support and Oversight of LEA Implementation

In addition to updating State guidelines, the GaDOE has begun to develop technical assistance and supports, as required by 34 CFR §200.6(c)(4)(iv)(B), to promote proper implementation of the guidelines among LEAs. The GaDOE has devised a three-tier approach to technical assistance and supports. The intensity of services provided to each LEA is determined by the division of Special Education Services and Supports following an analysis of district-level GAA (2017-2018) and GAA 2.0 (2018-2019) participation data.

3.2.1 Universal Technical Assistance and Supports: The GaDOE began providing universal technical assistance and supports to LEAs in 2017-2018. These supports included guidelines, resources, and training to assist LEA administrators and local IEP team members during the GAA participation determination process. All LEAs were provided the GAA participation guidelines for 2017-2018 (B.1) and the GAA 2.0 eligibility criteria for 2018-2019 (B.2). The GaDOE has provided numerous resources and training opportunities to ensure LEAs and IEP teams understand and follow the updated criteria.

Resources:

- Eligibility Criteria for Participation on GAA 2.0 (B.2)
- Examiner's Manual 2018 (B.4)
- Student Assessment Handbook 2019 (B.5)
- Examiner's Manual 2019 (available December 2018)

General Awareness:

- The GaDOE's Assessment newsletters for August, September and October contained links to the eligibility criteria²
- GAA 2.0 Parent Flyer (B.6)
- Multiple emails from State personnel to LEA administrators

Training:

- Looking Ahead to the 2017-2018 Administration
- GAA 2.0 Training Test Design Features (B.7)
- GAA 2.0 Administration Procedures Training (B.8)
- GAA 2.0 Welcome to the GAA Orientation (B.9)
- GAA 2.0 Georgia Council of Administrators of Special Education - Conference presentation (B.10)
- State Advisory Panel for Special Education (B.11) – presentation on GAA 2.0 covered eligibility criteria
- Special Education Services and Supports – General Supervision and Implementation Training (B.12)
- Special Education Director's Webinar (B.13) (May 8, 2018)

The State is working currently to develop a corrective action plan template to provide to those LEAs with GAA participation rates above 1.0 percent. The plans will require LEAs to detail how GAA participation

² <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

policies, practices, and processes are implemented locally. The GaDOE will review the plans to ensure LEAs are following State guidelines with fidelity. The State is also working currently to identify best practices, to provide to LEAs above 1.0 percent. These best practices include, but are not limited to, methods for informing and engaging local public stakeholders beyond the reporting requirements in sections 4.1 through 4.3 of this waiver.

3.2.2 Targeted Technical Assistance and Supports: The GaDOE has begun developing the targeted technical assistance and supports that will be provided to LEAs above 1.0 percent and the State is focusing currently on building staff capacity for this work. The State anticipates rolling out these services in summer 2019. Determinations for support will be based on responses on the annual GAA Participation Application, LEA corrective action plans, GAA 2.0 participation data analysis, and field data collected by the division of Special Education Services and Supports. These services will include, but not be limited to, the following improvement targets:

- LEA capacity for gathering and analyzing district and school data pertaining to GAA participation rates;
- LEA capacity for gathering and analyzing data on the characteristics of students participating in the GAA;
- LEA capacity to provide professional development to IEP team members and other local educators on the nature of the GAA and who should participate; and
- Capacity of parents of students with disabilities to participate in the IEP decision-making process.

3.2.3 Intensive Technical Assistance and Supports: The GaDOE has begun developing the intensive technical assistance and supports that will include LEA-specific, one-on-one services for those LEAs demonstrating significant needs that cannot be addressed sufficiently through targeted services. The State anticipates rolling out these services in summer 2019.

3.3 Disproportionality

The State began addressing student subgroup disproportionality in GAA participation through an LEA assurance included in the GAA Survey. During 2018-2019 and 2019-2020, additional State disproportionality work will include an annual analysis of risk ratios and the incorporation of disproportionality into universal and targeted technical assistance and supports.

3.3.1 Assurance from Districts: In fall 2017, the GaDOE administered its annual GAA Participation Survey. LEAs that anticipated being above 1.0 percent in GAA participation in any subject for which assessments were administered under 34 CFR §200.2(a)(1) were required to provide assurances that the LEA adhered to State guidelines and that disproportionality issues were addressed. The GAA Participation Application contained an item addressing potential disproportionality among student subgroups. LEAs were required to provide assurance that any disproportionality in GAA participation among student subgroups listed under section 1111(c)(2)(A), (B), or (D) of ESSA was addressed. LEAs provided that assurance by answering affirmatively to the following statement:

“A review of local GAA participation will occur to ensure the LEA will identify and address, if necessary, any disproportionality in the percentage of students in any subgroup participating in the GAA.”

Among the LEAs that anticipated administering the GAA, two did not provide the assurance. One answered with a “No” and has been identified for targeted follow-up services. One LEA did not provide any answer to the assurance. This assurance was added to the GAA Participation Application as a required question (the application cannot be submitted without answering with a “Yes” or a “No”) and

LEAs will provide a reply to the assurance annually beginning in 2018-2019. Any additional LEAs failing to provide this assurance in 2018-2019 will receive targeted technical assistance from the GaDOE to ensure any issues of disproportionality are being addressed locally among LEAs.

3.3.2 Disproportionality Data and Technical Assistance and Supports: The GaDOE is working to address any disproportionality issues, as required by 34 CFR §200.6(c)(4)(iv)(C). In January 2019, LEAs will be provided with relative risk ratios (RRR) for all student subgroups included in 1111(c)(2)(A), (B), and (D) of ESSA for all four content areas. The ratios are currently being calculated by GaDOE utilizing the following formulas.

$$\text{Relative risk ratio} = \frac{\text{subgroup risk}}{\text{comparison group risk}}$$

$$\text{Subgroup risk} = \frac{\text{\# students in subgroup assessed via the GAA}}{\text{\# students in subgroup assessed via Georgia Milestones}}$$

$$\text{Comparison group risk} = \frac{\text{\# students **not** in subgroup assessed via the GAA}}{\text{\# students **not** in subgroup assessed via Georgia Milestones}}$$

These ratios will be calculated annually and provided to LEAs to support local disproportionality efforts. Following the initial analysis of disproportionality data, the GaDOE will determine what guidelines, if any, the State needs to provide to LEAs. Additionally, disproportionality resources will be included in the universal and targeted technical assistance and supports. Additional assistance and supports will be provided to LEAs as deemed appropriate and based on State-level personnel capacity.

4. Data and Reporting

4.1 LEA Reporting to State

In fall 2018, LEAs completed a revised version of the annual GAA Survey that served as the State's primary collection tool for projected GAA participation data³, assurances, justifications, and other information pertaining to local GAA administration. For 2018-2019, this survey was replaced by a newly developed GAA Participation Application that will be completed by LEAs between December 2018 and January 2019. The application requires the submission of all LEA assurances and justifications, as detailed throughout this waiver request. Additionally, the projected participation data submitted by LEAs provides the State with approximate counts of the districts that require the targeted and intensive assistance and supports outlined in 3.2.2 and 3.2.3.

4.2 LEA Reporting to Parents

LEAs and IEP teams are required (34 CFR §200.6(d)(3)) to ensure that parents of students being considered for participation in the GAA are informed, consistent with 34 CFR §200.2(e), that the student's achievement will be measured based on alternate academic achievement standards. IEP teams are also expected to provide guidance to parents regarding the impact of participation on high school

³ Actual participation data was obtained from the assessment vendors after the testing window closed.

graduation and graduation requirements. The State’s division of Special Education Services and Supports is working currently with LEAs to ensure this requirement is met by all LEAs.

4.3 LEA Reporting to the State and the Public

The LEAs that projected a 2017-2018 districtwide participation rate of greater than 1.0 percent were required (34 CFR §200.6(c)(3)(ii)) to submit justifications as part of the 2018 GAA Survey. The 2018-2019 application, using actual assessment counts from 2017-2018, provides LEAs that were above 1.0 percent an opportunity to review justifications and make any necessary edits prior to these justifications being posted publicly. LEAs that expected to be at or below 1.0 percent, and thus did not provide a justification within the 2018 survey, are required to provide a justification if the actual participation rate was greater than 1.0 percent. These justifications will be posted on the GaDOE website by February 2019, with any personally identifiable student information redacted (34 CFR §200.6(c)(3)(iv)).

4.4 State Reporting to LEAs

The GaDOE generated 2016-2017 district-level GAA Participation Data Reports that included the percentage of each student subgroup assessed via the GAA by content area (see A.5). These reports were provided to LEAs in March 2018. The 2017-2018 district-level GAA Participation Data Reports were provided to LEAs in November 2018 (A.6). In addition to participation rate reports, the State will begin generating annual district-level disproportionality reports in January 2019 based on 2017-2018 participation data. These reports will be provided to LEAs to assist in local efforts to ensure that alternate assessment administration is reserved for only those students for whom the GAA is intended. Additionally, these reports are provided to the division of Special Education Services and Supports to assist in the provision of technical assistance and supports to LEAs, including those detailed within this waiver request.

5. Timeline and Activities

5.1 General Calendar of Activities for 2018 and 2019

	Jul– Sep 2017	Oct– Dec 2017	Jan – Mar 2018	Apr – Jun 2018	Jul – Sep 2018	Oct – Dec 2018	Jan- Mar 2019	Apr – Jun 2019	Jul – Sep 2019	Oct – Dec 2019
<i>WAIVER SUBMISSION</i>										
Public comment period	18					19				
Review of public comments, revision of waiver		18				19				
Submission of waiver		18				19				
<i>DATA ANALYSIS and REPORTING</i>										
GAA Participation Survey		18				19	19			
GAA assessment collection window			18				19	19		
GAA participation data analysis					18	18			19	
GAA Participation Survey 2018-2019					18	18			19	
State GAA Participation Data Reports for LEAs					18	18			19	19
State GAA Participation Report for Public							18			19

TECHNICAL ASSISTANCE and SUPPORTS										
Review and revision of State guidelines			18							
Universal			18	18	18	18	19	19	19	19
Targeted						18	19	19	19	19
Intensive							19	19	19	19

- 18** Activities related to the 2018 waiver
- 19** Activities related to the 2019 waiver

5.2 Specific Training and Activities for 2018 and 2019

October - December 2017

- GAA Participation Survey
- Development of eligibility criteria for the GAA 2.0 (November 2017 to May 2018)

January - March 2018

- 2017-2018 GAA assessment window
- State guidelines revised
- 2016-2017 GAA Participation Data Reports provided to LEAs
- Development of eligibility criteria for the GAA 2.0 (November 2017 to May 2018), continued

April - June 2018

- 2017-2018 GAA assessment window, continued
- Meeting: State Advisory Panel for Special Education (B.11) – presentation on GAA 2.0 covered eligibility criteria (May)
- Development of eligibility criteria for the GAA 2.0 (November 2017 to May 2018), continued

July - September 2018

- 2017 GAA Participation Data Reports provided to LEAs
- GaDOE explored possible technical assistance from U.S. Department of Education (B.14)
- Development of eligibility criteria for the GAA 2.0 (November 2017 to May 2018), continued
- Eligibility criteria for the GAA 2.0 released (August 2018)
- Training: Special Education Services and Supports – General Supervision and Implementation Training (B.12) (August 17, 2018)
- Training: Special Education Director’s Webinar (B.13) (May 8, 2018)

October - December 2018

- Training: GAA 2.0 fall training webinar: Orientation to new assessment / deeper look at test design (October 22 and 24, 2018)
- Training: GAA 2.0 Administration Procedures Training (B.8) (October 29 and 31, 2018)
- Training: Orientation to new assessment / deeper look at test design
- Training: GAA 2.0 G-CASE Conference presentation (B.10) (November 15, 2018)
- Training: Instructional Support for Students with Significant Cognitive Disabilities (December 19, 2018)
- 2018 GAA Participation Data Reports provided to LEAs

- 2019 GAA Participation Application (December - January)

January - March 2019

- 2019 GAA Participation Application (December - January), continued
- Creation and dissemination of 2018 GAA 2.0 Participation Risk Ratio Reports
- Meeting: State Advisory Panel for Special Education (January 18, 2019)
- Posting of LEA justifications for administering the GAA to greater than 1.0 percent of assessed students (February)
- 2018 GAA Participation justifications provided to public
- Training: GAA 2.0 Pre-Assessment Training webinar: Final test set-up/preparation
- GAA 2.0 assessment window (March 25 through May 3, 2019)

April - June 2019

- GAA 2.0 assessment window (March 25 through May 3, 2019), continued
- Calculate 2019 GAA 2.0 participation rates

July – September 2019

- 2019 GAA Participation Data Reports provided to LEAs
- Create and disseminate the 2019 GAA 2.0 Participation Risk Ratio Report

5.3 34 CFR §200.6(d) Regulations

	2017-2018 Status	2018-2019 Status
(d) State guidelines for students with the most significant cognitive disabilities. If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards, the State must -		
(1) Establish, consistent with section 612(a)(16)(C) of the IDEA, and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards. Such guidelines must include a State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior, such that -	Completed	Completed; with monitoring work ongoing
(i) The identification of a student as having a particular disability as defined in the IDEA or as an English learner does not determine whether a student is a student with the most significant cognitive disabilities;	Completed	Completed
(ii) A student with the most significant cognitive disabilities is not identified solely on the basis of the student's previous low academic achievement, or the student's previous need for accommodations to participate in general State or districtwide assessments; and	Completed	Completed
(iii) A student is identified as having the most significant cognitive disabilities because the student requires extensive, direct individualized	Completed	Completed

instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled;		
(2) Provide to IEP teams a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;	Completed	Completed
(3) Ensure that parents of students selected to be assessed using an alternate assessment aligned with alternate academic achievement standards under the State's guidelines in §200.6(d) of this section are informed, consistent with §200.2(e), that their child's achievement will be measured based on alternate academic achievement standards, and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;	Completed	Completed
(4) Not preclude a student with the most significant cognitive disabilities who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma;	Completed	Completed
(5) Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards for the grade in which the student is enrolled;	Completed	Completed
(6) Incorporate the principles of universal design for learning, to the extent feasible, in any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with §200.2(b)(2)(ii); and	Completed	Completed
(7) Develop, disseminate information on, and promote the use of appropriate accommodations consistent with §200.2(b) of this section to ensure that a student with significant cognitive disabilities who does not meet the criteria in §200.2(a)(1)(ii) of this section -		
(i) Participates in academic instruction and assessments for the grade in which the student is enrolled; and	Completed	Completed
(ii) Is assessed based on challenging State academic standards for the grade in which the student is enrolled.	Completed	Completed

5.4 Implementation Status for Recommended Strategies

The GaDOE has incorporated into its work the strategies for meeting the cap from the National Center on Educational Outcomes (NCEO).⁴ Each strategy is provided below, along with the State's current implementation status.

⁴ <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf>

Strategy	2017-2018 Status	2018-2019 Status
1. Gather district and school data on current participation rates in the alternate assessment.	Completed	Ongoing
2. Gather data on the characteristics of students participating in the alternate assessment.	Completed	Ongoing
3. Create or examine a state definition of “students with the most significant cognitive disabilities” and revise guidelines, as needed, for determining whether a student should participate in the alternate assessment.	Completed	Completed
4. Provide professional development for IEP team members and other educators on the nature of the alternate assessment and who should participate in it.	Completed	Ongoing
5. Provide information sessions for parents of students with disabilities so that they can participate in the IEP decision-making process about the assessment in which their child participates.	Completed	Ongoing

Appendix A: Assessment Participation Data

A.1: Count and Percentage of Students Assessed via the Georgia Alternate Assessment

		2018			
		ELA	Math	Science	Social Studies
All Students	Count	12,318	12,317	5,284	5,284
	Percent	1.3	1.3	1.2	1.3
American Indian / Alaskan Native	Count	(b)(6)			
	Percent	(b)(6)			
Asian / Pacific Islander	Count	375	375	139	139
	Percent	0.9	0.9	0.7	0.8
Black	Count	5,692	5,691	2,413	2,412
	Percent	1.6	1.6	1.6	1.7
Hispanic	Count	1,615	1,615	661	661
	Percent	1.6	1.6	1.9	2.1
Multi-racial	Count	391	391	144	144
	Percent	1.2	1.1	1.0	1.1
White	Count	4,228	4,228	1,922	1,922
	Percent	1.2	1.1	1.1	1.2
Economically Disadvantaged	Count	9,405	9,404	3,960	3,960
	Percent	1.5	1.5	1.5	1.6
English Learners	Count	838	838	287	287
	Percent	0.6	0.5	0.4	0.5

		2017			
		ELA	Math	Science	Social Studies
All Students	Count	11,961	11,961	5,119	5,119
	Percent	1.3	1.3	1.4	1.3
American Indian / Alaskan Native	Count	19	19	11	11
	Percent	1.1	1.1	1.5	1.6
Asian / Pacific Islander	Count	338	338	127	127
	Percent	0.9	0.9	0.9	0.8
Black	Count	5,526	5,526	2,367	2,367
	Percent	1.6	1.6	1.7	1.7
Hispanic	Count	1,512	1,512	609	609
	Percent	1.1	1.1	1.1	1.1
Multi-racial	Count	353	353	143	143
	Percent	1.1	1.1	1.1	1.1
White	Count	4,213	4,213	1,862	1,862
	Percent	1.1	1.2	1.3	1.2
Economically Disadvantaged	Count	9,168	9,168	3,856	3,856
	Percent	1.5	1.5	1.6	1.6
English Learners	Count	701	701	226	226
	Percent	1.0	0.9	0.9	1.0

A.2: Count and Percentage of LEAs Exceeding 1.0 Percent Participation by Student Subgroups

		2018			
		ELA	Math	Science	Social Studies
All Students	Count	151	152	140	147
	Percent	70.9	71.4	65.7	69.0
American Indian / Alaskan Native	Count	(b)(6)			
	Percent	(b)(6)			
Asian / Pacific Islander	Count	46	46	25	26
	Percent	21.6	21.6	11.7	12.2
Black	Count	157	155	129	134
	Percent	73.7	72.8	60.5	62.9
Hispanic	Count	88	87	63	69
	Percent	41.3	40.8	29.6	32.4
Multi-racial	Count	72	73	72	73
	Percent	33.8	34.3	33.8	34.3
White	Count	129	122	114	123
	Percent	60.6	57.3	53.5	57.7
Economically Disadvantaged	Count	161	161	147	151
	Percent	75.6	75.6	69.0	70.9
English Learners	Count	67	64	56	59
	Percent	31.5	30.0	26.3	27.7

		2017			
		ELA	Math	Science	Social Studies
All Students	Count	149	149	145	147
	Percent	72.0	72.0	70.0	71.0
American Indian / Alaskan Native	Count	14	14	11	11
	Percent	6.8	6.8	5.3	5.3
Asian / Pacific Islander	Count	42	42	27	26
	Percent	20.3	20.3	13.0	14.4
Black	Count	154	154	144	140
	Percent	74.4	74.4	69.6	67.6
Hispanic	Count	92	87	68	68
	Percent	44.4	42.0	32.9	32.9
Multi-racial	Count	69	69	48	30
	Percent	33.3	33.3	23.2	14.5
White	Count	114	116	111	108
	Percent	55.1	56.0	53.6	52.2
Economically Disadvantaged	Count	161	162	154	150
	Percent	77.8	78.3	74.4	72.5
English Learners	Count	64	63	48	49
	Percent	30.9	30.4	23.2	23.7

A.3: Participation Rates for Elementary and Middle School GAA (2018)

		2018 Georgia Alternate Assessments and Georgia Milestones Assessments						
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
English Language Arts								
All	# Enrolled	134,616	136,960	138,063	133,878	131,381	124,894	799,792
	# Tested	134,190	136,453	137,618	133,400	130,876	124,437	796,974
	% Tested	99.7	99.6	99.7	99.6	99.6	99.6	99.6
SWD	# Enrolled	18,812	19,539	20,227	18,744	17,806	16,793	111,921
	# Tested	18,612	19,326	20,056	18,580	17,659	16,673	110,906
	% Tested	98.9	98.9	99.2	99.1	99.2	99.3	99.1
Mathematics								
All	# Enrolled	134,610	136,947	138,058	133,851	130,922	106,017	780,405
	# Tested	134,126	136,361	137,577	133,258	130,245	105,330	776,897
	% Tested	99.6	99.6	99.7	99.6	99.5	99.4	99.6
SWD	# Enrolled	18,812	19,534	20,226	18,738	17,798	16,468	111,576
	# Tested	18,597	19,304	20,041	18,551	17,612	16,322	110,427
	% Tested	98.9	98.8	99.1	99.0	99.0	99.1	99.0
Science								
All	# Enrolled	NA	NA	138,038	NA	NA	98,095	236,133
	# Tested	NA	NA	137,429	NA	NA	97,147	234,576
	% Tested	NA	NA	99.6	NA	NA	99.0	99.3
SWD	# Enrolled	NA	NA	20,222	NA	NA	15,253	35,475
	# Tested	NA	NA	20,000	NA	NA	15,025	35,025
	% Tested	NA	NA	98.9	NA	NA	98.5	98.7
Social Studies								
All	# Enrolled	NA	NA	138,025	NA	NA	130,692	268,717
	# Tested	NA	NA	137,244	NA	NA	129,494	266,738
	% Tested	NA	NA	99.4	NA	NA	99.1	99.3
SWD	# Enrolled	NA	NA	20,221	NA	NA	16,845	37,066
	# Tested	NA	NA	19,962	NA	NA	16,562	36,524
	% Tested	NA	NA	98.7	NA	NA	98.3	98.5

		2017 Georgia Alternate Assessments and Georgia Milestones Assessments						
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
English Language Arts								
All	# Enrolled	137,560	137,263	134,647	131,042	130,713	129,423	800,648
	# Tested	137,075	136,763	134,223	130,553	130,163	128,936	797,713
	% Tested	99.6	99.6	99.7	99.6	99.6	99.6	99.6
SWD	# Enrolled	20,369	21,207	21,335	19,641	18,577	17,294	118,423
	# Tested	20,214	21,082	21,228	19,518	18,473	17,190	117,705
	% Tested	99.2	99.4	99.5	99.4	99.4	99.4	99.4
Mathematics								
All	# Enrolled	137,555	137,255	134,646	131,039	130,704	129,491	800,690
	# Tested	137,097	136,830	134,321	130,508	130,160	128,753	797,669
	% Tested	99.7	99.7	99.8	99.6	99.6	99.4	99.6
SWD	# Enrolled	20,370	21,207	21,334	19,640	18,574	17,295	118,420
	# Tested	20,200	21,067	21,223	19,495	18,434	17,161	117,580
	% Tested	99.2	99.3	99.5	99.3	99.2	99.2	99.3
Science								
All	# Enrolled	NA	NA	134,630	NA	NA	129,555	264,259
	# Tested	NA	NA	134,114	NA	NA	128,613	262,797
	% Tested	NA	NA	99.6	NA	NA	99.3	99.4
SWD	# Enrolled	NA	NA	21,330	NA	NA	17,294	38,624
	# Tested	NA	NA	21,176	NA	NA	17,081	38,257
	% Tested	NA	NA	99.3	NA	NA	98.8	99.0
Social Studies								
All	# Enrolled	NA	NA	134,619	NA	NA	129,391	264,010
	# Tested	NA	NA	133,803	NA	NA	128,306	262,109
	% Tested	NA	NA	99.4	NA	NA	99.2	99.3
SWD	# Enrolled	NA	NA	21,329	NA	NA	17,281	38,610
	# Tested	NA	NA	21,140	NA	NA	17,046	38,186
	% Tested	NA	NA	99.1	NA	NA	98.6	98.9

A.4: Participation Rates for High School End-of-Course Assessments

		2018 Georgia Alternate Assessments and Georgia Milestones Assessments							
		9 th Grade Literature	American Literature	Algebra I / Coordinate Algebra	Geometry / Analytic Geometry	Biology	Physical Science	U.S. History	Economics
All	# Enrolled	134,709	123,812	135,824	133,982	131,092	87,185	120,866	107,591
	# Tested	133,543	122,761	134,006	132,331	129,173	86,257	119,724	106,970
	% Tested	99.1	99.2	98.7	98.8	98.5	98.9	99.1	99.4
SWD	# Enrolled	14,784	12,878	15,009	14,639	14,828	8,874	12,873	9,155
	# Tested	14,479	12,650	14,599	14,177	14,517	8,639	12,628	9,017
	% Tested	97.9	98.2	97.3	96.8	97.9	97.4	98.1	98.5

		2017 Georgia Alternate Assessments and Georgia Milestones Assessments							
		9 th Grade Literature	American Literature	Algebra I / Coordinate Algebra	Geometry / Analytic Geometry	Biology	Physical Science	U.S. History	Economics
All	# Enrolled	137,771	122,559	138,285	128,589	131,602	96,432	119,248	108,154
	# Tested	136,536	121,595	136,480	126,900	129,752	95,304	118,174	107,761
	% Tested	99.1	99.2	98.7	98.7	98.6	98.8	99.1	99.6
SWD	# Enrolled	17,746	11,341	17,599	11,279	16,013	10,777	12,622	9,518
	# Tested	17,435	11,127	17,143	10,939	15,599	10,515	12,365	9,407
	% Tested	98.2	98.1	97.4	96.9	97.4	97.6	98.0	98.8

A.5: 2016-2017 District-level GAA Participation Data Report Sample

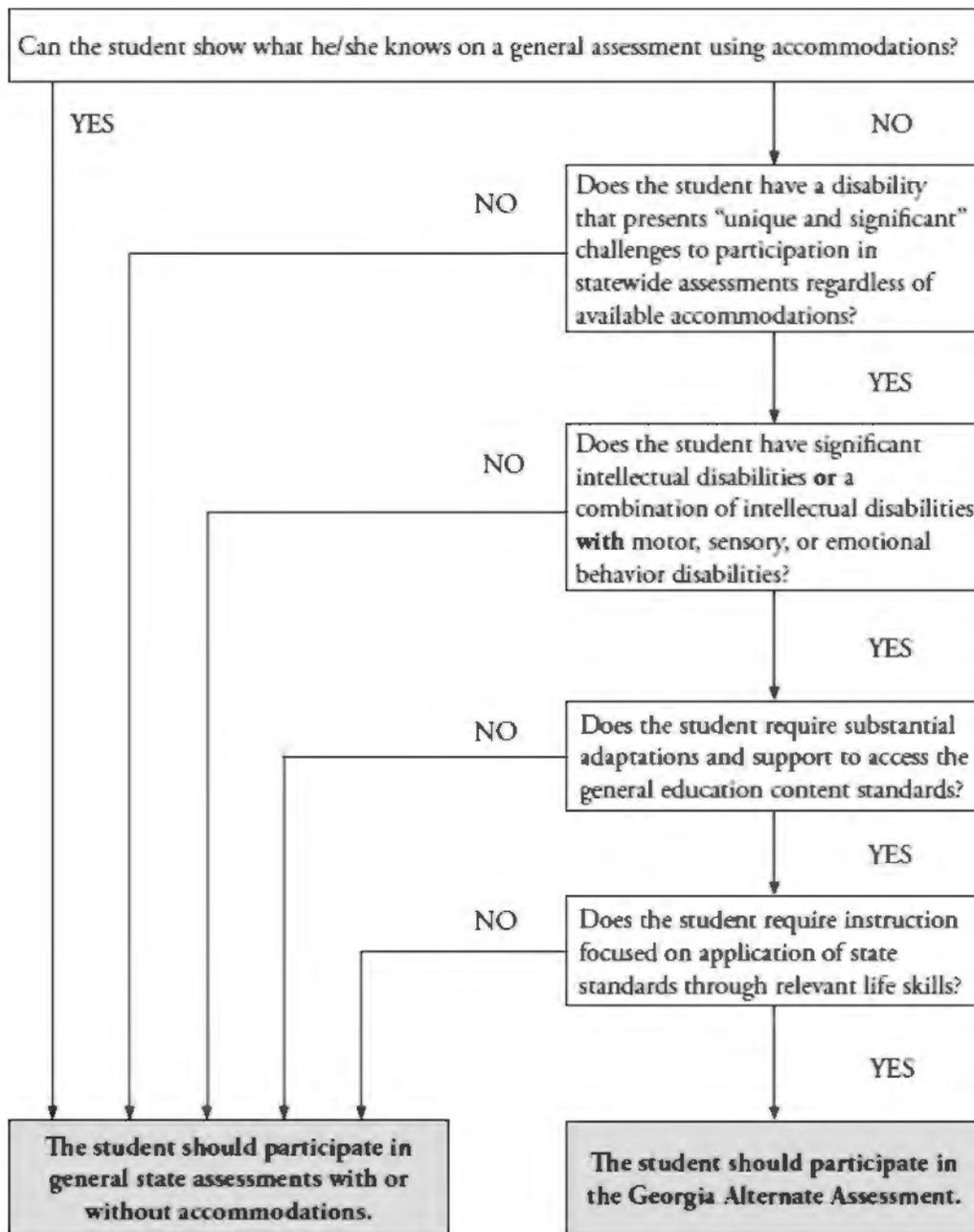
SCHOOL YEAR	SYSTEM ID	SYSTEM NAME	REPORTING CATEGORY	ELA EOG/ EOC COUNT	ELA GAA COUNT	ELA GAA PERCENT	MATH EOG/EOC COUNT	MATH GAA COUNT	MATH GAA PERCENT	SCIENCE EOG/ EOC COUNT	SCIENCE GAA COUNT	SCIENCE GAA PERCENT	SOCIAL STUDIES EOG/ EOC COUNT	SOCIAL STUDIES GAA COUNT	SOCIAL STUDIES GAA PERCENT
2017	111	Sample District	All Students	1,803	24	1.3	1,817	24	1.3	706	9	1.3	731	9	1.2
2017	111	Sample District	American Indian / Alaskan Native	5	0	0.0	5	0	0.0	3	0	0.0	3	0	0.0
2017	111	Sample District	Asian / Pacific Islander	10	1	9.1	10	1	9.1	4	0	0.0	4	0	0.0
2017	111	Sample District	Black	7	0	0.0	9	0	0.0	4	0	0.0	2	0	0.0
2017	111	Sample District	Economically Disadvantaged	858	15	1.7	871	15	1.7	330	6	1.8	311	6	1.9
2017	111	Sample District	English Learner	54	2	3.6	53	2	3.6	17	1	5.6	18	1	5.3
2017	111	Sample District	Hispanic	157	3	1.9	165	3	1.8	68	1	1.4	60	1	1.6
2017	111	Sample District	Multi-Racial	29	0	0.0	27	0	0.0	11	0	0.0	13	0	0.0
2017	111	Sample District	Students with Disability	287	24	7.7	280	24	7.9	107	9	7.8	98	9	8.4
2017	111	Sample District	White	1,595	20	1.2	1,601	20	1.2	616	8	1.3	649	8	1.2

A.6: 2017-2018 District-level GAA Participation Data Report Sample

SCHOOL YEAR	SYSTEM ID	SYSTEM NAME	REPORTING CATEGORY	ELA EOG/ EOC COUNT	ELA GAA COUNT	ELA GAA PERCENT	MATH EOG/EOC COUNT	MATH GAA COUNT	MATH GAA PERCENT	SCIENCE EOG/ EOC COUNT	SCIENCE GAA COUNT	SCIENCE GAA PERCENT	SOCIAL STUDIES EOG/ EOC COUNT	SOCIAL STUDIES GAA COUNT	SOCIAL STUDIES GAA PERCENT
2018	111	Sample District	All Students	1,450	17	1.2	1,483	17	1.1	734	10	1.4	820	10	1.6
2018	111	Sample District	American Indian / Alaskan Native	5	0	0.0	5	0	0.0	5	0	0.0	3	0	0.0
2018	111	Sample District	Asian / Pacific Islander	13	0	0.0	14	0	0.0	1	0	0.0	4	0	0.0
2018	111	Sample District	Black	836	16	1.9	808	16	2.0	411	10	2.4	377	10	2.7
2018	111	Sample District	Economically Disadvantaged	1,078	15	1.4	1,081	15	1.4	558	8	1.4	444	8	1.8
2018	111	Sample District	English Learners	13	0	0.0	10	0	0.0	4	0	0.0	5	0	0.0
2018	111	Sample District	Hispanic	25	0	0.0	26	0	0.0	14	0	0.0	10	0	0.0
2018	111	Sample District	Multi-Racial	22	0	0.0	23	0	0.0	7	0	0.0	7	0	0.0
2018	111	Sample District	Students with Disability	202	17	8.4	204	17	8.3	89	10	11.2	84	10	11.9
2018	111	Sample District	White	549	1	0.2	607	1	0.2	296	0	0.0	219	0	0.0

Appendix B: Guidelines, Resources, and Training

B.1: 2018 Participation Guidelines



B.2: 2019 GAA 2.0 Eligibility Criteria

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other _____</p>			
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student’s intellectual functioning and be documented as such in the student’s individualized education program (IEP).</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____</p>			

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other _____</p>			
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____</p>			

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

B.3: State Definition of Students with the Most Significant Cognitive Disabilities

Appendix (e): INTELLECTUAL DISABILITY (ID).**Definition.**

Intellectual disabilities refer to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior that adversely affects educational performance and originates before age 18. [34 C.F.R § 300.8(c)(6)] Intellectual disability does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences or a history of inconsistent and/or inadequate educational programming.

(a) Significantly subaverage general intellectual functioning is defined as approximately 70 IQ or below as measured by a qualified psychological examiner on individually administered, nationally normed standardized measures of intelligence.

(1) All IQ scores defining eligibility for children with intellectual disabilities shall be interpreted as a range of scores encompassed by not more than one standard error of measurement below and above the obtained score. The standard error of measurement for a test may be found in the technical data section of the test manual.

(2) Any final determination of the level of intellectual functioning shall be based on multiple sources of information and shall include more than one formal measure of intelligence administered by a qualified psychological examiner. There may be children with IQ scores below 70 who do not need special education. Interpretation of results should take into account factors that may affect test performance such as socioeconomic status, native language, and cultural background and associated disabilities in communication, sensory or motor areas.

(i) Significantly subaverage intellectual functioning must be verified through a written summary of at least one structured observation that demonstrates the child's inability to progress in a typical, age appropriate manner and with consideration for culturally relevant information, medical and education history.

(b) Deficits in adaptive behavior are defined as significant limitations in a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group, as determined by clinical judgment.

(1) The child demonstrates significantly subaverage adaptive behavior in school and home, and, if appropriate, community environments. These limitations in adaptive behavior shall be established through the use of standardized adaptive behavior measures normed on the general population, including people with disabilities and people without disabilities. On these standardized measures, significant limitations in adaptive behavior are operationally defined as performance that is at least two standard deviations below the mean of either (a) one of the following three types of adaptive behavior: conceptual, social, or practical, or (b) an overall (composite) score on a standardized measure of conceptual, social, and practical skills. Documentation must include information from at least two sources. The first source shall be someone from the local school who knows the child and the second source shall be someone who

knows the child outside of the school environment such as a parent, guardian, or person acting as a parent,

- (i). Interpretation of results should consider the child's cultural background, socioeconomic status and any associated disabilities that may limit or impact the results of the adaptive behavior measures.

(c) Deficits in intellectual functioning and adaptive behavior must have existed prior to age 18.

(d) A child must not be determined to be a child with an Intellectual Disability if the determinant factor for that determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction;
2. Lack of appropriate instruction in math;
3. Lack of appropriate instruction in written expression;
4. Limited English proficiency;
5. Visual, hearing or motor disability;
6. Emotional disturbances;
7. Cultural factors;
8. Environmental or economic disadvantage; or
9. Atypical educational history (multiple school attendance, lack of attendance, etc.).

Eligibility and Placement.

A child may be classified as having an intellectual disability (at one of the levels listed below) when a comprehensive evaluation indicates deficits in both intellectual functioning and adaptive behavior. Intellectual functioning and adaptive behavior shall be considered equally in any determination that a child is eligible for services in the area of intellectual disability. A comprehensive educational evaluation shall be administered to determine present levels of academic functioning. The report shall be prepared for each child to provide an adequate description of the data collected and explicit pre-referral interventions prior to evaluation and to explain why the child is eligible for services in a program for children with intellectual disabilities. In situations where discrepancies exist between test score results from intellectual functioning, adaptive behavior and academic achievement, the eligibility report must contain a statement of specific factors considered which resulted in the decision of the eligibility team. Eligibility teams must establish that any limits in performance are not primarily due to the exclusionary factors and must document this in the eligibility report:

A child may be classified as having an intellectual disability at one of the levels listed below.

Mild intellectual disability (MID).

(1) Intellectual functioning ranging between an upper limit of approximately 70 to a lower limit of approximately 55; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age level and cultural group, as determined by clinical judgment.

Moderate intellectual disability (MOID).

(1) Intellectual functioning ranging from an upper limit of approximately 55 to a lower limit of approximately 40; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe intellectual disability (SID).

(1) Intellectual functioning ranging from an upper limit of approximately 40 to a lower limit of approximately 25; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Profound intellectual disability (PID).

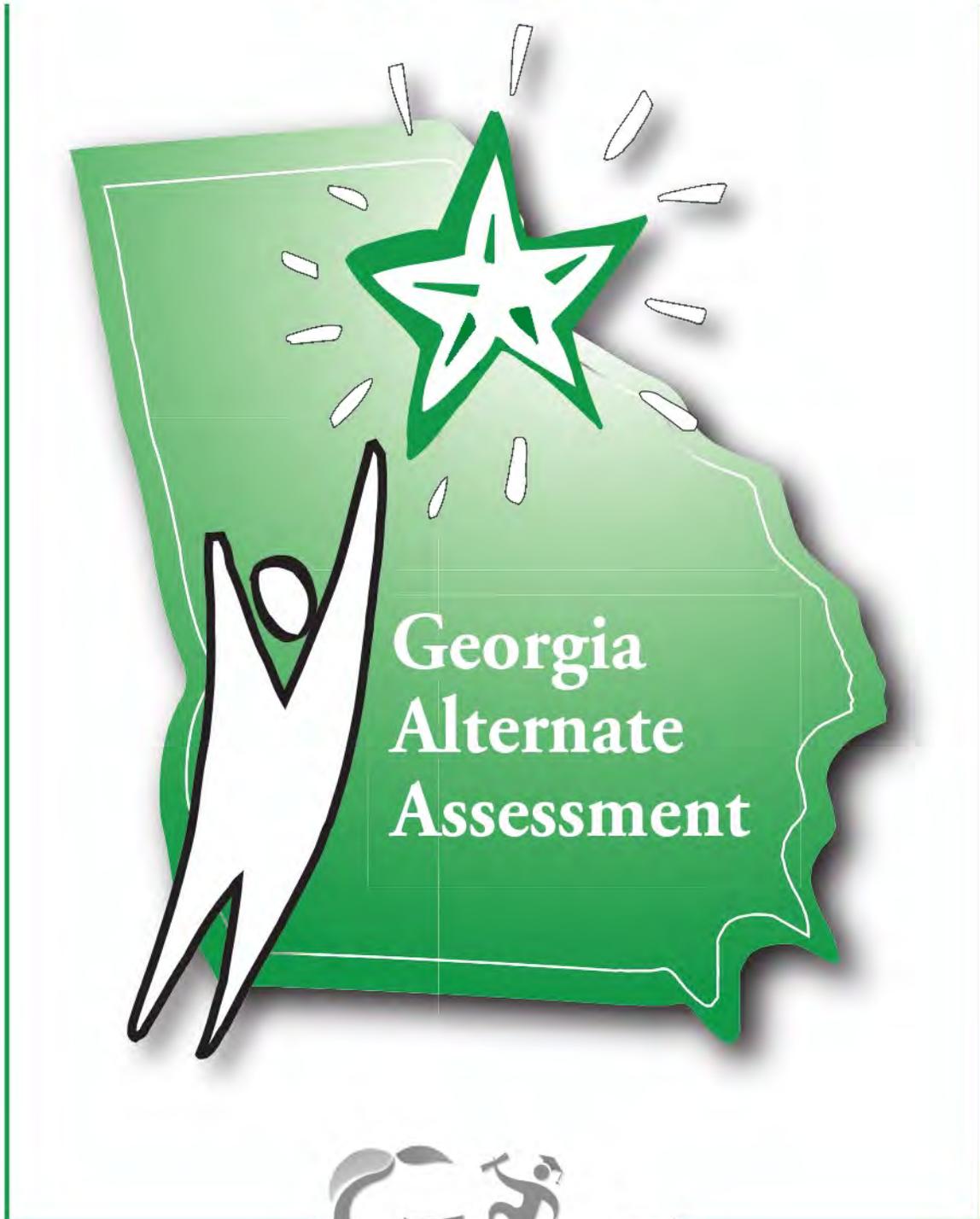
(1) Intellectual functioning below approximately 25; and

(2) Deficits in adaptive behavior that significantly limit a child's effectiveness in meeting the standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the child's age-level and cultural group, as determined by clinical judgment.

Appendix B.4: Examiner's Manual (2018) (select pages)

EXAMINER'S MANUAL

2017 – 2018



GENERAL INFORMATION

Training Before Testing

All educators responsible for assessing students with the GAA **must** be trained prior to the initial collection of student evidence at the start of each school year during which it is administered. The thoroughness and quality of this training are key to the success of the program, and it is essential that training be attended every year, even by those who have administered the assessment before. All examiners must review the assessment procedures and become familiar with the instructions in this manual prior to the training session.

Training should focus on the following topics:

- Requirements of the GAA
- Test security and ethics
- Reviewing the GAA Blueprint
- Managing assessment time for each student
- Aligning tasks to the content standards and elements/indicators
- Evidence requirements
- Effective documentation
- Compiling portfolios
- Completing administration forms
- Returning the assessment materials

Resources available to assist in training:

- *GAA Examiner's Manual, 2017–2018*
- Alignment of assessment tasks for students with significant cognitive impairments:
<https://www.georgiastandards.org>
- Recorded webinar sessions presented by staff at GaDOE and Questar Assessment, Inc.
- Models of Instruction (Georgia's Instructional Frameworks):
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>
- Resources & Videos:
<https://www.georgiastandards.org/Resources/Pages/default.aspx>

Students to be Assessed

Georgia mandates assessment for all students in Kindergarten through Grade 8, and High School. The GAA is the state-provided alternate assessment.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If (and only if) a student's IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student may participate in the GAA.

The Participation Guidelines on the following pages are used by the IEP team as they make their determination as to whether a student is eligible for assessment with the GAA. A completed portfolio must be submitted for each

GENERAL INFORMATION

Georgia student participating in the GAA regardless of when the IEP team determined the student's participation in the assessment.

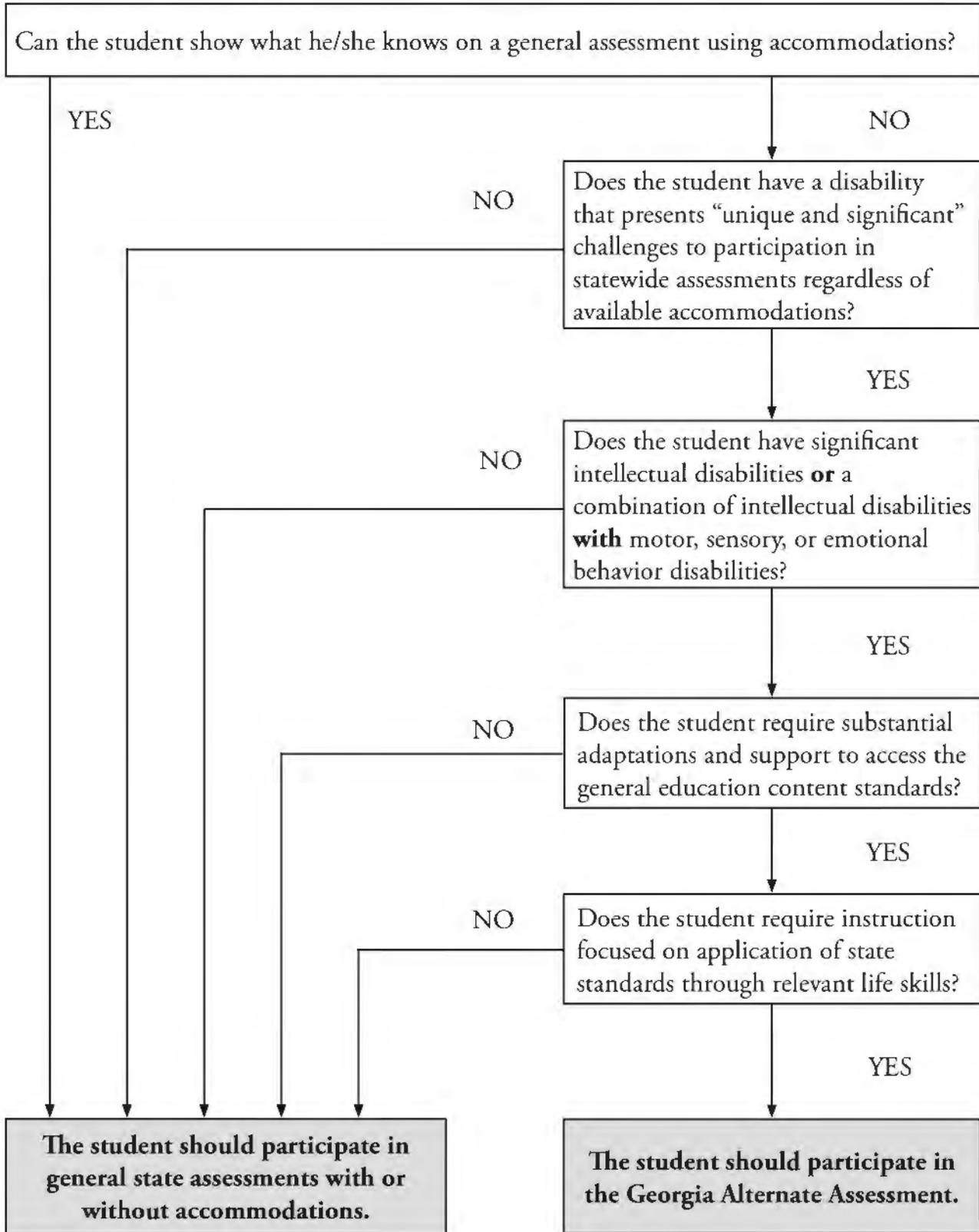
Students eligible to participate in the GAA in Kindergarten and Grades 3, 4, 6, and 7 are assessed only in English Language Arts and Mathematics. Students eligible to participate in the GAA in Grades 5, 8, and High School are assessed in English Language Arts, Mathematics, Science, and Social Studies.

STUDENTS WHO ARE IDENTIFIED FOR ASSESSMENT ON THE GAA DURING THE SCHOOL YEAR

The Participation Guidelines that are included in this manual are used by the IEP team as they make their determination as to whether a student is eligible for assessment with the GAA. Remember, a completed portfolio must be submitted for each Georgia student participating in the GAA regardless of when the IEP team determined the student's participation in the assessment.

GENERAL INFORMATION

Participation Guidelines for the GAA



PARTICIPATION GUIDELINES

Additional Participation Guidelines

IN-STATE TRANSFERS

For students who change schools or systems within the state during the assessment, the system the student is leaving (sending system) is responsible for sending the student's portfolio (including a signed *Validation Form* and all evidence previously collected) to the student's new system or school, just as the system is responsible for sending the student's IEP. If a new student enters your system and no portfolio materials have been sent, please contact the sending system's System Test Coordinator to obtain the student's materials. A complete portfolio must be submitted for these students, regardless of when they entered the system. If the student's materials are not obtained in a timely manner (i.e., within two weeks of enrollment) from the sending system, the receiving system should immediately begin the assessment process over again.

A *Validation Form*, the required form that authenticates the student's work, must be completed and signed by both the building administrator and the person responsible for submitting the portfolio. For transfer students, two *Validation Forms* must be submitted—one from the sending system and one from the system into which the student has transferred. Both completed forms must be placed directly behind Divider One (Student Information) in the student's binder.

STUDENTS NEW TO GEORGIA PUBLIC SCHOOLS

Students new to Georgia public schools who enroll **after** January 1, 2018, must have at least the first collection period completed.

Students who are new to Georgia public schools include students transferring from another state, as well as students who were previously enrolled in private or home schools.

HOMEBOUND/HOSPITALIZED STUDENTS

Students who have been identified by their IEP team for assessment on the GAA, who are enrolled in a Georgia district, and who are hospitalized or homebound, must participate in the assessment and have a portfolio of evidence submitted. The teacher's name for the homebound/hospitalized student should be recorded in annotations and on documentation.

For students who will be assessed at home or in the hospital, the assessment should be administered during the state's GAA assessment window, adhering to the same administration procedures required in the school setting. The examiner must be a certified educator who has been trained to administer the GAA.

With the assistance of the Special Education Coordinator, examiners must inform the School/System Test Coordinator of students who will be assessed in hospital or homebound settings. This examiner's manual and all related materials must be returned to the School/System Test Coordinator immediately following the close of the assessment window.

PARTICIPATION GUIDELINES

Portfolio Components

The GAA has been designed to be flexible in order to meet the needs of a very diverse group of students. It is a portfolio system—a compilation of evidence that addresses specific content areas and standards. The following chart provides an overview of the requirements of the GAA. It is imperative that teachers refer to the GAA Blueprint (found in Appendix D) for the complete listing of the required and eligible standards.

Grade	English Language Arts: Entry 1	English Language Arts: Entry 2	Mathematics: Entry 1	Mathematics: Entry 2	Science: Entry 1	Science: Entry 2	Social Studies: Entry 1	Social Studies: Entry 2
K	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Counting/Cardinality or Operations/ Algebraic Thinking	Measurement/ Data or Geometry				
3	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations– Fractions	Measurement/ Data or Geometry				
4	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations– Fractions	Measurement/ Data or Geometry				
5	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations– Fractions	Measurement/ Data or Geometry	Earth, Physical, or Life Science		Historical, Geographic, Government/ Civic, or Economic Understandings	
6	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Ratios/Proportional Relationships or the Number System or Expressions and Equations	Geometry or Statistics/ Probability				
7	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Ratios/Proportional Relationships or the Number System or Expressions and Equations	Geometry or Statistics/ Probability				
8	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	The Number System or Expressions/ Equations or Functions	Geometry or Statistics/ Probability	Physical Science		Georgia Studies	
High School	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Coordinate Algebra or Algebra I	Analytic Geometry or Geometry	Biology	Physical Science	U.S. History	Economics

PARTICIPATION GUIDELINES

Aligning Instruction to the State-Mandated Content Standards

The GAA portfolio is a compilation of student-based evidence that documents, measures, and reflects student achievement and progress in standards-based knowledge and skills over time. Portfolio tasks can be a natural part of daily instruction and should provide opportunities for a wide range of instructional activities and strategies.

The assessment tasks, and therefore the student evidence submitted for the portfolio, must be clearly aligned to the state-mandated content standards. Assessment tasks may follow alternate achievement standards (expectations that are less complex, addressing access or entry level concepts and skills including prerequisite skills). However, such alternate standards must still be challenging for the student and must be focused on grade-level standards.

Teachers of students participating in the GAA are strongly encouraged to discuss the alternate assessment and alignment of assessment activities with their general education colleagues. General educators are a valuable resource for providing clarification of standards and suggesting assessment activities that can be adapted to fit students' needs.

Students should have the opportunity to access a variety of content standards—not just those required for the GAA. The GAA is a sampling of student achievement/progress towards selected standards. The GAA Blueprint should not limit students' opportunities to learn. All students are expected to be provided the opportunity to learn standards other than those directly assessed by the GAA.

For more in-depth information about the alignment process, go to the Georgia Performance Standards Web site at: <https://www.georgiastandards.org> to access content standards for students with significant cognitive disabilities. Additional information about the GAA may also be accessed at the Georgia Department of Education Web site at: <http://www.gadoe.org>.

B.5: 2019 Student Assessment Handbook (select pages)

Georgia Alternate Assessment 2.0 (GAA 2.0)

Overview

K, Grades 3-8, and High School

Under the federal *Individuals with Disabilities Education Act (IDEA)* and the *Every Student Succeeds Act (ESSA)* all students, including students with disabilities, must participate in the state's academic content standards. The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state-adopted content standards and given the opportunity to demonstrate their achievement of the knowledge, concepts, and skills inherent in the state-adopted content standards. Students with disabilities must participate in either the regular assessment (with or without accommodations) or the alternate assessment. Each student's Individualized Education Program (IEP) team must make decisions regarding the participation of the student within the state's testing program. The GAA 2.0 may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets participation guidelines. This assessment should only be recommended for a small number of students.

The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, that the student may need. The decision of the IEP team regarding participation and accommodations must be documented in the IEP. If a student's IEP team recommends no participation in state-mandated assessments (e.g. Georgia Milestones), the IEP must document the reasons and require participation in the GAA 2.0. The GAA 2.0 includes students who appropriately participate in the curriculum based on alternate achievement standards. The U.S. Department of Education (USED) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

Description

The GAA 2.0 assessment is comprised of standardized performance tasks and is designed to provide tiered participation within the assessment for students working at various levels of complexity. Task sets are built with three levels of cognitive demand with Part A representing the least complex level of item and Part C representing the most complex level of items within the set.

The GAA 2.0 should be administered annually in the Spring to assess achievement of students in English language arts (grades K, 3-8, and 11), mathematics (grades K, 3-8, and 11), science (grades 5, 8, and 11), and social studies (grades 5, 8, and 11). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators informed the development and design of blueprints, rubrics, and task sets included in the assessment.

GAA 2.0 in High School

The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones EOC measures. This ensures that content from each EOC-assessed course is included in the GAA 2.0. In this manner, the GAA 2.0 in high school serves as the alternate assessment for the high school assessment program. **The assessment shall be administered for the first time in grade 11.**

A student who is retained in/is repeating grade 11 is NOT required to be assessed a second (or more) time using the GAA 2.0.

Requirements

Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and 11 must either participate in the general assessment or the GAA 2.0. If there is a local test administered to all students in grades 1 and 2, then local systems may use *their own* alternate assessment. The state will support, score, and report only in the state-mandated grades, K, 3-8, and 11 as outlined in this Handbook, GAA 2.0 training sessions, and the published *2018-2019 GAA 2.0 Blueprint*.

Appropriate Use of the GAA 2.0

The GAA 2.0 may be considered for students with the most significant cognitive disabilities who generally participate in a curriculum working towards alternate achievement standards. The decision to assess using the GAA 2.0 should be made only when an IEP team determines that a student's cognitive disabilities prevent him/her from attaining grade-level achievement standards even with the very best instruction and the IEP team is unable to identify appropriate accommodations that would allow meaningful participation in the regular state assessments.

The GAA 2.0 may be considered for students with disabilities in kindergarten, grades 3-8, and 11 who, even with the very best instruction, are unable to attain grade-level standards. In addition, these students must meet all parts of the Guidelines for Participation in the GAA 2.0. Answers to the following questions on the following pages will assist IEP teams in determining if the student should participate in the GAA 2.0. The IEP must document the student's current level of performance within the curriculum, the participation in the GAA 2.0 and the reasons for that participation.

Factors for Consideration

Each IEP team should consider multiple factors when determining that participation in the GAA 2.0 is appropriate for a student with significant cognitive disabilities. The following factors should be used as guidance:

- Does the student require intensive, individualized instruction in a variety of instructional settings?
- Does the student have a significant cognitive disability?
- Does the student require specialized supports to access and participate in the grade-level GSEs that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)?
- Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

Who Should Participate in the GAA 2.0?

Answers to the following questions and the accompanying chart on the following pages will assist educators with determining whether a student should participate in the GAA 2.0. Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and 11 must either participate in the regular assessment or the GAA 2.0. If there is a local test administered to all students, then local systems may use the GAA 2.0 or their own alternate assessment. Should a local system elect to use the GAA 2.0 as an alternate for a locally mandated assessment, the local system is responsible for scoring and reporting. The state will only score and report for state-mandated grades (K, 3-8, and 11).

Prior to reviewing the eligibility criteria for GAA 2.0, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in

the applicable test administration materials. As a result, the IEP team must use the Eligibility Criteria for GAA 2.0 form to document its assessment decisions. This form is found in subsequent pages and may be found in the Required Forms section of the *Student Assessment Handbook*.

If GAA 2.0 is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA 2.0, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA 2.0 and must participate in one of the other statewide assessments. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.

1. Does the student require intensive, individualized instruction in a variety of instructional settings?

If the answer is **No**, then the student should participate in general assessments with or without accommodations.

If the answer is **Yes**, then answer the next question.

2. Does the student have a significant cognitive disability?

If the answer is **No**, then the student should participate in general assessment with or without accommodations.

If the answer is **Yes**, then answer the next question.

3. Does the student require specialized supports to access and participate in the grade-level GSEs that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)?

If the answer is **No**, then the student should participate in general assessments with or without accommodations.

If the answer is **Yes**, then answer the next question.

4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

If the answer is **No**, then the student should participate in general assessment with or without accommodations.

If the answer is **Yes**, and all other responses to the previous questions are yes, then the student should participate in the GAA 2.0.

For more information about the GAA 2.0, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

ELIGIBILITY CRITERIA FOR THE GEORGIA ALTERNATE ASSESSMENT 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<input type="radio"/> Yes <input type="radio"/> No				
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>	<input type="radio"/> Yes <input type="radio"/> No				

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other _____</p>			
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>	<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other _____</p>			

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

B.6: GAA 2.0 Parent Flyer

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KEY FEATURES

Basic text and simplified graphics are used to help students understand test material.

The test is untimed to allow for **flexible scheduling**, including customized student breaks and pacing.

If a student does not provide the correct answer to a question, examiners are directed to give students a **second, scripted opportunity** with additional support to answer the item.

Examiners can use the same **manipulatives** during testing that students use during classroom instruction to help students respond to tasks.

Scenarios or passages introduce each task to engage students and activate their background knowledge.

For more information, contact the Assessment Administration Division

(800) 634-4106

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.

What are Extended Content Standards?

The Extended Content Standards reflect how a grade-level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment. They are separated into three access points, starting with the least complex and moving to the most complex concepts and skills. GAA 2.0 tasks are written to these access points.

How are Assessment Items Structured?

Each test has 11 tasks. Tasks begin with a scenario, followed by three parts that increase in complexity to give students the opportunity to show what they know and can do.



How will the test be administered to students?

Test examiners will assess each student individually. Most students will be able to use the same communication mode on the GAA 2.0 test as they would typically use in their classroom. The assessment is not timed and can be paused for a variety of reasons.

How will scores be used?

Parents can use scores to learn more about their student's achievement. Educators can use assessment results to plan for classroom instruction and monitor student progress. Scores are also utilized in the state's school accountability system, the College and Career Ready Performance Index (CCRPI).

Who will take the GAA 2.0?

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

- Grades K, 3-8, and high school will be assessed in English Language Arts and Mathematics.
- Grades 5, 8, and high school will also be assessed in Science and Social Studies.

When will my child take the test?

Georgia's Spring 2019 GAA 2.0 test administration window is March 25 through May 3, 2019. School district administrators determine when students within their district will test during this state window.

B.7: GAA 2.0 Test Design Training



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Georgia Alternate Assessment

GAA 2.0 Training Test Design Features

<https://attendee.gotowebinar.com/register/104003196627409667>

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Introductions

Georgia Department of Education
Allison Timberlake, Ph.D., Deputy Superintendent, Assessment and Accountability
Jan Reyes, Ed.D., Director of Assessment Development
Sandy Greene, Ed.D., Director of Assessment Administration
Mary Nesbit-McBride, Ph.D., Assessment Specialist, Assessment Administration
Crystal Callaway, Education Program Specialist, Special Education Services

Questar
Jeff Grove, Director of Assessment Development
Betsy Rogers, Assessment Specialist
Mark Phipps, Senior Program Manager
Jenny Read, Program Manager
Paapa Okyere, Associate Program Manager

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Agenda

1. Overview of the Georgia Alternate Assessment 2.0
2. GAA 2.0 Spring 2019 Test Design
3. Eligibility Guidelines for GAA 2.0
4. Key Dates, Resources and Contacts

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Overview of the Georgia Alternate Assessment 2.0

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Overview of GAA 2.0



- In general, the assessment field is making substantial progress in the ways in which students with significant cognitive disabilities are assessed on state academic content standards.
- The Georgia Alternate Assessment is being redesigned to better 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.

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AA-AAS Requirements



- Both ESSA and IDEA allow for alternate assessments for students with significant cognitive disabilities based on alternate achievement standards.
- GAA is an alternate assessment based on alternate achievement standards, which are aligned to grade-level general education standards that are reduced in depth, breadth, and complexity.

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GAA 2.0 Overview



- The new GAA 2.0 will:
 - align to the Georgia Standards of Excellence;
 - reduce teachers' burden related to selecting or developing tasks;
 - bring greater standardization to the administration;
 - improve scoring reliability;
 - have standardized and scripted tasks with multiple access points; and
 - have one assessment window in the Spring.

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Development Process



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Blueprints



- The GAA 2.0 blueprints include:
 - claims that describe what students know and are able to do in the content area;
 - targets that describe the specific skills in the prioritized content standards, which are part of the larger claim;
 - content standards that will be assessed within each target;
 - Depth-of-Knowledge (DOK) that represents the range of complexity within the extended standards; and
 - relative proportional weighting of each claim.

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Blueprints



- The GAA 2.0 blueprints were developed by educator committees.
- Committees prioritized standards in each subject/grade.
 - P1 – this standard is a high priority for assessment
 - P2 – this is a supporting standard for assessment
 - P3 – this standard should be assessed in the classroom only
- Committees drafted and revised claims, targets, and claim weights.
- Educator committees took place in July 2018, to review and validate the work done by the previous two committees.

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Example – Grade 5 Science



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Science Grade 5 – Georgia Alternate Assessment 2.0	Standards Assessed	DOK	Weight
Students show an understanding of the processes involved in the production of Earth's surface features, by explaining and modeling how surface features are formed.			20%
Target 1: Describe the forces that cause the formation of Earth's surface features.	5SE1a	1, 2	
Target 2: Develop a model that shows the formation of one or more of Earth's surface features.	5SE1b	1, 2, 3	
Students explain the difference between a physical change and a chemical change.			20%
Target 1: Plan and carry out investigations that demonstrate a physical change.	5SP1a	1, 2	
Target 2: Plan and carry out investigations to determine whether a physical or chemical change has occurred.	5SP1c	1, 2	
Students use information to investigate electricity.			20%
Target 1: Construct a complete simple circuit given the necessary components.	5SP2b	1, 2	
Target 2: Identify common materials to determine whether they are insulators or conductors of electricity.	5SP2c	1, 2	
Students group organisms using scientific classification procedures.			20%
Target 1: Develop a model that illustrates how animals are sorted into groups of vertebrates and invertebrates.	5SL1a	1, 2, 3	
Target 2: Develop a model that illustrates how plants are sorted into groups (seed producers, non seed producers).	5SL1b	1, 2, 3	
Students identify and communicate information to compare and contrast the parts of plant and animal cells (nucleus, cell membrane, cell wall).			20%
Target 1: Develop a model that identifies and labels parts of a plant cell and an animal cell.	5SL1b	1, 2, 3	
Target 2: Explain the difference between the structure of plant and animal cells.	5SL1c	1, 2	

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Extended Standards



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- The extensions demonstrate how a grade level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment.
- They are broken down into extensions, starting with the least complex and moving to the most complex.
- The far-left extension represents the entry point for students to engage with the content.

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Example – ELA Grade 3



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ELAGSE3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Least complex ←————→ Most complex

Make a differentiated response to identify the answer to a question about a literary text.	Identify events from a literary text (e.g., story or poem).	Find key details in a literary text (e.g., story or poem).	Answer complex comprehension questions in relation to a literary text (e.g., how and/or why).
Make a differentiated response to identify an appropriate question to ask about a literary text.	Answer basic comprehension questions in relation to a literary text (e.g., who, where, and/or when).		Produce relevant questions about a literary text.

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Example – Math Grade 5



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Grade 5: Mathematics: Operations and Algebraic Thinking (OA)

MG5E.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created form and graph ordered pairs on a coordinate plane.

Least complex ←————→ Most complex

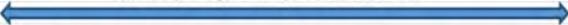
Respond differentially when presented with materials related to graphing numerical patterns. Communicate a step needed to complete a numerical pattern. Communicate a response to indicate the next number of a given pattern. Manipulate materials as they are utilized to complete a numerical pattern. Manipulate materials as they are utilized to graph ordered pairs on a coordinate plane.	Extend a simple numerical pattern by skip counting. Complete up to three outputs within an input/output table. Graph an ordered pair generated from a given input/output table.	Extend two numerical patterns utilizing a given rule. Complete the output area of an input/output table showing a single numerical pattern. Graph multiple ordered pairs generated from a completed input/output table.	Identify the numerical pattern which fits a given comparative statement (e.g., which number pattern is always 2 more than the other?). Complete an input/output table given a numerical pattern. Graph all ordered pairs generated from a completed input/output table.
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Example – Science Grade 8



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S8P1 Obtain, evaluate, and communicate information about the structure and properties of matter.			
c. Plan and carry out investigations to compare and contrast chemical (i.e., reactivity, combustibility) and physical (i.e., density, melting point, boiling point) properties of matter.			
Least complex			Most complex
<p><i>Within a scientific investigation in which the student is engaged:</i></p> <p>Respond differentially to identify steps needed to show a chemical change in matter.</p> <p>Respond differentially to identify steps needed to show a physical change in matter.</p>	<p><i>Within a scientific investigation in which the student is engaged:</i></p> <p>Identify steps needed to show a chemical and physical change in matter.</p>	<p><i>Within a scientific investigation in which the student is engaged:</i></p> <p>Identify and sequence steps needed to show one difference between a chemical and a physical change in matter.</p>	<p><i>Within a scientific investigation in which the student is engaged:</i></p> <p>Identify and sequence steps needed to show two differences between a chemical and a physical change in a given material.</p>

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Example – Social Studies Grade 11



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SSEPF6 Describe how the earnings of workers are determined in the marketplace.			
a. Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.			
Least complex			Most complex
<p>Respond differentially to identify skills that are required to be successful in the workplace.</p> <p>Communicate a response to identify skills that are required to be successful in the workplace.</p>	<p>Define punctuality, time management, teamwork, communication skills, and good character.</p>	<p>Identify a description of a skill that is required to be successful in the workplace.</p> <p>Identify an example of a workplace skill required to be successful.</p>	<p>Identify a description [positive or negative] of how job skills relate to earnings in the workplace.</p>

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GAA 2.0 Spring 2019 Administration Test Design

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Subjects Assessed by Grade

Grades	ELA	Mathematics	Science	Social Studies
K	x	x		
3	x	x		
4	x	x		
5	x	x	x	x
6	x	x		
7	x	x		
8	x	x	x	x
HS (11)	x	x	x	x

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GAA 2.0 Test Design



• Structure of GAA 2.0

- Discrete tasks developed for each grade and content area.
- Tasks written to three (3) levels of complexity, starting with the least complex part and increasing in complexity. Most students should be able to engage with and respond to at least one part of each task.
- A scenario or passage is provided at the beginning of each task and serves as an introduction.

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Assessment Features



- Use of scenarios to engage student interest and activate background knowledge
- Large simple graphics
- Accessible font size
- Short simple sentences
- Avoids extraneous wording
- Use of common proper nouns (names)
- Directive questions

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Key Terminology



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Term	Definition	Example
Accommodations	Adjusting the way a task is presented or how a student responds to the task	Provide textured materials, opportunities for the student to use AAC, manipulatives, etc.
Scaffolding	Support that is built into the task to increase a student's ability to access various levels of complexity within a task	Includes accessibility features and additional information that is provided via standardized script and does not require the test examiner to do anything outside of administering a task.
Stopping Rule	Stopping the test for a student who does not attempt to engage or make a selection	Provides a standardized procedure for examiners to address student needs.

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Accommodations



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- Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 Administration.
- Examples:
 - Varying the presentation mode or response mode
 - Providing manipulatives to make a task more accessible

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Accommodations



- Accommodations
 - are changes in the administration in terms of how the student responds to the assessment; and
 - do not change what is intended to be measured by the assessment task. They are designed to provide equity, not advantage.
- Accommodations include flexibility in
 - Presentation format
 - Response method
 - Setting
 - Scheduling

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Accommodations



- **Presentation Accommodations** — presentation of test material and/or test directions.
 - Examples: large print, braille, ASL, oral reading, color overlays, magnifiers
- **Response Accommodations** — manner in which students respond to or answer test questions.
 - Examples: AAC device, pointing to answers, verbal answers, scribe, adapted writing tools
- **Scheduling Accommodations** — time allowance or scheduling of a test.
 - Examples: breaks, optimal time of day for testing, multiple testing sessions
- **Setting Accommodations** — place in which the testing normally occurs.
 - Examples: special education classroom, small group, individual administration, preferential seating

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Use of Manipulatives



- General guidelines for selecting and using additional manipulatives in assessment should:
 - ensure the student uses the identified manipulatives in daily instruction throughout the year;
 - allow the student to participate meaningfully in both instruction and assessments;
 - provide an individual student access to an assessment task;
 - does not affect the integrity of the assessment; and
 - is not solely used during assessment.

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Scaffolding



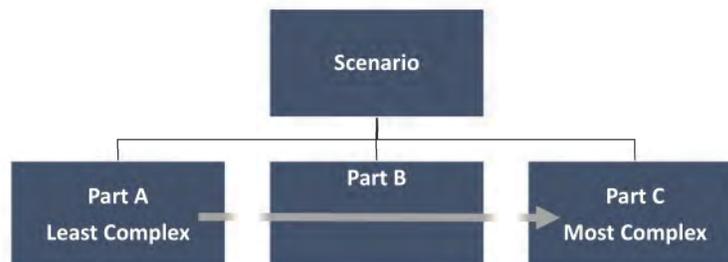
- Support that is built into the task to increase a student's ability to access various levels of complexity within a task.
- All scaffolding instructions are provided in the test examiner's script and provides the student an additional opportunity to show what they know and can do.
- If the student does not respond as indicated in the test examiner's script, additional scaffolding will be provided.

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Task Structure



- Tasks begin with a scenario, and then each part progresses from the least complex to the most complex.
- SAY/DO statements are included for the test examiner to follow.



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SAY Statements



- Instructions for the test examiner are highlighted within each part of each task.
- The test examiner will read each sentence after each of the **SAY:** statements. Examples include:
 - **SAY:** Today we are going to talk about fractions.
 - **SAY:** Use the fraction bars to add one-fourth plus two-fourths.

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DO statements



- Provide the instructions for what the test examiner needs to do during the administration. Examples include:
 - **DO:** Point to the options as you read them.
 - **DO:** Point to the jellyfish.
 - **DO:** Point to the pictures as you read.

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Scenario



- Purpose:
 - Introduce the topic
 - Engage the student
 - Provide a brief reminder of prior learning
 - Suggest the relevance of the topic
- The scenario is intended to help students recall what they have learned, but it is not intended to replace or to be used as instruction.

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Sample Task - Scenario

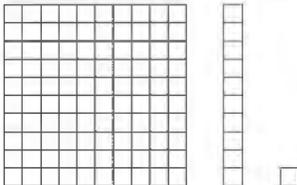


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SAY: Let's talk about numerals. Each number has a different place value. We can use blocks to show the place value for each number.

DO: Point to each block as you refer to it.

SAY: For the hundreds place we use a hundreds block, which has one hundred ones blocks. For the tens place, we use a tens block, which has ten ones blocks. For the ones place we use a ones block, which is just one block.



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Sample Task – Scenario (Cont.)



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SAY: Let's take a look at the numeral two hundred sixty-three.

DO: Point to 263.

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SAY: We can use the blocks to show the place values for two hundred sixty-three.

DO: Point to the number 2 and the hundreds blocks.

SAY: The number two is in the hundreds place, so we use two hundreds blocks.

DO: Point to the number six and the tens blocks.

SAY: The number six is in the tens place, so we use six tens blocks.

DO: Point to the number three and the ones blocks.

SAY: The number three is in the ones place, so we use three ones blocks.



200 60 3

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Part A



- Low complexity content
- The most basic presentation of the GSEs and Extended Standards
- May assess pre-requisite skills
- Basic text and simplified graphics help to support understanding at this level
- Two answer options are provided at this level; most answer options include graphics

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Part A

Part A: Low complexity content



DO: Point to 46.

SAY: Here is the numeral forty-six.

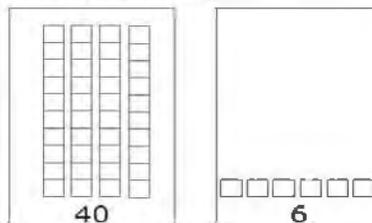
46

DO: Point to each number and the blocks as you read the numbers.

SAY: We can show this number with these blocks. Forty, six. Show me the blocks that represent the number in the tens place.

DO: Point to the four tens blocks then the six ones blocks.

SAY: Four tens blocks, or six ones blocks.



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Part A - Scaffolding

Part A: Scaffolding Example



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*If the student responds to Part A by selecting the four tens blocks, record the student's response and then present **Part B**.*

If the student does not respond to Part A by selecting the four tens blocks, provide the scaffolding below and then ask the question again.

SAY: The number fort-six is made up of tens and ones. You can count by tens to get to the number forty. You can count by ones to get to the number six. Show me the blocks that represent the number in the tens place.

Point to the four tens blocks then the six ones blocks.

SAY: Four tens blocks, or six ones blocks.

*Record the student's response and then present **Part B**.*

*If the student does not respond, record 'no response' and then present **Part B**.*

Part B



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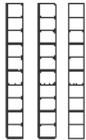
- Moderate complexity content
- Represents an entry-level skill
- Features simple text with some academic language
- Graphics may be more academic in nature than those provided for Part A

Part B

Part B: Moderate complexity content

Point to each tens blocks.

SAY: Here are three tens blocks.



SAY: Show me the number that these blocks represent.

Point to the answer options as you read them.

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Part B

Part B: Scaffolding Example

*If the student responds to Part B by selecting the the number thirty, record the student's response and then present **Part C**.*

If the student does not respond to Part B by selecting the number thirty, provide the scaffolding below and then ask the question again.

SAY: You can count each block to find out the number that three tens blocks represents. Show me the number that these blocks represents.

Point to the answer options as you read them.

*Record the student's response and then present **Part C**.*

*If the student does not respond, record 'no response' and then present **Part C**.*



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Part C

- High complexity content
- May include multiple parts, require the student to make inferences, or require the application of previous learning
- Graphics for Part C may require the student to interpret or make an inference
- Graphics not included for all activities in Part C

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Part C

Part C: High complexity content

DO: Point to each hundreds block.

SAY: Each hundreds block is made up of ten, tens blocks. Show me how many tens there are in four hundred.

DO: Point to the answer options as you read them.

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Part C
Part C: Scaffolding Example

*If the student responds to Part C by selecting the number forty, record the student's response and then present **the next task**.*

If the student does not respond to Part C by selecting the number forty, provide the scaffolding below and then ask the question again.

SAY: Remember, you can find out how many tens there are by counting each column in the hundreds blocks. Show me how many tens there are in four hundred.

Point to the answer options as you read them.

*Record the student's response and then present **the next task**.*

*If the student does not respond, record 'no response' and then present **the next task**.*

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**Eligibility Criteria for
Participation on
GAA 2.0**



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The Eligibility Criteria for Participation on GAA 2.0



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Code: IDDF (6)

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments, and

1. If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why--
 - (i) The child cannot participate in the regular assessment; and
 - (ii) The particular alternate assessment selected is appropriate for the child; [34 C.F.R. § 300.320(a)(6)(i)–(ii)] and
 - (iii) The parents of the child must be informed that the child is being assessed against alternate or modified achievement standards and any consequences of such assessments. [34 C.F.R. § 300.160(c)]







Eligibility Criteria for Participation on GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment on a student.

According to O.G.A. 49-202-201, assessment options are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must carefully review the assessment options.

If GAA is being considered, the IEP team must review the eligibility criteria below and select **Yes** or **No**, if applicable to the student. To be eligible to participate in GAA, the answer to **all** four of the questions below must be **Yes**. If the answer to one of the questions is **No**, the student must not be eligible to participate in GAA and must participate in the Georgia Education Assessment System. Each **Yes** answer requires a justification that supports evidence that the student meets the criteria.

Student Name	Grade	Eligibility Criteria	Sources of Evidence (mark if used)	Justification
		<p>1. Does the student require intensive individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques, some a variety of sites to ensure that he or she can learn, access information and transfer skills to other settings.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Primary Levels of Academic Achievement and Functional Performance: <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other</p>	
		<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on multiple and independent assessment by a qualified professional team. For significant cognitive disability, there must be the student's individualized learning and be demonstrated as such in the student's individualized education program (IEP).</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other</p>	

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Eligibility Criteria for Participation on GAA 2.0 (page 2)



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Student Name	Grade	Eligibility Criteria	Sources of Evidence (mark if used)	Justification
		<p>3. Does the student require extensive supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Primary Levels of Academic Achievement and Functional Performance (PLAAFP)? Support in the grade-level assessment is provided by the local government, or provided with a modification or extension, disability-specific supports in the state, through a process to: (a) ensure that the student is able to access the assessment.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of Language Assessment (including English Language Learners (ELL) assessments, if applicable) <input type="checkbox"/> Other</p>	
		<p>4. Does the student require specialized supports to demonstrate appropriate adaptive behavior? Appropriate adaptive behavior requires the student to be able to demonstrate appropriate skills in the following areas: (a) social interaction; (b) communication; (c) self-management; and (d) taking turns of personal interests.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other</p>	

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Eligibility Criteria for Participation on GAA 2.0 (page 3)



(Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA))

Step II: Assurances

The IEP team has participated in training and guidelines regarding student participation in state mandated assessments that includes the information below:

Under the Code of Federal Regulations (34 CFR 300.104) and 300.101, if the IEP team determines that the student will take LAA, the IEP team may provide additional necessary information of why the student cannot participate in the Georgia Milestones Assessment System, with or without alternate accommodations, and why the alternate assessment is appropriate for the student, including the all of the eligibility criteria and data.

Additional Necessary Statements of the parent:

The alternate assessment LAA is based on multiple measures of functional objectives/competencies, including, but not limited to current IEP PLAN statements, grade-level objectives, report cards, progress reports, work samples, teacher observations, full and individual assessments (IE), standardized achievement test results, and classroom, district, and statewide assessment results. The team is not based solely on the student's previous performance on a summative assessment.

The alternate assessment LAA is made by the IEP team, and additional details found on federal or stateability related sites. List the number of districts having an alternate assessment who can be accessed or used and in 1000 performance capabilities. Although LAA is intended for a small number of students, the practice, up dates, and limit the number of students covered special education services who may take the alternate assessment.

The decision by administrator is based on the student's individual needs and the meeting for the student's meeting. This decision is not based solely on the student's disability category and is not based on the student's social or economic background, race or ethnicity, ethnicity, or amount of time or length of time a disability.

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Formal Board 1, 2018 - August 2019



Key Dates, Resources and Contacts





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Key Dates

Prior to Testing	
GAA 2.0 Fall Training Webinar:	October 22 nd and 24 th , 2018
<ul style="list-style-type: none"> • Orientation to new assessment • Deeper look at test design 	
GAA 2.0 Pre-Assessment Training Webinar:	February 25 th and 27 th , 2019
<ul style="list-style-type: none"> • Final Test Set-up/Preparation 	
Test Materials arrive in systems	Early March 2019
Test Window	
Spring 2019 Testing Window	March 25 th – May 3 rd , 2019
Systems Return Test Materials to Questar	May 10 th , 2019

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GAA 2.0 Resources

Available on the GA Dept of Ed - GAA 2.0 website:

- Eligibility Criteria for Participation on GAA 2.0 (posted)
- Georgia Standards of Excellence (posted)
- Blueprints (posting to website on 8/24/18)
- Extended Standards (coming September 2018)
- Sample Tasks (coming October 2018)

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

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ESSA Waiver Request



- GaDOE is seeking a waiver from USED to exclude assessment results for the GAA 2.0 from accountability calculations in 2018-2019.
 - Approval of the waiver would allow for the exclusion of proficiency designations for GAA 2.0 participants.
 - Schools and districts would still be held accountable for participation in the GAA 2.0 Spring 2019 administration.
- GaDOE will inform districts about the status of the waiver request as soon as possible.

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Contact Information



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(866) 997-0698 – Toll free

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Webinar Survey

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We Want your Feedback!

Please use the below link to provide feedback regarding this GAA 2.0 training session.

<http://gadoe.org/surveys/AsAc-H8PBVZM>

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Thank You!

~

Questions?

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B.8: Georgia Alternate Assessment 2.0 Orientation



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Georgia Alternate Assessment 2.0

Welcome to the Georgia Alternate Assessment: Orientation

<https://attendee.gotowebinar.com/register/38239207147255811>

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Introductions

Georgia Department of Education
Allison Timberlake, Ph.D., Deputy Superintendent, Assessment and Accountability
Jan Reyes, Ed.D., Director of Assessment Development
Sandy Greene, Ed.D., Director of Assessment Administration
Mary Nesbit-McBride, Ph.D., Assessment Specialist, Assessment Administration
Crystal Callaway, Education Program Specialist, Special Education Services
Carson D. Cochran, Program Manager, Special Education Services and Supports

Questar Assessment, Inc.
Jeff Grove, Director of Assessment Development
Betsy Rogers, Assessment Specialist
Mark Phipps, Senior Program Manager
Jenny Read, Program Manager
Paapa Okyere, Associate Program Manager

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Agenda



1. Overview of the Georgia Alternate Assessment 2.0
2. GAA 2.0 Spring 2019 Test Design and Assessment Components
3. Test Administration – Sample Students
4. Accommodations
5. Key Dates, Resources and Contacts



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Overview of the Georgia Alternate Assessment 2.0



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Overview of GAA 2.0



- In general, the assessment field is making substantial progress in the ways in which students with significant cognitive disabilities are assessed on state academic content standards.
- The Georgia Alternate Assessment is being redesigned to better ensure that students with significant cognitive disabilities are:
 - given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

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AA-AAS Requirements



- Both ESSA and IDEA allow for alternate assessments for students with significant cognitive disabilities based on alternate achievement standards.
- GAA is an alternate assessment based on alternate achievement standards, which are aligned to grade-level general education standards that are reduced in depth, breadth, and complexity.

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GAA 2.0 Overview



- The new GAA 2.0 will:
 - align to the Georgia Standards of Excellence;
 - reduce teachers' burden related to selecting or developing tasks;
 - bring greater standardization to the administration;
 - improve scoring reliability;
 - have standardized and scripted tasks with multiple access points; and
 - have one assessment window in the Spring.

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Blueprints



- The GAA 2.0 blueprints include:
 - claims that describe what students know and are able to do in the content area;
 - targets that describe the specific skills in the prioritized content standards, which are part of the larger claim;
 - content standards that will be assessed within each target;
 - Depth-of-Knowledge (DOK) that represents the range of complexity within the extended standards; and
 - relative proportional weighting of each claim.

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Example – Grade 3 Math




**Georgia Alternate Assessment 2.0
Mathematics Grade 3**

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		50%
Target 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.	MGSE3.NBT.1	
	MGSE3.NBT.2	
	MGSE3.NBT.3	
Target 2: Develop understanding of fractions as numbers.	MGSE3.NF.1	
Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles, measurement, data, and analytic procedures.		30%
Target 1: Understand concepts of area, and relate area to multiplication and addition.	MGSE3.MD.7	
Target 2: Understand shapes and their attributes.	MGSE3.G.1	
Target 3: Understand and use measurement principles and units of measure.	MGSE3.MD.2	
Students solve increasingly complex mathematical problems using algebraic thinking.		20%
Target 1: Represent and solve problems involving multiplication and division.	MGSE3.OA.1	
	MGSE3.OA.2	

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Extended Standards



- The extensions demonstrate how a grade level standard can be made accessible for students with significant cognitive disabilities for both instruction and assessment.
- They are broken down into extensions, starting with the least complex and moving to the most complex.
- The far-left extension represents the entry point for students to engage with the content.

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Example – Grade 3 Math



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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .		
Least complex	←————→		————→ Most complex
Communicate a step needed to group objects. Manipulate materials to be grouped and/or counted.	Skip count the number of objects in an array to demonstrate repeated addition. Group up to 10 objects in an array that demonstrates the concept of repeated addition. Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by $2 + 2 + 2$).	Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as 3×2). Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., $2 + 2 + 2$ is the same as 2×3). Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.	Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as 6×5). Match number sentences showing multiplication to different arrays of manipulatives.

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Georgia Alternate Assessment 2.0
Mathematics Grade 3

Claim/Target	Standards Assessed	Weight
Students demonstrate increasingly complex understanding of number sense.		50%
Target 1: Apply a visual understanding and properties of operations to perform addition and subtraction.	MGSE1.NF.1 MGSE1.NF.2 MGSE1.NF.3	
Target 2: Develop understanding of fractions as numbers.	MGSE1.NF.3	
Students demonstrate increasingly complex spatial reasoning and understanding of geometry principles, measurement, data, and analytic procedures.		30%
Target 1: Understand concepts of area, and relate area to multiplication and addition.	MGSE1.MD.7	
Target 2: Understand shapes and their attributes.	MGSE1.G.1	
Target 3: Understand and use measurement principles and units of measure.	MGSE1.MD.2	
Students solve increasingly complex mathematical problems using algebraic thinking.		20%
Target 1: Represent and solve problems involving multiplication and division.	MGSE1.OA.1	



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Grade 3: Mathematics: Operations and Algebraic Thinking (OA)

MGSE1.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .		
Least complex	←————→		————→ Most complex
Communicate a step needed to group objects. Manipulate materials to be grouped and/or counted.	Skip count the number of objects in an array to demonstrate repeated addition. Group up to 10 objects in an array that demonstrates the concept of repeated addition. Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by $2 + 2 + 2$).	Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as 3×2). Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., $2 + 2 + 2$ is the same as 2×3). Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.	Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as 6×5). Match number sentences showing multiplication to different arrays of manipulatives.

3 Part Assessment Task

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GAA 2.0 Spring 2019 Test Design and Assessment Components




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Subjects Assessed by Grade



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Grades	ELA	Mathematics	Science	Social Studies
K	x	x		
3	x	x		
4	x	x		
5	x	x	x	x
6	x	x		
7	x	x		
8	x	x	x	x
11	x	x	x	x

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GAA 2.0 Test Design



- Structure of GAA 2.0
 - Discrete tasks developed for each grade and content area.
 - Tasks written to three (3) levels of complexity, starting with the least complex part and increasing in complexity. Most students should be able to engage with and respond to at least one part of each task.
 - A scenario or passage is provided at the beginning of each task and serves as an introduction.

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Assessment Features



- Use of scenarios to engage student interest and activate background knowledge
- Large simple graphics
- Accessible font size
- Short simple sentences
- Avoids extraneous wording
- Use of common proper nouns (names)
- Directive questions

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Key Terminology



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Term	Definition	Example
Accommodations	Adjusting the way a task is presented or how a student responds to the task	Provide textured materials, opportunities for the student to use AAC, manipulatives, etc.
Scaffolding	Support that is built into the task to increase a student's ability to access various levels of complexity within a task	Includes accessibility features and additional information that is provided via standardized script and does not require the Test Examiner to do anything outside of administering a task.
Stopping Rule	Stopping the test for a student who does not have an observable response mode.	Provides a standardized procedure for Test Examiners to stop testing.

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Scaffolding



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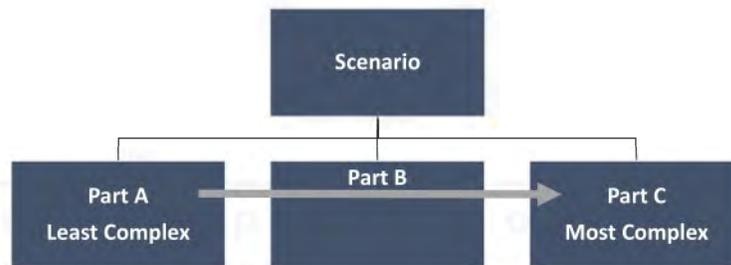
- Support that is built into the task to increase a student's ability to access various levels of complexity within a task.
- All scaffolding instructions are provided in the Test Examiner Booklet and provide the student an additional opportunity to show what they know and can do.
- If the student does not respond as indicated in the Test Examiner Booklet, additional scaffolding will be provided.

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Task Structure



- Tasks begin with a scenario, and then each part progresses from the least complex to the most complex.
- SAY/DO statements are included for the Test Examiner to follow.



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Assessment Materials

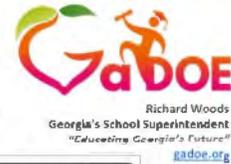


The following are the primary printed materials that you will use to administer the assessment.

- Test Examiner Booklet
- Student Booklet
- Student Response Document
 - Post administration, responses must be transcribed into the Nextera test delivery system.

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Test Examiner Booklet



- The Test Examiner Booklet contains the “Say” and “Do” statements that provide a standardized script to follow when administering an assessment task.
- The information/script in Test Examiner Booklet will only be seen by the Test Examiner and will not be seen by the student.



Note: The Test Examiner Booklet should not be in the student's line of sight.

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SAY/DO Instructions



- The Test Examiner will read aloud each statement in bold following **SAY:**.
- Each **DO:** statement provides the instructions for what the Test Examiner needs to *do* during the administration.
- If there is a graphic in the task that is needed to answer the question, a graphic description will be provided as a **SAY:** statement.

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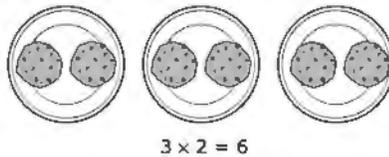
Sample Task 1- Scenario



SAY: We use groups of objects to help us multiply.

DO: Point to the plates.

SAY: Here are three plates.



DO: Point to the two cookies on each plate.

SAY: Each plate has two cookies. There are three groups of two cookies.

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Sample Task 1- Scenario (Cont.)



DO: Point to the multiplication sentence.

SAY: Three times two can help us find the total number of cookies. We can also show this with repeated addition.

DO: Point to the addition sentence.

SAY: We can write two plus two plus two equals six. This also shows three groups of two.

$$2 + 2 + 2 = 6$$

DO: Point to the six in each equation.

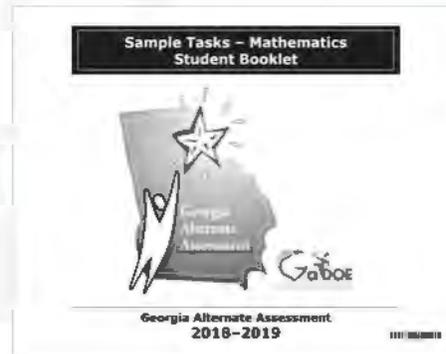
SAY: We get the same answer if we multiply or use repeated addition.

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Student Booklet



- Contains student facing assessment materials including graphics and answer choices.
- Contains only the information and graphics that the student needs to answer the question.
- Does not contain the Test Examiner's directions and administration information.



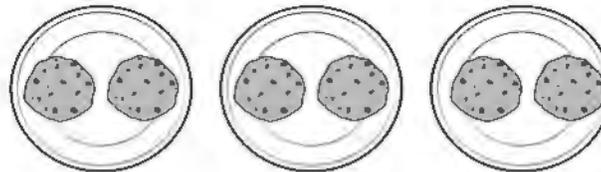
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Sample Task 1– Scenario Student Booklet



Grade 3 Mathematics

Task 1 Scenario 1



$$3 \times 2 = 6$$

$$2 + 2 + 2 = 6$$

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Part A



- Low complexity content
- The most basic presentation of the GSEs and Extended Standards
- May assess pre-requisite skills
- Basic text and simplified graphics help to support understanding at this level
- Two answer options are provided at this level; most answer options include graphics

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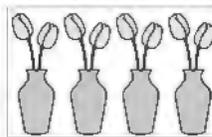
Sample Task 1 - Part A



Part A: Low complexity content/High support

DO: Point to the vases and two flowers in each vase.

SAY: James has four vases. Each vase has two flowers. We can use repeated addition to find the total number of flowers.



SAY: Show me the numbers you add to find how many flowers James has.

DO: Point to each answer option as you read it.

SAY: Four plus two. Two plus two plus two plus two.

A $4 + 2$

B $2 + 2 + 2 + 2$

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Sample Task 1 - Part A Scaffolding



Part A: Scaffolding Example

*If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

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Sample Task 1 - Part A Scaffolding (Cont.)



Part A: Scaffolding Example

DO: *Point to each vase and the flowers in that vase.*

SAY: The first vase has two flowers, the second vase has two flowers, the third vase has two flowers, and the fourth vase has two flowers. Show me the numbers you add to find how many flowers James has.

DO: *Point to each answer option as you read it.*

SAY: Four plus two. Two plus two plus two plus two.

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

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Sample Task 1 – Part A Student Booklet

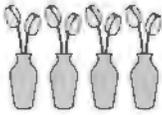


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Grade and content

- Response options should only be cut apart if there is a disability-based need to do so.
- Response options should be placed on the work surface exactly as they appear in the Test Examiner Booklet.

Grade 3 Mathematics
Task 1 Part A1



Grade 3 Mathematics
Task 1 Part A2

A $4 + 2$ See Item A

B $2 + 2 + 2 + 2$ See Item B

Task number, part, and graphic number within the part

Identifier to help track materials if cut apart

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Part B



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- Moderate complexity content
- Represents an entry-level skill
- Features simple text with some academic language
- 3 answer options
- Graphics may be more academic in nature than those provided for Part A

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Sample Task 1 - Part B

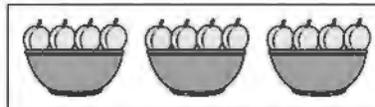


Part B: Moderate complexity content/Moderate support

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DO: Point to the bowls of peaches.

SAY: Carly put some peaches into three bowls. Each bowl has four peaches.



DO: Point to the multiplication expression.

SAY: We can use multiplication to find the total number of peaches Carly has. Three times four.

$$3 \times 4$$

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Sample Task 1 - Part B



Part B: Moderate complexity content/Moderate support

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SAY: Show me the addition sentence that is the same as the total number of peaches in all three bowls.

DO: Point to each answer option as you read it.

SAY: Three plus four. Three plus three plus three. Four plus four plus four.

A $3 + 4$ B $3 + 3 + 3$ C $4 + 4 + 4$

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Sample Task 1 - Part B Scaffolding



Part B: Scaffolding Example

If the student responds to Part B by selecting answer option C, record the student's response and then present Part C.

If the student responds to Part B by selecting answer option A or answer option B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "na response," provide scaffolding by covering answer option B, and then ask the question again.

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Sample Task 1 - Part B Scaffolding



Part B: Scaffolding Example

DO: *Cover the answer option selected by the student OR answer option B if the student did not respond.*

SAY: *Show me the addition sentence that is the same as the total number of peaches in all three bowls.*

DO: *Point to the remaining answer options as you read them.*

Record the student's response and then present Part C.

If the student does not respond, record "no response" and then present Part C.

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Sample Task 1 – Part B Student Booklet



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Grade 3 Mathematics Task 1 Part B1



3×4

Grade 3 Mathematics Task 1 Part B1

A $3 + 4$

B $3 + 3 + 3$

C $4 + 4 + 4$

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Part C



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- High complexity content
- May include multiple parts, require the student to make inferences, or require the application of previous learning
- Graphics for Part C may require the student to interpret or make an inference
- Graphics not included for all activities in Part C

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Sample Task 1 - Part C

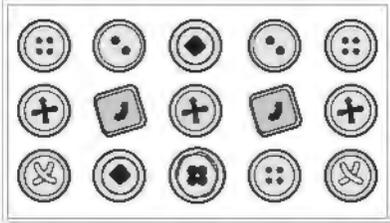
Part C: High complexity content/Low support

DO: Point to each row of buttons.

SAY: Angela has some buttons. She puts them into three rows.



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Sample Task 1 - Part C

Part C: High complexity content/Low support

SAY: Show me the multiplication sentence to find the number of buttons Angela has.

DO: Point to each answer option as you read it.

SAY: Three times one equals blank. Three times three equals blank. Three times five equals blank.



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A $3 \times 1 = ?$ B $3 \times 3 = ?$ C $3 \times 5 = ?$

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Sample Task 1 - Part C Scaffolding



Part C: Scaffolding Example

*If the student responds to Part C by selecting answer option C, record the student's response and then present **the next task**.*

If the student responds to Part C by selecting answer option A or answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

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Sample Task 1 - Part C Scaffolding



Part C: Scaffolding Example

SAY: Remember, you have three groups. Each group has five buttons. Find the number sentence that shows the number of buttons. Show me the multiplication sentence to find the number of buttons Angela has.

DO: Point to each answer option as you read it.

SAY: Three times one equals blank. Three times three equals blank. Three times five equals blank.

Record the student's response and then present the next task.

If the student does not respond, record "no response" and then present the next task.

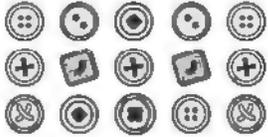
42

Sample Task 1 – Part C Student Booklet



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Grade 3 Mathematics Task 1 Part C



Grade 3 Mathematics Task 1 Part C

A $3 \times 1 = ?$

B $3 \times 3 = ?$

C $3 \times 5 = ?$

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Indicating a Response



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- Students should use the same response mode used in the classroom for the test.
 - Pointing to a response
 - Saying a response
 - Signing a response
 - Gazing at a response
 - Using switch to select a response
- Accept any response mode.

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Student Response Document



- The Test Examiner will record the student’s response and whether the response required scaffolding.
- Once the Test Examiner has completed the administration of the assessment, the student's responses will be entered into Nextera.

Student Response Document



- The Test Examiner will record the student’s response on the Student Response Document.
- Record the answer choice that corresponds with the student's response or select “NR” if the student does not respond.
- Scaffolding is provided only if needed (as outlined in the Test Examiner Booklet) and should be recorded only if the student received additional scaffolding.

		2018-2019 Georgia Alternate Assessment 2.0 Student Response Document											
		Part A				Part B				Part C			
Task	Response Type	A	B	C	D	A	B	C	D	A	B	C	D
Task 1	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 2	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 3	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 4	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 5	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 6	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 7	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 8	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 9	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 10	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task 11	Student Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Scaffolded Response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter Student Responses in Nextera, the online system



- Once the assessment is complete, the Test Examiner will use the completed Student Response Document to enter the student's responses into the online system Nextera.

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Sample Task 2 - ELA



- Contain the same assessment components
 - Test Examiner Booklet ("Say" and "Do" statements)
 - Student Booklet (student materials containing graphics and answer options)
 - Student Response Document
- Student considerations for administration
 - Think about the individual needs of one of your students as we review the second sample task.
 - We will discuss two sample students and individual considerations for assessment for each.

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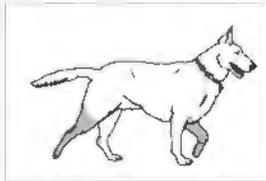
Sample Task 2 – Scenario/Passage: The Cat Walk



SAY: We are going to read a text. The title of the text is “The Cat Walk.”

DO: Point to the picture of the dog walking. Point to each shaded leg.

SAY: The shaded legs are off the ground. Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.



49

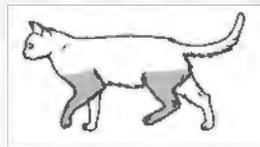
Sample Task 2 – Scenario/Passage: The Cat Walk



SAY: Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

DO: Point to the picture of the cat walking. Point to each shaded leg.

SAY: The shaded legs are off the ground. A cat moves both legs on one side at the same time. First, the cat moves both left legs. Then, the cat moves both right legs.



50

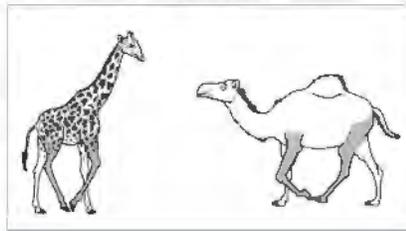
Sample Task 2 – Scenario/Passage: The Cat Walk



SAY: The way cats walk is very special.

DO: Point to the pictures of the giraffe and the camel as you mention them. Point to each shaded leg.

SAY: The shaded legs are off the ground. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



51

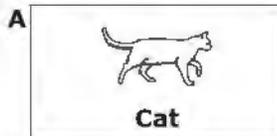
Sample Task 2 - Part A Low complexity content/High support



SAY: Which animal is this text MOSTLY about?

DO: Point to the answer options as you read them.

SAY: Cat. Dog.



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Sample Task 2 - Part A Scaffolding



Part A: Scaffolding Example

*If the student responds to Part A by choosing answer option A, record the student's response and present **Part B**.*

If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

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Sample Task 2 - Part A Scaffolding



SAY: Several animals are talked about in this text. The text **MOSTLY** tells about one animal being special. Which animal is this text **MOSTLY** about?

DO: Point to the answer options as you read them again.

SAY: Cat. Dog.

*Record the student's response and then present **Part B**.*

*If the student does not respond, record "no response" and then present **Part B**.*

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Sample Task 2 – Part A Student Booklet

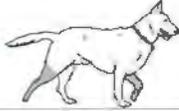


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Grade 1 Reading Comprehension Skills

The Cat Walk

Meet four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.

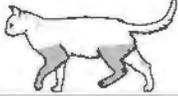


Grade 1 Reading Comprehension Skills

Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side of the same time. First, the cat moves both left legs. Then, the cat moves both right legs.

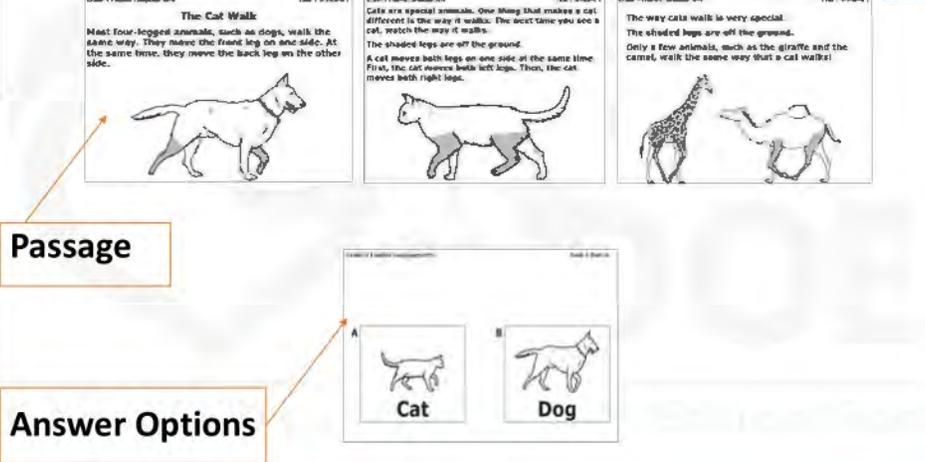


Grade 1 Reading Comprehension Skills

The way cats walk is very special. The shaded legs are off the ground. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



Passage



Answer Options

Grade 1 Reading Comprehension Skills

Task 1 Part A

A



Cat

B



Dog

55

Sample Task 2 - Part B

Moderate complexity content/Moderate support



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SAY: What is the main idea of this text?

DO: Point to the answer options as you read them.

SAY: There are many different kinds of animals. Cats have a special way of walking. Cats are better than dogs.

A



There are many different kinds of animals.

B



Cats have a special way of walking.

C



Cats are better than dogs.

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Sample Task 2 - Part B Scaffolding



Part B: Scaffolding Example

*If the student responds to Part B by selecting answer option B, record the student's response and present **Part C**.*

If the student responds to Part B by selecting answer option A or C, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.

If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option C, and then ask the question again.

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Sample Task 2 - Part B Scaffolding



DO: *Cover the answer option selected by the student OR answer option C if the student did not respond.*

SAY: **What is the main idea of this text?**

DO: *Point to the remaining answer options as you read them.*

*Record the student's response and then present **Part C**.*

*If the student does not respond, record "no response" and then present **Part C**.*

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Sample Task 2 – Part B Student Booklet



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Grade 2 Reading Comprehension

The Cat Walk

Most four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.



Grade 2 Reading Comprehension

Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side of the same time. First, the cat moves both left legs. Then, the cat moves both right legs.



Grade 2 Reading Comprehension

The way cats walk is very special. The shaded legs are off the ground. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



Same passage

Part B Answer Choices

Grade 2 Reading Comprehension

A.  There are many different kinds of animals.

B.  Cats have a special way of walking.

C.  Cats are better than dogs.

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Sample Task 2 - Part C

High complexity content/Low support



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SAY: A main idea in the text is that cats are different from most other animals in a very special way.

Which sentence from the text BEST supports this idea?

DO: Point to the answer options as you read them.

SAY: At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

A At the same time, they move the back leg on the other side.

B The next time you see a cat, watch the way it walks.

C Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

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Sample Task 2 - Part C Scaffolding



Part C: Scaffolding Example

*If the student responds to Part C by selecting answer option C, record the student's response and present **the next task**.*

If the student responds to Part C by selecting answer option A or B, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.

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Sample Task 2 - Part C Scaffolding



SAY: The main idea of a text is supported by details. A supporting detail could be a fact that tells more about the main idea.

The main idea in this text is that cats are different from most other animals in a very special way.

Which sentence from the text **BEST** supports this idea?

DO: Point to the answer options as you read them again.

SAY: At the same time, they move the back leg on the other side. The next time you see a cat, watch the way it walks. Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

Record the student's response and then present the next task.

*If the student does not respond, record "no response" and then present **the next task**.*

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Sample Task 2 – Part C Student Booklet



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The Cat Walk

Meet four-legged animals, such as dogs, walk the same way. They move the front leg on one side. At the same time, they move the back leg on the other side.



Cats are special animals. One thing that makes a cat different is the way it walks. The next time you see a cat, watch the way it walks.

The shaded legs are off the ground.

A cat moves both legs on one side of the same time. First, the cat moves both left legs. Then, the cat moves both right legs.



The way cats walk is very special. The shaded legs are off the ground.

Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!



Same passage

Part C Answer Choices

A At the same time, they move the back leg on the other side.

B The next time you see a cat, watch the way it walks.

C Only a few animals, such as the giraffe and the camel, walk the same way that a cat walks!

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Test Administration Student Samples



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Student Example - Emma

The diagram features a central blue circle labeled "Emma". Five arrows point from this central circle to five surrounding blue circles, each containing a characteristic: "Non-verbal" (top), "Significant cognitive disability" (top-right), "Seizure condition" (bottom-right), "Limited range of motion" (bottom-left), and "Eye gaze" (left).

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Student Example - Emma

The diagram features a central blue hexagon labeled "Preparing for Assessment". Six arrows point from this central hexagon to six surrounding blue hexagons, each containing a preparation strategy: "Administer in the morning" (top), "Utilize eye gaze" (top-right), "Appropriate spacing of answer choices" (right), "U shaped recipillure" (bottom), "Latency tendencies" (bottom-left), and "Additional support staff" (left).

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Student Example - William

The diagram features a central blue circle labeled "William". Six arrows point outwards from this central circle to six surrounding blue circles, each containing a characteristic:

- Verbal
- Significant cognitive disability
- Cortical visual impairment
- Ineligible
- Materials are outlined in color
- Limited understanding of concepts

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Student Example - William

The diagram features a central blue hexagon labeled "Preparing for Assessment". Six surrounding blue hexagons, each containing an accommodation, are connected to the central one:

- Use tangibles as motivator
- Textured answers
- Reduce extraneous text
- Color outlined materials
- Additional support staff
- Light box/darkened room

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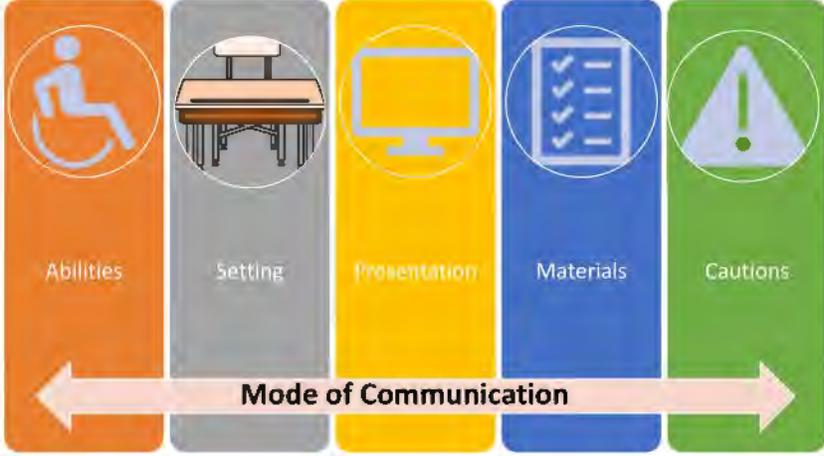
Remember!!! If you don't see an allowable accommodation remember to make a special accommodation request to the Assessment Department.

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Preparing for the GAA 2.0



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Abilities Setting Presentation Materials Cautions

Mode of Communication

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Accommodations

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Accommodations



- Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 Administration.
- Examples:
 - Varying the presentation mode or response mode
 - Providing manipulatives to make a task more accessible

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Accommodations



- Must be based on what the student uses in daily instruction.
- Test Examiners should become familiar with the tasks and should practice using any accommodations with the student on sample items prior to administering the assessment.
- If using any assistive technology, practice with sample items to ensure technology is functioning properly.
- Secure test materials should not be stored in the device.
- All Test Examiners will be acting as scribes by recording the student's response.

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Accommodations

- **Presentation Accommodations** — presentation of test material and/or test directions.
 - Examples: large print, braille, ASL, oral reading, color overlays, magnifiers
- **Response Accommodations** — manner in which students respond to or answer test questions.
 - Examples: AAC device, pointing to answers, verbal answers, scribe, adapted writing tools
- **Scheduling Accommodations** — time allowance or scheduling of a test.
 - Examples: breaks, optimal time of day for testing, multiple testing sessions
- **Setting Accommodations** — place in which the testing normally occurs.
 - Examples: special education classroom, small group, individual administration, preferential seating

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Allowable Accommodations GAA 2.0

A = Administration procedures
allowable for all eligible students.

S = Standard accommodation
required for eligible students.

C = Conditional Accommodation
for required eligible students.

Allowable Accommodations for Students with Disabilities						
Setting Accommodations	All	S	A	C	Disabilities	
					LD	Other
1. Special education classroom	A					
2. Special or adapted lighting	A					
3. Small group	A					
4. Preferential seating	A					
5. Second Field adaptations	S					
6. Adaptive furniture (e.g., cushion)	A					
7. Individualized study space	A					
8. Individualized administration	A					
9. Test administered by certified educator familiar to student	A					
Presentation Accommodations						
10. Large font/Large Print	A					
11. White background for the directions	A					
12. Screen magnification software	A					
13. Sign Language (ASL) or Braille	A					
14. Oral reading of test questions in English	A					
15. Test for alternate language (e.g., Spanish) or Braille	A					
16. English or Spanish test directions for students with disabilities	A					
17. Braille	A					
18. Color overlays, templates, or placemarkers	A					
19. Use of highlighters by student	A					
20. Magnifying glass (handheld, e.g., computer screen)	A					
21. Adaptation of directions (e.g., one-step directions)	A					
22. Audio amplification devices or noise-reducing devices	A					
23. Use of directions that have been marked by teacher	A					
Response Accommodations						
24. Technology applications, such as Braille or other communication devices with grammar and spell check	A					
25. Braille (handwritten) for students	A					
26. Student-made answer sheet template	A					
27. Student-made answer sheet	A					
28. Student-made answer sheet	A					
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100. Student-made answer sheet	A					

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Use of Manipulatives



- General guidelines for selecting and using additional manipulatives in assessment should:
 - ensure the student uses the identified manipulatives in daily instruction throughout the year;
 - allow the student to participate meaningfully in both instruction and assessments;
 - provide an individual student access to an assessment task;
 - does not affect the integrity of the assessment; and
 - is not solely used during assessment.
- Additional guidance for the use of tactile adapted materials and/or utilizing object replacement systems for students with visual impairments is forthcoming.

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Sign Language



- The Test Examiner/sign language interpreter should review forms prior to test administration and make appropriate notes in the Test Examiner Booklet.
 - Must not use cluing inflection
 - Must use consistent facial expression
- All signs must be conceptually accurate, translating only the content exactly as it appears without changing or adding information.
- The use of speaking and signing simultaneously permitted.

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Use of Physical Prompting



- The use of ***directive physical prompting***, including hand-over-hand that leads the student to the correct answer, is not permitted.
- This does not allow the student to independently show what they know and can do.

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Use of Physical Prompting



- There may be some students who require ***physical support*** in order to engage with the materials based on a motor limitation or a specific sensory impairment (i.e., student who is blind).

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Use of Physical Prompting



- Physical ***support*** is permitted as long as it does not lead the student to the correct answer.
- It must allow a student to independently answer or make a choice.
 - Holding a student's arm steady at the elbow in order for them to independently make a choice is not considered directive physical prompting.
 - For a student who is blind or visually impaired, leading a student's hand to engage with each answer option equally while allowing the student to make a choice is not directive physical prompting.

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Redirection and Reinforcement



- Redirections strategies are permitted when:
 - they are a part of the student's daily instruction.
 - they are used to redirect or refocus the student.
 - they should never cue the correct answer.
- Test Examiners are allowed to encourage a student to persist.
- Encouragement should never cue the correct answer.

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Timing and Scheduling



- Every student is different with varying ability to stay on task.
- Test Examiners may pause testing to take a break at any time, planned or unplanned.
- The assessment is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal, etc. Use professional judgement based on your knowledge of your individual student.
- The Test Examiner may pause and resume the administration of as often as necessary during the whole administration window.

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Timing and Scheduling



- Test Examiners may determine the order content area tests are administered.
 - For example, a Test Examiner can choose any content area to begin with (ELA, math, science, social studies).
- Tasks must be administered sequentially within a content area.

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Repeating Task Text



- Follow administration directions.
- Repeat script upon the student's request.
- Response time is based on the individual needs of each student.
- The teacher's script can be repeated up to two times.
 - Student request
 - Pausing/resuming assessment
 - Individual student need

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Additional Accommodation Considerations



- Before assessment – utilize the sample tasks to have your student practice selecting a response with a given accommodation.
- During assessment – avoid anything that cues an answer and utilize strategies and accommodations that the student is familiar with.
- After assessment – enter student responses in Nextera. Ensure that all test materials are accounted for, and provide all test materials to the System Test Coordinator for return to Questar.

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Key Dates, Resources and Contacts

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2018-19 Key Dates

Prior to Testing	
Training Webinar • Orientation to new assessment • Deeper look at test design	October 29 and 31, 2018
Receive Nextera Admin Access	December 2018
Braille Order Window Opens	December 2018
Training Webinar • All Things Nextera	January 16 and 23, 2019
Pre-Administration Webinar • Final Test Prep	February 25 and 27, 2019
Test Materials Arrive in Systems	March 6, 2019
Spring 2019 Test Administration	March 25-May 3, 2019
Deadline to Return Materials to Questar	May 10, 2019
Training Webinar • Interpreting Results	TBD

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Additional Resources

- In addition to training webinars, the following materials will be available prior to testing.

Material	Method /Location	Audience
Nextera Admin Setup and Installation Guide (SIG)	PDF / Nextera Help Tab	District and School Technical Coordinators
Test Administration Manual (TAM)	PDF / Nextera Help Tab	System Testing Coordinators; Special Education Directors
Nextera Quick Reference Guides: Brief job aids for common tasks	PDF / Nextera Help Tab	System Testing Coordinators; Special Education Directors
Nextera Quick Tips: Brief video tutorials demonstrating common tasks	Video / Nextera Help Tab	System Testing Coordinators; Special Education Directors

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Materials Ordering

- Paper materials shipped based on Pre-ID file provided by GaDOE to Questar in December
- Braille materials shipped per survey response
- There will be an Additional Material Order (AMO) window in January 2019 for all materials.

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GAA 2.0 Resources

Available on the GA Dept. of Ed - GAA 2.0 website

- Eligibility Criteria for Participation on GAA 2.0 (posted)
- Blueprints (posted)
- Extended Standards (posted)
- Sample Tasks (coming soon)
- Accommodations Manual and Information

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

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Teacher Resources

Additional Resources

Teacher Resource Link (TRL)	http://bit.ly/AccessOneNote
PowerPoint to the TRL	http://www.gadoe.org/Technology-Services/SLDS/Pages/GAA-Resources-In-TRL.aspx
Resource Board	Requires a password

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GAA 2.0 Waiver Status



- Georgia submitted an ESSA waiver request to exclude GAA 2.0 results from accountability calculations in 2018-2019 as a precautionary measure given the newness of the GAA 2.0 and the unfamiliarity that students and teachers have with the redesigned assessment format.
- USED expressed concerns about excluding results for this population of students in accountability calculations.
 - However, USED has agreed to place this waiver request on hold until after the spring 2019 administration.
 - At that time, we can submit an addendum to the waiver request using information and data from the spring 2019 administration in support of the waiver if needed.
 - If this step is needed, USED has agreed to expedite review of the waiver request.

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Contact Information



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Thank You!
~
Questions?

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B.9: G-CASE GAA 2.0 Training

From: Crystal Callaway
Sent: Monday, November 26, 2018 10:34 AM
To: Nicholas Handville; Zephine SmithDixon
Cc: Lynn Holland; Mary Nesbit-McBride
Subject: RE: GAA Supporting Documents
Attachments: G- Case Final Power Point 2018.pptx; Student 6 - Mateo 12.25.17 (003).docx; Student 1 - Candace 1.25.18.docx

Good Morning Nick,

I hope that your Thanksgiving was well. Mary and I did a presentation at the Georgia Council of Administrators of Special Education (G-CASE) last week. The presentation helped districts to identify the 1% students for the alternate assessment. Please see the attached documents. Thank you and have a good day.

With Warm Regards,

Crystal R. Callaway
Education Program Specialist for Compliance
Special Education Services and Supports
Georgia Department of Education
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**2018 G-CASE
Conference**



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Georgia's School Superintendent
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**Georgia Alternate Assessment
2.0**

November 15, 2018

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Learning Targets



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- The participants will increase their knowledge about the eligibility criteria for the Georgia Alternate Assessment 2.0 (GAA 2.0).
- The participants will increase their knowledge about the components of the new GAA 2.0.



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Review the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Step 1. Review the Eligibility Criteria for GAA.

Due to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to D.C.G.A. § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decision.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to **all** four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name	Eligibility Criteria	Grade	Sources of Evidence (check if used)	Justification
	1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized or alternate instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.		<input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other	
	2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).		<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	

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Review the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Student Name	Eligibility Criteria	Grade	Sources of Evidence (check if used)	Justification
	3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPFP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.		<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	
	4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating, lunch, negotiating social situations, and/or taking care of personal needs.		<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	

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Directions for the Activity



Participants will be given two case studies and a blank eligibility criteria form to complete.

Step 1 – Review the case studies

Step 2 – Complete the eligibility criteria form

Step 3 – The group will answer self-reflection questions

Participants will share their results



Step 1 – Review the Case Study



Student 1 Candace

Student 2 Mateo

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 1 - Candace

Candace is 13 years old and in the 1st grade. She is currently served as a student with a Student Individualized Education Plan (IEP) with speech language therapy as a related service. She was initially evaluated for the local school district in 1st grade (dated November 2, 2015) and began receiving services as a student with IEP in September 2015.

According to her teacher, recently Candace attends school regularly and has met two required objectives in this school year. Her most recent IEP indicates that she receives special designed instruction in reading, writing, expression and math in the resource setting and she is taught setting for reading and writing skills instruction. Candace receives instruction in science, social studies, and electives in the general education setting.

Candace is provided the following accommodations and supports across all content areas: Large print. Auditory support of test grade level materials (e.g., text reader, tape, human reader), audio presentation of grade level level materials (e.g., audio reader), large print material, large print instructions, extra reading material, to provide opportunities for repeated exposures. Math: Calculators, concrete objects (e.g., manipulatives), counting, concrete shape and object, general visual supports (e.g., pictures, diagrams, symbols) to support instructions, word and sound cards, alphabet strip, copy of word or sentence cards, highlighting of sentence parts, verbal prompts (e.g., phrase cards) to demonstrate the completion of a grade level test response or write than one sentence response, and response diagram response sheet. Photographing of test and class work. Behavioral: Reinforcement provided to encourage on-task behavior and work completion. *NOTE: All accommodations listed are provided as needed.*

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 2 - Mateo

Mateo is 10 years old and in 1st grade. Mateo currently receives a student under the category of Autism. Current medical information indicates that Mateo has a medical diagnosis of autism. Mateo was initially evaluated in 1st grade (dated April 2015) and identified as a student with autism as a preschool student in April 2015. Mateo was re-evaluated through the local school district in 1st grade in March 2015.

The current IEP indicates that he receives speech language therapy services and occupational therapy services in the school district and that he receives occupational therapy services with his sister at home. He receives specially designed instruction for each core content in the general education separate classroom setting. *NOTE: All accommodations listed are provided as needed.*

Communication

Mateo uses verbal communication to give a language assessment which measures how much a child understands what is spoken in order to be able to understand concepts and grammar questions. The communication measure how well a child communicates with others. Some children with autism may have limited access to verbal communication. Mateo scored a 59 putting him in the range of a severe expressive and receptive language disorder.

Mateo currently uses picture exchange communication system (PECS) in the school and in the home setting. Mateo is currently able to match pictures using his PECS and can differentiate between a preferred and non-preferred food item given a choice of 2 items. At home, Mateo will exhibit challenging behaviors if the exchange for the preferred item is not immediate. Mateo is beginning to follow a transition schedule using picture cards with an accuracy rate of 50%.



Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to D.C.G.A. § 20-2-283, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decision.

If a student is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones assessment system. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name	Eligibility Criteria	Source of Evidence (check if used)	Justification
	<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student's unique personalized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<input type="checkbox"/> Prior Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other: _____	
	<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other: _____	

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Participants will Share Results



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Student 1 Candace

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 1 - Candace

Candace is 8 years old and in the 3rd grade. She is currently served as a student with a Mild Intellectual Disability (MID) with speech language therapy as a related service. Candace was initially evaluated through the local school district in first grade (dated November 1, 20XX) and began receiving services as a student with MID on November 2, 20XX.

According to attendance records, Candace attends school regularly and has only one excused absence this school year. Her most recent IEP indicates that she receives specially designed instruction for reading, written expression and math in the resource setting and in a co-taught setting for guided reading and social skills instruction. Candace receives instruction for science, social studies, and activities in the general education setting.

Candace is provided the following accommodations and supports across all settings: Language Arts: Auditory output of text grade level materials (e.g., text reader, tape, human reader), audio presentation of grade level text for assessments (text reader, human reader), large materials for select instructional level reading materials to provide opportunities for repeated exposures; Math: Calculators, concrete objects (e.g., manipulatives for counting, geometric shapes, real objects), graphic visual supports (e.g., pictures, diagrams, symbols) to support instruction, word cards, word lists, alphabet strip, copy of word or sentence at desk, highlighting of sentence parts; Verbal prompts (e.g., provision of alternate ways to demonstrate competence on grade level test requiring greater than one sentence response (e.g., oral response, diagram response, sketch), Paraphrasing of text and directions; Behavioral: Reinforcement (s) provided to encourage on task behavior and work completion. *NOTE: May be located in the IEP and Disability Eligibility.*

Student 2 Mateo

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 2 - Mateo

Mateo is a 7 year old male in fourth grade. Mateo is currently served as a student under the category of Autism. Current medical information indicates that Mateo has a medical diagnosis of Autism. Mateo was initially evaluated (dated March 20XX) and identified as student with Autism as a preschool student on April 10, 20XX. Mateo was re-evaluated through the local school system in first grade in March 20XX.

His current IEP indicates he is receiving speech language therapy services and occupational therapy services at the school setting and that he receives occupational therapy services with an outside agency. He receives specially designed instruction for each core content in the special education separate classroom setting. *NOTE: May be located in the IEP.*

Communication

Mateo is non-verbal. Mateo was given a language assessment which measures how much a child understands what is spoken in addition to basic vocabulary, concepts and grammatical markers. The assessment also measures how well a child communicates with others. Same aged non-disabled peers should score between 85-115. Mateo scored a 50 putting him in the range of a severe expressive and receptive language disorder.

Mateo currently uses a picture exchange communication system (PECS) in the school and in the home setting. Mateo is currently able to match pictures using his system and can differentiate between a preferred and non-preferred food item after given a model 2-3 times. At times, Mateo will exhibit challenging behaviors if the exchange for the preferred item is not immediate. Mateo is beginning to follow a transition schedule using pictures with an accuracy rate of 10%.



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Candace

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Candace

Step 3: Self-reflection

- Did your group determine that your student qualified for GAA 2.0? Why or Why Not?

She does not qualify, due to insufficient logtitual data, cognitive scores are not at a significant cognitive disability level, nor is adaptive behavior skills overall. Note that adaptive behavior skills may increase over time. No significant deficits noted in parent input. She does display communication needs, but not at a significant level. She is behind grade level peers, but direct instruction and accommodations may improve academic and communication deficits

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Candace

Step 3: Self-reflection

- Did your group have difficulty coming to consensus on any particular Criterion? Why or Why Not?
- After having time to work with the Eligibility Criteria Form, how comfortable/confident are your group members in using the form in an IEP Team meeting? What questions/concerns about the Eligibility Criteria Form does your group still have?





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Step 2 – Complete the Eligibility Criteria Form GAA 2.0

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

Student Name	Candace	Grade	3 rd Grade	Justification
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Sources of Evidence (check if used)</p> <input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Beginning reader-at kindergarten level; identifies high frequency sight words (kindergarten level); guided reading passage on her instructional level and following multiple exposures to the passage. • Counts objects 1-20; recognizes #'s 1-20; adds up to 10 using manipulatives or fingers; below same age peers • Demonstrates beginning writing skills; does not independently generate a simple sentence; given grade level prompt and teacher assistance, will write a series of letters and pictures
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>	<input type="radio"/> Yes <input checked="" type="radio"/> No			

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Step 1. Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to **all** four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name	Grade	Justification
Candace	3 rd Grade	

1. Does the student require intensive, individualized instruction in a variety of instructional settings?
 The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills in other settings.

Yes
 No

2. Does the student have a significant cognitive disability?
 A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).

Yes
 No

Sources of Evidence (check if used)

Present Levels of Academic Achievement and Functional Performance
 Anecdotal Notes and Observations
 Benchmark Data
 Progress Monitoring Data
 Other

Results of Individual Cognitive Ability Test
 Results of Adaptive Behavior Skills Assessment
 Other

2. IQ Score:
Significant Delays?
 Mental Processing Index – Candace scored 65; below average
 Sequence processing Standard Score; 66

Adaptive Behavior
 Overall 66
 Socialization 57
 Communication 65
 Daily Living 79
 Below grade level skills

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Student Name	Grade	Justification
Candace	3 rd Grade	

1. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPFP)?
 Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.

Yes
 No

4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?
 A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.

Yes
 No

Sources of Evidence (check if used)

Results of Individual Cognitive Ability Test
 Results of Adaptive Behavior Skills Assessment
 Other

Results of Individual Cognitive Ability Test
 Results of Adaptive Behavior Skills Assessment
 Other

- Recognizes upper and lower case letters (90%); sounds letters (65%); high frequency sight words-Dolch at 42%; literal questions at 70%; inferential questions at 45%; answers basic factual questions at 30%
- Made limited progress in 3 skill areas: following oral teacher directions 20%; wh questions 40 to 60%; and sorting objects by category (20%)
- Counts objects 1-20 (100%); recognizes #'s 1-20 (80%); adds sets 1-10 on fingers/manipulatives w/no regrouping 80%; w/ regrouping 30%; subtraction 1 digit 1-10 w/ objects, no regrouping (60%); understanding attributes (0%)
- Copies single syllable words (70%); copy a sentence w/capital letter and end punctuation (40%)

3.

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Student Name	Candidate	Grade	3 rd Grade
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)			
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<p>Sources of Evidence (check if used)</p> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	<p>3. Artic. /voice/fluency within normal limits; severe lang. deficits in comprehension of basic concepts/wh?/attribute s; Expressive language concerns</p>
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>Sources of Evidence (check if used)</p> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	<p>4. Hesitant to join small group conversations given language deficits; in large group follows the lead of others; Unable to read at grade level; she struggles to follow oral teacher directions; requires individual repetition of directions and teacher prompts</p>

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0

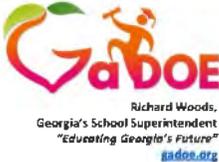


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Student Name	Candidate	Grade	3 rd Grade
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)			
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>Sources of Evidence (check if used)</p> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	<p>3. Artic. /voice/fluency within normal limits; severe lang. deficits in comprehension of basic concepts/wh?/attribute s; Expressive language concerns</p>
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<p>Sources of Evidence (check if used)</p> <input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	<p>4. Hesitant to join small group conversations given language deficits; in large group follows the lead of others; Unable to read at grade level; she struggles to follow oral teacher directions; requires individual repetition of directions and teacher prompts</p>

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Mateo

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Mateo

Step 3: Self-reflection

- Did your group determine that your student qualified for GAA 2.0? Why or Why Not?

YES – based on longitudinal studies of testing, IEP progress monitoring

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Mateo

Step 3: Self-reflection

- Did your group have difficulty coming to consensus on any particular Criterion? Why or Why Not?
- After having time to work with the Eligibility Criteria Form, how comfortable/confident are your group members in using the form in an IEP Team meeting? What questions/concerns about the Eligibility Criteria Form does your group still have?

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0

Student Name	Grade	Sources of Evidence (check if used)	Justification
Mateo	4th Grade		
<p>1. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other</p>	<p>1. Reading - No DRA established Writing – scores Extremely Low Range in comparison to same age peers, unable to copy words, but can match words with 60% accuracy, uses a scribe but unable to provide sentences independently Math – Extremely Low Range compared to same age peers, matcher numbers 1-5 with 100% accuracy and numbers 6-10 with 60% accuracy Progress monitoring scores range 0% to 10% accuracy with 2 or more verbal/visual prompts</p>
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other</p>	

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)			
Student Name	Disability Category	Grade	Justification
	Mateo	4th Grade	
3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	2. Kaufman 49 WISC 41 Low functioning across all settings Adaptive scale score 51
4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)			
Student Name	Disability Category	Grade	Justification
	Mateo	4th Grade	
3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	3. Speech/Language OT in school and privately Specifically Designed Instruction across all settings
4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	

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Step 2 – Complete the Eligibility Criteria Form GAA 2.0



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)		Grade	Justification
Eligibility Criteria	Yes/No	Sources of Evidence (check if used)	
3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Other	4. Likes Barney, Thomas the Tank Engine, Wiggles, etc. Often will lay on floor, screaming, throwing objects when non-preferred activity is presented or when there are loud noises Restrained at times Often needs sensory input to "cool down" when frustrated iPad is a positive reinforcer motivated with edibles
4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other	



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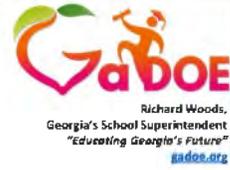
Orientation to the New Assessment GAA 2.0



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- Use the Power Point as your guide





Thank You!

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 1 - Candace

Candace is 8 years old and in the 3rd grade. She is currently served as a student with a Mild Intellectual Disability (MID) with speech language therapy as a related service. Candace was initially evaluated through the local school district in first grade (dated November 1, 20XX) and began receiving services as a student with MID on November 2, 20XX.

According to attendance records, Candace attends school regularly and has only two excused absences this school year. Her most recent IEP indicates that she receives specially designed instruction for reading, written expression and math in the resource setting and is in a co-taught setting for guided reading and social skills instruction. Candace receives instruction for science, social studies, and electives in the general education setting.

Candace is provided the following accommodations and supports across all settings: Language Arts: Auditory output of text grade level materials (e.g., text reader, tape, human reader), audio presentation of grade level text for assessments (text reader/ human reader), taped materials for select instructional level reading materials to provide opportunities for repeated exposures. Math: Calculator, concrete objects (e.g., manipulatives for counting, geometric shapes, real objects). General: visual supports (e.g., pictures, diagrams, symbols to support instruction, word cards, word lists, alphabet strip, copy of word or sentence at desk, highlighting of sentence parts), Verbal prompts/cues, provision of alternate ways to demonstrate competence on grade level test requiring greater than one sentence response (e.g., oral response, diagram response, scribe), Paraphrasing of text and directions. Behavioral: Reinforcement is provided to encourage on task behavior and work completion. *(NOTE: May be located in the IEP and Disability Eligibility)*

Communication-Candace's articulation, voice, and fluency skills are within normal limits. Per formal language assessment, Candace demonstrates strength in identifying word relationships by pointing to pictures. Given formal assessment, results of language interventions and observation, Candace demonstrates severe language deficits in comprehension of basic concepts (0%), attributes (adjectives describing color, size, shape, etc. at 25%), prepositional phrases (i.e., on, under, behind 25%), sorting and labeling a category (40%), following oral directions (20%), answering /wh/ questions (who/where/when - 40% to 60%, what/why 10 to 40%), and formulating sentences (44%). Expressively, Candace uses past tense – ed in sentences at 0%. *(Note: Information may be located in the current IEP and Evaluation Report)*

Reading -Candace is a beginning reader. She scored a Level 2 on the Developmental Reading Assessment (DRA2) which is the Kindergarten level of reading ability. She enjoys looking at picture books and listening to picture books on tape/CDs at the classroom listening station. She

often listens to the same book multiple times. Given multi-sensory, direct instruction in phonological awareness, phonics, vocabulary, fluency and comprehension, Candace recognizes upper and lower case letters (90%), demonstrates letter/sound correspondence (65%), identifies single syllable consonant/vowel/consonant words (62%), and identifies high frequency sight words (Dolch words at 42% at the Kindergarten level). Given a guided reading passage on her instruction level and following multiple exposures to the passage, Candace reads 50 words with 18 miscues, and responds to literal questions at 70% (e.g., main idea and key details, retell story) and inferential questions (e.g., making prediction, making connections between events, characters, ideas) at 45%. Candace listens to the oral reading of grade level texts across core content areas. She does not volunteer during text discussion. With teacher prompting, she answers basic factual questions (main character, setting - 30%) and is unable to answer questions requiring deeper meaning (e.g., point of view, moral, theme, cause/effect - 0%). Candace participated in a Tier II and Tier III direct instruction language intervention entitled *Language for Learning*. The intervention consisted of multi-sensory presentation of vocabulary, word forms, sentence forms, and word relationships to improve language skills. Given ten weeks of intervention, Candace made limited progress in three skill areas: following oral teacher directions (20%), responding to wh questions (who/where/when 40% - 60%, what/why 10-40%), and sorting objects by category (40%). Retention of skills from week to week was poor. (*Note: Information may be located in the current IEP, Evaluation Report*)

Math-Candace reports that math is her favorite subject. Given daily direct instruction using manipulatives, Candace demonstrates slow but steady progress in the domains of Counting and Cardinality and Operations and Algebraic Thinking (basic addition and subtraction) at an entry-Kindergarten level. Candace counts objects 1-20 (100%), recognizes numerals 1-20 (80%), and adds sets 1-10 using manipulatives or her fingers (no regrouping - 80%, regrouping 30%). Subtraction poses greater challenge. She performs one digit subtraction problems with objects 1-10 (no regrouping - 60%). She demonstrates minimal understanding of math attributes of *less than*, *greater than* and *equal* (0%). Candace's math fluency in counting beyond 20, problem-solving and understanding math concepts is significantly and consistently below that of age peers thus affecting involvement in and progress in the third-grade math curriculum. (*Note: Information may be located in the current IEP, Evaluation Report*)

Written Language -Given direct instruction in written language focusing on writing production and conventions of Standard English, Candace demonstrates beginning writing skills. Given a teacher prompt, Candace produces upper (85%) and lower-case letters (90%) when an alphabet strip is on her desk. Without the alphabet strip on her desk, Candace produces the letters but looks about the room for letter examples (80% upper and lower case). Candace copies single syllable words given a copy of the word at her desk (70%) and she is starting to copy a sentence including capital letter and end punctuation (40%) when given a copy of the sentence at her desk. She categorizes familiar nouns (person, place, thing 80%) and acts out familiar action verbs

(80%) and constructs a simple sentence using a sentence strip and picture prompts (The boy/walks - 75%). Candace does not independently generate a simple sentence (with at least one noun, one verb, capital letter, and end punctuation). When given a grade level writing prompt and teacher assistance, Candace will write a series of letters and pictures (scribbles). With multiple teacher prompts, Candace will explain her piece and dictate sentences to the teacher. *(Note: Information may be located in the current IEP, Evaluation Report)*

Adaptive Behavior: Candace is a quiet, compliant student. Her adaptive skills are significantly below same age peers. Candace was evaluated using the Vineland-3 Domain-Level Teacher and Parent Form. Candace's overall level of adaptive functioning is 66, which is well below the normative mean of 100 (the normative standard deviation is 15). The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The Communication domain measures how well Candace listens and understands, expresses herself through speech, and reads and writes. Her Communication standard score is 65. This corresponds to a percentile rank of 1. Communication is a relative weakness for Candace. The Daily Living Skills domain assesses Candace's performance of the practical, everyday tasks of living that are appropriate in the school setting. Her standard score for Daily Living Skills is 79, which corresponds to a percentile rank of 8. Daily Living Skills is a relative strength for Candace. Candace's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 57. The percentile rank is <1. The domain is a relative weakness for Candace. *(Note: Information may be located in the current and previous IEP, Social-Development History, Adaptive Behavior Assessments, Rating Scales, Evaluation Report and past and current multi-setting observations data)*

General Intelligence-According to evaluation (dated November 1, 20XX), Candace performed in the well below average range score on a cognitive assessment (Mental Processing Index or MPI of 65). Candace obtained a well below average range MPI score of 65, which corresponded to a percentile rank of 1. This means that Candace scored as well as or better than 1 out of 100 children her age taking the test. When considering the band of error that naturally accompanies any standardized test score, there is a 95 percent probability that the range of scores 60 to 72 will include Candace's actual IQ score. Candace's overall performance in sequential processing was in the well below average range (standard score = 66). Candace's performance on the Simultaneous Processing Scale was in the average range (standard score = 87). The Simultaneous Processing Scale requires a student to spatially integrate stimuli, which is needed to solve problems with maximum efficiency. Candace demonstrated well below average range skills on the Learning Scale, with a standard score of 64. The Learning Scale of the KABC-II addresses an individual's ability to store and retrieve newly or previously learned information.

Reflecting on cognitive, language, academic and social deficits in total, Candace requires a variety of supports for learning. In order to follow teacher directions, Candace benefits from peer and adult models and teacher prompts. She needs visual supports to promote understanding and retention of new concepts (e.g., real objects for categorizing, manipulatives for counting, alphabet/word/sentence models for writing, pictures to enhance understanding of reading

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materials). She requires multiple models, ongoing review and multiple practices to master and retain a skill (e.g., Consonant Vowel Consonant (CVC) words). She requires specific instruction and examples to generalize a concept (e.g., written letters). Candace is more successful when a complex concept is broken into smaller chunks (e.g., CVC word family>present CVC words randomly; generate>letter>word>sentence). *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

Other Considerations: Candace appears hesitant to join small group student conversations given language deficits. She requires specific role assignments to participate in cooperative group activities (e.g., distribute materials, match labels to diagram). In large group activities, Candace follows the lead of others (e.g., looking at reading passage, working quietly during independent seatwork, listening during class discussion). She is unable to read grade level materials, seatwork tasks are often blank, and she is unable to respond to comprehension checks during a listening activity. Candace struggles to follow oral teacher directions announced to the class. She requires individual repetition of the directions and teacher prompting. *(Note: This information may be provided the Present Levels in the IEP, teacher observations)*

Parent(s) Input: Candace is an 8-year-old child who resides with her mother, brothers (ages 10 and 20), sister-in-law (age 16), and niece (age 9 months). Candace's sister-in-law assists her with homework.

Parents indicated that Candace was born at 39 weeks gestation and was delivered by cesarean section because she was in the breech position. Candace was reportedly a healthy baby. Candace met developmental milestones related to sitting, walking, and talking within developmentally appropriate time frames but was late to be toilet trained. A family history of mental health, behavioral, or learning problems was not reported. Within the past 12 months, Candace's family has experienced one stressful event that included the addition of a family member and the birth of a niece.

At home, Candace plays outside, plays with toys or non-electronic games, and watches television. In the community, she visits the library and zoos or parks. Candace is described as a sweet and timid child. Family is concerned about Candace's lack of interest in socializing with other children and her academic difficulties.

Candace has a select few friends at home and in her church with whom she will communicate. Candace is hesitant to talk to new kids she meets. She will often follow what others are doing when in group. Parents can get Candace to do chores and tasks at home if they break them up into steps for her and use short phrases. *(Note: This information may be provided by parents or guardians of the student, in current Evaluation Report, Social Development History or parent survey/questionnaires)*

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Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 2 - Mateo

Mateo is a 9 year old male in fourth grade. Mateo is currently served as a student under the category of Autism. Current medical information indicates that Mateo has a medical diagnosis of Autism. Mateo was initially evaluated (dated March 20XX) and identified as student with Autism as a preschool student on April 10, 20XX. Mateo was re-evaluated through the local school system in first grade in March 20XX.

His current IEP indicates he is receiving speech/language therapy services and occupational therapy services in the school setting and that he receives occupational therapy services with an outside agency. He receives specially designed instruction for each core content in the special education separate classroom setting. *(NOTE: May be located in the IEP)*

Communication

Mateo is non-verbal. Mateo was given a language assessment which measures how much a child understands what is spoken in addition to basic vocabulary, concepts and grammatical markers. The assessment also measures how well a child communicates with others. Same aged, non-disabled peers should score between 85-115. Mateo scored a 50 putting him in the range of a severe expressive and receptive language disorder.

Mateo currently uses a picture exchange communication system (PECS) in the school and in the home setting. Mateo is currently able to match pictures using his system and can differentiate between a preferred and non-preferred food item after given a model 2-3 times. At times, Mateo will exhibit challenging behaviors if the exchange for the preferred item is not immediate. Mateo is beginning to follow a transition schedule using pictures with an accuracy rate of 50% matching picture-to-picture.

Mateo currently has vocalizations but no functional spoken language and is not currently able to access a voice output device with success. Mateo is given opportunities throughout the school setting to engage in communication using PECS. Mateo will continue to be given communication opportunities and he will be introduced to additional modes of communication (e.g. voice output device, modified sign language, etc.) as skills are mastered over time. *(Note: Information may be located in the current IEP and Evaluation Report)*

Reading

As demonstrated on class instructional activities (daily class work), progress monitoring data, teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers. Current standardized scores show that a score for Mateo on DRA levels was not able to be measured. Mateo is in the pre-primer stage for reading. Mateo struggles with recognizing letter shapes and sounds.

Mateo currently is able to recognize and match word-to-word 3 out of 20 Dolch pre-primer words. A non-disabled, same age peer should be able to recognize and read without sounding out between 250 and 350 Dolch and High Frequency words.

Mateo enjoys listening to the Sesame Street ABC song each day on his iPad to remember letter shapes and sounds. (*Note: Information may be located in the current IEP, Evaluation Report*)

Math

As demonstrated on class instructional activities (daily class work), progress monitoring data, and teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers.

Mateo has limited early numeracy skills. When matching a number card to a number card, Mateo is able to match the numbers 1-5 with 100% accuracy. Numbers between 6-10 Mateo is only able to match with 50% accuracy with 2 or more verbal and/or visual prompts. Mateo is unable to solve single-digit addition and subtraction problems with a calculator even with teacher guidance. Mateo enjoys using a number line or manipulatives to solve single-digit addition and subtraction problems with teacher guidance, but requires 2 or more verbal and/or visual prompts to complete the task. Progress monitoring scores on the simple addition and subtraction problems range from 0%-50% accuracy.

Review of progress monitoring data indicates Mateo is unable to solve word problems. Progress monitoring scores range from 0% to 10% accuracy with 2 or more verbal and/or visual prompts from the teacher to complete the task. Analysis of word problems indicate Mateo is unable to identify and match key words within the problem. When asked to select a multiple-choice solution to a word problem Mateo circles a response without reason.

Mateo benefits from color coding, visual strategies, structured work/task systems and manipulatives. (*Note: Information may be located in the current IEP, Evaluation Report*)

Writing

As demonstrated on class instructional activities (daily class work), progress monitoring data, teacher observation and standardized testing, Mateo scores in the Extremely Low Range in comparison to non-disabled, same age peers.

Review of current IEP progress monitoring data indicate that Mateo is unable to copy words and/or sentences but is able to match words-to-words with a 60% accuracy rate. Mateo utilizes a scribe, but is unable to provide the scribe with sentences independently. If the scribe gives Mateo a prompt to place word cards in a specified order to create a sentence, Mateo is able to do so with scores between 0%-25% accuracy. Mateo prefers a familiar adult to work with as a scribe. When Mateo has a non-familiar adults that serves as a scribe, Mateo will refuse to work and at times will exhibit challenging behaviors.

Mateo requires explicit instruction in sentence writing and guided practice through repetition.
(Note: Information may be located in the current, Evaluation Report)

Adaptive Behavior

Mateo's current adaptive behavior composite score is 51 across school and home settings which falls within the Low functioning range. These scores are consistent with previous adaptive behavior rating scale cores that have fallen in the Low functioning range. Current and previous IEP data indicate steady progress is being made in the areas of communication skills, social skills, fine-motor skills and academic skills. Even with progress, Mateo needs continued assistance in these areas across home, school and community settings.

Mateo is able to navigate himself throughout the school with the use of a picture schedule and adult assistance as needed. He is not able to express his basic wants and needs with single words or phrases. Mateo does have access to a picture exchange communication system (PECS) and is receiving continued instruction in the use of this system to express basic needs and wants.

Current assessment shows Mateo's fine motor skills appear abnormal and Mateo's motor planning skills are poor. Mateo is unable to write his first or his last name independently. Mateo is able to match letters and words with multiple prompts.

Mateo struggles with tying his shoes, buttoning his pants/shirt/coat and manipulating zippers. Progress monitoring data shows that Mateo requires assistance to complete tying his shoes, buttoning his pants and/or coat 80% of the time. Mateo is unable to request the assistance 90% of the time. Mateo is not toilet trained and required the use of a pull-up during the day and at night. Mateo is currently receiving instruction in toilet training with the use of task analysis and a toileting schedule. Progress monitoring data indicates that Mateo has requested the use of the restroom at a 10% accuracy rate. Mateo is able to feed himself with his hands but is only 50% accurate with the use of a spoon, fork and cup. Mateo is receiving specially designed instruction and adapted utensils to address this need.

Mateo enjoys working with familiar classmates and enjoys showing adults with whom he is familiar what he is working on in the classroom.

Mateo often will lay on the floor, scream, throw objects and/or pinch and bite when presented with a non-preferred activity and needs multiple prompts to complete the work and/or move to a cool down area in the classroom. These behaviors are also often seen if there are loud noises or a change in routine. Mateo has access to the cool down area and a sensory room as needed. Redirection is effective at times for Mateo to access a cool down area or the sensory room; however, at times SCM/restraint is needed to keep Mateo safe for himself and others. Mateo is highly reinforced with access to the iPad and preferred games on the iPad and access to his weighted blanket. Mateo also requires a nap 1-2 times per week due to issues at home with insomnia. *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

General Intelligence:

According to the integrated assessment report, the administration of the primer words. He showed an instructional level of first grade. Kaufman Assessment Battery for Children (KABC-II) yielded a Non-verbal score of 49 which falls in the Extremely Low Average range of intelligence. The student was also administered the Wechsler Intelligence Scale for Children (WISC-V) in 20XX and scored a Full Scale Score of 41 which is in the Extremely Low Average range.

Mateo's effort and cooperation were minimal until rapport was established with the examiner and himself. Once rapport was established, Mateo was pleasant and engaged in the assessment for short periods of time. The examiner noted that Mateo's behavior escalated as the task grew more demanding and he engaged in challenging behaviors including pinching and attempting to bit the examiner and instructional assistant. Due to Mateo's frustration and escalation of challenging behaviors, the examiner gave the assessment over a 4-day period in 20 minute increments. *(Note: Information may be located in the current and previous IEP, initial or most recent evaluation report and progress monitoring data across multiple settings)*

Other Considerations:

Mateo prefers to participate in activities centered around his likes, such as Barney, Thomas the Tank Engine, Wiggles, Legos, etc. As noted in his previous and current IEPs, Mateo is motivated through edibles and the iPad. Mateo often needs sensory input or a time to cool down when frustrated or over stimulated by sounds. Mateo also may benefit from an FBA and BIP to assist in behavior management. Mateo also needs continued support in community access and opportunities to practice communication, self-care skills and fine motor skills. *(Note: This information may be provided in the Present Levels in the IEP, teacher observations.)*

Parent(s) Input:

Mateo's mother returned the social and development history forms and areas of note were Mateo's increase in challenging behaviors both in the school setting and in the home setting. Mateo's mother commented that Mateo had just been placed on Risperdal. Medications are administered at home before and after school. Parents requested the school look into an FBA and BIP as recommended by Mateo's new outside Behavior Analyst. There are no social, cultural, or economic concerns noted. Mateo has consistent and regular school attendance. English is the primary language spoken in the home. Mateo enjoys the bubble machine in the sensory room at school and access to his iPad in the school and in the home setting. *(Note: This information may be provided by parents or guardians of the student, in the current Evaluation Report, Social/Development History or parent survey/questionnaires)*

B.10: State Advisory Panel Presentation

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State Advisory Panel

For Special Education

Twin Towers East • Suite 1870 Atlanta, GA 30334

Kimberleigh Beard, Chair
bkimberleigh@gmail.com

Paul West
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State Advisory Panel Meeting Agenda

May 3 - 4, 2018

Macon Marriott (Macon, Georgia)

Thursday, May 3, 2018

Time		Final Decision(s)
9:30 am – 10:00 am	Welcome <i>Kimberleigh Beard</i> , Chair <i>Paul West</i> , Vice Chair	
10:00 am – 12:00 pm	<i>Crystal Callaway</i> - Georgia Alternate Assessment 2.0 <i>Paul West</i> – Legislative Updates	
12:00 pm – 1:00 pm	LUNCH (PROVIDED)	
1:00 pm – 2:30 pm	<i>Dispute Resolution/Family Engagement Unit</i> - Family Engagement/Dispute Resolution Updates Facilitated IEP data Compliance Revisit of Trends	
2:30 pm – 3:00 pm	<i>Carol Seay</i> - Significant Disproportionality Regulations Implementation	
3:00 pm – 3:30 pm	BREAK/CHECK-IN	
3:30 pm – 5:00 pm	Committee Work Annual Report SAP Membership Applications	
5:00 pm – 6:00 pm	Public Comment(s)	
6:00 pm	DINNER (PROVIDED)	

Revised April 26, 2018

Friday, May 4, 2018 – Macon Marriott

7:30 am – 8:30 am	BREAKFAST (PROVIDED)	
8:30 am – 9:30 am	Committee Planning Time & Report Out	
9:30 am – 10:30 am	Implementation Manual Updates	
10:30 am – 10:45 am	BREAK	
10:45 am– 12:00 pm	Planning for Next Year	<i>Kimberleigh Beard</i> , Chair <i>Paul West</i> , Co-Chair

Please note that the times listed above are approximate and may change except the public comment period. Every effort is made to begin the public comment at the appointed time. Pursuant to Panel Policies and Procedures, a full 30 minutes is always allowed even if the start has been delayed. Comment time is limited 5 minutes per speaker so that all have a chance to be heard. For individuals desiring to make comment via telephone conference call, comment time needs to be scheduled with the SAP Chair a minimum of 3 business days prior to the meeting.

Complete	To Do

Revised April 26, 2018

State Advisory Panel for Special Education (SAP) **Minutes: May 3-4, 2018**

Georgia Alternate Assessment 2.0 (GAA)

Presenter - Crystal Callaway, GADOE Program Specialist

GAA is designed to assess students with the most significant cognitive disabilities unable to participate in Georgia Milestones or End of Course assessments. IEP teams meet annually to decide on participation. GAA 1.0 was piloted in 2005-2006 school year; in 2016-2017 12,142 students were assessed using GAA. The GAA 1.0 uses a portfolio assessment; tasks are scored based on student progress.

GAA 2.0 will be piloted in May 2018 to measure 634 students in 34 districts. Statewide roll-out is planned for Spring 2019. GAA 2.0 is a structured portfolio assessment. Scores are based on student performance, not progress, and does not rely on teachers' documentation skills. Assessment aligns with instructional practices and statewide standards to assess and improve student achievement.

Panel recommends that the GADOE should provide information to families to learn about GAA. Approximately one percent (1%) of all Georgia students are expected to participate in GAA 2.0. Historically, GAA statewide participation has been about 1.4%. The students participating are disproportionately living in poverty and African American. GADOE Assessment website can be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>

Dispute Resolution

Presenter - Paula Gibson, GADOE

Family Engagement:

- Georgia Parent Mentor Partnership
- State Advisory Panel for Special Education
- Parent 2 Parent of Georgia

Dispute Prevention:

- Procedural safeguards (parents' rights) distributed at district level.
- Special Education Help Desk for parents & districts: answers questions, provides information about dispute resolution process, discusses options for addressing concerns or disagreements about a student's special education program, etc. Help Desk can be reached at 404-657-9968, SPEDHelpDesk@doe.k12.ga.us
- IEP Facilitation: Can help IEP teams relieve pressure or anxiety associated with complex or controversial meetings & assist IEP teams who have had a history of difficult meetings. IEP facilitation process guides discussions, helps create agenda, form group norms, and encourages full participation of all IEP team members. During 2017-2018 school year, 20 schools participated in facilitated

IEP process. The GADOE received 60 requests for facilitation, and 49 meetings were held. More districts will be offering facilitated IEPs in 2018-2019.

Dispute Resolution:

- Mediation – voluntary process to resolve disagreements between parents & districts regarding any matter under IDEA & state special education rules. Results in a legally binding, written mediation agreement.
- Formal written complaints – can be submitted by anyone or any organization.
- Due process hearing requests – written document used to request formal hearing before an administrative law judge regarding any matter related to the identification, evaluation, educational placement, or provision of FAPE.
- Resolution sessions – meeting held between the parent & district after notice of a due process hearing request to resolve issues listed in request. The meeting is mandatory unless parties agree to not have the meeting or to use mediation instead.
- Formal State Complaints – Findings of noncompliance were most likely in the areas of Implementation of IEP; Development, review and revision of the IEP; FAPE; Personnel Qualifications; and Parent Participation.

SAP Feedback/ Discussion:

- It would be great if every parent who is about to go to his/her 1st IEP meeting could be assigned a veteran parent to help that parent (new to the IEP) through the process
- Districts could offer trainings or explanation on parents' rights, IEP process, etc.
- P2P offers a 2-hour video on parental rights
- There's a short, "abbreviated" explanation of the parental rights on the GADOE website
- Districts need training on parental safeguards.
- The department may want to consider IEP Facilitators who know ASL, speak other languages, etc.
- Questions/ information for future discussions: How many parents submitting a complaint have an attorney or an advocate? How many districts file suit?

Significant Disproportionality: Implementation of New Regulations

Presenter: Carol Seay, GADOE

Disproportionality exists when students in a racial or ethnic group are more likely to be identified as a student with a disability, identified as a student with a disability, placed in a more restrictive setting, and suspended or expelled at a higher rate –compared to students in other racial or ethnic groups.

Risk: How likely a certain outcome is to occur

Risk ratio: How the risk for one racial/ethnic group compares to the risk for all other racial/ethnic groups

Alternate risk ratio: Uses district level risk for racial/ethnic group in the numerator and the state level risk for the comparison group (mostly smaller districts)

To be identified as a “significant risk” the risk ratio needs to be above 3.0. A district must have a minimum of 10 students in the subgroup (numerator) and the denominator must be minimum of 30. The district must have a risk ratio of more than or equal to 3.0 for 3 consecutive years to be identified as disproportionate. Disproportionality data is collected to analyze placement setting, identification, and discipline, which includes in school and out of school suspensions.

U. S. Department of Education is considering delaying the required implementation of new regulations but in the meantime, Georgia is moving forward with implementation beginning July 2018.

Public Comments

There were 14 public comments submitted to the SAP. All were read to the SAP.

Committee Meetings

SAP Best Practices

- Consider having a parent to help mentor new parent SAP members
- Write District Number (congressional district) on SAP name tag
- Provide members with some preparation on agenda – background info or websites for people to read before the meeting
- How can we be most helpful? Going to look at other SAPs, especially on indicators that we want help on. What data would be meaningful to the Department of Education?
- Are there things in other states that we can look at that might inform SAP practice in Georgia?
- Please help advise on looking at SAP practices from other states.

Family Engagement

- Committee members will go through the public comments data and look for themes, trends, and geographical spread. How will we use this information to inform the process?
- Is there benefit to having somebody do the public comment in person? Individuals might be more likely to come if they thought their specific issue would be addressed.
- Emphasize importance of input
- People want to have their voices heard and have something done about it
- Transportation is biggest barrier for individuals to present in person
- Reach out to parent mentors in meeting area to increase participation of public comment
- Build list serv for public comments to create email blasts (with opt-out option)

Inter-Agency Collaboration

- The committee likes a report out time from all agency representatives. Committee recommends that this is added to the agenda at every meeting. The agency reports should also include upcoming events.
- Suggest Survey monkey additional questions to frontload, what is upcoming, etc. from each member
- New member orientation. Everyone can be involved in the new member orientation (Wednesday).
- Closing communication loops, commitment is to advising state (How are minutes shared and available?)
- Increase procedures on Robert's Rules of Order for meeting efficiency because of growing size of panel
- Discussion about how to get agency representation from Federally mandated partners. Dr. Smith-Dixon can contact agencies; chair can reach out to members who haven't been coming.

Flexibility and Accountability

- Received feedback from Dr. Smith-Dixon regarding committee recommendations from last mtg.
- Different members attend each mtg; may not need to be a standing committee

Annual Report

- Committees analyzed previous year's minutes regarding items to include in the annual report.

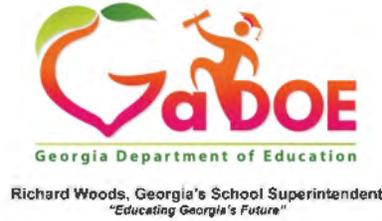
Certificates

- SAP thanks the members who finished serving their term including: Ganesh Nayak, Diana Cross, Beth Burns, Juliette, and Susan Moody

Miscellaneous Recommendations:

- The committee likes having GADOE staff to answer questions
- Consider a photo directory for SAP members

B.11: General Supervision Training



Division for Special Education

General Supervision and Implementation Training

Macon Marriott City Center
240 Coliseum Dr, Macon GA 31217
Convention Center Ballroom

August 17, 2018

9:00 am – 9:30 am	Registration
9:30 am – 12:00 pm	General Supervision Technical Assistance
12:00 pm – 12:45 pm	Working Lunch
12:45 pm – 2:30 pm	General Supervision Technical Assistance
2:30 pm – 3:30 pm	Planning and Next Steps



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General Supervision and IDEA Implementation Training



Federal Programs
Nakeba Rahming, Ed.S., Deputy Superintendent
Division for Special Education Services and Supports
Zelphine Smith-Dixon, Ed.D., State Director



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What is the big IDEA? Georgia's Perspective



Elevator Pitch

11/27/2018 2

What's the Big IDEA? Georgia's Perspective



- 1 General Supervision Requirement
- 2 main foci
- Five Critical Elements
- 8 State-Level Components

11/27/2018

3



General Supervision Requirements



States must implement and maintain a general supervision system in order to:

1. Improve educational results and functional outcomes for all children with disabilities; and
2. Ensure that the requirements of IDEA are met.

General Supervision System: Five Critical Elements



1. A system to identify noncompliance in a timely manner using its different components.
2. A system to ensure correction of identified noncompliance in a timely manner.
3. Procedures and practices to implement the dispute resolution requirements of IDEA.

General Supervision System: Five Critical Elements



4. Procedures and practices to improve educational results and functional outcomes for all children with disabilities.
5. Procedures and practices to implement other requirements, i.e., fiscal requirements, private schools, NIMAS, assessments, etc.

General Supervision System: Eight State-Level Components



General Supervision System: Eight State-Level Components



- **State Performance Plan**
 - Involves Stakeholders
 - Leads to Increased Awareness and Improved Results
 - Ensures Accountability to the Public
 - Blueprint for Systems Change
- **Policies, Procedures and Effective Implementation**
 - Mechanisms and Methods for Implementation
 - Agreements and Procedures

General Supervision System: Eight State-Level Components



- Effective Dispute Resolutions
 - Inform other monitoring activities
 - Do parents understand their rights?
- Data on Processes and Results
 - Collection and verification
 - Examination and analyses
 - Reporting (SPP/APR and local reporting)
 - Data on compliance and improvement

General Supervision System: Eight State-Level Components



- Integrated Monitoring Activities
 - On-site (record reviews, interviews, etc.)
 - Off-site (self assessments, desk audits, surveys, etc.)
 - Monitoring for compliance and improvement
 - Prioritized based on data
- Targeted TA and Professional Development
 - Connected to SPP/APR and other activities
 - Evaluation of effectiveness
 - Sharing best practices

General Supervision System: Eight State-Level Components



- Improvement, Correction, Incentives and Sanctions
 - Authority to enforce
 - Include TA and improvement planning
 - Annual status determinations
- Fiscal Management
 - Distribution and oversight
 - Appropriate use of funds
 - Funds aligned with problem areas

OSEP has previously provided guidance regarding the identification and correction of noncompliance in:

- Frequently Asked Questions, September 3, 2008 (Disseminated at the National Accountability Conference)
- OSEP Memorandum 09-02, October 17, 2008



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IDENTIFICATION OF NONCOMPLIANCE



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Q1. Must States identify all noncompliance regardless of the source of the data establishing noncompliance?



All noncompliance must be identified and corrected:

- From all sources of compliance data
- Regardless of the amount of noncompliance (no thresholds)



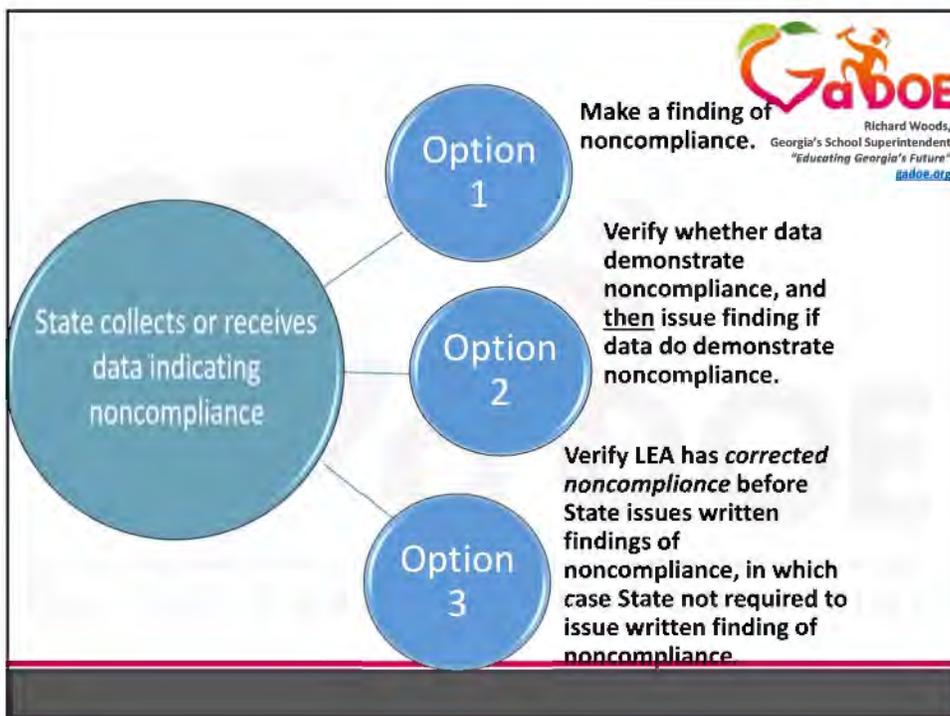
The State must make a finding of noncompliance in a timely manner, unless:

- In verifying whether the data demonstrate noncompliance, the State determines that the data do not demonstrate noncompliance; or
- The State verifies, **using both prongs of OSEP Memo 09-02**, that the LEA has corrected the noncompliance before the State issues written findings of noncompliance.



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Q2. What actions must a State take if it collects or receives information indicating noncompliance?





Q3. May States use “thresholds”
for identification of
noncompliance?



No. If a State identifies compliance that is less than
100%, it must:

1. Make a finding of noncompliance; or
2. Verify whether the data demonstrate noncompliance; or
3. Verify that the LEA has corrected the noncompliance
before the State issues written findings of
noncompliance.



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CORRECTION OF NONCOMPLIANCE



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Q1. What are the "two prongs"
of verifying correction in OSEP
Memo 09-02?



- Prong 1 – LEA has corrected each individual case of noncompliance; and
- Prong 2 – LEA is correctly implementing the specific regulatory requirements (i.e. achieved 100% compliance), based on the State’s review of updated data.



Q2. Do both prongs of OSEP Memo 09-02 apply to the verification of correction of all findings of noncompliance?



Yes. Both prongs of OSEP Memo 09-02 apply to correction of all findings of non-compliance, and noncompliance reported in APRs, whether there is a high level of compliance (but below 100%) or a low level of compliance.



Q3. May States use “thresholds” for correction of noncompliance?



No. Consistent with the guidance in OSEP Memo 09-02 and the 2010 APR response tables, States must obtain updated data which can be:

- for less than the entire reporting period, and
- a subset of all children.

These data must reflect 100% compliance before a State can conclude and report that noncompliance has been corrected.



The State may not use a threshold of less than 100% to conclude that the LEA has corrected noncompliance. Before the State may conclude that the LEA has corrected the noncompliance, it must examine updated data to ensure that the LEA has achieved 100% compliance.



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How does Office of Special Education Programs (OSEP) address state-level accountability?

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Georgia 2018 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination ¹	
Percentage (%)	Determination
81.25	Meets Requirements

Results and Compliance Overall Scoring			
	Total Points Available	Points Earned	Score (%)
Results	24	25	102.5
Compliance	20	20	100

2018 Part B Results Matrix



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

June 25, 2018

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jones Hill Jr. Drive SE, 2060 Third Towers East
Atlanta, Georgia 30334

Dear Superintendent Wood:

Thank you for submitting the U.S. Department of Education's Department of 2018 determination under section 1111 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Georgia meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2018 State Performance Plan, Annual Performance Report (SPP/APR), other state reported data, and other publicly available information.

Your State's 2018 determination is based on the data reflected in the State's 2018 Part B Results-Driven Accountability Matrix (RDA Matrix). The RDA Matrix is individualized for each State and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's Determination.

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Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special Conditions on the State's last three *IDEA* Part B grant awards (for FFY's 2015, 2016, and 2017), and those Special Conditions are in effect at the time of the 2018 determination.

States were required to submit Phase III Year Two of the State Systemic Improvement Plan (SSIP) by April 2, 2018. OSEP appreciates the State's ongoing work on its SSIP and its efforts to improve results for students with disabilities. We have carefully reviewed your submission and will provide feedback in the upcoming weeks. Additionally, OSEP will continue to work with your State as it implements the third year of Phase III of the SSIP, which is due on April 1, 2019.

As a reminder, your State must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days after the State's submission of its FFY 2016 SPP/APR. In addition, your State must:

- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the *IDEA*;
- (3) take appropriate enforcement action; and

LEA REQUIREMENTS

Page 3—Chief State School Officer

- (4) inform each LEA of its determination.

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CRITICAL QUESTIONS FRAMEWORK

Early Childhood	Are young children with disabilities entering kindergarten ready to learn?	Are children with disabilities afforded equal educational opportunity?	Equal Educational Opportunity
Secondary Transition	Are youth with disabilities prepared for life, work and postsecondary education?	Do districts implement IDEA with fidelity?	Compliance

Adapted from Oklahoma Department of Education

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1) EARLY CHILDHOOD

Are young children with disabilities entering kindergarten ready to learn?

- **Indicator 6: Preschool Settings**
- **Indicator 7: Preschool Outcomes**
- **Indicator 12: Early Childhood Transition from Part C to Part B**

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GEORGIA'S FY17 DATA

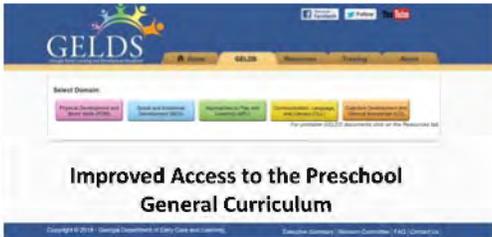
Young Children Transition	12. Early Childhood Transition (Timelines)	100%*	99.52%
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	Outcome Area	Targets	FY17 Data
Preschool Outcomes	Outcome A: Positive Social-emotional skills	A1) ≥ 78.5% A2) ≥ 61.7%	A1) 78.46% A2) 64.30%
	Outcome B: Acquisition of Skills	B1) ≥ 81.3% B2) ≥ 37.1%	B1) 82.49% B2) 48.62%
	Outcome C: Use of appropriate behaviors to meet their needs	C1) ≥ 77.9% C2) ≥ 71.9%	C1) 78.55% C2) 72.26%



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Improved Access to the Preschool General Curriculum

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CHILD OUTCOMES SUMMARY FORM

Date: / /

Child Information

Name:

Date of birth: / /

ID:

Persons involved in deciding the summary ratings:

Name	Role

Consistent Practices Child Outcomes Summary

IMPLEMENTATION CHANGES




Definitions for Child Outcomes Summary (COS) Ratings:

Over All Age Appropriate	2	<ul style="list-style-type: none"> - Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life - No one on the team has concerns about the child's functioning in this outcome area
	3	<ul style="list-style-type: none"> - Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area - Although age-appropriate, the child's functioning may be under or not keeping pace with age expectations
Typical Level Age Appropriate	5	<ul style="list-style-type: none"> - Child shows functioning expected for his or her age some of the time and/or in some settings and situations - Child's functioning is a mix of age-expected and not age-expected behaviors and skills - Child's functioning might be described as like that of a slightly younger child
	4	<ul style="list-style-type: none"> - Child shows occasional age-appropriate functioning across settings and situations - More functioning is not age-expected than age-expected
	3	<ul style="list-style-type: none"> - Child does not yet show functioning expected of a child his or her age in any situation - Child uses immediate foundational skills most or all of the time across settings and situations - Functioning might be described as like that of a younger child
	2	<ul style="list-style-type: none"> - Child occasionally uses immediate foundational skills across settings and situations - More functioning reflects skills that are not immediate foundational than are immediate foundational
	1	<ul style="list-style-type: none"> - Child does not yet show functioning expected of a child his or her age in any situation - Child's functioning does not yet include immediate foundational skills upon which to build age-appropriate functioning - Child's functioning might be described as like that of a much younger child



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Are young children entering kindergarten ready to learn?

STRENGTHS

AREAS OF OPPORTUNITIES

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2) EQUAL EDUCATIONAL OPPORTUNITY

Are children with disabilities afforded equal educational opportunity?

- **Indicator 3: Participation and Performance on Statewide Assessments**
- **Indicator 4: Suspensions and Expulsions**
- **Indicator 5: LRE Placement**
- **Indicator 8: Parent Involvement**



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3) SECONDARY TRANSITION

Are youth with disabilities prepared for life, work and postsecondary education?

- **Indicator 1: Graduation Rates**
- **Indicator 2: Dropout Rates**
- **Indicator 13: Secondary Transition**
- **Indicator 14: Postsecondary Outcomes**



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4) COMPLIANCE

Does the district implement IDEA with fidelity?

- Indicator 4: Suspensions and Expulsions
- Indicator 9: Disproportionality Across Disability Categories)
- Indicator 10: Disproportionality in Specific Disability Categories)
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition from Part C to Part B
- Indicator 13: Secondary Transition

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CHILD FIND ([34 C.F.R. § 300.111](#); GEORGIA RULE [160-4-7-.03](#))

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CHAPTER THREE: CHILD FIND ([34 C.F.R. § 300.111](#); GEORGIA RULE [160-4-7-.03](#))

Each State must have policies and procedures to ensure that all children with disabilities, birth through age 21, residing in the State and who are in need of special education and related services or early intervention services are identified, located, and evaluated. [34 C.F.R. § 300.111](#); [34 C.F.R. § 303.302](#). In Georgia, the Child Find Process for infants and toddlers with disabilities, birth to age 3, is coordinated through the Georgia Department of Public Health Early Intervention Program, [Babies Can't Wait](#). For children, ages 3 through 21, the local education agencies (LEAs)¹ in Georgia are responsible for identifying, locating, and evaluating all children within the jurisdiction of the LEA who are suspected of having disabilities that may result in a need for special education and related services. LEAs must have policies and procedures in place to ensure the identification, location, and evaluation of these children. Public notification must be given before any significant Child Find activities are implemented.

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Implementation Changes and Updates



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Does Child Find apply to home-schooled children?

- Yes. If the child is a resident within the jurisdiction of the LEA, then the Child Find responsibility rests with the LEA in which the child resides. In addition, as a home-schooled child, a child who is determined eligible for special education and related services must also be considered for proportionate share of federal funds for private school children. In Georgia, home-schooled children are treated as private school children in regard to special education. See Georgia Rule [160-4-7-.13\(3\)\(a\)\(1\)](#).

If an LEA charter school and a traditional LEA serve the same demographic area, who has the Child Find responsibility?

- Both of them. The LEA charter school's Child Find responsibility extends only to children enrolled in the LEA charter school. The traditional LEA's Child Find responsibility extends to all other children within their jurisdiction.

If an LEA charter school only serves a designated population, such as grades six through eight, *should* the LEA charter school's Child Find procedures address children outside of the designated population, such as children in grades kindergarten through fifth grade?



- Yes. As a matter of best practice, an LEA charter school's Child Find procedures *should* include children age 3-21. However, an LEA charter school's Child Find procedures *must* address the currently designated population of the LEA charter school. Since LEA charter schools may decide to expand their designated population, LEA charter schools should consider developing Child Find procedures to include children ages 3-21 or update their Child Find procedures as the LEA charter school expands their designated population.



Considering the above guidance for LEA charter schools, what are the Child Find responsibilities for Georgia Department of Juvenile Justice (DJJ) and Georgia Department of Corrections (DOC)?

- Georgia DJJ and Georgia DOC must implement Child Find duties for the youth enrolled in their respective facilities.

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Who has the Child Find responsibility for youth incarcerated in facilities operated by the local sheriffs or other municipalities?

- The LEA where the facility is located must implement Child Find duties for youth incarcerated in jails or other correctional facilities operated by local municipalities.

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Rule/Implementation Discussions for the Future

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Child Find

- Child Find is a critical part of the special education process for all children suspected of having disabilities.
- IDEA requires that children who are suspected of being a child with a disability and in need of special education are identified, located, and evaluated. 34 C.F.R. § 300.111.
- Despite the language in our State Child Find Rule, IDEA does not require that a child receive scientific, research, or evidence-based interventions before being referred for consideration for eligibility for special education and related services. See 34 C.F.R. § 300.111.

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Child Find



- Child Find Procedures – Prior to referring a student for consideration for eligibility for special education, a student **must** have received scientific, research or evidence based interventions. Georgia Rule 160-4-7-.03(2)(b).
- **Should Georgia strongly suggest but not require, the use of interventions prior to referring a student for eligibility for special education?**

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Child Find



- Child Find Procedures: These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through 21 to include:
 - Children birth through age three. An LEA **may** fulfill its child find responsibility through referral to the BCW early intervention program. Georgia Rule 160-4-7-.03(1)(c)(1).

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- Shared child find obligations (birth-3) are implied as a shared responsibility but not clearly stated in the board rule.
- **Should Georgia clarify the verbiage as altering "may fulfill" by clearly articulating the cross agency responsibility?**

(b) Each LEA shall ensure that before conducting any significant activity that is designed to identify, locate or evaluate children, annual notice must be published or announced in newspapers or other media, or both, to notify parents of this activity. [34 C.F.R. § 300.612 (b)]

(c) These policies and procedures shall provide for the screening and evaluation of all children with suspected disabilities birth through age 21 to include:

1. Children birth through age three. An LEA may fulfill its child find responsibility through referral to the Babies Can't Wait early intervention program operated by the Department of Community Health



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What are the strengths and areas of opportunities in implementing child find responsibilities?

STRENGTHS

AREAS OF OPPORTUNITIES

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EVALUATION AND REEVALUATION (34 C.F.R. §§ 300.301-300.311; GEORGIA RULE 160-4-7-.04)

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CHAPTER FOUR: EVALUATION & REEVALUATION (GEORGIA RULE 160-4-7-.04, 34 C.F.R. §§ 300.301-300.311)

Initial Evaluation

The IDEA requires that before a child can receive special education services, the LEA¹ must determine whether the student requires specialized instruction and meets eligibility requirements for special education. The LEA must conduct (or arrange for) a comprehensive evaluation that:

- provides sufficient data to determine whether the child is a child with a disability;
- documents how the disability affects the child's academic, developmental, social/emotional, and/or behavioral performance in school; and
- provides appropriate information for the development of an Individualized Education Program (IEP), if eligible.

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Implementation Changes and Updates



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Initial Evaluation

- Before an evaluation can begin, the LEA must obtain a signed, informed parental consent for evaluation. The LEA has 60 calendar days after receiving parental consent to complete the initial evaluation. Completion of the initial evaluation is defined as completion of the evaluation report(s). LEAs are not required to make the eligibility determination during the 60-day initial evaluation timeline.

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Initial Evaluation



- The eligibility decision should be made within a reasonable period of time following the completion of the evaluation. See 71 Fed. Reg. 46637 (2006). As a matter of best practice, within 10 calendar days of the completion of the evaluation report(s), an eligibility meeting should be held. Development of the Individualized Education Program (IEP) can take up to 30 additional days. See [34 C.F.R. § 300.323\(c\)\(1\)](#).

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Evaluation Report(s)



A comprehensive evaluation report may include combined reports; however, the timeline will be based on the most recent date.

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Reevaluation



Question 1: *Must a public agency obtain parental permission before initiating the review of existing data?*

- **Response:** No. The public agency is not required to obtain parental consent before reviewing existing data as part of an evaluation or a reevaluation. 34 CFR §300.300(d)(1)(i). The review of existing data is part of the evaluation process. Section 300.305(a), consistent with section 614(c)(1) of IDEA, states that, as part of any reevaluation, the individualized education program (IEP) Team and other qualified professionals, as appropriate, must review existing evaluation data on the child, and on the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether the child continues to have a disability, and the educational needs of the child.

OSEP Letter to Anonymous,
February 6, 2007

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Question 2: *May a public agency pursue permission to waive the reevaluation before any review of extant data occurs?*

- **Response:** Yes. A reevaluation must occur at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. 34 CFR §300.303(b)(2). The opportunity for a parent and the public agency to agree that a reevaluation is unnecessary occurs before a reevaluation begins. Therefore, a parent and a public agency may agree that a reevaluation is unnecessary before the review of existing evaluation data occurs. The review of existing data is part of the reevaluation process and does not occur if the parent and public agency agree that a reevaluation is unnecessary.

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May a review of extant data alone, with the finding that no additional data are needed, constitute a reevaluation?

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- Response:** Yes. Based on the review of existing evaluation data, and input from the child's parents, the IEP Team and other qualified professionals, as appropriate, must determine whether additional data are needed to determine whether the child continues to be a child with a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child continues to need special education; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum. 34 CFR §300.305(a)(2). If the IEP Team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency must notify the child's parents of: (i) that determination and the reasons for the determination, and (ii) the right of the parents to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs. 34 CFR §300.305(d)(1). Under these circumstances, the public agency is not required to conduct an assessment unless requested to do so by the child's parents. 34 CFR §300.305(d)(2). If the parents do not request an assessment, then the review of existing data may constitute the reevaluation.

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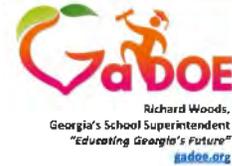
Will Georgia continue to implement the Redetermination Process? No, the Redetermination Process is no longer an option.

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**SPECIAL EDUCATION ELIGIBILITY
REQUIREMENTS (34 C.F.R.
§ 300.306; GEORGIA RULE 160-4-7-.05)**

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CHAPTER FIVE: SPECIAL EDUCATION ELIGIBILITY REQUIREMENTS

([34 C.F.R. § 300.306](#); GEORGIA RULE [160-4-7-.05](#))

Special Education Eligibility Decision Making

LEAs¹ must recognize the direct and relevant relationship between a multi-tiered system of supports, Student Support Team (SST), and the individual evaluation requirement of the IDEA. Once problem-solving teams determine that a child is suspected of having a disability, a comprehensive evaluation shall be provided to the child being considered for special education eligibility. However, an eligibility determination cannot occur until the existing data is reviewed to determine whether one or more of the exclusionary factors is the determinant factor for the determination that the child is a child with a disability AND the child does not otherwise meet the specific eligibility criteria.

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- **If a child is being considered to be dismissed from special education, must an evaluation and eligibility form be completed?**
- Yes. An LEA must conduct a comprehensive evaluation of a child before determining that the child is no longer a child with a disability. See [34 C.F.R. § 300.305\(e\)\(1\)](#). This does not apply to children whose eligibility is terminating due to graduation with a regular diploma or due to exceeding the age eligibility for FAPE.

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Implementation Changes and Updates



An eligibility report doesn't expire every three years!



Eligibility Report (slide from CC)



An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and **shall be comprehensive enough to serve as the evaluation report** when necessary.

However, parents must be provided a copy of the **evaluation report(s)** and an **eligibility report**.

~~An eligibility report and evaluation report are at a minimum two separate documents.~~

It is possible to have multiple evaluation reports, for example: psychological report, report from the speech-language evaluation, report from the Occupational Therapist and report from the assistive technology evaluation. If the evaluators coordinate their reporting, all scores and interpretation of results could be included in the psychological report. There will be instances when a psychologist is not involved and thus the other evaluators will need to create evaluation reports separately.

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Eligibility Report (slide from CC)



10. Team Information

- List all meeting attendees and titles
- Ensure all required participants are included:
 - LEA
 - Parents (unless given permission to proceed without them)
 - General Education Teacher
 - Special Education Teacher
 - Professional qualified to interpret the results of the assessments
 - Student, if appropriate
- The LEA shall provide a copy of the **evaluation report** **and** the documentation of determination of eligibility at no cost to the parent.

Signature is required for SLD only. Best practice would be to always get signatures from all participants for all eligibilities.

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Eligibility Report (slide from CC)



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- The LEA shall provide a copy of the evaluation report **and** the documentation of determination of eligibility at no cost to the parent.

Additional Guidance: If the district chooses to document the evaluation report using an eligibility report, then the eligibility report must be completed based on the 60-day timeline.

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Rule/Implementation Discussions for the Future

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- (3) ELIGIBILITY REPORT. An eligibility report which documents the area of disability shall be completed and placed in each child's special education folder. The eligibility report shall provide statements for each component of the eligibility and shall be comprehensive enough to serve as the evaluation report when necessary.
- **Should Georgia require two separate reports or allow the eligibility report to address evaluation data, when appropriate?**

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Implementation Changes and Updates (Disproportionality)



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New Federal Regulation Regarding Significant Disproportionality		
Georgia's Methodology	New Federal Regulation	Georgia's Proposed Plan for Implementation
Categories: Identification, Placement & Discipline	Categories: Identification, Placement & Discipline	Categories: Identification, Placement & Discipline
Methodology is Risk Ratio with a Threshold of 3.0 Cell size: 5 for Discipline; 15 for Identification and Placement	Methodology is Risk Ratio with a Threshold of 3.0 Minimum Cell size: 10 Minimum N-Size: 30	Methodology is Risk Ratio with a Threshold of 3.0 Minimum Cell size: 10 Minimum N-Size: 30
Include SWD ages 6-21	SWD ages 3-21 for Discipline SWD 6-21 Identification and Placement	SWD ages 3-21 for Discipline SWD 6-21 Identification and Placement
Discipline: 2 measures: 1.) Total Disciplinary Removals and 2.) "Value Added" formula to calculate ISS and OSS by length of removal	Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)	Discipline: Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)



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New Federal Regulation Regarding Significant Disproportionality		
Georgia's Methodology	New Federal Regulation	Georgia's Proposed Plan for Implementation
Placement: 3 categories: 1.) 40-79% in general education setting, 2.) < 40% in general education setting, 3.) separate settings	Placement, 2 categories: 1.) < 40% in general education setting, 2.) separate settings	Placement, 2 categories: 1.) < 40% in general education setting, 2.) separate settings
Coordinated Early Intervening Services (CEIS): 15% of IDEA funds used for students without disabilities ages 6-21	CCEIS (Comprehensive CEIS): 15% of IDEA funds used for students with and without disabilities ages 3-21	CCEIS (Comprehensive CEIS): 15% of IDEA funds used for students with and without disabilities ages 3-21
Reasonable Progress: N/A	Reasonable Progress: Using 3 years of data demonstrating a lower Risk Ratio for 2 consecutive years (yet still RR > 3.0)	Consideration for 2020 Determinations



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Implementation Changes and Updates (Indicator 11)



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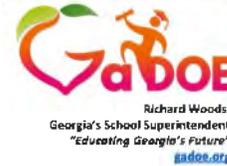
60 Days to EVALUATION

(b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, **the initial evaluation:**

- 1. Must be completed within 60 calendar days** of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

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Indicator 11 of the SPP/APR



Percent of children age **3-21** who were evaluated within 60 days of receiving parental consent for initial evaluation.

- **Reminder: Children referred from Babies Can't Wait are counted for:**
 - Indicator 11 – evaluation within 60 days of consent
 - Indicator 12 - % of children referred from BCW prior to age 3 who are found eligible and have an IEP in place by their 3rd birthday

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Understanding the Rule and Indicators



60 days

- Receipt of parental consent
- Count the day you receive the consent (**within 60 days**)
- Do not count days when children are not in school for 5 consecutive days
 - Example: Spring break
 - A natural disaster (ex.: snow closes school for 5 consecutive days)
 - Stop counting on Friday before break, start counting Monday after school resumes

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Understanding the Rule and Indicators



Summer "pause"

- Any summer vacation period in which the majority of an LEA's **teachers** are not under contract
 - For consents received 29 or fewer days before the last day for teachers (rule says **30 days or more prior to the end of the school** year must be completed within the 60 calendar days) use the summer rule
 - Stop counting the last day **teachers** are on contract, start counting the day teachers return for pre-planning
 - IMPORTANT EXCEPTION:** If your district has a 5 day pre-planning prior to the 1st day of school consider those days as 5 days that students do not attend.
 - Resume counting on the 1st day students return to begin school

Timelines; Initial Referrals Completed July 1- June 30



Initial Eligibility (All students)		SPP/APR Indicator 11	
Child Find Timelines			
1	Total # of completed referrals		
2	Total Referrals minus Exceptions (Row 1- Row 8)		0
3	# of Evaluations completed on time		
4	# of Evaluations completed late		
5	Total # Completed on time		0
6	% Completed on time		#DIV/0!
7	Total # Completed late		0
8	Total # of Exceptions	Exceptions 1,2,3	
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		0
10	% Completed late		#DIV/0!
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	0

The new required data element is:
"Number of Evaluation Completed On Time"
 or
"Number of Evaluation Completed Late"

Eligibility status (eligible or ineligible) is not reported

Collection Tool, revised		Monthly Timeline Summary Report												GaDOE
Reporting Year: 2018-2019		Date of Report:												
		July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	TOTAL
1. Total # referrals completed in month														0
2. Total # evaluations on time														0
3. Total # evaluations late														0
4. Total EXCEPTIONS (excused late)														0
TOTAL (on time, late, exceptions)		0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MINUS EXCEPTIONS		0	0	0	0	0	0	0	0	0	0	0	0	0
% Completed on time		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
# LATE-report below		0	0	0	0	0	0	0	0	0	0	0	0	0
7. Range of days late for	1-10													0
ONLY	11/7/20													0

Reporting in Student Record (SR)



Initial Referrals, Report:

- EVENT CODE '02': Date of Consent
- EVENT CODE '03': Date Evaluation is completed
 - **No more than 60 days between EVENT CODE '02' and EVENT CODE '03'**
- EVENT CODE '04': Date of Eligibility Meeting
- EVENT CODE '05': Date of Initial IEP meeting (if the child is found eligible under IDEA)
- EVENT CODE '06': Date Services are Initiated

Reporting Subsequent Events in SR: Annual Review and Reevaluation



Follow the Reevaluation Process as outlined in the Implementation Manual

ALL SWD must have at least one Special Education Event every year

Annual IEP: Report EVENT CODE '07'

Reevaluation: Report EVENT CODE '08'

- **No more than 3 years between EVENT CODE '04' and EVENT Code '08'**

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Georgia Alternate Assessment 2.0



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The Georgia Alternate Assessment (GAA)

The GAA is being redeveloped to ensure that students with the most 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.



GEORGIA ALTERNATE ASSESSMENT (GAA)
TEST ADMINISTRATION MANUAL
GAA 2.0 SPRING 2018 PILOT
Richard Woods, Georgia's School Superintendent



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The Georgia Alternate Assessment (GAA) 2.0

<p>Primary Assessments</p> <p>ACCESS for ELLs 2.0</p> <p>Georgia Alternate Assessment 2.0 (GAA 2.0)</p> <p>Georgia Kindergarten Inventory of Developing Skills (KIDS)</p> <p>GRCS Readiness Check</p> <p>Georgia Milestones Assessment System</p> <p>National Assessment of Educational Progress (NAEP)</p> <p>Other Assessment Resources</p> <p>Scratch</p> <p>Clicking Evidence of Student Learning</p> <p>Formative Instructional Practices (FIP)</p> <p>Georgia Online Formative Assessment</p>	<p style="color: orange;">Georgia Alternate Assessment 2.0 (GAA 2.0)</p> <p>The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessments.</p> <p>For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0.</p>	<p>The 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.</p> <p>This assessment will provide meaningful information about classroom instruction and help identify academic areas of strength and improvement through standardized tests. Unlike the original GAA (GAA 1.0), is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:</p> <ul style="list-style-type: none"> • Grades K, 3, 6, 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. <p>The GAA 2.0 will include standards-based items with multiple-choice items. The intent is to reduce the teacher's burden related to reviewing or developing tests, bring greater standardization to the administrative, improve scoring reliability, and utilize an online test submission system.</p> <p>The website will be updated as key information and resources are received and developed.</p> <p>Eligibility Criteria for the Georgia Alternate Assessment 2.0</p> <p>Georgia Alternate Assessment Documentation (Revised Assessment)</p> <p>GSE Extended Content Standards</p>
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http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

The Eligibility Criteria for Participation on GAA 2.0



The spring administration will be considered an operational field test (not a pilot), and there will be no accountability consequences this year except in the area of participation. The GAA 2.0 should be administered in all districts for eligible students.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-282, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select Yes or No if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

Eligibility Criteria	Assessment Options (Check if used)	Justification
1. Does the student receive individualized instruction in a variety of instructional settings? The student must participate in a variety of instructional settings (e.g., in the classroom, in a resource room, and in a separate setting) to meet the student's individualized education program (IEP) goals.	<input type="checkbox"/> Present Level of Academic Achievement and Functional Performance <input type="checkbox"/> Assessment Notes and Observations <input type="checkbox"/> Assessment Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other: _____	
2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be documented in the student's IEP. The significant cognitive disability must affect the student's intellectual functioning and be documented by such in the student's individualized education program (IEP).	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other: _____	



GAA 2.0 is...

This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress.



Primary Assessments

ACCESS for ELLs 2.0

Georgia Alternate Assessment 2.0 (GAA 2.0)

Georgia Knowledge Inventory of Developing Skills (GKIDS)

GKIDS Readiness Check

Georgia Milestones Assessment System

National Assessment of Educational Progress (NAEP)

Other Assessment Resources

Alternate

Stability Evidence of Student Learning

Formative Instructional Practices (FIP)

Georgia Civics Formative Assessment

Georgia Alternate Assessment 2.0 (GAA 2.0)

The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessments.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0.



GAA 2.0 is...

- A structured portfolio assessment, scored by a submission of evidence
- The tasks that align to Georgia Standards of Excellence (GSE) and Extended Standards have been developed for all grades and content areas
- The GAA 2.0 will include standardized items with multiple access points



GAA 2.0 is...

- Intended to reduce the teacher's burden related to selecting standards and developing tasks
- To bring greater standardization to the administration
- To improve scoring reliability
- To introduce an online task submission system
- Scores are based on **student performance, not progress**



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GAA 2.0

ASSESSMENT YEAR	DISTRICTS	STUDENTS ASSESSED
PILOTED MAY 2018	34 	660 
OPERATIONAL FIELD TEST SPRING 2019 MARCH 25 – MAY 3	STATEWIDE	STATEWIDE



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The GAA 2.0

There will be a training session August 21 and repeated on August 23, that may help LEA's understand where we are with test design and expectations. The links to those trainings and others are found on the Assessment Update, Vol. 1, July 2018. That update is on the **For Educators** site under **Newsletters**.

Georgia Alternate Assessment 2.0

Date	Title	Time	Meeting Link
8/21/2018	GAA 2.0 Test Design Features: Requirements for student work samples, documentation, materials, key dates, and participation guide nes	10:00 am – 12:00 pm	https://attendee.gotowebinar.com/register/10400319667409667
8.23.2018	GAA 2.0 Test Design Features: Requirements for student work samples, documentation, materials, key dates, and participation guidelines – LIVE Repeat	2:00 pm – 4:00 pm	https://attendee.gotowebinar.com/register/4587726952302693891

The Georgia Alternate Assessment (GAA) 2.0



The Assessment Department has updated the webpage with some basic information.

The screenshot shows the 'Georgia Alternate Assessment 2.0' webpage. On the left is a navigation menu with links for 'Primary Assessments', 'ACCESS for ELLs 2.0', 'Georgia Alternate Assessment 2.0 (GAA 2.0)', 'Georgia Kindergarten Inventory of Developing Skills (KIDS)', 'KIDS Readiness Check', 'Georgia Milestones Assessment System', 'National Assessment of Educational Progress (NAEP)', and 'Other Assessment Resources'. The main content area is titled 'Georgia Alternate Assessment 2.0' and contains introductory text about the assessment's purpose and development. A red arrow points to the 'Eligibility Criteria for the Georgia Alternate Assessment 2.0' link in the navigation menu.

The Eligibility Criteria for Participation on GAA 2.0



The spring administration will be considered an operational field test (not a pilot), and there will be no accountability consequences this year except in the area of participation. The GAA 2.0 should be administered in all districts for eligible students.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

The screenshot shows the 'Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)' webpage. It includes a heading, a sub-heading 'Step 1: Review the Eligibility Criteria for GAA', and introductory text. Below the text is a table with two columns: 'Eligible Students' and 'Not Eligible Students'. The 'Eligible Students' column lists criteria such as 'Students who are identified as having a cognitive disability' and 'Students who are identified as having a physical disability'. The 'Not Eligible Students' column lists criteria such as 'Students who are identified as having a hearing or vision impairment' and 'Students who are identified as having a learning disability'. A red arrow points to the 'Eligible Students' column.



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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step 1: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A. § 20-2-781, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use the form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select Yes or No (if applicable) to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be Yes. If the answer to any of the questions is No, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each Yes answer requires a justification that contains evidence that the student meets the criteria.

Eligibility Criteria	Source(s) of Evidence (Check if used)	Justification
<p>1. Does the student require alternate individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques (via a program, IEP) to ensure that he/she can learn, retain information, and transfer skills to other settings.</p>	<input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Other: _____	
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other: _____	

Georgia Department of Education
Supports & Implements the Georgia Alternate Assessment 2.0 (GAA)
Updated 8/1/2018

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Eligibility Criteria	Source(s) of Evidence (Check if used)	Justification
<p>3. Does the student receive specialized supports to access and participate in the grade-level Georgia Standards of Excellence (SSE) that require modification based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? A modification guide with accommodations mandated by the state's government is required for a significant cognitive disability response based on the SSE through performance skills that are needed to be grade-level functioning.</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of Language Assessments (including English learner (EL) assessments, if applicable) <input type="checkbox"/> Other: _____	
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Other: _____	

Georgia Department of Education
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Updated 8/1/2018

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Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state standardized assessments that include the information below:

Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and (D.C.G.A. § 20-2-283), if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Standards Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

Additional Summary Statements, if necessary:

The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAIF statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, full and individual Evaluations (IEE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.

The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absence, or amount of time or location of service delivery.

Georgia Department of Education
Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
Updated 8/7/2018

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160-4-7-.13 Private Schools

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Special Needs Scholarship

- Students that participate in the Georgia Special Needs Scholarship program are considered parentally-placed private school students.
- When a parent moves a Special Education student from a public school to an approved private school the student's rights under IDEA change.
- According to State Board Rule 160-5-1-.34 Georgia Special Needs Scholarship Program:

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Special Needs Scholarship



- (6) (e) Acceptance of scholarship shall have the same effect as a parental refusal to consent to services in a public school pursuant to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. Section 1400, et seq.
- Acceptance of a scholarship waives a parent's rights under IDEA therefore, a private school is not required to follow a student's IEP developed by the public school.
- Nonetheless, refusal of services does not meet the standard of revocation under IDEA. (34 C.F.R. § 300.9) Therefore, the regulations regarding proportionate share for students parentally placed in private schools shall apply to students who receive a scholarship under this Rule. (34 C.F.R. §§ 300.132-133 and Ga. Rules & Regs. 160-4-7-.13(3)).

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Special Needs Scholarship



- **Equitable Services**
- Parentally- placed private school students may be eligible for some Special Education and related services provided by the local school district while participating in the scholarship program.
"Specifically, IDEA requires public school districts to provide equitable services to the extent consistent with the number and location of children with disabilities enrolled by parents in private schools located in the school district."

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Special Needs Scholarship

IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Free Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> ❖ FAPE must be made available to eligible children with disabilities. This includes special education services provided in conformity with an individualized education program(IEP) that meets IDEA requirements. ❖ Special Education is specially designed instruction to meet the unique needs of the child with a disability. ❖ Special Education and related services are provided at no cost to the parent. 	<ol style="list-style-type: none"> 1. No individual entitlement to FAPE or to receive special education and related services that the child would receive if enrolled in public school. 1. A child may receive equitable services. Each school district determines the equitable services it will provide to its population of parentally placed private school students, through consultation with private schools and parents. 1. If a child is designated to receive equitable services, they are provided in conformity with a services plan at no cost to parents.

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Special Needs Scholarship

IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Special Education Teacher Certification Requirements	Public Elementary, middle, and secondary school special education teachers must meet the special education teacher certifications requirements in the law and regulations.	N/A
Least Restrictive Environment Requirements	Children with disabilities must be educated with their non-disabled peers, to the maximum extent appropriate.	N/A

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Special Needs Scholarship

IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Discipline Procedures	<ul style="list-style-type: none"> · Students with disabilities are entitled to certain protections · related to IDEA's disciplinary procedures. 	N/A

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IDEA	Rights of Special Needs Students in Public Schools (or Special Needs Students placed in private schools by the school district)	Rights of Special Needs Students Parentally Placed in Approved Private Schools (Ga Special Needs Scholarship Students)
Due Process Rights	<p>Parents may request a due process hearing if they have a dispute related to the identification, evaluation, educational placement of a child with a disability, the provision of FAPE, or the implementation of IDEA's disciplinary procedures. This could include disputes regarding the development or implementation of an IEP and the location where services will be.</p>	<ul style="list-style-type: none"> · Due process rights of parentally placed private school children and their parents are limited to a school district's · failure to comply with the child find requirements, · including the evaluation requirements.



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Rule/Implementation Discussions for the Future

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How does dual enrollment impact provision of FAPE for students with disabilities?

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Participant Support Cost (PSC)

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Participant Support Costs (PSC)

- **§200.75 Participant support costs.**
- *Participant support costs* means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with **conferences**, or training projects. (Contractors/vendors are not considered employees unless they are defined by the LEA as "contracted employees".)
- **§200.456 Participant support costs.**
- Participant support costs as defined in §200.75 Participant support costs are allowable with the prior approval of the Federal awarding agency.

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Participant Support Costs (PSC) - Conferences



- **§200.432 Conferences.**

- A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award. Allowable conference costs paid by the non-Federal entity as a sponsor or host of the conference may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award. As needed, the costs of identifying, but not providing, locally available dependent-care resources are allowable. Conference hosts/sponsors must exercise discretion and judgment in ensuring that conference costs are appropriate, necessary and managed in a manner that minimizes costs to the Federal award. The Federal awarding agency may authorize exceptions where appropriate for programs including Indian tribes, children, and the elderly. See also §§200.438 Entertainment costs, **200.456 Participant support costs**, 200.474 Travel costs, and 200.475 Trustees.

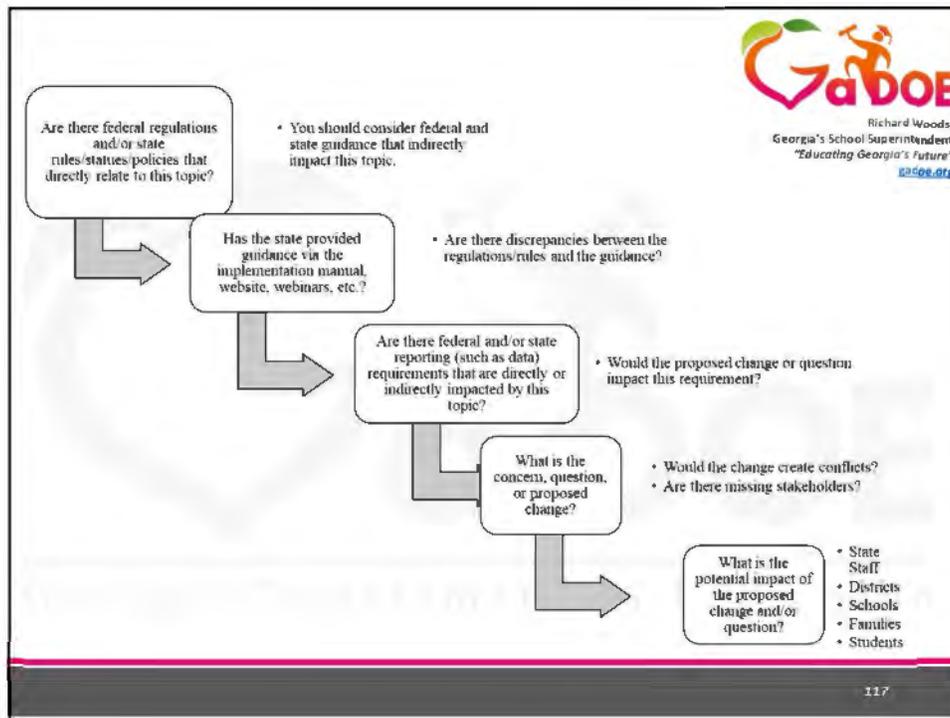
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Participant Support Costs Approval



- For participant support cost approvals, send an email to your Budget Liaison containing the detailed expenditure, cost, and purpose/use of the expense as it relates to cost principles.
- All approvals must be within the period of performance, and if known at the beginning of the year, with budget approval.

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GO-IEP Updates on the Way!

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Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

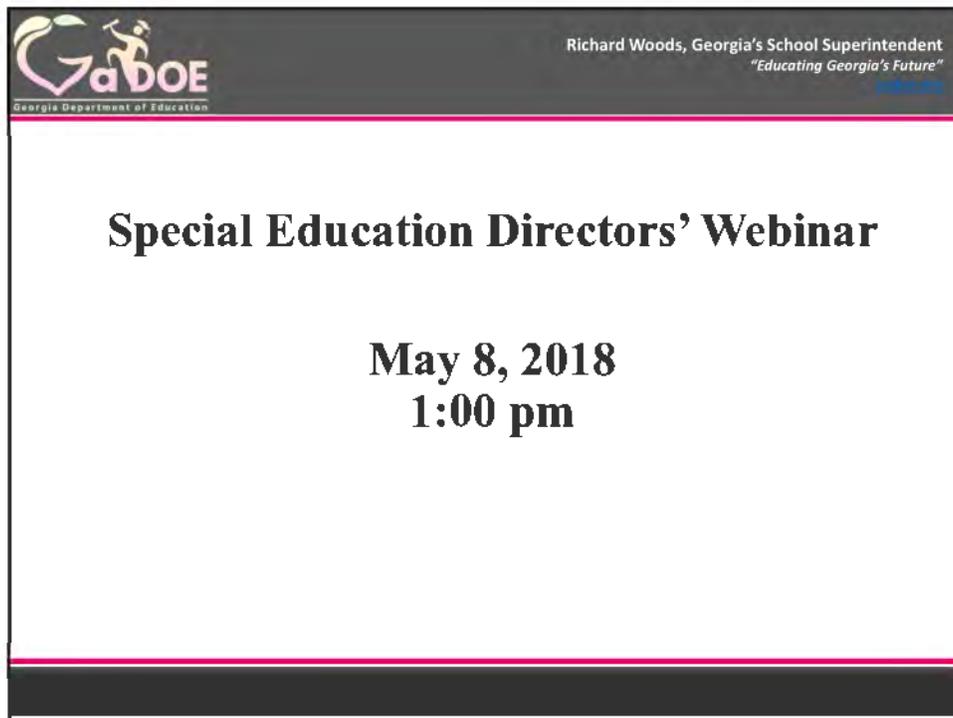
Justice



All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

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B.12: Special Education Directors' Webinar

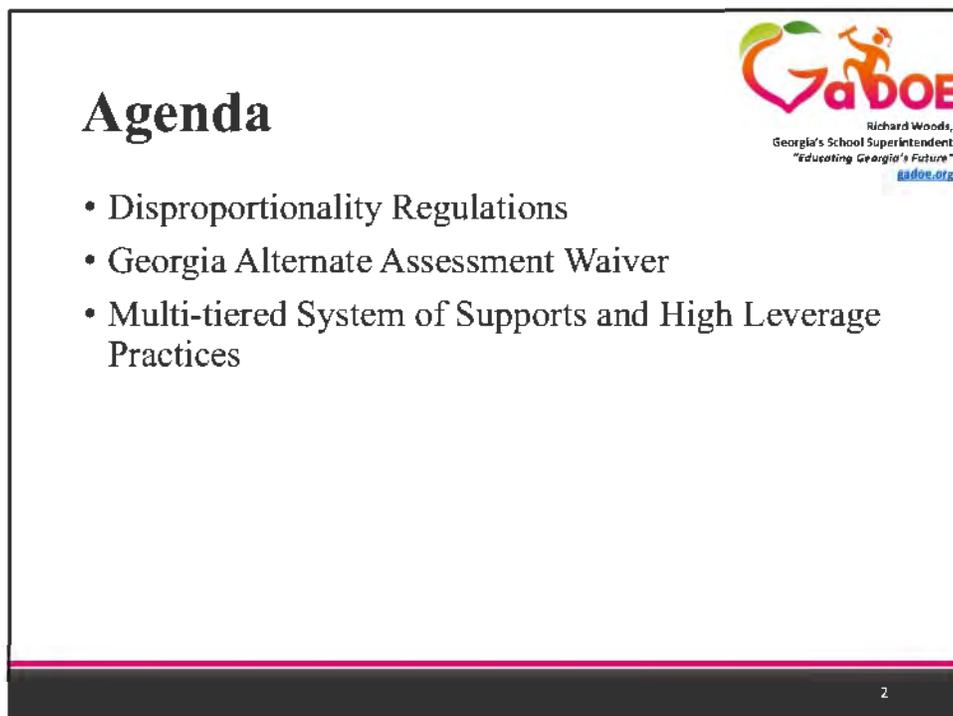


The slide features a dark grey header with the GaDOE logo on the left and the text "Richard Woods, Georgia's School Superintendent" and "Educating Georgia's Future" on the right. The main content area is white with a pink horizontal line above and below the text. The text is centered and reads: "Special Education Directors' Webinar" in a large, bold, black font, followed by "May 8, 2018" and "1:00 pm" in a slightly smaller, bold, black font.

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Special Education Directors' Webinar

May 8, 2018
1:00 pm



The slide features a dark grey header with the GaDOE logo on the right. The main content area is white with a pink horizontal line above and below the text. The text is left-aligned and reads: "Agenda" in a large, bold, black font, followed by a bulleted list of three items: "Disproportionality Regulations", "Georgia Alternate Assessment Waiver", and "Multi-tiered System of Supports and High Leverage Practices".

Agenda

- Disproportionality Regulations
- Georgia Alternate Assessment Waiver
- Multi-tiered System of Supports and High Leverage Practices

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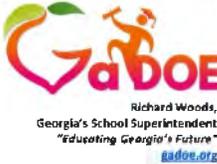


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Implementation of the Federal Regulation Regarding Significant Disproportionality

3



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Update

Federal Regulation

- December 2016 – new Federal Regulation
 - Requires states to develop a more uniform method of measuring Significant Disproportionality beginning July 1, 2018
- January 2107 – a new administration took office
- November 2017 – present
 - Uncertainty regarding timeframe for implementation
- Spring 2018 – do what is right for kids

4

Implementation



Georgia, along with many other states, will move forward with implementation of the new Federal Regulation regarding Significant Disproportionality.

FY19 Disproportionality Determination will be based on the new regulation.

Opportunities for additional information:

- Federal Programs Conference – June, 13, 14, 2018
- Data Conference – August 22-24, 2018

5

Why is Georgia implementing prior the required implementation?



- The new regulation methodology provides more flexibility for many districts; for example:
 - Placement and Identification: a district will now be compared to itself, not the state
 - Discipline: a district will be compared to the state if its comparison group is too small
- Focusing is on the most restrictive settings; 2 categories for Placement

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What is being measured?



Identification

- Children ages 6-21 as a SWD
- Children ages 6-21 as a SWD in 6 specific categories

Placement

- SWD ages 6-21 in regular class < 40%
- SWD ages 6-21 in separate settings

7

What is being measured?



Discipline, SWD 3-21

- Total Disciplinary Removals
- ISS \leq 10 days
- OSS \leq 10 days
- ISS $>$ 10 days
- OSS $>$ 10 days

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What is the methodology for the calculations?



Risk Ratio

Settings:

- Risk Ratio threshold = 3.0
- Cell size (numerator) = 10
- N-size (denominator) = 30
- 3 years of $RR \geq 3.0$ = Significant Disproportionality

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Example of Risk Ratio Calculation



Sample district:

- **28** Black ID students; **964** total Black Students
- **70** All other races ID students; **5,999** total all other races students (comparison group)

Risk Ratio:

$$28 \div 964 = .0290$$

$$70 \div 5,999 = .0116$$

$$.0290 \div .0116 = 2.5 \text{ (Risk Ratio)}$$

In this example
28 & 70 are
numerators;
964 & 5,999
are
denominators

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How is the new regulation different for **Placement**?



- Only 2 areas will be considered
 - < 40% in general education
 - Separate settings
- Comparison group is your district, not the State (unless the comparison group is too small)

What does it mean the comparison group is too small?

- The **cell size** (numerator) and **n size** (denominator) are less than 10 and 30 respectively

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How is the new regulation different for **Identification**?



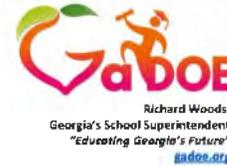
- Comparison group is *your district*, not the State (unless the comparison group is too small)

What does it mean the comparison group is too small?

- The **cell size** (numerator) and **n size** (denominator) are less than 10 and 30 respectively

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How is the new regulation different for **Discipline**?



- 5 measures (instead of 2)
- Total Disciplinary removals
- ISS \leq 10 days
- ISS $>$ 10 days
- OSS \leq 10 days
- OSS $>$ 10 days
- Comparison group continues to be your district unless the comparison group is too small
- Then compare to the state (this is new)
- Comparison to state is called *Alternate Risk Ratio*

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Are there any other differences?



Yes, CEIS is now CCEIS

- Comprehensive Coordinated Early Intervening Services
- 15% of IDEA funds are used for Students with and without disabilities
- Address the causes of significant disproportionality
- Children ages 3-21

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How is the new regulation the same?



- Risk Ratio Methodology
 - Threshold of 3.0
- Categories measured for Identification

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What is the consequence if my district is determined to be Significantly Disproportionate?



- CCEIS is invoked
 - *Comprehensive* Coordinated Early Intervention Services
- Review and revise policies, practices and procedures
 - This is not a change with the new regulation

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Does the new regulation change the way **Significant Discrepancy** (Indicator 4a and 4b of the SPP/APR) is determined ?

- No
- Georgia will continue to measure Indicator 4a & b by comparing SWD who have > 10 days of OSS to the number of SWD with > 10 days OSS in the State (all SWD and SWD by race/ethnicity)

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How will the new regulation impact **my** district?

- Preliminary calculations will be available soon.
- Georgia will now use 3 years of data to determine Significant Disproportionality.
- FY19 Determinations:
 - Discipline: **2015-16, 2016-17, 2017-18**
 - Identification and Placement: **2016-17, 2017-18, 2018-19**
 - **Prior year data** will be re-calculated using the new methodology

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What should LEA leadership be doing to prepare for the new regulation?



- Ensure that policies, practices and procedures for identification of students as SWD are appropriate
- Ensure IEP teams are trained to make appropriate placement decisions
- Ensure discipline is appropriate; address school culture issues
- Monitor data

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When will more information be shared regarding the implementation of the new Federal Regulation?



- Federal Programs Conference (June)
- Data Collections Conference (August)

Contact Carol Seay with specific questions:
cseay@doe.k12.ga.us

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Georgia Alternate Assessment Waiver

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4.2.1 Universal Technical Assistance and Supports:

The GaDOE will provide universal technical assistance and supports to all LEAs. These services will include resources to assist LEA administrators and local IEP team members during the GAA participation determination process. These resources will be closely aligned with State improvements outlined in section 4.1.

Additionally, those LEAs with GAA participation rates above 1.0 percent will be required to submit a corrective action plan to the State. LEAs will include details of how GAA participation policies, practices, and processes will be implemented locally to ensure State guidelines are followed with fidelity. The State will also provide best practices to those LEAs above 1.0 percent for informing local public stakeholders beyond the requirements included in 4.3.1 and 4.3.2.

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4.2.2 Targeted Technical Assistance and Supports:



The GaDOE will provide additional technical assistance and supports to LEAs above 1.0 percent where targeted needs are identified from LEA corrective action plans and participation data (including disproportionality data). These services will include, but not be limited to, the following improvement targets.

- LEA capacity for gathering and analyzing district and school data pertaining to GAA participation rates
- LEA capacity for gathering and analyzing data on the characteristics of students participating in the GAA
- LEA capacity to provide professional development to IEP team members and other local educators on the nature of the GAA and who should participate
- Capacity of parents of students with disabilities to participate in the IEP decision-making process



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Intensive Technical Assistance and Supports



During 2017-2018, the GaDOE will develop a system of intensive LEA-specific, one-on-one technical assistance and supports for those LEAs demonstrating significant needs that cannot be addressed sufficiently through targeted services. These services will begin to be implemented early 2018-2019.



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4.2.5 Addressing Disproportionality



The GaDOE will address any disproportionality issues, as required by 34 CFR §200.6(c)(4)(iv)(C). LEA-level relative risk ratios (RRR) will be calculated for all student subgroups included in 1111(c)(2)(A), (B), and (D) of ESSA for all four content areas using the following formulas.



Tiered System of Support Framework



Understanding Tiered Systems of Support



With an tiered prevention framework, schools

- Identify students at risk for poor learning outcomes
- Monitor student progress
- Provide evidence-based interventions
- Adjust the intensity and nature of those interventions on the basis of a student's responsiveness
- *May* use it as part of the determination process for identifying students with specific learning disabilities

(Source: *National Center on Response to Intervention, 2010*)

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HIGH-LEVERAGE PRACTICES
IN SPECIAL EDUCATION

HLP Summer Institute & Training

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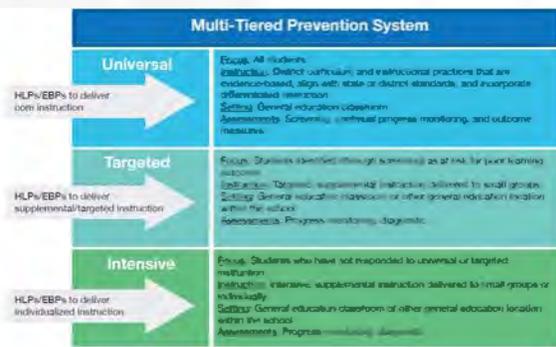
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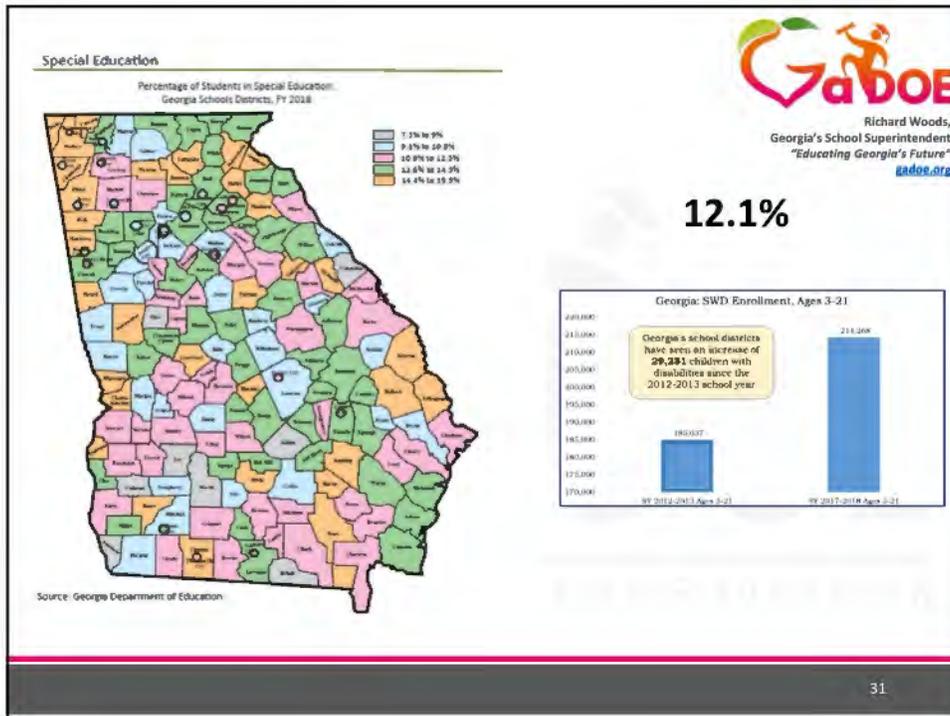
Table 1. Commonalities and Distinctions Across HLPs

High-Leverage Practices (from Teaching Works)	High-Leverage Practices in Special Education
Explaining and modeling content, practices, and strategies	<ul style="list-style-type: none"> Use explicit instruction Teach cognitive and metacognitive strategies to support learning and independence
Diagnosing particular common patterns of student thinking and development in a subject-matter domain	<ul style="list-style-type: none"> Systematically design instruction toward a specific learning goal Adapt curriculum tasks and materials for specific learning goals
Coordinating and adjusting instruction during a lesson	<ul style="list-style-type: none"> Scaffold instruction
Setting up and managing small-group work	<ul style="list-style-type: none"> Use flexible grouping Use strategies to promote active student engagement
Specifying and reinforcing productive student behavior	<ul style="list-style-type: none"> Provide positive and constructive feedback to guide students' learning and behavior



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B.14: GAA FAQs (2017-2018)



Frequently asked Questions about the Georgia Alternate Assessment (GAA)

What is the Georgia Alternate Assessment?

The GAA is designed to meet the requirements of federal and state law. States are required to assess all students, including students with the most significant cognitive disabilities, and provide access to a curriculum that encompasses challenging academic standards. States are required to ensure that all students have the opportunity to learn. The GAA, designed with the assistance of Georgia general and special educators, is a portfolio of original student work that allows participants to showcase the achievements and progress they have made in skills aligned to the Georgia content standards. To document that progress, teachers collect student work samples during two collection periods.

Who decides whether a student takes the Georgia Alternate Assessment?

The Individualized Education Program (IEP) **team**, which includes the parents or guardians, will **meet annually** to establish guidelines to determine, on an individual basis, whether a student will participate in this assessment using the GAA participation guidelines.

Which students should take the Georgia Alternate Assessment (GAA)?

The GAA is designed for students with the **most significant cognitive disabilities** who are unable to participate in the Georgia Milestones End of Grades or End of Course assessments with supports and accommodations. Only eligible students identified by the IEP team may participate in the GAA.

What are the GAA Participation Guidelines?

The Participation Guidelines included in the 2017-2018 GAA Examiners Manual are used by the IEP teams as they make their determination as to whether students are eligible for assessment on the GAA. A completed portfolio must be submitted for each Georgia student participating in the GAA.

- Link: [GAA Participation Guidelines](#)

If a student meets the criteria, does a specific disability category matter?

No. The decision to participate in the Georgia Alternate Assessment is made annually by the IEP team. The IEP team should consider the state guidance of the ***most significant cognitive disability*** and the GAA participation guidelines. The Student Assessment Handbook states that, each student's Individualized Education Program (IEP) team must make decisions regarding the participation of the student within the state's testing program. The GAA may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets participation guidelines. The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, the student may need. The decision of the IEP team regarding participation and accommodations must be documented annually in the IEP. If a student's IEP team recommends no participation on the Georgia Milestone Assessment, the IEP must document the reasons and require participation in the GAA.

Which grades and subjects are assessed by the Georgia Alternate Assessment?

Students eligible to participate in the GAA in Kindergarten and Grades 3, 4, 6, and 7 are assessed only in English Language Arts and Mathematics. Students eligible to participate in the GAA in Grades 5, 8, and High School (11th grade only) are assessed in English Language Arts, Mathematics, Science, and Social Studies.

Do 9th, 10th and 12th grade students, who have been identified as eligible for the Alternate Assessment, take the GAA every year?

No. Students who are identified as eligible to take the GAA are not assessed in grades 9, 10 or 12.

- Link: [GAA Examiner's Manual 2017-2018](#) (page 3)

Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the GAA in another content area (e.g., ELA)?

No. If a student can participate in any content area of the general assessments, then he or she should take all of the general assessments, with accommodations as needed.

How is the GAA administered?

The GAA is generally administered in a one-to-one setting by a trained test administrator familiar to the student, typically the student's teacher. Teachers collect student work samples during two collection periods. The first collection period provides evidence of the student's entry-level performance (initial/baseline performance of the skill). The second collection period provides evidence of the student's achievement/progress to date. Then student work samples, evidence, is collected during a defined assessment window, September through March. Evidence is collected in two collection periods during the assessment window.

Is teacher training required to administer the Georgia Alternate Assessment?

Yes. All educators responsible for assessing students with the GAA **must** be trained prior to the initial collection of student evidence at the start of each school year during which it is administered. The thoroughness and quality of the trainings are key to the success of a valid and reliable assessment. It is essential that trainings are attended every year, even by those who have administered the assessment before. All examiners must review the assessment procedures and become familiar with the instructions in the *2017-2018 GAA Examiner's Manual* prior to the training session.

- Link: [GAA Examiner's Manual 2017-2018](#)

How do we know that portfolios truly reflect what students have learned?

To meet federal requirements for state standards and assessment systems, the GAA was peer reviewed by a team of external experts in the fields of standards and assessments. This team was convened by the US Department of Education and evidence in the following areas were considered: content and academic achievement standards; technical quality; alignment; inclusions and scoring and reporting. The GAA was found to meet nationally recognized professional and technical standards for alternate assessments based on alternate achievement standards. The content standards selected for assessment on the GAA were reviewed and approved by a committee of Georgia educators.

How is the GAA measured/scored? 2017-2018 [GAA Examiner's Manual](#) (pages 63-66)

The GAA portfolio entries are scored for four discrete dimensions: Fidelity to Standard, Context, Achievement/Progress, and Generalization. A separate score is assigned for each dimension. Below is a brief description of the dimensions:

- Fidelity to Standard assesses the degree to which the student's work addresses the grade-level standard to which it is aligned.
- Context assesses the degree to which the student work exhibits the use of grade-appropriate materials in a purposeful and natural/real-world application.
- Achievement/Progress assesses the increase in the student's proficiency of skill across the two collection periods.
- Generalization assesses the student's opportunity to apply the learned skill in other settings and/or with various individuals in addition to the teacher or paraprofessional.

What is a required document for the GAA?

- The Validation Form [GAA Examiner's Manual 2017-2018](#) (page 77 and 78)

How will I know my child's assessment results?

State Board Rule 160-3-1-.07 requires local school systems to provide individual student score reports for all state-mandated assessments to the parent(s) or legal guardian(s) in a timely manner. The GAA reports are delivered to Georgia School districts in June.

Must a student earn a proficient score on the GAA in high school to earn a regular high school diploma?

No. Governor Nathan Deal signed House Bill 91 into law on March 30, 2015. The law enacted that students shall **no longer** be required to earn a passing score on any graduation tests to earn a high school diploma. The law also contains additional details and requirements regarding students who are no longer enrolled in school. These students can petition the local board of education for a diploma if their sole reason for not receiving a high school diploma was due to not passing any part of the graduation assessments.

Does a student have to be assessed on the GAA if they have been retained/repeating the 11th grade?

No. A student who is retained or is repeating the 11th grade **only** is NOT required to be assessed a second (or more) time on the GAA.

The 2017-2018 GAA Examiners Manual includes this guidance for school districts.

- Link: [GAA Examiner's Manual 2017-2018](#) (page 3)

If a student in grades 3rd-8th who takes the GAA is retained in a grade but was proficient on the GAA the previous year, does he or she have to take the GAA again for the same grade level?

Yes. All students in grades 3rd – 8th must take the assessment that corresponds to the grade in which they are enrolled, even if they took the same assessment the prior year and were proficient.

Does GaDOE still have a graduation waiver?

No. On March 30, 2015, Governor Nathan Deal signed House Bill 91 into law which eliminated the need for the graduation waiver. Students are **no longer** required to earn a passing score on any graduation tests to earn a high school diploma.

If a new “In-State” student transfers to my school district during the test administration window, do I have to administer the GAA to them?

Yes. For students who change schools or systems within the state during the assessment, the system the student is leaving (sending system) is responsible for sending the student’s portfolio (including a signed *Validation Form* and all evidence previously collected) to the student’s new system or school, just as the system is responsible for sending the student’s IEP. If a new student enters your system and no portfolio materials have been sent, please contact the sending system’s System Test Coordinator to obtain the student’s materials. A complete portfolio must be submitted for these students, regardless of when they entered the system. If the student’s materials are not obtained in a timely manner (i.e., within two weeks of enrollment) from the sending system, the receiving system should immediately begin the assessment process over again.

- Link: [GAA Examiner's Manual 2017-2018](#) (page 8)

If a new “Out-of-State” student transfers to my school district during the test administration window, do I have to administer the GAA to them?

Yes. Students new to Georgia public schools who enroll **after** January 1, 2018, must have at least the ***first collection period*** completed. Students who are new to Georgia schools include students transferring from another state and those who were enrolled in private or home schools.

- [GAA Examiner's Manual 2017-2018](#) (page 8)

Is it required for students with significant cognitive disabilities take state mandated assessment?

Yes. Every student must participate in Georgia’s annual student assessment program, including students with disabilities. Excluding students with disabilities from testing is a violation of both IDEA and ESEA. For any grade where all students are assessed, students with disabilities participate in the general statewide assessment or an alternate assessment. Georgia mandates assessment for all students in Kindergarten through grade 8, and High School. The GAA is the state-provided alternate assessment.

- Link: [State Board Rule 160-3-.07](#)

Does ESSA require the State of Georgia to have a 1% GAA participation cap?

ESSA addresses participation of students who participate with the alternate assessment. Each state has been given the opportunity to apply for a state waiver to address participation on the alternate assessment that exceeds 1%. While ESSA addresses participation rate, the accountability system does not prohibit a local district individualized determination. Assessment decisions are made within the context of the IEP meeting. While the state cannot limit alternate assessment participation, the State must support the local district in examining local policies, procedures and practices that could have contributed to the overrepresentation.

Why does GaDOE require districts to complete the GAA 1% Participation Survey?

ESSA requires states to provide districts with appropriate oversight. The GAA 1% Participation Survey is part of GaDOE's process in providing appropriate oversight for the alternate assessment. Any district that exceeds the 1.0 percent cap applied to the State must submit information to the State justifying the need to exceed it.

Is GaDOE applying for ESSA's Alternate Assessment Waiver?

Yes. The waiver submission has been submitted as outlined in 34 CFR § 200.6(c)(4)ii-v:

- State-level data analysis a) showing the number and percentage of students in each subgroup who took the GAA, and b) validating the State has measured the achievement of at least 95 percent of all students and at least 95 percent of students with disabilities;
- Assurances from the State that each local education agency (LEA) anticipated to exceed the 1.0 percent cap a) followed State guidelines under paragraph 200.6(d) - excluding (d)(6), and b) will address any disproportionality in the percentage of student subgroups under section 1111(c)(2)(A), (B), or (D) being administered the GAA; and
- A plan and timeline by which a) the State will improve its guidelines under § 200.6(d), b) the State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will use the GAA to assess more than 1.0 percent of its students in a content area, and c) the State will address any disproportionality in the percentage of students taking the GAA.

Must public charter schools comply with the requirements of a State's accountability system?

Yes. Public charter schools must be included in the State's accountability system in the same manner, using the same system, as all other public elementary and secondary schools in the State. ESEA section 1111(c)(5) and 34 C.F.R. § 200.12(c)(1) require accountability for charter schools to be overseen in accordance with State charter school law.

Can parents opt their children out from state mandated assessments?

No. State Board of Education Rule 160-3-1-.07 states that each local system shall assess all students using SBOE designated assessment instruments, as required. An IEP team, under limited circumstances and in accordance with GaDOE and federal guidelines, may consider the SBOE approved alternate assessment for students with significant cognitive disabilities (approximately 1% of the total student enrollment) who receive special education services and are unable to participate in the general assessment and meets participation guidelines. The SBOE approved alternate assessment based on alternate achievement standards shall be the Georgia Alternate Assessment (GAA) for students in grades K – 12 in language arts, mathematics, science, and social studies.

Link: [State Board Rule 160-3-.07](#)

Does Georgia still have to test 95 percent of its students?

Yes. ESSA requires that a state’s accountability system must measure the performance of 95 percent of students by looking at a variety of indicators. One of the indicators is “academic achievement as measured by proficiency on the annual assessments.” For this reason, in order to measure the overall achievement of 95 percent of students, the annual assessments must be taken by 95 percent of students.

Are the results of the GAA incorporated into the School/District CCRPI reports?

Yes. All *Full Academic Year (FAY)* student’s participation and performance in the GAA is factored into the school/district CCRPI reports the same way as the general assessment.

How is Full Academic Year (FAY) calculated?

Only Full Academic Year (FAY) students are included in achievement-related CCRPI indicators (Content Mastery, Progress, Closing Gaps, Literacy/Lexiles). For CCRPI, FAY is defined as *enrolled* for 65% of the year or course, as appropriate. The Teacher and Leader Keys Effectiveness Systems (TKES and LKES) use a different definition of FAY that is based on 90% *attendance*.

How will student attendance be calculated for Teacher and Leader Keys Effectiveness System?

Detailed business rules are still under development; however, it is anticipated that student attendance will be calculated as: days absent / (days absent + days present). The indicator will measure the percent of students absent less than 10% of enrolled days.

B.15: High School Graduation Requirements

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Code: IHF(6)**160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS.**

(1) **PURPOSE.** This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2008-2009 School Year and for subsequent years.

(2) **DEFINITIONS.**

(a) **Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.

(b) **Core Courses** - courses identified as “c” or “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses.

(c) **Elective Courses** – any courses identified as “e” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.

(d) **Georgia Alternate Assessment (GAA)** -- an alternate assessment based on alternate achievement standards. The GAA is a portfolio assessment designed for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose IEP team has determined they are unable to reasonably participate in the regular assessment program. The purpose of the GAA is to ensure all students, including students with significant cognitive disabilities, are provided access to the state curriculum and given the opportunity to demonstrate progress toward achievement of the state standards.

(e) **Required courses** - specific courses identified as “r” in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.

(f) **Secondary School Credential** - a document awarded to students at the completion of the high school experience.

1. **High School Diploma** - the document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. **High School Certificate** - the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 23 units.

3. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).

(g) **Significant Cognitive Disabilities** – students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

(h) **Unit** – one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

(i) **Unit, Summer School** – one unit of credit awarded for a minimum of 120 clock hours of instruction.

(3) REQUIREMENTS.

(a) Local boards of education shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

(b) Local boards of education shall require that

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.

2. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

3. UNITS OF CREDIT.

- (i) All state-supported high schools shall make available to all students the required areas of study.
- (ii) A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

(iii) **AREAS OF STUDY.**

	Units Required
(I) English/Language Arts*	4
(II) Mathematics*	4**
(III) Science*	4

The 4th science unit may be used to meet both the science and elective requirement

(IV) Social Studies*	3
(V) CTAE and/or Modern Language/Latin and/or Fine Arts	3
(VI) Health and Physical Education*	1
(VII) Electives	4

TOTAL UNITS (MINIMUM) 23

*Required Courses and/or Core Courses

** Students entering ninth grade in 2008-2009, 2009-2010, and 2010-2011 only, who earn credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 additional core mathematics courses, will have satisfied the **minimum** mathematics requirements for high school graduation.

4. COURSE CREDIT.

(i) Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Performance Standards (GPS) or Common Core Georgia Performance Standards (CCGPS) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS or CCGPS requirements. The Individualized Education Program (IEP), if applicable, shall specify whether core courses taken as part of an IEP shall receive core unit credit.

(ii) No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

(iii) Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

5. AREAS OF STUDY.

(i) Courses that shall earn unit credit are listed in Rule 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years.

(ii) Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They **must** be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

(I) **English Language Arts:** Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Performance Standards shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

(II.) **Mathematics:** Four units of core credit in mathematics shall be required of all students, including Mathematics I or GPS Algebra, or its equivalent and Mathematics II or GPS Geometry, or its equivalent and Mathematics III or GPS Advanced Algebra or its equivalent. Additional core courses needed to complete four credits in mathematics must be chosen from the list of GPS/ CCGPS /AP/IB/dual enrollment designated courses.

I. The mathematics requirements above apply to each student with a disability, consistent with his or her Individualized Education Program. Students with Disabilities who earn credit in Mathematics I or GPS Algebra and the associated mathematics support course, and Mathematics II or GPS Geometry and the associated mathematics support course, may upon determination through the Individualized Education Program Team meet mathematics diploma requirements by completing Mathematics III or GPS Advanced Algebra for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

II. All students, including students with disabilities, who enter ninth grade in 2008-2009, 2009-2010, and 2010-2011, only and who earn core credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, will have satisfied the minimum mathematics requirements for high school graduation. Mathematics Support I, GPS Algebra Support I,

Mathematics Support II, GPS Geometry Support II, and Mathematics Support III, and GPS Advanced Algebra Support III may be designated as elective or core courses for students who entered ninth grade in 2008-2009, 2009-2010, 2010-2011. Students who complete Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 other core mathematics courses, but who do not complete Mathematics III or GPS Advanced Algebra, may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institutions without additional coursework.

(III) **Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

(IV) **Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.

(V) **CTAE/Modern Language/Latin/Fine Arts:** A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest.

I. **Career, Technical and Agricultural Education (CTAE) Pathways:** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.

II. **Modern Language/Latin:** All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.

A. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

B. American Sign Language may be taken to fulfill the modern language requirements.

III. **Fine Arts:** Electives may be selected from courses in fine arts.

(VI) **Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and 2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.

6. REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT.

(i) A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

7. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.

(i) Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

(I) completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self determination, independent living and personal care to equal a minimum of 23 units of instruction, and

(II) participated in the GAA during middle school and high school and earned a proficient score on the high school GAA in Mathematics, English/Language Arts, Science, and Social Studies, and

(III) reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

8. LOCAL AUTHORITIES AND RESPONSIBILITIES.

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:

(I) A continuous guidance component beginning in middle school. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

Authority O. C. G. A. § 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151(a), (b); 20-2-154(a); 20-2-160; 20-2-161.1; 20-2-161.2; 20-2-281(a), (c).

Adopted: July 21, 2011

Effective: August 11, 2011

Appendix C: Public Notice

C.1: Public Notice Document

Public Notice on ESSA Alternate Assessment Waiver for 2018-2019

The Georgia Department of Education (GaDOE) is seeking comments on the following waiver request for the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), which will be submitted to the U.S. Department of Education (US ED). Comments and questions should be submitted to Allison Timberlake, Deputy Superintendent for Assessment and Accountability, at atimberlake@doe.k12.ga.us no later than Friday, December 7, 2018.

The ESSA includes a statewide 1.0 percent participation cap in alternate assessments based on alternate achievement standards (AA-AAS) for each content area (1111(b)(2)(D)(i)(I)). States can request a one-year waiver from this requirement if the state anticipates being above the cap. Georgia received a one-year waiver from the requirement for the 2017-2018 school year. The GaDOE is submitting a similar request for the 2018-2019 school year to provide the necessary time to continue to implement policies and district supports to ensure the alternate assessment is only administered to those students for whom it is intended.

In 2018, Georgia's schools utilized the Georgia Alternate Assessment (GAA) for an estimated 1.03 percent of tested students. The GaDOE is anticipating that Georgia will be above the 1.0 percent cap in 2018-2019 as well. The waiver submission will include a demonstration of progress in the work of reducing the percentage of students assessed via the GAA as well as the following information, as outlined in 34 CFR § 200.6(c)(4)ii-v:

- State-level data analysis a) showing the number and percentage of students in each subgroup who took the GAA, and b) validating the State has measured the achievement of at least 95 percent of all students and at least 95 percent of students with disabilities;
- assurances from the State that each local education agency (LEA) anticipated to exceed the 1.0 percent cap a) followed State guidelines under paragraph 200.6(d) - excluding (d)(6), and b) will address any disproportionality in the percentage of student subgroups under section 1111(c)(2)(A), (B), or (D) being administered the GAA; and
- a plan and timeline by which a) the State will improve its guidelines under § 200.6(d), b) the State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will use the GAA to assess more than 1.0 percent of its students in a content area, and c) the State will address any disproportionality in the percentage of students taking the GAA.

Prior to submitting this ESSA waiver request, the GaDOE is providing public notice to all interested parties across Georgia. The GaDOE is providing such notification by posting a public notice on its website of the intent to request a waiver of the alternate assessment based on alternate achievement standards 1.0 percent cap. In addition, the GaDOE has emailed information pertaining to the waiver to all district superintendents, Title I directors, assessment directors, special education directors, parent groups, and the State Advisory Panel for Special Education. Copies of all comments the State may receive from stakeholders in response to this notice will be attached to the waiver request sent to US ED.

C.2: Public Notice - Website Location

The screenshot shows the Georgia Department of Education (GaDOE) website. The browser address bar displays the URL: www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx. The page features the GaDOE logo and navigation menus for various departments. The main content area is titled "Title I, Part A - Improving the Academic Achievement of the Disadvantaged" and includes a sub-section for "LEA Monitoring and Technical Assistance Unit".

Navigation: Offices & Divisions, Programs & Initiatives, Data & Reporting, Learning & Curriculum, State Board & Policy, Finance & Operations, Contact, Calendar

Breadcrumbs: Home → School Improvement → Federal Programs → Title I, Part A

Left Sidebar (Federal Programs):

- Title I, Part A** (highlighted)
- Academic Achievement Programs
- Allocations
- Committee Of Practitioners
- Community Eligibility Provision (CEP)
- Family-School Partnership Program
- Federal Programs Monitoring
- Other Resources
- Priority, Focus, and Opportunity Schools
- Private Schools
- Schoolwide Programs
- Targeted Assistance Programs
- Title I Annual Reports
- Title I Webinars, Workshops and Conferences

Main Content:

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

LEA Monitoring and Technical Assistance Unit

The Title I, Part A Technical Assistance and Monitoring unit provides technical assistance, resources, and program monitoring of local education agencies to ensure that all children have an opportunity to obtain a high quality education and to achieve proficiency on high academic standards.

Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA). This Act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

LEAs target the Title I, Part A funds they receive to public schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to high school. Title I, Part A is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I, Part A programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

Contact Information:

Randy Phillips
Program Manager
Title I, Part A
Phone: 404-463-1955
rphillips@doe.k12.ga.us

Ken Banter
Program Manager
Title I, Part A
Phone: 404-463-3467
kbanter@doe.k12.ga.us

Federal Programs' Links:

- Public Notice of Waiver of Alternate Assessment Participation Cap of the Every Student Succeeds Act (ESSA)
- Complaint/Comment

C.3: Public Notice – Email to Superintendents

From: Allison Timberlake
Sent: Wednesday, November 7, 2018 11:04 AM
To: K12 Superintendents; K12 Charter School Superintendents
Cc: Richard Woods; Matt Jones; Meghan Frick; Zephine SmithDixon; Paula Swartzberg; Nakeba Rahming; Craig Geers; Sandra Greene
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Attachments: Alternate Assessment Cap Waiver - Public Notice.pdf

Importance: High

Superintendents,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please send them to me by December 7, 2018.

Thank you,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
Georgia Department of Education
1554 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
(404) 463-6666
atimberlake@doe.k12.ga.us
<http://gadoe.org>

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"Educating Georgia's Future"

C.4: Public Notice – Email to Assessment Directors

From: Allison Timberlake
Sent: Wednesday, November 7, 2018 11:04 AM
To: K12 Assessment Directors
Cc: Richard Woods; Matt Jones; Meghan Frick; Zephine SmithDixon; Paula Swartzberg; Nakeba Rahming; Craig Geers; Sandra Greene
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Attachments: Alternate Assessment Cap Waiver - Public Notice.pdf
Importance: High

Assessment Directors,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please send them to me by December 7, 2018.

Thank you,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
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<http://gadoe.org>

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C.5: Public Notice – Email to Special Education Directors

From: Allison Timberlake
Sent: Wednesday, November 7, 2018 11:04 AM
To: K12 Special Education Directors
Cc: Richard Woods; Matt Jones; Meghan Frick; Zephine SmithDixon; Paula Swartzberg; Nakeba Rahming; Craig Geers; Sandra Greene
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Attachments: Alternate Assessment Cap Waiver - Public Notice.pdf

Importance: High

Special Education Directors,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please send them to me by December 7, 2018.

Thank you,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
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C.6: Public Notice – Email to Title I Directors

From: Allison Timberlake
Sent: Wednesday, November 7, 2018 11:04 AM
To: K12 Title I Directors
Cc: Richard Woods; Matt Jones; Meghan Frick; Zephine SmithDixon; Paula Swartzberg; Nakeba Rahming; Craig Geers; Sandra Greene; John Wight
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Attachments: Alternate Assessment Cap Waiver - Public Notice.pdf

Importance: High

Title I Directors,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please send them to me by December 7, 2018.

Thank you,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
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C.7: Public Notice – Special Education State Advisory Panel

From: Zelphine SmithDixon
Sent: Monday, November 26, 2018 8:49 AM
To: Nicholas Handville
Cc: Allison Timberlake
Subject: FW: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Attachments: Alternate Assessment Cap Waiver - Public Notice.pdf

Importance: High

From: Zelphine SmithDixon

Sent: Friday, November 16, 2018 11:11 AM

To: Allen Mueller <AMueller@doe.k12.ga.us>; 'Angie Slade' <[REDACTED]@att.net>; 'Anne Fernandez' <afernandez@elbert.k12.ga.us>; 'Anne Ladd' <aladd@doe.k12.ga.us>; Belinda Tiller <btiller@doe.k12.ga.us>; 'Camela Mears' <cmears@floydboe.net>; 'Christina Brown' <christina.brown@djj.state.ga.us>; 'Cynthia Glenn' <[REDACTED]@live.com>; 'Delephia Riley' <delephia_riley@gwinnett.k12.ga.us>; 'Emily Woods' <ealvarez@dcboe.com>; 'Erica Glenn' <eglenn@doe.k12.ga.us>; 'Ganesh Nayak' <[REDACTED]@gmail.com>; 'Gloria Glass' <[REDACTED]@hotmail.com>; 'Heidi Hill' <hillhe@clarke.k12.ga.us>; 'James Butler' <[REDACTED]@bellsouth.net>; 'Jennifer Irvin' <jennifer.irvin@gdc.ga.gov>; 'Jessica Davis' <[REDACTED]@gmail.com>; 'Jessica Land' <jland@bleckley.k12.ga.us>; 'Josette Franklin' <Josette.franklin@dhs.ga.gov>; 'Joya Carter-Hicks' <jcarterh@kennesaw.edu>; 'Julia Rusert' <[REDACTED]@gmail.com>; 'Juree Hall' <jurhall@valdosta.edu>; 'Justine Ferrer' <[REDACTED]@yahoo.com>; 'Kari Meyer' <[REDACTED]@gmail.com>; 'Karin Fisher' <kfisher@georgiasouthern.edu>; 'Kimberleigh Beard' <[REDACTED]@gmail.com>; 'Kimberly Washington' <[REDACTED]@gmail.com>; 'Kristi Cox' <[REDACTED]@yahoo.com>; 'Lauri Tuten' <lauri.tuten@gvs.ga.gov>; 'Laurie Smith' <laurie@p2pga.org>; 'Leroy Hutchins' <[REDACTED]@gmail.com>; 'Leslie Lipson' <LLipson@thegao.org>; 'Leslie O'Neill' <[REDACTED]@yahoo.com>; 'Lisa Pennington' <lisa.pennington@dph.ga.gov>; 'Martha Jones' <mnjones@atlanta.k12.ga.us>; 'Mike Newton' <mnewton@jasper.k12.ga.us>; 'Pam Hunter Dempsey' <[REDACTED]@hotmail.com>; 'Pamela Piper' <[REDACTED]@aol.com>; 'Paul West' <Pawest@forsyth.k12.ga.us>; 'Rebecca Best' <r.best1@grady.k12.ga.us>; 'Renita Webb' <champre@boe.richmond.k12.ga.us>; 'Sabine Claster' <sclaster@gaca.connectionsacademy.org>; 'Stacey Benson' <sbenson@pioneerresa.org>; 'Susan Moody' <[REDACTED]@ymail.com>; 'Yaasmeen Nyjah' <[REDACTED]@gmail.com>

Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Importance: High

SAP Members,

Please see the message below.

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education

and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please send them to me by December 7, 2018.

Thank you,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
Georgia Department of Education
1554 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334
(404) 463-6666
atimberlake@doe.k12.ga.us
<http://gadoe.org>

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"Educating Georgia's Future"

C.8: Public Notice – G-Case Notification

(This page left intentionally blank)

From: Zephine SmithDixon
Sent: Monday, November 26, 2018 8:49 AM
To: Nicholas Handville
Cc: Allison Timberlake
Subject: FW: November 9th Friday Email Blast
Attachments: FY19 Transition Planning Survey Reporting and Document Upload Guidance.pdf; Alternate Assessment Cap Waiver - Public Notice.pdf; Friday, November 9th Email Blast.pdf

From: Zephine SmithDixon
Sent: Monday, November 12, 2018 7:30 PM
To: K12 Special Education Directors <k12specialeducation@list.doe.k12.ga.us>
Cc: Matt Jones <mattjones@doe.k12.ga.us>; Nakeba Rahming <NRahming@doe.k12.ga.us>; Craig Geers <cgeers@doe.k12.ga.us>
Subject: November 9th Friday Email Blast

Directors,

I look forward to seeing each of you on Wednesday at the G-CASE Conference in Savannah. It will be a great time of professional learning and collaboration for the work. We will not host a Directors' Webinar in November.

We are excited to announce that the State Board of Education approved acceptance of a Federal School Climate Transformation Grant, which will allocate approximately \$750,000 each year for five years. You may click on the link to find the PBIS newsletter posted on the [PBIS homepage](#) to learn more information about the PBIS work.

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

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EMAIL BLAST
[Thank You \(Gilmer County\)](#)
[The GNETS Team](#)

[FY19 Transition Planning Survey Timeline](#)
[Transition Planning for Indicator 13 Compliance](#)
[GELDS Trainings](#)

Thank You (Gilmer County):

The Smokey Powell Center of the Georgia Academy for the Blind would like to thank Gilmer County for its hospitality in hosting our two-day low vision clinics. Both clinics were full, and the Gilmer County Board of Education Building is a perfect place for the clinics. We would not be able to do this without the help from the Teacher of the Visually Impaired in Gilmer County, Chris Maniscalco and Kim Cagle, Special Education Director. We look forward to being with them again next year.

The GNETS Team:

We would like to announce that **Lakesha Stevenson** has joined the GNETS team as a Program Specialist and will work with Vickie Cleveland to support the work in this area.

FY19 Transition Planning Survey Timeline (attachment):

November 12 – December 3, 2018 – District Record Review

Districts will receive notification through portal email, and the list of students selected for review will be available in the SE Applications Dashboard on November 12, 2018. All transition plans must be submitted by December 3, 2018.

December 5 – December 13, 2018 – Verification/Review by DOE

Notification will be sent through portal email to districts that are non-compliant by December 14, 2018. If you don't receive a notification, you can check the portal to review your district's compliant status.

For districts that are non-compliant, the dates below are for *Prong 1 and Prong 2* correction of non-compliance:

January 3 – January 18, 2019 – Prong 1

January 23 – February 28, 2019 – Prong 2

Please see the attached FY19 Transition Planning Survey Reporting and Document Upload Guidance

Transition Planning for Indicator 13 Compliance:

The Georgia Department of Education's Division for Special Education Services and Supports, Results Driven Accountability Unit, has created 5 modules to provide guidance for Transition Planning that will assist you in writing compliant transition plans. The modules were designed to allow the viewer to choose the area where they need the most guidance. Please refer to the modules if you need additional guidance as you prepare to submit your transition plans for review for the FY19 Transition Planning Survey. They will be available on the GADOE website on the Special Education Services and Supports page under Professional Learning beginning November 12, 2018.

Georgia Early Learning and Development Standards (GELDS) Training:

We are excited to announce that Georgia Early Learning and Development Standards (GELDS) training will be provided for Preschool Special Education Teachers. This training is appropriate for novice and veteran

teachers. Participants will experience an engaging training designed to teach them the effective use of the GELDs with additional emphasis on Special Education Preschool Outcomes.

Please review the dates listed in the chart and register using a link below for the appropriate training location.

Training Date	Location
12/10/18	GaDOE
12/12/18	Coastal Plains RESA (Lenox, GA)
1/31/19	GaDOE
1/10/19	Cumming (Forsyth County Schools)
1/15/19	Macon (Bibb County Schools)
1/16/19	Macon (Bibb County Schools)

Training slots will be limited to 64 participants per training. Participants should register for **ONE** session only. There is not a cost to register participants for the training. **The Registration links for each location are listed below.** Contact Micole Talley (mtalley@doe.k12.ga.us) with any questions or concerns.

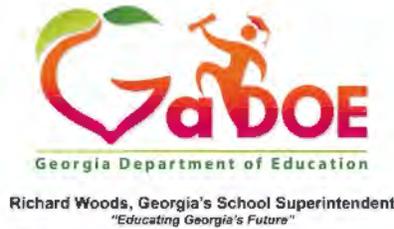
Cumming: <https://form.jotform.com/82834659729171>

GaDOE: <https://form.jotform.com/82834488529169>

Lenox: <https://form.jotform.com/82834723829164>

Macon: <https://form.jotform.com/82834291129157>

Zelphine Smith-Dixon, Ed.D.
State Director
Georgia Department of Education
Division for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334
Cell: 404-987-1568
Email: zsmith@doe.k12.ga.us
www.gadoe.org
"Educating Georgia's Future"



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EMAIL BLAST

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GaDOE: <https://form.jotform.com/82834488529169>

Lenox: <https://form.jotform.com/82834723829164>

Macon: <https://form.jotform.com/82834291129157>

C.9: Public Notice – Superintendent’s Parent Advisory Council Notification

From: Mandi Griffin
Sent: Wednesday, November 7, 2018 3:09 PM
To: Nicholas Handville
Subject: FW: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Below is a copy of the email that was sent out to the Superintendent’s Parent Advisory Council.

Mandi Griffin

Family Engagement Specialist
Office of Federal Programs
Georgia Department of Education
205 Jesse Hill Jr. Drive, SE
Suite 1854 Twin Towers East
Atlanta, GA 30334
Direct: (404) 232-1148
Fax: (770) 408-4197
mgriffin@doe.k12.ga.us
<http://partnerships.gadoe.org>

Follow us on Twitter: [@GaDOEPartners](https://twitter.com/GaDOEPartners) and [@georgiadeptofed](https://twitter.com/georgiadeptofed)
Like us on Facebook: <https://www.facebook.com/GaDOEPartnerships>
Visit us on YouTube: bit.ly/gadoeparentsyoutube

"Educating Georgia's Future"

From: Mandi Griffin <mgriffin@doe.k12.ga.us>
Sent: Wednesday, November 7, 2018 3:08 PM
To: Mandi Griffin <mgriffin@doe.k12.ga.us>
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Parent Advisory Council updates!

[View this email in your browser](#)



GaDOE Office of Assessment & Accountability Seeks Comments from Parents

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the Every Student Succeeds Act (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

In submitting the 1.0 percent participation cap waiver, the GaDOE is requesting that US ED allow the State a year to continue to implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA) 2.0. During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability will work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional details are available in the alternate assessment waiver public notice on the GaDOE's Title I webpage (<http://www.gadoe.org/School-Improvement/Federal-Programs/title-i/Pages/Disadvantaged-Children.aspx>) under the heading 'Federal Programs' Links'. If you have any comments or

questions pertaining to this waiver, please click [here](#) or send an email to Allison Timberlake, Deputy Superintendent for Assessment & Accountability at atimberlake@doe.k12.ga.us by December 7, 2018.

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You have received this email because you are on the State Superintendent's Parent Advisory Council.

Our mailing address is:

Georgia Department of Education - Family-School Partnership Program
205 Jesse Hill Jr. Drive, SE
Suite 1854
Atlanta, Ga 30334

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C.10: Public Notice – GaDOE’s Parent Involvement Listserve

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From: Mandi Griffin
Sent: Thursday, November 8, 2018 1:44 PM
To: Nicholas Handville; Allison Timberlake
Cc: Amy Song
Subject: FW: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Below is the email that was sent out to our parent involvement listserv.

Mandi Griffin

Family Engagement Specialist
Office of Federal Programs
Georgia Department of Education
205 Jesse Hill Jr. Drive, SE
Suite 1854 Twin Towers East
Atlanta, GA 30334
Direct: (404) 232-1148
Fax: (770) 408-4197
mgriffin@doe.k12.ga.us
<http://partnerships.gadoe.org>

Follow us on Twitter: [@GaDOEPartners](https://twitter.com/GaDOEPartners) and [@georgiadeptofed](https://twitter.com/georgiadeptofed)
Like us on Facebook: <https://www.facebook.com/GaDOEPartnerships>
Visit us on YouTube: bit.ly/gadoeparentsyoutube

"Educating Georgia's Future"

From: Mandi Griffin <mgriffin@doe.k12.ga.us>
Sent: Thursday, November 8, 2018 1:41 PM
To: Mandi Griffin <mgriffin@doe.k12.ga.us>
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

[View this email in your browser](#)



GaDOE Office of Assessment & Accountability Seeks Comments

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[Programs/title-i/Pages/Disadvantaged-Children.aspx](#)) under the heading 'Federal Programs' Links'. If you have any comments or questions pertaining to this waiver, please click [here](#) or send an email to Allison Timberlake, Deputy Superintendent for Assessment & Accountability at atimberlake@doe.k12.ga.us by December 7, 2018.

Questions? View the [Service Area Map](#) to see which Family Engagement Specialist serves your geographic location. If you have questions about budgeting or using Title I, Part A funds for family engagement activities, please coordinate with your Title I Director to contact your GaDOE [Title I Area Specialist](#).

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Our mailing address is:

Georgia Department of Education - Family-School Partnership Program
205 Jesse Hill Jr. Drive, SE
Suite 1854
Atlanta, Ga 30334

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Appendix D: Public Comments and GaDOE Responses

LEAs and the public were provided an opportunity to submit feedback to the GaDOE prior to the submission of this waiver request. The public comment period lasted from November 7th to December 7th, 2018 - meeting the 30-day State Board of Education rule. Public notice of the intent to submit a waiver (C.1) was posted to the GaDOE website (C.2). Emails were sent from the GaDOE's Deputy Superintendent of Assessment and Accountability to LEA superintendents (C.3), assessment directors (C.4), special education directors (C.5), and Title I directors (C.6). Additionally, notice was sent to members of the State's Special Education State Advisory Panel (C.7), attendees of the Georgia Council of Administrators of Special Education conference (C.8), the State Superintendent's Parent Advisory Council (C.9) and the GaDOE's Parent Involvement Listserve (C.10).

The GaDOE received five responses during the public comment period. Four of the responses were from LEAs and were in favor of the State submitting the waiver. One of these responses emphasized a desire to receive technical assistance and supports from the State. The fifth response was from a member of the State Advisory Panel and was not substantively related to the waiver. The State did not receive any feedback from stakeholders that required modification to the waiver or the State's plan for implementing waiver-related activities during 2018-2019.

From: (b)(6)
Sent: Monday, November 26, 2018 9:49 AM
To: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Subject: RE: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Savannah-Chatham is in favor of the waiver. The waiver is needed because many districts receive large numbers of transfers from districts within the state and outside the state. Many of these transfers qualify for GAA or were already designated for GAA. Due to their transient status of many of our students it becomes very difficult for us to predict our GAA counts and stay at the 1% cap.

From

(b)(6)

From: Allison Timberlake <atimberlake@doe.k12.ga.us>
Sent: Wednesday, November 7, 2018 11:16 AM
To: Ann Levett
Cc: Richard Woods; Matt Jones; Meghan Frick; Zephine SmithDixon; Paula Swartzberg; Nakeba Rahming; Craig Geers; Sandra Greene
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Superintendents,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

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Thank you,
Allison

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From: (b)(6)
Date: November 20, 2018 at 3:06:30 PM EST
To: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Subject: RE: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

(b)(6)

We need the waiver because some districts receive large numbers of transfers from districts within the state and outside the state. Many of these transfers qualify for GAA, but do to their transient status it becomes very difficult for us to predict our GAA needs and stay at the 1% cap. (b)(6)

(b)(6)

(b)(6)

From: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Sent: Wednesday, November 7, 2018 11:04 AM
To: Patrece Reese <Patrece.Reese@sccpss.com>
Cc: Richard Woods <rwoods@doe.k12.ga.us>; Matt Jones <mattjones@doe.k12.ga.us>; Meghan Frick <mfrick@doe.k12.ga.us>; Zephine SmithDixon <ZSmith@doe.k12.ga.us>; Paula Swartzberg <pswartzberg@doe.k12.ga.us>; Nakeba Rahming <NRahming@doe.k12.ga.us>; Craig Geers <cgeers@doe.k12.ga.us>; Sandra Greene <sgreene@doe.k12.ga.us>
Subject: Georgia ESSA Waiver Request for 1% Participation Cap for GAA
Importance: High

Assessment Directors,

The Georgia Department of Education (GaDOE) will be seeking a waiver from the U.S. Department of Education (US ED) regarding the alternate assessment 1.0 percent participation cap put in place under the *Every Student Succeeds Act* (ESSA). Prior to submitting the waiver, the GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders.

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Thank you,
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From: (b)(6)
Date: November 12, 2018 at 10:02:43 AM EST
To: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Cc: Anna Clifton <anna.clifton@carrolltoncityschools.net>
Subject: Support for Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Dr. Timberlake,

On behalf of Carrollton City Schools, I would like to let you know that we support the ESSA waiver request for 1% participation cap for GAA administration. The GAA enrollment in Carrollton City Schools currently exceeds the 1% cap because a special program exists in our system that has drawn large numbers of students with the most significant disabilities. Families of students with the most significant cognitive disabilities move to the Carrollton City School district specifically to receive specialized services due to the exceptional special education services and supports provided. The GAA is a vital assessment for our students that meet the criteria for administration. Thank you for your consideration as we continue to administer the GAA for all students that meet the criteria, even if participation exceeds 1%.

Thank You,

(b)(6)



From: Allison Timberlake
Sent: Tuesday, November 27, 2018 10:22 AM
To: Nicholas Handville
Subject: FW: ESSA Alternate Assessment Waiver for 2018-2019

From: Allison Timberlake
Sent: Tuesday, November 27, 2018 10:21 AM
To: (b)(6)
Subject: RE: ESSA Alternate Assessment Waiver for 2018-2019

Hi (b)(6)

I apologize for the delay in responding! I've been out of the office for the holiday. This specific waiver refers specifically to the 1% statewide cap on the percentage of students who can be assessed by the GAA. Given our historical data, we expect to be over 1% again this year. This does not have any impact on how students are taught. I would recommend reaching out to (b)(6) for information on information on supporting students.

Please let me know if you have any additional questions.

Thanks,
Allison

Allison Timberlake, Ph.D.
Deputy Superintendent for Assessment & Accountability
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"Educating Georgia's Future"

From: (b)(6)
Sent: Wednesday, November 21, 2018 2:20 PM
To: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Cc: (b)(6)
Subject: ESSA Alternate Assessment Waiver for 2018-2019
Importance: High

Good Afternoon Ms. Timberlake,

I have read the information provided regarding the above mentioned subject matter, and I am wondering, if the waiver that the article references, extends to the students that are, or will be moving to, or trying to move to, co-taught classrooms? What is being done to better support that effort? I am unsure if this is a question that needs to be posted as a response to the waiver, but if I do not ask, I will forever wonder.

Regards,

(b)(6)

From: (b)(6)
Sent: Thursday, November 29, 2018 1:25 PM
To: Allison Timberlake <ATimberlake@doe.k12.ga.us>
Cc: (b)(6)
Subject: RE: Georgia ESSA Waiver Request for 1% Participation Cap for GAA

Dr. Timberlake,

Below are comments from the Barrow County School System regarding the waiver.

Best,

(b)(6)

The Barrow County School System is currently using the new Georgia Alternate Assessment (GAA) 2.0 eligibility criteria rubric to select the appropriate students to participate in the GAA 2.0. Rather than waiting on the mandate for implementation of the new rubric in the 2019-2020 school year, the Barrow County School System has already begun to examine the new criteria in an effort to meet the 1.0% participation cap requirement. Teachers and Administrators are kept aware of, and receive professional learning on use of the rubric, in addition to on the selection process for students taking the assessment. As was the case with the previous Georgia Alternate Assessment, The Barrow County Schools employs a thorough vetting process for students proposed to be placed on the GAA 2.0. In addition, Barrow County School System uses GoIEP. GoIEP 2.0 was rolled out in the fall of the 2018-2019 school year, and teachers and staff are orienting to the new system. GoIEP 2.0 includes the new eligibility criteria rubric, and teachers and administrators receive professional learning on the selection process as it relates to GoIEP. Our goal is to focus on the individual needs of the students as IEP committees, including more of an emphasis on service delivery models and adaptive skills, and less on individual IQ scores. Part of this focus includes ensuring compliance with all of the eligibility requirements included in the rubric. Given the introduction of a new and different standardized assessment (GAA 2.0), a new eligibility criteria rubric, a new IEP management system (GoIEP 2.0), and the training and communication required as a result of these new initiatives, the Barrow County School System supports the GaDOE's submission of the 1-year, 1.0% cap waiver. We are encouraged by the opportunity to receive support and technical assistance in ensuring the appropriate administration of the GAA 2.0, and would welcome the chance to work collaboratively with the GaDOE in this process. Thank you for your consideration.

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Barrow County School System
Boldly Committed to Student Success