



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 26, 2021

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

Dear Superintendent Woods:

I am writing in response to the Georgia Department of Education's (GaDOE's) request on November 2, 2020, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA) 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.

After reviewing the GaDOE's waiver request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2020-2021, a one-year 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.

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 most recent years for which data was available, (2018-2019) 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 AAAAAS.
- 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) – excluding (d)(6) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.
- Will implement, consistent with the plan submitted in GaDOE waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202  
<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.*

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.

Given the workplan submitted by GaDOE, I expect to see positive results of this plan in the 2020-2021 school year and beyond. Any future requests 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 all tested subjects.

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). I note that GaDOE has created modules to support LEA staff training and consistent understanding of participation guidelines along with resources developed by the NCEO Peer Learning Groups and Community of Practice. I also note that GaDOE has incorporated into its work the strategies for meeting the 1.0 percent cap from the NCEO. In 2019, NCEO had published several resources that may be helpful to stakeholders in your State. They may be found online at [https://nceo.info/Assessments/alternate\\_assessments](https://nceo.info/Assessments/alternate_assessments).

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 [ESEA.Assessment@ed.gov](mailto:ESEA.Assessment@ed.gov).

Sincerely,

/s/

Ian Rosenblum  
Delegated the Authority to Perform the Functions  
and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

cc: Allison Timberlake, Deputy Superintendent for Assessment and Accountability

November 2, 2020

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 2019-2020. 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 the most current alternate assessment data; documentation of changes to policies and guidelines; and additional details on State supports to LEAs. Additionally, all waiver submission requirements have been provided along with a plan and timeline for continuing the State's alternate assessment cap efforts during the 2020-2021 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](mailto: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 2019-2020**

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

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 2018-2019 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. The Georgia Department of Education (GaDOE) anticipated that Georgia would be above the 1.0 percent cap in 2019-2020. However, due to COVID-19, US ED approved a waiver that canceled state assessments for the 2019-2020 school year; thus, an alternate assessment participation rate could not be calculated. The GaDOE anticipates that Georgia will exceed the 1.0 percent cap in 2020-2021. Therefore, 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-AAAS 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 was implemented for the first time during the 2018-2019 school year. The GAA 2.0 includes standardized tasks with multiple levels of complexity, 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 was administered in 2018-2019 to all eligible students in grades K, 3-8, and 11 for English language arts and mathematics and in grades 5, 8, and 11 in science and social studies. If testing had occurred in the 2019-2020 school year it would have been administered as in the 2018-2019 school year. Due to recent changes in practice and in state law, the GAA 2.0 assessment will no longer be administered in K and in grade 5 social studies. Those changes include the adaptation of the GKIDS 2.0 assessment to meet the needs of all learners, including those with the most severe cognitive development, thus eliminating the need for kindergarten students to take the GAA 2.0; and the discontinuation of the state grade 5 social studies EOG.

## 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 2020-2021 testing window for GAA 2.0 is March 22 through April 30, 2021. In submitting this waiver on November 2, 2020, 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 for the 2018-2019 school year. Appendix A.2 provides the estimated 2019-2020



percentage for each of the student subgroups for English language arts, mathematics, science, and social studies had the assessment been administered.

The percentage of students assessed via the GAA 2.0 in 2018-2019 was 1.3 for English language arts, mathematics, and science and 1.4 for social studies. The estimated percentage of students assessed via the GAA 2.0 in 2019-2020 is 1.3 for English language arts, mathematics, and science and 1.4 for social studies.

In 2018-2019, 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 high school 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 high school 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 Georgia Milestones and GAA for each of the required end-of-grade (A.3) and end-of-course (A.4) subjects for the 2018-2019 school year. Data are provided for all students and Students with Disability subgroup. State level 2018-2019 participation files that are published on the Georgia Department of Education (GaDOE) website by content area, grade level, and subject area are provided in A.5 and A.6.

### 3. Implementation and 2019 Plan

During 2018-2019, 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-AAAS), is administered to only those students for whom it is intended. Activities continued in the 2019-2020 school year. This section details completed, ongoing, and newly-planned 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. Most recently, the monitoring of this work has been integrated into Cross Functional Monitoring and implementing planned technical assistance for districts based on their data. Unfortunately, COVID-19 has disrupted this work in schools.

#### 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 when 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-AAAS). 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. The *Participation Guidelines for the Georgia Alternate Assessment* were revised through an iterative process with educators and were finalized for publication as the *Eligibility Criteria for the Georgia Alternate Assessment (GAA) 2.0* in November of 2018 for the 2018-2019 school year. It was expected at that time that Individualized Education Program (IEP) teams would utilize the previous participation guidelines if teams had met and established participation in the alternate assessment prior to November of 2018 until the IEP team met next. Those students whose IEP teams met following November of 2018 were required to utilize the revised eligibility criteria. Any subsequent meetings to establish participation on the GAA 2.0 would be required for all IEP teams considering assessment options for students with cognitive disabilities utilizing only the revised eligibility criteria as published in the *Student Assessment Handbook* the following 2019-2020 school year. Simply stated, since the guidelines were published in November 2018, most IEP decisions for 2018-2019 were already made and would not have been changed based on the new guidelines. Therefore, the new guidelines would be first used statewide in spring 2019 and would impact placement decisions for the 2019-2020 school year and subsequently, in the 2020-2021 school year.

The Georgia Department of Education Special Education Division and Assessment Division provided several training sessions intended to inform IEP teams of the usage of the new eligibility criteria and provided information regarding data sources and rationale for making evidence-based decisions.

In previous years, participation guidelines were provided as a flowchart. The revised eligibility criteria accompanying GAA 2.0 (Appendix B.1) involve a two-step process. First, the IEP team must review and answer the four eligibility criteria listed below.

- 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.
- 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).
- 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.
- 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.

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 the following:

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 the 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 assessments.

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 in the state. Although GAA is intended for a small number of students, the participation cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer GAA is made by the IEP team 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 intellectual disability is provided in Appendix B.2. 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 eligibility 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 an accountability system
- Administrator or parent request

With the goal of reducing the state to at or below the 1% cap and ensuring that the State's alternate assessment is administered to only those students for whom it is intended, the State realizes that the work must start with kindergarten students. To that end, the GaDOE has partnered with LEAs and school staff to identify the instructional supports necessary to help students in kindergarten through second grades better access the Georgia Standards of Excellence and the associated general assessment. With the understanding that once IEP teams have made the decision to place students on the GAA 2.0, it is difficult for them to reconsider their original decision, the following steps were taken to reduce the number of students in grades 3-8 and high school who are participating in the alternate assessment and to provide inclusive and accessible assessment resources for kindergarten students with the most significant cognitive disabilities.

## GKIDS 2.0

### Phase 1 – Focus Groups and Training

- Implemented a series of educator focus groups and development meetings with kindergarten educators, specialists, district personnel, etc. with expertise with students with the most significant cognitive disabilities to identify the key needs of these students in accessing the state’s kindergarten assessment resource (GKIDS).
- Through training and expanded teacher resources informed by the partnership with educators and school and district partners, increased awareness of supports in place and available to serve students being assessed on GKIDS with maximum access to content in the learning progressions.
- In training and communication with district and school leaders, increased focus on aligning assessment practices to instruction in that students instructed on the general content standards with support must be assessed on the general assessment with support.

### Phase 2 – Development

- Developed fully integrated comprehensive supports, guidance, and resources to extend access to GKIDS 2.0 learning progression content without separating out students who need additional support. The resources and guidance for using the learning progressions for Georgia’s existing kindergarten assessment were expanded to allow teachers of students with the most significant cognitive disabilities to assess a student’s current skill level with comprehensive supports when necessary, and in doing so, preserve valuable information regarding the student’s current support needs. In addition to best serving these students, a goal/intended outcome is to reduce the number of students tested using GAA 2.0 in 3<sup>rd</sup> grade, by preventing overidentification in early grades, and providing teachers guidance on assessing students who require additional support on the general assessment given appropriate support.
- Developed an enhanced reporting process for GKIDS 2.0 that focuses on adding descriptive information (about the level of supports needed) as opposed to reducing or qualifying information (conditionalizing a score).

Estimates for alternate assessment participation in grade 3 based on Pre-ID records dropped by 15% between Fall 2018 and Fall 2019. As this decrease is not observed across all grades, this may be interpreted to be the result of the efforts in place to reduce early overidentification for alternate participation. This drop, in conjunction with the ongoing efforts in place to reduce overidentification in early grades, is expected to roll up, such that the decrease in the current grade 3 cohort is maintained in subsequent years, as that decrease continues for future cohorts entering grade 3. Pre-ID data for Fall 2020 were not available at the time this waiver was submitted. GaDOE will review the Pre-ID data when it is available to see if there is a second year of decreased alternate assessment participation in grade 3 and if grade 4 participation is also decreased as compared to prior years.

*3.1.3 LEA Assurances and Certifications:* In completing the Georgia Department of Education’s (GaDOE) mandatory GAA Participation application, LEAs are required to provide assurances to the following statements.

- *A review of local policies, procedures, and practices has been conducted to assure they support appropriate identification of students for GAA 2.0 participation in accordance with State guidelines.*
- *The LEA has provided training and support to Individualized Education Program (IEP) teams to ensure that IEP teams are adhering to eligibility guidelines for GAA 2.0*
- *A review of local GAA 2.0 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 2.0*

Any LEAs failing to answer in the affirmative for all three assurances will be identified to receive targeted technical assistance and supports.

In October 2020, there were only three districts that failed to answer in the affirmative for all three statements regarding the 2020-2021 school year administration.

### **3.2 Support and Oversight of LEA Implementation**

In addition to updating State guidelines, the GaDOE developed 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.

It should be noted that GaDOE staff members from the Division of Special Education and Supports, as well as the Division of Assessment and Accountability, have regularly participated since 2018 in the National Center on Educational Outcomes (NCEO) Community of Practice for the 1% Participation Threshold and the NCEO Peer Learning Groups (Digging into Your Data: Building a 1% Data Analysis and Use Plan; Guiding and Evaluating District Justifications IEP Team Decision Making)(B.3). GaDOE will continue to actively participate in these sessions in order to learn from peers how best to support implementation of the 1.0 percent participation threshold for AA-AAAS participation by providing technical assistance.

#### *3.2.1 Universal Technical Assistance and Supports:*

The GaDOE began providing universal technical assistance and supports to LEAs in 2017-2018 and continues to do so. These supports include guidelines, resources, and training to assist LEA administrators and local IEP team members during the GAA eligibility determination process. All LEAs were provided the GAA 2.0 eligibility criteria in 2018-2019. The GaDOE has provided numerous resources and training opportunities to ensure LEAs and IEP teams understand and follow the updated criteria.

There were a dozen conference presentations and webinars provided to special education directors, coordinators, and teachers, as well as parents, between January 2020 and October 2020 (B.4 - GAA 2.0 Support). Additional conference sessions were planned but were canceled due to COVID-19. Other resources and supports include the 2020-2021 Student Assessment Handbook; 2020-2021 Accessibility & Accommodations Manual; monthly Assessment Update newsletters (B.5); GAA 2.0 Test Administration Trainings (B.6); GAA 2.0 resources including eligibility criteria forms, GAA 2.0 Pre and Post Administration Checklist, GAA 2.0 Spring Test Administration Manual, scoring, reporting, and teacher resources (B.7); GAA 2.0 Parent Flyer (B.8); and GAA 2.0 development and training plan aimed at reducing placement of early learners on the alternate assessment pathway (B.9).

GaDOE has provided district level reports to assist LEAs in examining data and determining potential areas where additional scrutiny is warranted. LEAs have also received face-to-face, virtual and on-line instructions on how to access this data on-demand at the LEA level. The State is utilizing components of the District Dialogue Guide from NCEO to assist all districts in this process.

The State has presented sessions addressing the participation rate at conferences for the Georgia Council of Special Education Administrators (GCASE) and Georgia Compensatory Educational Leaders (GCEL).

During 2018-2019 and continuing in 2019-2020, face to face, “make and take” day-long professional learning opportunities were available to teachers in LEAs. By the end of the 2020 school year, ten of these sessions had occurred in regional locations. Webinars addressing instructional concerns are available on the State website and at least four more are planned for 2020-2021, along with mini recorded sessions on select topics such as scaffolding for students with significant cognitive disabilities. Additional training in the planning process are virtual “make and take” opportunities.

As part of on-site visits during the cross-functional monitoring process, LEA participation rates in the alternate assessment are discussed and direct technical assistance is provided to support district efforts. Other needs for support are 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. Additionally, Georgia Learning Resources directors and district liaisons to each LEA were trained in eligibility criteria, instructional strategies and examining district participation data to increase capacity to provide support and technical assistance to districts.

Since the GAA 2.0 was a new assessment for the 2018-2019 school year, webinar and in-person sessions regarding score interpretation included pointers for using score reports for potential indicators of participation appropriateness. GaDOE staff continues to provide support to districts and assist in identifying potential “red flags” that may warrant additional investigation.

GAA 2.0 now yields an achievement score that can be compared year to year. Once districts have more than one data point (after the Spring 2021 administration) they can begin to examine trends in sustained proficiency. Additionally, the State is exploring ways to assist districts in utilizing data from the Learning Characteristics Inventory (new with the advent of the GAA 2.0) to include in the decision-making process.

### *3.2.2 Targeted Technical Assistance and Supports:*

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 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.

The GaDOE has developed the targeted technical assistance and supports that are provided to LEAs above 1.0 percent and the State is focusing currently on building staff capacity for this work. Determinations for support are 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 State is continuing to develop and improve the intensive technical assistance and supports to appropriate districts. This includes LEA-specific, one-on-one services for those LEAs demonstrating significant needs that cannot be addressed sufficiently through targeted services. Additionally, modules to support LEA staff training and consistent understanding of participation guidelines is being developed in conjunction with resources developed by the NCEO Peer Learning Groups and Community of Practice. Likewise, the State is expanding the availability of parent information through our Parent Mentor Partnership and other outlets, to be sure parents have adequate information to guide their participation in the process.

## **3.3 Disproportionality**

The State began addressing student subgroup disproportionality in GAA participation through an LEA assurance included in the GAA Participation Application. During 2018-2019 and 2019-2020, additional State disproportionality work includes 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 2020, the GaDOE administered its annual GAA Participation Application. All LEAs administering the GAA to one or more students under 34 CFR §200.2(a)(1) in 2020-2021 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 responded “No” to the assurance. LEAs that responded “No” were identified for additional follow-up by the division of Special Education Services and Supports.

*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 (for school year 2017-2018) and in October 2019 (for school year 2018-2019), LEAs were 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. Comparable data for school year 2019-2020 could not be calculated and provided to LEAs due to the cancellation of all spring 2020 state testing (Georgia Milestones and GAA 2.0). 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

The annual GAA Participation Application serves as the State’s primary collection tool for projected GAA participation data<sup>1</sup>, assurances, justifications, and other information pertaining to local GAA administration. 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. In December 2018, LEAs completed the 2018-2019 GAA Participation Application. At that time, those that projected exceeding the 1% cap provided justifications. When LEAs then completed the 2019-2020 GAA Participation Application in October 2019, those districts that did indeed exceed the cap were allowed to review the justifications previously provided. Those justifications were posted on the GaDOE public website in January 2020 (just as they were in January 2019). In October 2019, LEAs completed the GAA Application with information regarding 2019-2020, including projected GAA participation data<sup>2</sup>, assurances, justifications, and other information pertaining to local GAA administration participation. As

<sup>1</sup> Actual participation data were obtained from the assessment vendors after the testing window closed.

<sup>2</sup> Actual participation data were obtained from the assessment vendors after the testing window closed.

previously stated, the test administration in the spring of 2020 was canceled and the 1% cap could not be calculated.

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

#### 4.3 LEA Reporting to the State and the Public

All state testing was canceled in the spring of 2020 and thus participation rates for LEAs could not be calculated. Therefore, no justifications could be publicly posted for the 2019-2020 school year. Justifications were publicly posted for those LEAs with a districtwide participation rates of greater than 1.0 percent for the 2017-2018 and 2018-2019 school years (34 CFR §200.6(c)(3)(ii)). Justifications will be collected for those LEAs that exceed a districtwide participation rate greater than 1.0 percent for the 2020-2021 school year as part of the GAA survey in the fall of 2021. These justifications will be publicly posted (34 CFR §200.6(c)(3)(ii)) in January 2022.

#### 4.4 State Reporting to LEAs

The GaDOE generated 2018-2019 district-level GAA Participation Data Reports that included the percentage of each student subgroup assessed via the GAA by content area (Appendix A.1). These reports were provided to LEAs in October 2019 to assist LEAs in examining data and determining potential areas where additional scrutiny is warranted.

In addition to participation rate reports, the State began generating annual district-level disproportionality reports in January 2019 based on 2017-2018 participation data and continued the practice in October 2019, providing 2018-2019 data. As previously stated, 2019-2020 disproportionality reports could not be calculated and disseminated to districts due to the cancellation of all state testing in the spring of 2020. It is anticipated that for 2020-2021, disproportionality reports will be generated and 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 will continue to be 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 Waiver Activities for 2018-2019, 2019-2020, 2020-2021 School Years

Activity	2019 Waiver	2020 Waiver	2021 Waiver
Public comment period	Oct – Dec 2018	Oct – Dec 2019	Oct – Dec 2020
Review of public comments, revision of waiver	Oct – Dec 2018	Oct – Dec 2019	Oct – Dec 2020
Submission of waiver	Oct – Dec 2018	Oct – Dec 2019	Oct – Dec 2020
GAA Participation Application	Oct – Dec 2018 Jan – Mar 2019	Oct – Dec 2-19	Oct – Dec 2020
GAA assessment collection window	Jan – Mar 2019 Apr – Jun 2019	Jan – Mar 2020 Apr – Jun 2020	Jan – Mar 2021 Apr – Jun 2021
GAA participation data analysis	Jul – Sept 2019	Jul – Sept 2020	NA*
State GAA Participation Data Reports for LEAs	Jul – Sept 2019 Oct – Dec 2019	Jul – Sept 2020 Oct – Dec 2020	NA*
State GAA Participation Report for Public	Oct – Dec 2019	Oct – Dec 2020	NA*



Activity	2019 Waiver	2020 Waiver	2021 Waiver
LEA justifications posted	Jan – Mar 2020	Jan – Mar 2020	NA*
GAA disproportionality data calculation, dissemination, analysis	Jul – Sept 2019	Jul – Sept 2020	NA*
* Activities could not be completed due to cancellation of all spring 2020 state testing (Ga Milestones and GAA 2.0) due to COVID-19.			

## 5.2 Training and Activities 2017-2020

### GAA activities from 2017-2020

#### *October - December 2017*

- GAA Participation Application (a.k.a. Survey)
- Development of eligibility criteria for the GAA 2.0

#### *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 continued

#### *April - June 2018*

- 2017-2018 GAA assessment window, continued
- Meeting: State Advisory Panel for Special Education– presentation on GAA 2.0 covered eligibility criteria
- Development of eligibility criteria for the GAA 2.0 continued

#### *July - September 2018*

- 2017 GAA Participation Data Reports provided to LEAs
- GaDOE explored possible technical assistance from U.S. Department of Education
- Development of eligibility criteria for the GAA 2.0 continued
- Eligibility criteria for the GAA 2.0 released
- Training: Special Education Services and Supports – General Supervision and Implementation Training
- Training: Special Education Director’s Webinar

#### *October - December 2018*

- Training: GAA 2.0 fall training webinar: Orientation to new assessment / deeper look at test design
- Training: GAA 2.0 Administration Procedures Training
- Training: Orientation to new assessment / deeper look at test design
- Training: GAA 2.0 G-CASE Conference presentation
- Training: Instructional Support for Students with Significant Cognitive Disabilities
- 2018 GAA Participation Data Reports provided to LEAs
- 2019 GAA Participation Application

#### *January - March 2019*

- 2019 GAA Participation Application continued
- Creation and dissemination of 2018 GAA 2.0 Participation Disproportionality Reports
- Meeting: State Advisory Panel for Special Education
- Posting of 2018 LEA justifications for administering the GAA to greater than 1.0 percent of assessed students
- Training: GAA 2.0 Pre-Assessment Training webinar: Final test set-up/preparation
- GAA 2.0 assessment window

#### *April - June 2019*

- GAA 2.0 assessment window continued
- 2019 GAA 2.0 participation rates calculated

#### *July - September 2019*

- 2019 GAA Participation Data Reports provided to LEAs
- 2019 GAA 2.0 Participation Disproportionality Report calculated and shared with Special Education

- Training: GAA 2.0 Test Administration Procedures – Part 1

**October - December 2019**

- 2020 GAA Participation Application
- Training on the Eligibility Criteria for the Intervention District Study. Reducing the number of students participating in the alternate assessment
- Training: GAA 2.0 Test Administration Procedures – Part 2

**January - March 2020**

- Instructional Training on Effective Instruction for Teachers of Students with Significant Cognitive Disabilities
- Posting of 2019 LEA justifications for administering the GAA to greater than 1.0 percent of assessed students
- Training at the Georgia Compensatory Educational Leaders, Inc. (G-CEL) - A Deeper Look at the 1% CAP for the Alternate Assessment
- GAA 2.0 Nextera Platform Training
- GAA 2.0 Pre-Administration Training
- GAA 2.0 GAA 2.0 Test Setup and review of Nextera Online Platform
- GAA 2.0 assessment window
- Instructional Support for Teachers of Significant Cognitive Disabilities “Choice Making” webinar
- Distance Learning Support for Students with Significant Cognitive Disabilities webinar

**April - June 2020**

- GAA 2.0 assessment window continued
- GAA 2.0 Eligibility Criteria Updated to include both elements of the Learner Characteristics Inventory (LCI) and eligibility to earn a state-defined alternate diploma (SBOE 160-4-2-48)
- 2020 GAA 2.0 estimated participation rates calculated
- Training: GAA 2.0 Eligibility Criteria Presentation
- Training: Instruction for the GAA 2.0
- Training: Distance Learning Support

**July - September 2020**

- 2020 GAA Participation Data Reports provided to LEAs
- 2020 GAA 2.0 Participation Disproportionality Report calculated and shared with Special Education
- Training for District Liaisons in alternate assessment participation criteria
- Training for District Liaisons in instruction for students with significant cognitive disabilities
- Training for District Liaisons in understanding LEA data
- Training: GKIDS 2.0 Pre-Administration/Readiness Check Training Part 1
- Training: GKIDS 2.0 Pre-Administration/Readiness Check Training Part 2
- Training for GLRS and District Liaisons: A Deeper Look at the 1% Threshold for the Alternate Assessment
- Training: Curricular support for students with cognitive disability: Providing Access to GSE Science Standards for Students with SCDs
- Training for District Liaisons: GAA 2.0 Eligibility Criteria, Assessment Handbook (SAH) Accessibility and Accommodations Manual
- Webinar: Classroom Management Promotes Home and School Instruction

**October - December 2020** 2021 GAA Participation Application

- Preparation to post 2020 LEA justifications for administering the GAA to greater than 1.0 percent of assessed students
- Training: GAA 2.0 Test Administration Procedures
- Training: GKIDS 2.0 and Readiness Check Reporting – Part 3
- Special Education Directors’ Webinar: Addition of LCI as evidence to GAA eligibility criteria
- Training: Instructional Access to Science for Students with Significant Cognitive Disabilities
- Training: Support for Teachers who teach Social Studies to Students with SCDs
- Training: Supports for Teachers who teach Math to Students with SCDs

**January – March 2021**

- Training: GAA Nextera platform Training
- Training: GAA 2.0 Pre-Administration Webinar
- Training: GKIDS 2.0 Mid-year Reporting – Part 4
- Virtual “Make and Take” teacher support

**April – June 2021**

- Training: GKIDS 2.0 End-of-Year Reporting – Part 5

**July – September 2021**

**October – December 2021**

- 2022 GAA Participation Application

**5.3 34 CFR §200.6(d) Regulations**

	<b>2019-2020 Status</b>	<b>2020-2021 Status</b>
(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 with monitoring work ongoing	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 instruction and substantial supports to achieve measurable gains on the challenging State academic content standards for the grade in which the student is enrolled;	Completed	Completed
(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	Completed	Completed

	<b>2019-2020 Status</b>	<b>2020-2021 Status</b>
participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;		
(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).<sup>3</sup> Each strategy is provided below, along with the State’s current implementation status.

Strategy	2019-2020 Status	20120-2021 Status
Gather district and school data on current participation rates in the alternate assessment.	Ongoing	Ongoing
Gather data on the characteristics of students participating in the alternate assessment.	Ongoing	Ongoing
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
Provide professional development for IEP team members and other educators on the nature of the alternate assessment and who should participate in it.	Ongoing	Ongoing
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.	Ongoing	Ongoing

<sup>3</sup> <https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief12OnePercentCap.pdf>

## Appendices

### Appendix A: Assessment Participation Data

A.1: Count and Percentage of Students Assessed via the Georgia Alternate Assessment for 2018-2019  
School Year

Group	Line	2018-2019			
		ELA	Math	Science	Social Studies
All Students	Alternate Assessment Count	12,539	12,519	5,440	5,432
All Students	Student Count	941,271	965,894	433,859	388,154
All Students	Percent	1.3	1.3	1.3	1.4
American Indian/ Alaskan Native	Alternate Assessment Count	23	22	TFS	TFS
American Indian/ Alaskan Native	Student Count	1,772	1,800	TFS	TFS
American Indian/ Alaskan Native	Percent	1.3	1.2	NA	NA
Asian/Pacific Islander	Alternate Assessment Count	392	393	176	176
Asian/Pacific Islander	Student Count	41,421	44,370	21,267	17,216
Asian/Pacific Islander	Percent	0.9	0.9	0.8	1.0
Black	Alternate Assessment Count	5,851	5,834	2,498	2,491
Black	Student Count	347,999	353,466	155,472	143,780
Black	Percent	1.7	1.7	1.6	1.7
Hispanic	Alternate Assessment Count	1,690	1,689	678	675
Hispanic	Student Count	156,898	161,591	72,074	63,476
Hispanic	Percent	1.1	1.0	0.9	1.1
Multi-racial	Alternate Assessment Count	425	427	162	163
Multi-racial	Student Count	35,694	36,743	15,811	13,826
Multi-racial	Percent	1.2	1.2	1.0	1.2
White	Alternate Assessment Count	4,167	4,162	1,919	1,919
White	Student Count	358,896	369,258	168,899	149,559
White	Percent	1.2	1.1	1.1	1.3
Economically Disadvantaged	Alternate Assessment Count	9,601	9,581	4,074	4,065
Economically Disadvantaged	Student Count	608,829	620,201	267,909	242,635
Economically Disadvantaged	Percent	1.6	1.5	1.5	1.7
English Learners	Alternate Assessment Count	961	964	349	346
English Learners	Student Count	107,955	109,391	38,175	34,734
English Learners	Percent	0.9	0.9	0.9	1.0



A.2: Estimated Count and Percentage of Students Assessed via the Georgia Alternate Assessment for 2019-2020 School Year

		Estimated 2019-2020			
Group	Line	ELA	Math	Science	Social Studies
All Students	Alternate Assessment Count	12,232	12,232	5,482	5,482
All Students	Student Count *	941,271	965,894	433,859	388,154
All Students	Percent	1.3	1.3	1.3	1.4
American Indian/ Alaskan Native	Alternate Assessment Count	23	23	TFS	TFS
American Indian/ Alaskan Native	Student Count *	1,772	1,800	TFS	TFS
American Indian/ Alaskan Native	Percent	1.3	1.3	NA	NA
Asian/Pacific Islander	Alternate Assessment Count	394	394	162	162
Asian/Pacific Islander	Student Count*	41,421	44,370	21,267	17,216
Asian/Pacific Islander	Percent	1.0	0.9	0.8	0.9
Black	Alternate Assessment Count	5,656	5,656	2,485	2,485
Black	Student Count*	347,999	353,466	155,472	143,780
Black	Percent	1.6	1.6	1.6	1.7
Hispanic	Alternate Assessment Count	1,708	1,708	745	745
Hispanic	Student Count*	156,898	161,591	72,074	63,476
Hispanic	Percent	1.1	1.1	1.0	1.2
Multi-racial	Alternate Assessment Count	465	465	189	189
Multi-racial	Student Count*	35,694	36,743	15,811	13,826
Multi-racial	Percent	1.3	1.3	1.2	1.4
White	Alternate Assessment Count	3,980	3,980	1,885	1,885
White	Student Count*	358,896	369,258	168,899	149,559
White	Percent	1.1	1.1	1.1	1.3
Economically Disadvantaged	Alternate Assessment Count	9,232	9,232	4,063	4,063
Economically Disadvantaged	Student Count*	608,829	620,201	267,909	242,635
Economically Disadvantaged	Percent	1.5	1.5	1.5	1.7
English Learners	Alternate Assessment Count	878	878	333	333
English Learners	Student Count*	107,955	109,391	38,175	34,734
English Learners	Percent	0.8	0.8	0.9	1.0

\* Student Count is the count of students in 2018-2019 who completed assessments. It is the same denominator counts utilized in the 2018-2019 calculation.

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

		2019 Georgia Alternate Assessments and Georgia Milestones Assessments						
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
<b>English Language Arts</b>								
All	# Enrolled	130,121	134,649	137,921	137,915	134,664	126,149	801,419
	# Tested	129,523	134,028	137,266	137,268	133,888	125,471	797,444
	% Tested	99.6	99.5	99.5	99.5	99.4	99.5	99.5
SWD	# Enrolled	18,571	19,785	20,586	19,576	18,770	17,713	115,001
	# Tested	18,299	19,512	20,327	19,341	18,507	17,498	113,484
	% Tested	98.5	98.6	98.7	98.8	98.6	98.8	98.7
<b>Mathematics</b>								
All	# Enrolled	130,112	134,645	137,913	137,896	134,246	104,951	779,763
	# Tested	129,469	133,936	137,217	137,143	133,348	104,169	775,282
	% Tested	99.5	99.5	99.5	99.5	99.3	99.3	99.4
SWD	# Enrolled	18,568	19,785	20,582	19,576	18,759	17,302	114,572
	# Tested	18,277	19,495	20,311	19,315	18,465	17,062	112,925
	% Tested	98.4	98.5	98.7	98.7	98.4	98.6	98.6
<b>Science</b>								
All	# Enrolled	NA	NA	137,899	NA	NA	96,595	234,494
	# Tested	NA	NA	137,075	NA	NA	95,580	232,655
	% Tested	NA	NA	99.4	NA	NA	99.0	99.2
SWD	# Enrolled	NA	NA	20,579	NA	NA	15,803	36,382
	# Tested	NA	NA	20,282	NA	NA	15,504	35,786
	% Tested	NA	NA	98.6	NA	NA	98.1	98.4
<b>Social Studies</b>								
All	# Enrolled	NA	NA	137,887	NA	NA	132,227	270,114
	# Tested	NA	NA	137,004	NA	NA	130,955	267,959
	% Tested	NA	NA	99.3	NA	NA	99.0	99.2
SWD	# Enrolled	NA	NA	20,575	NA	NA	17,773	38,348
	# Tested	NA	NA	20,257	NA	NA	17,423	37,680
	% Tested	NA	NA	98.5	NA	NA	98.0	98.3

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

		<b>2019 Georgia Alternate Assessments and Georgia Milestones Assessments</b>							
		<b>9<sup>th</sup> Grade Literature</b>	<b>American Literature</b>	<b>Algebra I / Coordinate Algebra</b>	<b>Geometry / Analytic Geometry</b>	<b>Biology</b>	<b>Physical Science</b>	<b>U.S. History</b>	<b>Economics</b>
All	#	141,003	123,534	161,756	130,886	132,474	118,517	117,146	108,929
	# Tested	139,597	122,265	159,767	129,103	130,594	117,406	115,696	108,066
	%	99.0	99.0	99.0	98.6	98.6	99.0	98.8	99.2
SWD	#	15,419	13,417	15,669	14,529	15,437	10,297	13,212	9,983
	# Tested	15,093	13,149	15,194	13,979	15,071	10,046	12,906	9,773
	%	97.9	98.0	97.0	96.2	97.6	97.6	97.7	97.9

2018-2019 Test Participation  
Grades 3-8

A.5 2019 State Participation Rates (EOG)

Students Tested by Student Group in English Language Arts during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
All	# enrolled	128471	132942	136130	136148	132839	124193	1650	1707	1791	1767	1825	1956	130121	134649	137921	137915	134664	126149
All	# tested	127893	132341	135501	135516	132082	123536	1630	1687	1765	1752	1806	1935	129523	134028	137266	137268	133888	125471
All	% tested	99.550	99.548	99.538	99.536	99.430	99.471	98.788	98.828	98.548	99.151	98.959	98.926	99.540	99.539	99.525	99.531	99.424	99.463
American Indian/ Alaskan	# enrolled	230	236	263	238	227	235	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
American Indian/ Alaskan	# tested	229	236	260	238	225	233	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
American Indian/ Alaskan	% tested	99.565	100.000	98.859	100.000	99.119	99.149	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
Asian/ Pacific Islander	# enrolled	5685	5675	5779	5862	5692	5343	61	65	55	41	46	77	5746	5740	5834	5903	5738	5420
Asian/ Pacific Islander	# tested	5676	5663	5769	5857	5683	5334	61	65	54	41	46	76	5737	5728	5823	5898	5729	5410
Asian/ Pacific Islander	% tested	99.842	99.789	99.827	99.915	99.842	99.832	100.000	100.000	98.182	100.000	100.000	98.701	99.843	99.791	99.811	99.915	99.843	99.815
Black	# enrolled	46951	49380	50482	50598	48540	45742	786	798	824	852	816	875	47737	50178	51306	51450	49356	46617
Black	# tested	46789	49208	50305	50399	48297	45536	777	787	814	846	812	872	47566	49995	51119	51245	49109	46408
Black	% tested	99.655	99.652	99.649	99.607	99.499	99.550	98.855	98.622	98.786	99.296	99.510	99.657	99.642	99.635	99.636	99.602	99.500	99.552
Economically Disadvantaged	# enrolled	86377	89492	90921	89425	84750	78141	1316	1305	1395	1367	1378	1437	87693	90797	92316	90792	86128	79578
Economically Disadvantaged	# tested	86088	89160	90594	89066	84309	77743	1306	1294	1382	1359	1372	1428	87394	90454	91976	90425	85681	79171
Economically Disadvantaged	% tested	99.665	99.629	99.640	99.599	99.480	99.491	99.240	99.157	99.068	99.415	99.565	99.374	99.659	99.622	99.632	99.596	99.481	99.489
English Learners	# enrolled	18597	19573	19369	18270	15507	9188	166	148	154	157	137	138	18763	19721	19523	18427	15644	9326
English Learners	# tested	18568	19532	19340	18233	15478	9172	165	147	152	157	137	137	18733	19679	19492	18390	15615	9309
English Learners	% tested	99.844	99.791	99.850	99.797	99.813	99.826	99.398	99.324	98.701	100.000	100.000	99.275	99.840	99.787	99.841	99.799	99.815	99.818

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in English Language Arts during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
Hispanic	# enrolled	21772	22521	23078	23188	22584	20596	242	241	255	257	257	229	22014	22762	23333	23445	22841	20825
Hispanic	# tested	21724	22470	23019	23136	22517	20538	240	239	250	256	255	229	21964	22709	23269	23392	22772	20767
Hispanic	% tested	99.780	99.774	99.744	99.776	99.703	99.718	99.174	99.170	98.039	99.611	99.222	100.000	99.773	99.767	99.726	99.774	99.698	99.721
Multi-Racial	# enrolled	5440	5401	5308	5156	4762	4319	73	67	70	63	55	46	5513	5468	5378	5219	4817	4365
Multi-Racial	# tested	5415	5375	5284	5128	4727	4278	70	67	70	63	52	46	5485	5442	5354	5191	4779	4324
Multi-Racial	% tested	99.540	99.519	99.548	99.457	99.265	99.051	95.890	100.000	100.000	100.000	94.545	100.000	99.492	99.525	99.554	99.463	99.211	99.061
Students with Disabilities	# enrolled	16921	18078	18795	17809	16945	15757	1650	1707	1791	1767	1825	1956	18571	19785	20586	19576	18770	17713
Students with Disabilities	# tested	16669	17825	18562	17589	16701	15563	1630	1687	1765	1752	1806	1935	18299	19512	20327	19341	18507	17498
Students with Disabilities	% tested	98.511	98.601	98.760	98.765	98.560	98.769	98.788	98.828	98.548	99.151	98.959	98.926	98.535	98.620	98.742	98.800	98.599	98.786
White	# enrolled	48393	49729	51220	51106	51034	47958	486	532	582	552	650	725	48879	50261	51802	51658	51684	48683
White	# tested	48060	49389	50864	50758	50633	47617	480	525	572	544	640	708	48540	49914	51436	51302	51273	48325
White	% tested	99.312	99.316	99.305	99.319	99.214	99.289	98.765	98.684	98.282	98.551	98.462	97.655	99.306	99.310	99.293	99.311	99.205	99.265

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Mathematics during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
All	# enrolled	128463	132938	136123	136129	132421	102995	1649	1707	1790	1767	1825	1956	130112	134645	137913	137896	134246	104951
All	# tested	127841	132247	135456	135390	131548	102238	1628	1689	1761	1753	1800	1931	129469	133936	137217	137143	133348	104169
All	% tested	99.516	99.480	99.510	99.457	99.341	99.265	98.727	98.946	98.380	99.208	98.630	98.722	99.506	99.473	99.495	99.454	99.331	99.255
American Indian/ Alaskan	# enrolled	230	236	263	238	226	191	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
American Indian/ Alaskan	# tested	229	236	260	238	224	189	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
American Indian/ Alaskan	% tested	99.565	100.000	98.859	100.000	99.115	98.953	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students	Too Few Students
Asian/ Pacific Islander	# enrolled	5685	5675	5778	5852	5517	2375	61	65	55	41	46	77	5746	5740	5833	5893	5563	2452
Asian/ Pacific Islander	# tested	5676	5661	5769	5846	5507	2354	61	65	54	41	46	77	5737	5726	5823	5887	5553	2431
Asian/ Pacific Islander	% tested	99.842	99.753	99.844	99.897	99.819	99.116	100.000	100.000	98.182	100.000	100.000	100.000	99.843	99.756	99.829	99.898	99.820	99.144
Black	# enrolled	46950	49379	50481	50597	48477	40663	786	798	823	852	816	875	47736	50177	51304	51449	49293	41538
Black	# tested	46767	49172	50284	50337	48181	40406	776	789	813	848	808	866	47543	49961	51097	51185	48989	41272
Black	% tested	99.610	99.581	99.610	99.486	99.389	99.368	98.728	98.872	98.785	99.531	99.020	98.971	99.596	99.570	99.597	99.487	99.383	99.360
Economically Disadvantaged	# enrolled	86373	89490	90918	89421	84696	70054	1316	1305	1394	1367	1378	1437	87689	90795	92312	90788	86074	71491
Economically Disadvantaged	# tested	86047	89101	90559	88971	84158	69561	1304	1296	1381	1359	1368	1421	87351	90397	91940	90330	85526	70982
Economically Disadvantaged	% tested	99.623	99.565	99.605	99.497	99.365	99.296	99.088	99.310	99.067	99.415	99.274	98.887	99.615	99.562	99.597	99.496	99.363	99.288
English Learners	# enrolled	18595	19571	19369	18268	15496	8439	166	148	154	157	137	138	18761	19719	19523	18425	15633	8577
English Learners	# tested	18565	19519	19339	18224	15449	8409	165	147	152	157	137	138	18730	19666	19491	18381	15586	8547
English Learners	% tested	99.839	99.734	99.845	99.759	99.697	99.645	99.398	99.324	98.701	100.000	100.000	100.000	99.835	99.731	99.836	99.761	99.699	99.650

Participation rates are based on assessment type



2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Mathematics during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
Hispanic	# enrolled	21771	22520	23079	23185	22563	17326	242	241	255	257	257	229	22013	22761	23334	23442	22820	17555
Hispanic	# tested	21716	22451	23020	23118	22475	17253	239	239	250	256	255	227	21955	22690	23270	23374	22730	17480
Hispanic	% tested	99.747	99.694	99.744	99.711	99.610	99.579	98.760	99.170	98.039	99.611	99.222	99.127	99.737	99.688	99.726	99.710	99.606	99.573
Multi-Racial	# enrolled	5439	5400	5308	5157	4745	3516	73	67	70	63	55	46	5512	5467	5378	5220	4800	3562
Multi-Racial	# tested	5414	5373	5282	5127	4708	3473	71	67	70	63	51	46	5485	5440	5352	5190	4759	3519
Multi-Racial	% tested	99.540	99.500	99.510	99.418	99.220	98.777	97.260	100.000	100.000	100.000	92.727	100.000	99.510	99.506	99.517	99.425	99.146	98.793
Students with Disabilities	# enrolled	16919	18078	18792	17809	16934	15346	1649	1707	1790	1767	1825	1956	18568	19785	20582	19576	18759	17302
Students with Disabilities	# tested	16649	17806	18550	17562	16665	15131	1628	1689	1761	1753	1800	1931	18277	19495	20311	19315	18465	17062
Students with Disabilities	% tested	98.404	98.495	98.712	98.613	98.411	98.599	98.727	98.946	98.380	99.208	98.630	98.722	98.433	98.534	98.683	98.667	98.433	98.613
White	# enrolled	48388	49728	51214	51100	50893	38924	485	532	582	552	650	725	48873	50260	51796	51652	51543	39649
White	# tested	48039	49354	50841	50724	50453	38563	479	525	569	543	639	711	48518	49879	51410	51267	51092	39274
White	% tested	99.279	99.248	99.272	99.264	99.135	99.073	98.763	98.684	97.766	98.370	98.308	98.069	99.274	99.242	99.255	99.255	99.125	99.054

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Science during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
All	# enrolled	NA	NA	136109	NA	NA	94638	NA	NA	1790	NA	NA	1957	NA	NA	137899	NA	NA	96595
All	# tested	NA	NA	135306	NA	NA	93649	NA	NA	1769	NA	NA	1931	NA	NA	137075	NA	NA	95580
All	% tested	NA	NA	99.410	NA	NA	98.955	NA	NA	98.827	NA	NA	98.671	NA	NA	99.402	NA	NA	98.949
American Indian/ Alaskan	# enrolled	NA	NA	263	NA	NA	174	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
American Indian/ Alaskan	# tested	NA	NA	259	NA	NA	171	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
American Indian/ Alaskan	% tested	NA	NA	98.479	NA	NA	98.276	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
Asian/ Pacific Islander	# enrolled	NA	NA	5779	NA	NA	2163	NA	NA	55	NA	NA	77	NA	NA	5834	NA	NA	2240
Asian/ Pacific Islander	# tested	NA	NA	5769	NA	NA	2149	NA	NA	54	NA	NA	77	NA	NA	5823	NA	NA	2226
Asian/ Pacific Islander	% tested	NA	NA	99.827	NA	NA	99.353	NA	NA	98.182	NA	NA	100.000	NA	NA	99.811	NA	NA	99.375
Black	# enrolled	NA	NA	50474	NA	NA	38364	NA	NA	823	NA	NA	875	NA	NA	51297	NA	NA	39239
Black	# tested	NA	NA	50223	NA	NA	37973	NA	NA	816	NA	NA	867	NA	NA	51039	NA	NA	38840
Black	% tested	NA	NA	99.503	NA	NA	98.981	NA	NA	99.149	NA	NA	99.086	NA	NA	99.497	NA	NA	98.983
Economically Disadvantaged	# enrolled	NA	NA	90906	NA	NA	64528	NA	NA	1394	NA	NA	1438	NA	NA	92300	NA	NA	65966
Economically Disadvantaged	# tested	NA	NA	90451	NA	NA	63812	NA	NA	1386	NA	NA	1423	NA	NA	91837	NA	NA	65235
Economically Disadvantaged	% tested	NA	NA	99.499	NA	NA	98.890	NA	NA	99.426	NA	NA	98.957	NA	NA	99.498	NA	NA	98.892
English Learners	# enrolled	NA	NA	19368	NA	NA	7379	NA	NA	154	NA	NA	138	NA	NA	19522	NA	NA	7517
English Learners	# tested	NA	NA	19329	NA	NA	7323	NA	NA	153	NA	NA	138	NA	NA	19482	NA	NA	7461
English Learners	% tested	NA	NA	99.799	NA	NA	99.241	NA	NA	99.351	NA	NA	100.000	NA	NA	99.795	NA	NA	99.255

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Science during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
Hispanic	# enrolled	NA	NA	23077	NA	NA	15209	NA	NA	255	NA	NA	229	NA	NA	23332	NA	NA	15438
Hispanic	# tested	NA	NA	23000	NA	NA	15087	NA	NA	252	NA	NA	228	NA	NA	23252	NA	NA	15315
Hispanic	% tested	NA	NA	99.666	NA	NA	99.198	NA	NA	98.824	NA	NA	99.563	NA	NA	99.657	NA	NA	99.203
Multi-Racial	# enrolled	NA	NA	5308	NA	NA	3246	NA	NA	70	NA	NA	47	NA	NA	5378	NA	NA	3293
Multi-Racial	# tested	NA	NA	5278	NA	NA	3198	NA	NA	70	NA	NA	46	NA	NA	5348	NA	NA	3244
Multi-Racial	% tested	NA	NA	99.435	NA	NA	98.521	NA	NA	100.000	NA	NA	97.872	NA	NA	99.442	NA	NA	98.512
Students with Disabilities	# enrolled	NA	NA	18789	NA	NA	13846	NA	NA	1790	NA	NA	1957	NA	NA	20579	NA	NA	15803
Students with Disabilities	# tested	NA	NA	18513	NA	NA	13573	NA	NA	1769	NA	NA	1931	NA	NA	20282	NA	NA	15504
Students with Disabilities	% tested	NA	NA	98.531	NA	NA	98.028	NA	NA	98.827	NA	NA	98.671	NA	NA	98.557	NA	NA	98.108
White	# enrolled	NA	NA	51208	NA	NA	35482	NA	NA	582	NA	NA	725	NA	NA	51790	NA	NA	36207
White	# tested	NA	NA	50777	NA	NA	35071	NA	NA	572	NA	NA	709	NA	NA	51349	NA	NA	35780
White	% tested	NA	NA	99.158	NA	NA	98.842	NA	NA	98.282	NA	NA	97.793	NA	NA	99.148	NA	NA	98.821

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Social Studies during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
All	# enrolled	NA	NA	136096	NA	NA	130271	NA	NA	1791	NA	NA	1956	NA	NA	137887	NA	NA	132227
All	# tested	NA	NA	135241	NA	NA	129024	NA	NA	1763	NA	NA	1931	NA	NA	137004	NA	NA	130955
All	% tested	NA	NA	99.372	NA	NA	99.043	NA	NA	98.437	NA	NA	98.722	NA	NA	99.360	NA	NA	99.038
American Indian/ Alaskan	# enrolled	NA	NA	263	NA	NA	244	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
American Indian/ Alaskan	# tested	NA	NA	259	NA	NA	241	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
American Indian/ Alaskan	% tested	NA	NA	98.479	NA	NA	98.770	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students	NA	NA	Too Few Students
Asian/ Pacific Islander	# enrolled	NA	NA	5779	NA	NA	5781	NA	NA	55	NA	NA	77	NA	NA	5834	NA	NA	5858
Asian/ Pacific Islander	# tested	NA	NA	5765	NA	NA	5765	NA	NA	54	NA	NA	77	NA	NA	5819	NA	NA	5842
Asian/ Pacific Islander	% tested	NA	NA	99.758	NA	NA	99.723	NA	NA	98.182	NA	NA	100.000	NA	NA	99.743	NA	NA	99.727
Black	# enrolled	NA	NA	50466	NA	NA	46863	NA	NA	824	NA	NA	875	NA	NA	51290	NA	NA	47738
Black	# tested	NA	NA	50181	NA	NA	46366	NA	NA	814	NA	NA	865	NA	NA	50995	NA	NA	47231
Black	% tested	NA	NA	99.435	NA	NA	98.939	NA	NA	98.786	NA	NA	98.857	NA	NA	99.425	NA	NA	98.938
Economically Disadvantaged	# enrolled	NA	NA	90895	NA	NA	80815	NA	NA	1395	NA	NA	1437	NA	NA	92290	NA	NA	82252
Economically Disadvantaged	# tested	NA	NA	90394	NA	NA	79941	NA	NA	1381	NA	NA	1423	NA	NA	91775	NA	NA	81364
Economically Disadvantaged	% tested	NA	NA	99.449	NA	NA	98.919	NA	NA	98.996	NA	NA	99.026	NA	NA	99.442	NA	NA	98.920
English Learners	# enrolled	NA	NA	19367	NA	NA	9397	NA	NA	154	NA	NA	138	NA	NA	19521	NA	NA	9535
English Learners	# tested	NA	NA	19326	NA	NA	9343	NA	NA	151	NA	NA	138	NA	NA	19477	NA	NA	9481
English Learners	% tested	NA	NA	99.788	NA	NA	99.425	NA	NA	98.052	NA	NA	100.000	NA	NA	99.775	NA	NA	99.434

Participation rates are based on assessment type

2018-2019 Test Participation  
Grades 3-8

Students Tested by Student Group in Social Studies during the 2018-2019 School Year																			
Student Group	Statistic	EOG Gr 3	EOG Gr 4	EOG Gr 5	EOG Gr 6	EOG Gr 7	EOG Gr 8	GAA Gr 3	GAA Gr 4	GAA Gr 5	GAA Gr 6	GAA Gr 7	GAA Gr 8	Both GR 3	Both GR 4	Both GR 5	Both GR 6	Both GR 7	Both GR 8
Hispanic	# enrolled	NA	NA	23077	NA	NA	21510	NA	NA	255	NA	NA	229	NA	NA	23332	NA	NA	21739
Hispanic	# tested	NA	NA	23002	NA	NA	21380	NA	NA	249	NA	NA	229	NA	NA	23251	NA	NA	21609
Hispanic	% tested	NA	NA	99.675	NA	NA	99.396	NA	NA	97.647	NA	NA	100.000	NA	NA	99.653	NA	NA	99.402
Multi-Racial	# enrolled	NA	NA	5308	NA	NA	4488	NA	NA	70	NA	NA	46	NA	NA	5378	NA	NA	4534
Multi-Racial	# tested	NA	NA	5278	NA	NA	4488	NA	NA	70	NA	NA	46	NA	NA	5348	NA	NA	4534
Multi-Racial	% tested	NA	NA	99.435	NA	NA	100.000	NA	NA	100.000	NA	NA	100.000	NA	NA	99.442	NA	NA	100.000
Students with Disabilities	# enrolled	NA	NA	18784	NA	NA	15817	NA	NA	1791	NA	NA	1956	NA	NA	20575	NA	NA	17773
Students with Disabilities	# tested	NA	NA	18494	NA	NA	15492	NA	NA	1763	NA	NA	1931	NA	NA	20257	NA	NA	17423
Students with Disabilities	% tested	NA	NA	98.456	NA	NA	97.945	NA	NA	98.437	NA	NA	98.722	NA	NA	98.454	NA	NA	98.031
White	# enrolled	NA	NA	51203	NA	NA	51321	NA	NA	582	NA	NA	725	NA	NA	51785	NA	NA	52046
White	# tested	NA	NA	50756	NA	NA	50784	NA	NA	571	NA	NA	710	NA	NA	51327	NA	NA	51494
White	% tested	NA	NA	99.127	NA	NA	98.954	NA	NA	98.110	NA	NA	97.931	NA	NA	99.116	NA	NA	98.939

Participation rates are based on assessment type

A.6 2019 State Participation Rates (EOC)

2018-2019 Test Participation  
High School

Student Tested by Student Group in English Language Arts during 2018-2019 School Year					
Student Group	Assessment Subject	Statistic	EOC Value	GAA Value	Both
All	Ninth Grade Literature and Composition	# enrolled	141003	NA	141003
All	Ninth Grade Literature and Composition	# tested	139597	NA	139597
All	Ninth Grade Literature and Composition	% tested	99.003	NA	99.003
American Indian/ Alaskan	Ninth Grade Literature and Composition	# enrolled	275	NA	275
American Indian/ Alaskan	Ninth Grade Literature and Composition	# tested	272	NA	272
American Indian/ Alaskan	Ninth Grade Literature and Composition	% tested	98.909	NA	98.909
Asian/ Pacific Islander	Ninth Grade Literature and Composition	# enrolled	6592	NA	6592
Asian/ Pacific Islander	Ninth Grade Literature and Composition	# tested	6574	NA	6574
Asian/ Pacific Islander	Ninth Grade Literature and Composition	% tested	99.727	NA	99.727
Black	Ninth Grade Literature and Composition	# enrolled	50397	NA	50397
Black	Ninth Grade Literature and Composition	# tested	49523	NA	49523
Black	Ninth Grade Literature and Composition	% tested	98.266	NA	98.266
Economically Disadvantaged	Ninth Grade Literature and Composition	# enrolled	83688	NA	83688
Economically Disadvantaged	Ninth Grade Literature and Composition	# tested	82500	NA	82500
Economically Disadvantaged	Ninth Grade Literature and Composition	% tested	98.58	NA	98.58
English Learners	Ninth Grade Literature and Composition	# enrolled	7797	NA	7797
English Learners	Ninth Grade Literature and Composition	# tested	7707	NA	7707
English Learners	Ninth Grade Literature and Composition	% tested	98.846	NA	98.846
Hispanic	Ninth Grade Literature and Composition	# enrolled	22454	NA	22454
Hispanic	Ninth Grade Literature and Composition	# tested	22247	NA	22247
Hispanic	Ninth Grade Literature and Composition	% tested	99.078	NA	99.078
Multi-Racial	Ninth Grade Literature and Composition	# enrolled	4768	NA	4768
Multi-Racial	Ninth Grade Literature and Composition	# tested	4734	NA	4734
Multi-Racial	Ninth Grade Literature and Composition	% tested	99.287	NA	99.287
Students with Disabilities	Ninth Grade Literature and Composition	# enrolled	15419	NA	15419
Students with Disabilities	Ninth Grade Literature and Composition	# tested	15093	NA	15093
Students with Disabilities	Ninth Grade Literature and Composition	% tested	97.886	NA	97.886

Participation rates are based on  
assessment type



2018-2019 Test Participation  
High School

White	Ninth Grade Literature and Composition	# enrolled	56520	NA	56520
White	Ninth Grade Literature and Composition	# tested	56248	NA	56248
White	Ninth Grade Literature and Composition	% tested	99.519	NA	99.519
All	American Literature and Composition	# enrolled	121984	1550	123534
All	American Literature and Composition	# tested	120773	1492	122265
All	American Literature and Composition	% tested	99.007	96.258	98.973
American Indian/ Alaskan	American Literature and Composition	# enrolled	235	Too Few Students	Too Few Students
American Indian/ Alaskan	American Literature and Composition	# tested	232	Too Few Students	Too Few Students
American Indian/ Alaskan	American Literature and Composition	% tested	98.723	NA	NA
Asian/ Pacific Islander	American Literature and Composition	# enrolled	5733	38	5771
Asian/ Pacific Islander	American Literature and Composition	# tested	5716	37	5753
Asian/ Pacific Islander	American Literature and Composition	% tested	99.703	97.368	99.688
Black	American Literature and Composition	# enrolled	45006	716	45722
Black	American Literature and Composition	# tested	44337	689	45026
Black	American Literature and Composition	% tested	98.514	96.229	98.478
Economically Disadvantaged	American Literature and Composition	# enrolled	68111	1094	69205
Economically Disadvantaged	American Literature and Composition	# tested	67103	1047	68150
Economically Disadvantaged	American Literature and Composition	% tested	98.52	95.704	98.476
English Learners	American Literature and Composition	# enrolled	5221	52	5273
English Learners	American Literature and Composition	# tested	5155	51	5206
English Learners	American Literature and Composition	% tested	98.736	98.077	98.729
Hispanic	American Literature and Composition	# enrolled	18490	167	18657
Hispanic	American Literature and Composition	# tested	18284	162	18446
Hispanic	American Literature and Composition	% tested	98.886	97.006	98.869
Multi-Racial	American Literature and Composition	# enrolled	3857	42	3899
Multi-Racial	American Literature and Composition	# tested	3828	42	3870
Multi-Racial	American Literature and Composition	% tested	99.248	100	99.256

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

Students with Disabilities	American Literature and Composition	# enrolled	11867	1550	13417
Students with Disabilities	American Literature and Composition	# tested	11657	1492	13149
Students with Disabilities	American Literature and Composition	% tested	98.23	96.258	98.003
White	American Literature and Composition	# enrolled	48667	586	49253
White	American Literature and Composition	# tested	48379	561	48940
White	American Literature and Composition	% tested	99.408	95.734	99.365
<b>Student Tested by Student Group in Mathematics during 2018-2019 School Year</b>					
Student Group	Assessment Subject	Statistic	EOC Value	GAA Value	Both
All	Algebra I & Coordinate Algebra	# enrolled	161756	NA	161756
All	Algebra I & Coordinate Algebra	# tested	159767	NA	159767
All	Algebra I & Coordinate Algebra	% tested	98.77	NA	98.77
American Indian/ Alaskan	Algebra I & Coordinate Algebra	# enrolled	323	NA	323
American Indian/ Alaskan	Algebra I & Coordinate Algebra	# tested	320	NA	320
American Indian/ Alaskan	Algebra I & Coordinate Algebra	% tested	99.071	NA	99.071
Asian/ Pacific Islander	Algebra I & Coordinate Algebra	# enrolled	9080	NA	9080
Asian/ Pacific Islander	Algebra I & Coordinate Algebra	# tested	9066	NA	9066
Asian/ Pacific Islander	Algebra I & Coordinate Algebra	% tested	99.846	NA	99.846
Black	Algebra I & Coordinate Algebra	# enrolled	55973	NA	55973
Black	Algebra I & Coordinate Algebra	# tested	54793	NA	54793
Black	Algebra I & Coordinate Algebra	% tested	97.892	NA	97.892
Economically Disadvantaged	Algebra I & Coordinate Algebra	# enrolled	92350	NA	92350
Economically Disadvantaged	Algebra I & Coordinate Algebra	# tested	90646	NA	90646
Economically Disadvantaged	Algebra I & Coordinate Algebra	% tested	98.155	NA	98.155
English Learners	Algebra I & Coordinate Algebra	# enrolled	8671	NA	8671
English Learners	Algebra I & Coordinate Algebra	# tested	8560	NA	8560
English Learners	Algebra I & Coordinate Algebra	% tested	98.72	NA	98.72
Hispanic	Algebra I & Coordinate Algebra	# enrolled	26064	NA	26064
Hispanic	Algebra I & Coordinate Algebra	# tested	25764	NA	25764
Hispanic	Algebra I & Coordinate Algebra	% tested	98.849	NA	98.849

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

Multi-Racial	Algebra I & Coordinate Algebra	# enrolled	5596	NA	5596
Multi-Racial	Algebra I & Coordinate Algebra	# tested	5537	NA	5537
Multi-Racial	Algebra I & Coordinate Algebra	% tested	98.946	NA	98.946
Students with Disabilities	Algebra I & Coordinate Algebra	# enrolled	15669	NA	15669
Students with Disabilities	Algebra I & Coordinate Algebra	# tested	15194	NA	15194
Students with Disabilities	Algebra I & Coordinate Algebra	% tested	96.969	NA	96.969
White	Algebra I & Coordinate Algebra	# enrolled	64725	NA	64725
White	Algebra I & Coordinate Algebra	# tested	64288	NA	64288
White	Algebra I & Coordinate Algebra	% tested	99.325	NA	99.325
All	Geometry & Analytic Geometry	# enrolled	129398	1488	130886
All	Geometry & Analytic Geometry	# tested	127621	1482	129103
All	Geometry & Analytic Geometry	% tested	98.627	99.597	98.638
American Indian/ Alaskan	Geometry & Analytic Geometry	# enrolled	229	Too Few Students	Too Few Students
American Indian/ Alaskan	Geometry & Analytic Geometry	# tested	222	Too Few Students	Too Few Students
American Indian/ Alaskan	Geometry & Analytic Geometry	% tested	96.943	NA	NA
Asian/ Pacific Islander	Geometry & Analytic Geometry	# enrolled	6191	37	6228
Asian/ Pacific Islander	Geometry & Analytic Geometry	# tested	6178	37	6215
Asian/ Pacific Islander	Geometry & Analytic Geometry	% tested	99.79	100	99.791
Black	Geometry & Analytic Geometry	# enrolled	46662	684	47346
Black	Geometry & Analytic Geometry	# tested	45622	682	46304
Black	Geometry & Analytic Geometry	% tested	97.771	99.708	97.799
Economically Disadvantaged	Geometry & Analytic Geometry	# enrolled	73129	1040	74169
Economically Disadvantaged	Geometry & Analytic Geometry	# tested	71652	1037	72689
Economically Disadvantaged	Geometry & Analytic Geometry	% tested	97.98	99.712	98.005
English Learners	Geometry & Analytic Geometry	# enrolled	5978	51	6029
English Learners	Geometry & Analytic Geometry	# tested	5895	51	5946
English Learners	Geometry & Analytic Geometry	% tested	98.612	100	98.623

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

Hispanic	Geometry & Analytic Geometry	# enrolled	20170	163	20333
Hispanic	Geometry & Analytic Geometry	# tested	19945	162	20107
Hispanic	Geometry & Analytic Geometry	% tested	98.884	99.387	98.889
Multi-Racial	Geometry & Analytic Geometry	# enrolled	4237	42	4279
Multi-Racial	Geometry & Analytic Geometry	# tested	4199	42	4241
Multi-Racial	Geometry & Analytic Geometry	% tested	99.103	100	99.112
Students with Disabilities	Geometry & Analytic Geometry	# enrolled	13041	1488	14529
Students with Disabilities	Geometry & Analytic Geometry	# tested	12497	1482	13979
Students with Disabilities	Geometry & Analytic Geometry	% tested	95.829	99.597	96.214
White	Geometry & Analytic Geometry	# enrolled	51915	561	52476
White	Geometry & Analytic Geometry	# tested	51456	558	52014
White	Geometry & Analytic Geometry	% tested	99.116	99.465	99.12
<b>Student Tested by Student Group in Science during 2018-2019 School Year</b>					
<b>Student Group</b>	<b>Assessment Subject</b>	<b>Statistic</b>	<b>EOC Value</b>	<b>GAA Value</b>	<b>Both</b>
All	Biology	# enrolled	130986	1488	132474
All	Biology	# tested	129110	1484	130594
All	Biology	% tested	98.568	99.731	98.581
American Indian/ Alaskan	Biology	# enrolled	232	Too Few Students	Too Few Students
American Indian/ Alaskan	Biology	# tested	229	Too Few Students	Too Few Students
American Indian/ Alaskan	Biology	% tested	98.707	NA	NA
Asian/ Pacific Islander	Biology	# enrolled	6340	37	6377
Asian/ Pacific Islander	Biology	# tested	6312	37	6349
Asian/ Pacific Islander	Biology	% tested	99.558	100	99.561
Black	Biology	# enrolled	47975	686	48661
Black	Biology	# tested	46883	685	47568
Black	Biology	% tested	97.724	99.854	97.754
Economically Disadvantaged	Biology	# enrolled	76936	1045	77981
Economically Disadvantaged	Biology	# tested	75341	1042	76383
Economically Disadvantaged	Biology	% tested	97.927	99.713	97.951

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

English Learners	Biology	# enrolled	7013	51	7064
English Learners	Biology	# tested	6907	51	6958
English Learners	Biology	% tested	98.489	100	98.499
Hispanic	Biology	# enrolled	20905	162	21067
Hispanic	Biology	# tested	20621	162	20783
Hispanic	Biology	% tested	98.641	100	98.652
Multi-Racial	Biology	# enrolled	4459	43	4502
Multi-Racial	Biology	# tested	4413	42	4455
Multi-Racial	Biology	% tested	98.968	97.674	98.956
Students with Disabilities	Biology	# enrolled	13949	1488	15437
Students with Disabilities	Biology	# tested	13587	1484	15071
Students with Disabilities	Biology	% tested	97.405	99.731	97.629
White	Biology	# enrolled	51081	558	51639
White	Biology	# tested	50655	556	51211
White	Biology	% tested	99.166	99.642	99.171
All	Physical Science	# enrolled	118517	NA	118517
All	Physical Science	# tested	117406	NA	117406
All	Physical Science	% tested	99.063	NA	99.063
American Indian/ Alaskan	Physical Science	# enrolled	255	NA	255
American Indian/ Alaskan	Physical Science	# tested	254	NA	254
American Indian/ Alaskan	Physical Science	% tested	99.608	NA	99.608
Asian/ Pacific Islander	Physical Science	# enrolled	7766	NA	7766
Asian/ Pacific Islander	Physical Science	# tested	7755	NA	7755
Asian/ Pacific Islander	Physical Science	% tested	99.858	NA	99.858
Black	Physical Science	# enrolled	37258	NA	37258
Black	Physical Science	# tested	36565	NA	36565
Black	Physical Science	% tested	98.14	NA	98.14

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

Economically Disadvantaged	Physical Science	# enrolled	64585	NA	64585
Economically Disadvantaged	Physical Science	# tested	63615	NA	63615
Economically Disadvantaged	Physical Science	% tested	98.498	NA	98.498
English Learners	Physical Science	# enrolled	5072	NA	5072
English Learners	Physical Science	# tested	5017	NA	5017
English Learners	Physical Science	% tested	98.916	NA	98.916
Hispanic	Physical Science	# enrolled	17805	NA	17805
Hispanic	Physical Science	# tested	17646	NA	17646
Hispanic	Physical Science	% tested	99.107	NA	99.107
Multi-Racial	Physical Science	# enrolled	4108	NA	4108
Multi-Racial	Physical Science	# tested	4079	NA	4079
Multi-Racial	Physical Science	% tested	99.294	NA	99.294
Students with Disabilities	Physical Science	# enrolled	10297	NA	10297
Students with Disabilities	Physical Science	# tested	10046	NA	10046
Students with Disabilities	Physical Science	% tested	97.562	NA	97.562
White	Physical Science	# enrolled	51325	NA	51325
White	Physical Science	# tested	51107	NA	51107
White	Physical Science	% tested	99.575	NA	99.575

**Student Tested by Student Group in Social Studies during 2018-2019 School Year**

Student Group	Assessment Subject	Statistic	EOC Value	GAA Value	Both
All	Economics Business Free Enterprise	# enrolled	108929	NA	108929
All	Economics Business Free Enterprise	# tested	108066	NA	108066
All	Economics Business Free Enterprise	% tested	99.208	NA	99.208
American Indian/ Alaskan	Economics Business Free Enterprise	# enrolled	199	NA	199
American Indian/ Alaskan	Economics Business Free Enterprise	# tested	196	NA	196
American Indian/ Alaskan	Economics Business Free Enterprise	% tested	98.492	NA	98.492
Asian/ Pacific Islander	Economics Business Free Enterprise	# enrolled	4824	NA	4824
Asian/ Pacific Islander	Economics Business Free Enterprise	# tested	4811	NA	4811
Asian/ Pacific Islander	Economics Business Free Enterprise	% tested	99.731	NA	99.731

Participation rates are based on  
assessment type

2018-2019 Test Participation  
High School

Black	Economics Business Free Enterprise	# enrolled	41048	NA	41048
Black	Economics Business Free Enterprise	# tested	40609	NA	40609
Black	Economics Business Free Enterprise	% tested	98.931	NA	98.931
Economically Disadvantaged	Economics Business Free Enterprise	# enrolled	59783	NA	59783
Economically Disadvantaged	Economics Business Free Enterprise	# tested	59100	NA	59100
Economically Disadvantaged	Economics Business Free Enterprise	% tested	98.858	NA	98.858
English Learners	Economics Business Free Enterprise	# enrolled	4149	NA	4149
English Learners	Economics Business Free Enterprise	# tested	4104	NA	4104
English Learners	Economics Business Free Enterprise	% tested	98.915	NA	98.915
Hispanic	Economics Business Free Enterprise	# enrolled	15841	NA	15841
Hispanic	Economics Business Free Enterprise	# tested	15704	NA	15704
Hispanic	Economics Business Free Enterprise	% tested	99.135	NA	99.135
Multi-Racial	Economics Business Free Enterprise	# enrolled	3373	NA	3373
Multi-Racial	Economics Business Free Enterprise	# tested	3347	NA	3347
Multi-Racial	Economics Business Free Enterprise	% tested	99.229	NA	99.229
Students with Disabilities	Economics Business Free Enterprise	# enrolled	9983	NA	9983
Students with Disabilities	Economics Business Free Enterprise	# tested	9773	NA	9773
Students with Disabilities	Economics Business Free Enterprise	% tested	97.896	NA	97.896
White	Economics Business Free Enterprise	# enrolled	43645	NA	43645
White	Economics Business Free Enterprise	# tested	43400	NA	43400
White	Economics Business Free Enterprise	% tested	99.439	NA	99.439
All	United States History	# enrolled	115613	1533	117146
All	United States History	# tested	114214	1482	115696
All	United States History	% tested	98.79	96.673	98.762

Participation rates are based on  
assessment type



2018-2019 Test Participation  
High School

American Indian/ Alaskan	United States History	# enrolled	223	Too Few Students	Too Few Students
American Indian/ Alaskan	United States History	# tested	221	Too Few Students	Too Few Students
American Indian/ Alaskan	United States History	% tested	99.103	NA	NA
Asian/ Pacific Islander	United States History	# enrolled	5214	38	5252
Asian/ Pacific Islander	United States History	# tested	5201	37	5238
Asian/ Pacific Islander	United States History	% tested	99.751	97.368	99.733
Black	United States History	# enrolled	43457	708	44165
Black	United States History	# tested	42703	683	43386
Black	United States History	% tested	98.265	96.469	98.236
Economically Disadvantaged	United States History	# enrolled	65438	1082	66520
Economically Disadvantaged	United States History	# tested	64233	1041	65274
Economically Disadvantaged	United States History	% tested	98.159	96.211	98.127
English Learners	United States History	# enrolled	5473	53	5526
English Learners	United States History	# tested	5393	51	5444
English Learners	United States History	% tested	98.538	96.226	98.516
Hispanic	United States History	# enrolled	17980	168	18148
Hispanic	United States History	# tested	17736	162	17898
Hispanic	United States History	% tested	98.643	96.429	98.622
Multi-Racial	United States History	# enrolled	3615	42	3657
Multi-Racial	United States History	# tested	3574	42	3616
Multi-Racial	United States History	% tested	98.866	100	98.879
Students with Disabilities	United States History	# enrolled	11679	1533	13212
Students with Disabilities	United States History	# tested	11424	1482	12906
Students with Disabilities	United States History	% tested	97.817	96.673	97.684
White	United States History	# enrolled	45126	576	45702
White	United States History	# tested	44779	558	45337
White	United States History	% tested	99.231	96.875	99.201

Participation rates are based on  
assessment type

## Appendix B: Guidelines, Resources, and Training

### B.1: 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. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

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
<b>1. Does the student require intensive, individualized instruction in a variety of instructional settings?</b> The student needs specialized academic instruction and techniques over a <u>period of time</u> to ensure that he or she can learn, retain information, and transfer skills to other settings.	<input type="radio"/> Yes <input type="radio"/> No	<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"/> Learning Characteristics Inventory <input type="checkbox"/> Other	
<b>2. Does the student have a significant cognitive disability?</b> A significant cognitive disability is determined by the IEP team and must be based on evaluation information	<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment	

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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Student Name	Grade	Eligibility Criteria	Sources of Evidence (check if used)	Justification
		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"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____	
		<b>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)?</b> 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"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____	
		<b>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?</b> 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"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____	

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Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

**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.

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B.2: State Board Rule Intellectual Disability Definition

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

160-4-7-.05-24 ELIGIBILITY DETERMINATION AND CATEGORIES OF ELIGIBILITY

**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.

### B.3: NCEO CoP and PLG Participation

- A.** The Georgia Department of Education (GaDOE) Department of Special Education and Supports participates in The National Center on Educational Outcomes (NCEO) **Community of Practice** for the 1% Participation Threshold. The group meets every two weeks. The Special Education Department has had someone participate in the majority of the sessions.

*Participants: Program Manager for Special Education Services and Support*  
November 1, 2018- Present

- B.** GADOE staff members participate in **National Center on Educational Outcomes (NCEO) 1% Participation Threshold Peer Learning Groups**

- 1) Digging into Your Data: Building a 1% Data Analysis and Use Plan

*Participant: Program Manager for Special Education Services and Support and Director of Assessment Administration*

The purpose of this group is to have the participants work collaboratively to examine data related to the 1% Threshold to determine ways to approach the provision of technical assistance to districts.

February 13, 2019  
February 27, 2019  
March 13, 2019  
March 27, 2019  
April 10, 2019  
April 24, 2019

- 2) **Guiding and Evaluating District Justifications**

*Participants: Program Manager and/or Program Specialist for Special Education Services and Support*

The purpose of this peer group is to have states work with each other to identify what should be required in district justifications for exceeding the 1% threshold; how to evaluate justifications that the state receives; and how to act on the evaluations. We discussed how NCEO will support the CoP in developing student profiles to use for training LEAs. We also shared with the group Georgia's resources for training educators and provided parent resources.

May 30, 2019  
June 13, 2019  
June 19, 2019  
July 25, 2019  
July 31, 2019  
August 8, 2019  
September 5, 2019  
September 19, 2019

- 3) **IEP Team Decision Making**

*Participants: Program Manager Specialist for Special Education Services and Support*



The purpose of this peer group is the same as above and to have states work with each other to determine what are the IEP team assessment decisions and sharing tools and resources utilized by the participating states.

October 2, 2019

October 3, 2019

October 17, 2019

November 13, 2019

December 5, 2019

December 18, 2019

December 19, 2019

- C. Program manager for special education and an LEA assessment director attended the ASES/ NCEO 1% virtual forum on June 18, 2020. Additionally, both attended the virtual ASES meeting October 20-22, 2020.
  
- D. GADOE staff members attending the NCEO presentation on August 10, 2020: *How Do We Lower our Alternate Assessment Participation Rate? Five States Share their Stories Confirmation.*

B.4 GAA 2.0 Support November 2019-November 2020

<b>GAA 2.0 Support for January 2020 – August 2020</b>			
<b>Date</b>	<b>Trainings</b>	<b>Training Format</b>	<b>Target Audience</b>
<b>JANUARY 2020</b>			
1. 01/15/2020	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	Face-to-Face	All Educators
<b>MARCH 2020</b>			
2. 03/09/2020	G-CEL Conference	Face-to Face	All Educators
3. 03/25/2020	SELDA	Virtual	New Special Education Directors
4. 03/26/2020	Instructional Support for Teachers of Significant Cognitive Disabilities Part 3 “Choice Making”	Webinar	All Educators
<b>APRIL 2020</b>			
5. 04/28/2020	Distance Learning Support	Webinar	All Educators
<b>JUNE 2020</b>			
6. 06/24/2020	Eligibility Criteria for the GAA 2.0	Virtual	GaDOE Staff
7. 06/30/2020	Instruction for GAA 2.0	Virtual	GaDOE Staff
<b>JULY 2020</b>			
8. 07/07/2020	Data for the GAA 2.0	Virtual	GaDOE Staff
9. 07/22/2020	A Deeper Look at the 1% Threshold for the Alternate Assessment	Virtual	GLRS and District Liaisons Collaborative Statewide
<b>AUGUST 2020</b>			
10. 08/11/2020	GAA 2.0 Eligibility Criteria, Student Assessment Handbook (SAH) Accessibility and Accommodations Manual	Virtual	GaDOE Staff
11. 9/3/20	Webinar: Classroom Management Promotes Home and School Instruction	Webpage recording	Teachers
<b>OCTOBER 2020</b>			
12. 10/05/20	Webinar: Curriculum Access to GSE Science Standards for Students with Significant Cognitive Disabilities		Teachers

## B.5: Assessment Manuals, Handbooks, and Newsletters



Richard Woods, Georgia's School Superintendent

- Offices & Divisions ▾
- Programs & Initiatives ▾
- Data & Reporting ▾
- Learning & Curriculum ▾
- State Board & Policy ▾
- Finance & Operations ▾
- Contact ▾

Home → Teaching and Learning → Assessment Research, Development and Administration → For Educators

### Formative Assessments & Resources

DRC BEACON

Formative Instructional Practices (FIP)

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

GKIDS Readiness Check

Keenville

TestPad

### Summative Assessments

ACCESS for ELLs 2.0

Alternate ACCESS for ELLs

Georgia Alternate Assessment 2.0 (GAA 2.0)

Georgia Milestones Assessment System

National Assessment of Educational Progress (NAEP)

### Other Assessment Resources

Accountability

Assessment Innovation and Flexibility Resources

College and Career Ready Performance Index (CCRPI)

Georgia Student Growth Model (GSGM)

Lexile Framework for Reading

Retired Assessments

## For Educators

- Memoranda & Announcements
- Georgia Assessment and Training Calendar (QuickStart Guide)
- 2020-2021 Student Assessment Handbook (Revised 9/2020)
- 2020-2021 Accessibility & Accommodations Manual (Revised 9/2020)
- 2020-2021 Assessment Administration Protocol Manual (Revised 9/2020)
- MyGaDOE Portal Navigation Guide
- Superintendent Test Certification User Guide (Revised)
- Principal Certification Form (Revised.8/9/2019)
- School Assessment Plan Template

## Newsletters

### 2020-2021

- Assessment Update October 2020
- Assessment Update September 2020
- Assessment Update August 2020
- Assessment Update July 2020

### 2019-2020

- Assessment Update June 2020
- Assessment Update May 2020
- Assessment Update April 2020
- Assessment Update March 2020
- Assessment Update February 2020
- Assessment Update January 2020
- Assessment Update December 2019
- Assessment Update November 2019
- Assessment Update October 2019
- Assessment Update September 2019
- Assessment Update August 2019
- Assessment Update July 2019

[2020 -2021 Student Assessment Handbook](#)

[2020-2021 Accessibility & Accommodations Manual](#)

B.6: Assessment Resources – GAA 2.0 Training 1 and  
Training 2

## 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.

### Contact Information

**Mary Nesbit-McBride, Ph.D.**  
**Assessment Specialist**  
 ACCESS 2.0 & GAA 2.0  
 Phone: (404) 232-1207  
 Email: mmcbride@doe.k12.ga.us

### Program Resources

#### Test Administration and Teacher Resources

- GAA 2.0 Resources

#### 2019-2020

- GAA 2.0 Test Administration Training 1
- GAA 2.0 Test Administration Training 2

#### 2018-2019

- GAA 2.0 Administration Procedures Training
- GAA 2.0 Nextera Training
- GAA 2.0 Pre-Administration and Test Setup Training, 18-19
- GAA 2.0 Test Design Training
- GAA 2.0 Test Examiner Protocol Slides

#### Parent Resources

- GAA 2.0 Parent Flyer
- GAA 2.0 Parent Flyer-Spanish
- Understanding the GAA 2.0 Achievement Levels

#### GAA 2.0 Statewide Scores


- 2018-2019 GAA 2.0 State Results



The screenshot shows the 'Georgia Assessment and Training Calendar' with a table of training events. The table has columns for School Year, Start Date, End Date, Assessment, Topic(s), and Topic Details. There are also buttons for 'Download PDF' and 'Clear All'.

School Year	Start Date	End Date	Assessment	Topic(s)	Topic Details
2020-21	2/18/2021	2/18/2021	GAA 2.0	Training	GAA 2.0 Pre-Administration Webinar
2020-21	1/21/2021	1/21/2021	GAA 2.0	Training	GAA 2.0 Nextera Platform Training
2020-21	10/8/2020	10/8/2020	GAA 2.0	Training	GAA 2.0 Test Administration Procedures
2019-20	2/20/2020	2/20/2020	GAA 2.0	Training	GAA 2.0 Pre-Administration Webinar - LIVE Repeat
2019-20	2/18/2020	2/18/2020	GAA 2.0	Training	GAA 2.0 Pre-Administration Webinar
2019-20	1/23/2020	1/23/2020	GAA 2.0	Training	GAA 2.0 Nextera Training - LIVE Repeat
2019-20	1/16/2020	1/16/2020	GAA 2.0	Training	GAA 2.0 Nextera Training

B.7: Assessment Resources – Forms, Test Administration, Scoring and Reporting

 → Teaching and Learning → Assessment Research, Development and Administration → GAA 2.0 Resources

### Primary Assessments

[ACCESS for ELLs 2.0](#)

[Georgia Alternate Assessment 2.0 \(GAA 2.0\)](#)

[Georgia Kindergarten Inventory of Developing Skills 2.0 \(GKIDS 2.0\)](#)

[GKIDS Readiness Check](#)

[Georgia Milestones Assessment System](#)

[National Assessment of Educational Progress \(NAEP\)](#)

### Other Assessment Resources

[Keenville](#)

[Eliciting Evidence of Student Learning](#)

[Formative Instructional Practices \(FIP\)](#)

[TestPad](#)

[Georgia Student Growth Model \(GSGM\)](#)

[Lexile Framework for Reading](#)

### College Readiness for School Personnel

[AP](#)

[PSAT](#)

[SAT](#)

### College Readiness for Students/Parents

[ACT](#)

[AP](#)

[PSAT](#)

[SAT](#)

## GAA 2.0 Resources

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### Forms

- [Eligibility Criteria \(PDF Fillable Form\)](#)
- [Validation Form for Transcription of Answer Documents](#)

### Test Administration

- [GAA 2.0 Pre & Post Administration Checklist](#)
- [GAA 2.0 Spring Test Administration Manual](#)

### Scoring and Reporting

- [GAA 2.0 Achievement Level Descriptors](#)
- [GAA 2.0 Score Interpretation Guide 2019](#)
- [GAA 2.0 Test Score Ranges](#)

### Teacher Resources

- [GAA 2.0 Sample Tasks](#)
- [GAA 2.0 Vocabulary Lists](#)
- [GSE Extended Content Standards](#)
- [Test Blueprints](#)

### Technology

- [Nextera Setup & Installation Guide](#)



# Georgia Alternate Assessment 2.0

## 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).

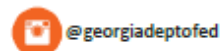
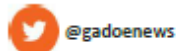
### Who will take the GAA 2.0?

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

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

### When will my child take the test?

Georgia's Spring 2021 GAA 2.0 test administration window is March 22 through April 30, 2021. School district administrators determine when students within their district will test during this state window.



B.9: Development and Training Plan – Supporting Reduced Alternate Assessment Placement for Early Learners

This table outlines development and training events which took place in the 2019-2020 school year to target the reduced placement of early learners on the alternate assessment pathway.

Date	Event	Participants/Audience	Format	Purpose
October 2019				
10/22/19-10/23/19	Development meeting	Educators and specialists with expertise in instructing students with significant cognitive disabilities	Face-to-Face	In this two-day meeting, educators and specialists closely reviewed the current GKIDS 2.0 learning progression content and administration processes to identify what supports were needed to extend access to students with the most significant cognitive disabilities.
January 2020				
1/28/20	Stakeholder focus group	Educators and specialists with expertise in instructing students with significant cognitive disabilities	Webinar	Based on the requests and guidance offered by educators in the fall development work, an updated framework was proposed and review, using the addition of comprehensive support to ensure GKIDS is inclusive of all students and avoid requirement of alternate assessment placement until 3 <sup>rd</sup> grade.
March 2020				
3/5/20	Development meeting	Educators and specialists with expertise in instructing students with significant cognitive disabilities as well as content area experts.	Face-to-Face	Detailed parts of implementing the framework of comprehensive support were addressed during this workday.
June 2020				
7/6/20	Training resources	Educators and district/school test coordinators	Posted to Website	GKIDS Resources for the 2020-2021 school year included an updated Test Administration Manual and Resource Guide, with guidance on including all kindergarten students in this assessment aligned to the standards for which they are receiving instruction.
October 2020				
10/1/20	Pre-Administration Training	District/school test coordinators	Webinar	In the Pre-Administration training for district and school coordinators responsible for the administration of GKIDS, guidance was offered on interpreting the new report elements related to comprehensive support, as part of the broader goal of ensuring all students can be served by the general assessment where possible.

## **Appendix C: Public Notice**

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 September 16, 2020 to October 16, 2020 - 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, assessment directors, special education directors and Title I directors, and LEA accountability contacts (C.3). Additionally, notice was sent to members of the State's Special Education State Advisory Panel which includes GA PTA(C.4).

### Appendix C. Public Notice Document, Location, and Emails

C1: Public Notice

C2: Website Location

C3: Email to Superintendents

C4: Email to Assessment Directors

C5: Email to Special Education Directors

C6: Email to Title I Directors

C7: Email to LEA Accountability Contacts

C8: Email to LEA State Advisory Panel



C1: Public Notice – Document

September 16, 2020

## **Public Notice of ESSA Alternate Assessment Cap Waiver for 2020-2021**

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](mailto:atimberlake@doe.k12.ga.us) no later than **October 16, 2020**.

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 2019-2020 school year. The GaDOE is submitting a similar request for the 2020-2021 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 2019, Georgia's schools utilized the Georgia Alternate Assessment (GAA 2.0) for an estimated 1.3 percent of tested students. The GaDOE anticipated that Georgia would be above the 1.0 percent cap in 2019-2020. However, due to COVID-19, US ED approved a waiver that canceled state assessments for the 2019-2020 school year. The GaDOE anticipates that Georgia will be above the 1.0 percent cap in 2020-2021 as well. The waiver submission for the 2020-2021 school year 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 (2019) 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 utilizing 2019 data 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.



Richard Woods, Georgia's School Superintendent

- Offices & Divisions -
- Programs & Initiatives -
- Data & Reporting -
- Learning & Curriculum -
- State Board & Policy -
- Finance & Operations -
- Contact -

Home → Teaching and Learning → Special Education Services and Supports

Rules, Manuals & Forms

Special Education Rules

## Special Education Services and Supports

The Georgia Department of Education (Division for Special Education Services and Supports) provides necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student improving student outcomes and school climate resulting in an increased quality of life and workforce ready future. We must commit to effective collaboration across agencies and school-home partnerships to support local school districts in their efforts to provide special education and related services for students with disabilities.

The GaDOE must provide state General Supervision for local school districts to improve educational results and functional outcomes for all children with disabilities and ensure that the requirements of IDEA are met. We believe that all students must have an equitable opportunity for school completion and successful postsecondary outcomes.

### Contact Information

**Shaun Owen**  
Deputy Superintendent  
Federal Programs  
Phone: 404-971-0096  
Email: [sowen@doe.k12.ga.us](mailto:sowen@doe.k12.ga.us)

**Zelphine Smith-Dixon, Ed.D.**  
State Director,  
Special Education Services and  
Supports  
Email: [zsmith@doe.k12.ga.us](mailto:zsmith@doe.k12.ga.us)

[Staff Contact List](#)

## Georgia's Systems of Continuous Improvement



### General Information

Phone: (404) 656-3963  
Fax: (404) 651-6457  
Special Education Questions & Support  
(404) 657-9988  
[SPEDHelpDesk@doe.k12.ga.us](mailto:SPEDHelpDesk@doe.k12.ga.us)  
Contact Vision/Hard of Hearing  
Coordinators

### Frequently Accessed Resources

#### Events

- 2020 ALLStudents Conference
- Equity Summit Resources
- GaDOE Sped Calendar
- New Special Education Directors - SELDA
- School Completion Toolkit

Public Notice of ESSA Alternate Assessment Cap Waiver 2020-2021

Resources for Distance/Remote Learning - **NEW**

Special Education District Supports and COVID-19 Resources - **UPDATED**

Georgia Annual Performance Report

ESSA Alternate Diploma FAQs

Assistive Technology Partnership

GaDOE COVID-19 Information

New Special Education Directors - SELDA



C3: Emails Announcing Public Notice

From: Allison Timberlake  
Sent: Wednesday, September 16, 2020 12:21 PM  
To: K12 Superintendents; K12 Charter School Superintendents  
Cc: Richard Woods; Matt Jones; Meghan Frick; Lauren Holcomb; Paula Swartzberg; Sandra Greene; Zephine SmithDixon; Shaun Owen; John Wight  
Subject: Alternate Assessment 1% Participation Cap Waiver Public Notice  
Attachments: Public Notice of ESSA Alternate Assessment Cap Waiver 2020-2021.docx

**Superintendents:**

**cc: Assessment Directors, Special Education Directors, and 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 further implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA). During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability would work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional waiver details are available in the alternate assessment waiver public notice. The notice is attached to this email and is also available on the GaDOE's Title I webpage and the Special Education webpage. If you have any comments or questions pertaining to this waiver, please send them to me by October 16, 2020.

Thank you,  
Allison

Allison Timberlake, Ph.D.  
Deputy Superintendent for Assessment & Accountability  
Georgia Department of Education  
1562 Twin Towers East  
205 Jesse Hill Jr. Drive, SE  
Atlanta, GA 30334  
(404) 463-6666  
atimberlake@doe.k12.ga.us  
<http://gadoe.org>

From: Paula Swartzberg  
Sent: Wednesday, September 16, 2020 12:42 PM

To: Paula Swartzberg  
Cc: Allison Timberlake; Zephine SmithDixon; Ken Banter; August Ogletree; Jeffrey Harding; Kris Dennis; Lacey Andrews  
Subject: FW: Alternate Assessment 1% Participation Cap Waiver Public Notice  
Attachments: Public Notice of ESSA Alternate Assessment Cap Waiver 2020-2021.docx

**Accountability contacts:**

Please see below.

Thank you,  
Paula

Paula Swartzberg  
Director of Accountability  
Assessment & Accountability  
1554 Twin Towers East  
Georgia Department of Education  
205 Jesse Hill Jr. Drive  
Atlanta, GA 30334  
phone: 404-463-1539  
fax: 770-344-3448  
pswartzberg@doe.k12.ga.us  
<http://www.gadoe.org>

From: Allison Timberlake <ATimberlake@doe.k12.ga.us>  
Sent: Wednesday, September 16, 2020 12:21 PM  
To: K12 Superintendents <superintendents@list.doe.k12.ga.us>; K12 Charter School Superintendents <k12charterschoolsuperintendents@list.doe.k12.ga.us>  
Cc: Richard Woods <rwoods@doe.k12.ga.us>; Matt Jones <mattjones@doe.k12.ga.us>; Meghan Frick <mfrick@doe.k12.ga.us>; Lauren Holcomb <lauren.holcomb@scsc.georgia.gov>; Paula Swartzberg <pswartzberg@doe.k12.ga.us>; Sandra Greene <sgreene@doe.k12.ga.us>; Zephine SmithDixon <ZSmith@doe.k12.ga.us>; Shaun Owen <SOwen@doe.k12.ga.us>; John Wight <JWight@doe.k12.ga.us>  
Subject: Alternate Assessment 1% Participation Cap Waiver Public Notice

Superintendents:

cc: Assessment Directors, Special Education Directors, and 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 further implement guidelines and interventions to support LEAs in ensuring the

appropriate administration of the Georgia Alternate Assessment (GAA). During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability would work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional waiver details are available in the alternate assessment waiver public notice. The notice is attached to this email and is also available on the GaDOE's Title I webpage and the Special Education webpage. If you have any comments or questions pertaining to this waiver, please send them to me by October 16, 2020.

Thank you,  
Allison

Allison Timberlake, Ph.D.  
Deputy Superintendent for Assessment & Accountability  
Georgia Department of Education  
1562 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"

## C4: Email Blast to Special Education Directors and Advisory Panel



*Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.*

**September 18, 2020 Email Blast**

### **From Federal Programs - Division for Special Education Services and Supports**

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 further implement guidelines and interventions to support LEAs in ensuring the appropriate administration of the Georgia Alternate Assessment (GAA). During the one-year waiver period, the GaDOE's offices of Special Education and Assessment and Accountability would work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

Additional waiver details are available in the alternate assessment waiver public notice. You may access the notice using the following link:[Notice Attachment Link](#): If you have any comments or questions pertaining to this waiver, please send them to me by **October 16, 2020**.

**Data and GO-IEP**

The Data and GO-IEP Team posted several updates for Full-time Equivalent

(FTE) and the Special Education Applications Dashboard on the [Data Collection and Reporting](#) page, [Data Collection and Reporting](#), linked from the Special Education Services and Supports webpage.

Please review the FTE documents posted at the link above and submit any questions you have regarding FTE reporting to Dawn Kemp at [dkemp@doe.k12.ga.us](mailto:dkemp@doe.k12.ga.us). The Data and GO-IEP team will collaborate to answer all your questions and provide responses. The team will also produce a document to share the most frequently asked questions. In addition, a webinar will be conducted on Monday, September 28, 2020 at 2:00 p.m. to provide FTE guidance using your questions. FTE tips and suggestions will also be provided.

Please register at the link below for "Special Ed FTE Data Q & A":  
<https://attendee.gotowebinar.com/register/3263726953891298318>.

### **Dyslexia Professional Learning Opportunities**

The GaDOE ELA team is committed to providing professional learning opportunities that are customized to the needs of the teachers and leaders. In an effort to increase our knowledge regarding dyslexia in Georgia, we are offering several opportunities for educators to engage in professional learning.

If you need assistance, contact Franeka Colley at [franeka.colley@doe.k12.ga.us](mailto:franeka.colley@doe.k12.ga.us).

#### **Title: A Deep Dive into Dyslexia**

**Presenter:** Dr. Nora Schlesinger, Kennesaw State University

**Descriptor:** This a 3-part series that will focus on better understanding dyslexia intervention and the application of structured language (SL). Participants are encouraged to attend all three sessions because the sessions build on one another.

#### **Session Date Time Registration**

1. November 6, 2020 7:00 pm [Click Here](#)
2. November 9, 2020 7:00 pm [Click Here](#)
3. November 13, 2020 7:00 pm [Click Here](#)

#### **Title: The Cultural, Linguistic, and Socioeconomic Differences in the**

**Classroom:** The Impact of Language Variation on Development

**Presenter:** Dr. Julie Washington, Georgia State University

#### **1. Differences are not Deficits: Cultural, Linguistic, and Socioeconomic Differences in the Classroom**

**Focus:** Recognizing and accepting the cultural, linguistic, and socioeconomic richness of the children we serve and separating who they are from how they are



doing. October 8, 2020 10:00 am [Click Here](#)

## **2. The Impact of Language Variation on Development: What do we Know**

**Focus:** Discussing the current understanding of the potential impact of linguistic differences on language and reading outcomes of African American children growing up in poverty. November 9, 2020 10:00 am [Click Here](#)

### **Check & Connect (An Evidence-based Intervention)**

**Check & Connect** is an intervention used with K-12 students who show early warning signs of disengagement with school and who are at risk of dropping out.

At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who advocates and challenges the student to keep education salient.

Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Georgia Learning Resources System (GLRS) are trained trainers. Training is free. GLRS provides ongoing support to districts who are implementing Check & Connect.

Contact your GLRS to schedule a training or find out more information. Currently over 100 schools are implementing Check & Connect in Georgia.

### **Effingham County Shares Their Check & Connect Journey**

- \* [Check & Connect Video](#)
- \* [Check & Connect Resources](#)
- \* [Check & Connect Flyer \(PDF\)](#)

### **Parent to Parent Trainings**

**Webinar:** Georgia Medicaid & Katie Beckett Deeming Waiver

**Date:** Tuesday, September 22 at 6:30 pm

**Click to Register:** [Link](#)

**Facebook post for Parent Mentors to share:** [Link](#)

**Webinar:** Sifting Through Parental Rights

**Date:** Wednesday, September 23 at 6:30 pm

**Click to Register:** [Link](#)

Warm regards,  
Zelphine Smith-Dixon, Ed.D.,

## **Appendix D: Public Comments and GaDOE Responses**

The GaDOE received four responses from LEAs during the public comment period. Two of the responses were from LEAs in favor of the State submitting the waiver. Two were from LEAs that feel confident that they are following guidelines for placing students on the alternate assessment.

## Appendix D – Public Comments – 2020 GAA 1% Waiver

D.1:LEA Comment

D: Public Comments Received

Dr. Timberlake,

On behalf of the Jackson County School System, I would like to thank you and the Georgia Department of education for 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).

Although our school system has historically been in compliance with the 1.0 percent participation cap, we firmly believe that schools and school systems could greatly benefit from an additional year to fully implement the updated guidelines pertaining to the Georgia Alternate Assessment (GAA). This one-year waiver period would provide schools and school systems the opportunity to navigate the current season of uncertainty resulting from COVID-19 and allow for much needed time to attend to the immediate needs of students in distance, remote, hybrid, and in-person learning environments. By extending a year of grace, schools and school systems will have additional time to collaborate with GaDOE's offices of Special Education and Assessment and Accountability to collaboratively ensure that all systems are fully prepared for implementation, especially considering that we likely will still be operating in a combination of the aforementioned learning environments.

Please share this letter of support with anyone who might benefit from hearing our concerns.

Thank you,

--

**Todd Nickelsen**  
**Jackson County School System**  
**Assistant Superintendent for Teaching and Learning**  
**706-367-5151**



Good Afternoon!

Please see the attached document for comments from Coffee County Schools' Special Education Department. Thanks!

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**Allyson Speight**

Director of Assessment and Accountability

Coffee County Schools

Phone: (912) 384-2086 ext. 6520

## Coffee County Schools GAA 1% Waiver Comments

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IEP teams use the GAA rubric criteria to guide decision making on assessments for our students with significant cognitive disabilities. These students are not able to make progress in the general education curriculum even when provided accommodations. They are provided instruction on a modified curriculum which gives them access to the Georgia Standards of Excellence. We feel that the decision should be based on the needs of each individual student with a significant cognitive disability. All students needing modified assessment should be allowed to participate regardless of the number of students that may be. Training on the GAA assessment and GAA rubric is provided each school year so that teachers and LEAs are proficient in guiding the IEP team in assessment decision making. With the training, we are confident that the students with the most significant cognitive disabilities are appropriately identified.

Dr. Dana Vickers, Director of Special Services

Dr. Tonya Johnson, Director of Special Education

Brooke Morgan, Diagnostician Behavior Specialist

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,

**Mary Raburn**  
Director of Student Services  
Carrollton City Schools  
770-834-7077

Hi Allison,

We continue to try to educate and support teams who want to consider a student for GAA eligibility. We are also working to decrease our number to ensure students who are appropriate for GAA 2.0 are administered it based on the rubric. In addition we've asked the teachers to operate as if we would be administering GAA 2.0 by using the blueprint and GAA 2.0 materials provided by DOE. We'll be on standby to make adjustments once you receive additional directives.

Respectfully,



**Dr. Lynn Janes**

*Director*

Assessment and Accountability

**Dougherty County School System**

Phone: 229.431.3457

Fax: 229.431.3459

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