Special Education Directors' Webinar

April 10, 2018
1:00 pm

Georgia Department of Education

Agenda

- Assessment Updates
- Preschool Outcomes
- Georgia's Multi-tiered System of Supports

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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Assessment Update

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Georgia's School Superintendent
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- Transition to Online for Georgia Milestones assessments
  - →Year 1 (FY15): minimum of 30% online across the district, grades 3-12
  - →Year 3 (FY17): minimum of 80% online across the district, grades 3-12
  - →Year 5 (FY19): minimum of 100% online across the district, grades 3-12
- **2018-2019** — 100% online across the district in grades 3-12
- Paper/pencil versions will no longer be available as an option or choice.
- Paper/pencil versions will be available as an accommodation for the small number of students who cannot interact with the computer due to their disability. Braille forms will continue to be available.
- The Accommodations table in the Student Assessment Handbook will be updated in June to reflect this change.

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Assessment Update

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Examples of Advantages for Online Testing

- Improved student experience
- Student may determine personal choices with some allowed accommodations – e.g., background colors, text color, magnification, masking, line guides, etc.
- Standard administration of accommodations
- Addition of Video Sign Language as an online accommodation
- Matches Georgia Standards of Excellence for use of technology in writing
  - Example: ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Reflects technology use found in college and career readiness
- Reduced irregular test administrations
- Improved test security

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The use of a paper/pencil form as an accommodation should be considered carefully by IEP teams. Consideration should be made related to a student's inability to interact with a computer. This would mean that a student would also have difficulties interacting with a computer for all assessments in the classroom and perhaps during instruction as well.

Careful thought should be given to the differences in presentation in the two formats. Enhancements and tools contained in online forms provide support for general education students as well as students with disabilities not currently provided in a paper version. A review of available tools found in current assessment trainings and manuals may help IEP teams in making informed decisions for students. Key to making this determination is the assessment of a student's ability to interact with a computer as the option or preference for a paper form will no longer be available in 2018-2019. Examples of the tools available may be found through the links below:

- Georgia Milestones Online Test Administration Demonstration
- Experience Online Testing Georgia

Setting, Response and Scheduling Accommodations

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- Setting, response and scheduling accommodations should be carefully considered in an online environment.

Accommodation Name	Setting	Presentation	Response	Scheduling
Special education classroom	☐			
Special or adapted lighting	☐			
Small group	☐			
Preferential seating	☐			
Sound field adaptations	☐			
Adaptive furniture	☐			
Individual or study carrel	☐			
Individual administration	☐			
Test administered by certified educator familiar to student	☐			
Technology applications,such as Brailler, word processor, or other communications device with all grammar and spell check devices disabled			☐	
Student points to answers			☐	
Verbal response in English only			☐	
Use of a Scribe following specific guidelines			☐	
Adapted writing tools (e.g.pencil grips, large diameter pencil)			☐	
Frequent monitored breaks				☐
Optimal time of day for testing				☐
Extended time up to twice the time typically allotted				☐
Extended time up to end of school day				☐
Extended time up to 1.5 times (time and one half) the time typically allotted				☐

Accommodations in the Online Environment

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Accommodations	Georgia Milestones Online Testing
3. Small Group **7. Individual or study carrel**	Small Group (and Individual) administrations are sometimes not needed with an online administration with headset.
10. Large Print	**Available to all students** through 1.5 and 2 times zoom. All test items are scalable so a larger monitor will increase the test size also.
19. Use of highlighter	**Available to all students** with the highlighter tool.
22. Audio amplification devices or noise buffer/listening devices	**Available to all read-aloud students** through the headset volume.
24. Technology applications such as Brailler, word processor, or other communications device with all grammar and spell check devices disabled	Word processor is **available to all students**.
25. Student marks in the test booklet.	**Available to all students** since the test item and answer choices are on the same page.
36. Extended time	Small Group (and Individual) administrations are sometimes not needed for extended time students with an online administration.

Highlighter available for all students

Zoom available for all students

Line guide for all students

Calculator available for all students in grades 6-HS.

Electronic versions of References

This section of this test assesses your skill to comprehend reading passages and use i m the to write an informational / e say.

Before you begin typing you will rea passages and answer three multiple-choice and one short-constructed response question about what you have read.

As you read the passages, think about details y use in an informational / explanatory essay ab northern red oak and the live oak tree. The info explanatory essay will be the final writing task in this section.

Items are shown one per page

Items are scalable and will become larger depending on monitor size.

These are the titles of the passages

1. The Northern Red Oak
2. The Hardy Live Oak

Read the first passage.

Students can flag test items and return to them

Page 1 / 5

Which question can be answered by these sentences from "Th Red

of t more the g ed, the ar Early trimming helps groom the tree and keeps it from looking like a rounded triangle by summer's end.

(a) What causes the branches of a northern red oak to be so heavy?

(b) Why is it important to trim the branches of a northern red oak tree?

(c) What kind of tools should be used to trim the branches of a northern red oak tree?

(d) Why do the branches of a northern red oak tree grow so many leaves?

Presentation Accommodations

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- Presentation accommodations may require a setting in eDIRECT for students to experience the accommodation.
- Accommodations are more student directed within the online platform. Student chooses from options including when and if to use the accommodation.

Accommodation Name	Setting	Presentation
Large print		☐
Sign the directions		☐
Sign test questions		☐
Explain or paraphrase the directions for clarity (in English only)		☐
Color overlays, templates, or placemarkers		☐
Oral reading of test questions in English		☐
Low vision aids		☐
Repetition of directions (in English only)		☐
Audio amplification devices or noise buffer/listening devices		☐
Sign reading passages (Conditional)		☐
Oral reading of reading passages in English (Conditional)		☐

Accommodations in the Online Environment

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Accommodations	Activate/Assign Prior to Student Login in eDIRECT
11. Sign the Directions	Video Sign Language (VSL)
12. Sign test questions	Video Sign Language (VSL)
13. Sign reading passages	Human Reader/Human Signer (students can test online with human signer)
14. Oral reading of test questions in English	Audio Text-to-Speech Items Only (Standard)
15. Oral reading of reading passages in English	Audio Text-to-Speech Items and Passages (Conditional)
18. Color overlays, templates, or place markers	Color Chooser, Contrasting Text, Masking
21. Repetition of directions (in English only)	Audio text-to-Speech (Only for students who have a read aloud accommodation)

This section of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational / explanatory essay.

Before you begin typing your essay, you will read two passages and answer three multiple-choice and one short-constructed response question about what you have read.

[redacted]

section.

These are the titles of the passages you will read:

1. The Northern Red Oak
2. The Hardy Live Oak

Read the first passage.

Which question can be answered by these sentences from "The Northern Red Oak"?

The weight of the branches' leaves adds ev
pounds. If the growth of the tree is not mana
entire appearance of the tree can be chang
trimming helps groom the tree and keeps it
nded triangle by su

(a) What causes the branches
so heavy?

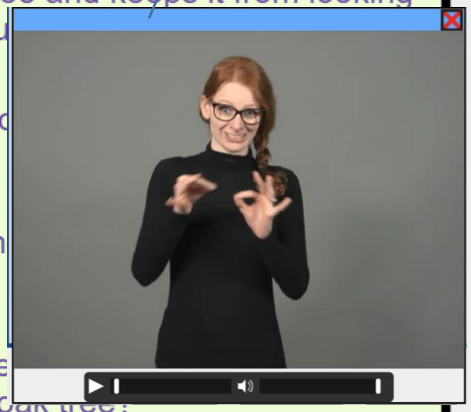
(b) Why is it important to trim th
red oak tree?

(c) What kind of tools should be
branches of a northern red oak tree?

(d) Why do the branches of a northern red oak tree grow
so

Masking

Video Sign Language (VSL)



Color Chooser, Contrasting Text, Masking

Color Choices
Contrasting Color
Audio Settings
Masking

Audio Text To Speech

Review/End Test | Pause | Flag | Options | Next

Preschool Outcomes

Preschool Outcomes

- For LEAs with preschool programs
- Children with disabilities age 3, 4, or 5 in preschool
- SPP/APR Indicator 7:
- Percent of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills and relationships, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs
- Data submission due July 31, 2018 (July 31st of each year for the previous year's data)

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Collection Tool

- Data you will need:
- Demographic: GTID, School, Last/First Name, DOB, Program Entry Date, Program Exit Date
- Rating upon Entering Preschool Program in 3 areas:
- Social Emotional
- Knowledge and Skills
- Adaptive Behavior
- Rating: 1 = Student is at or above age level peers
- 2 = Student is below age level peers

Collection Tool cont.

- Rating upon Exiting Preschool Program in 3 areas:
- Ratings:
- 1 = Student did not improve functioning
- 2 = Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- 3 = Student improved functioning to a level nearer same-aged peers but did not reach it
- 4 = Student maintained functioning at a level comparable to same-aged peers
- 5 = Student maintained functioning at a level comparable to same-aged peers
- * = If the duration of service is less than 6 months

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Preschool Template

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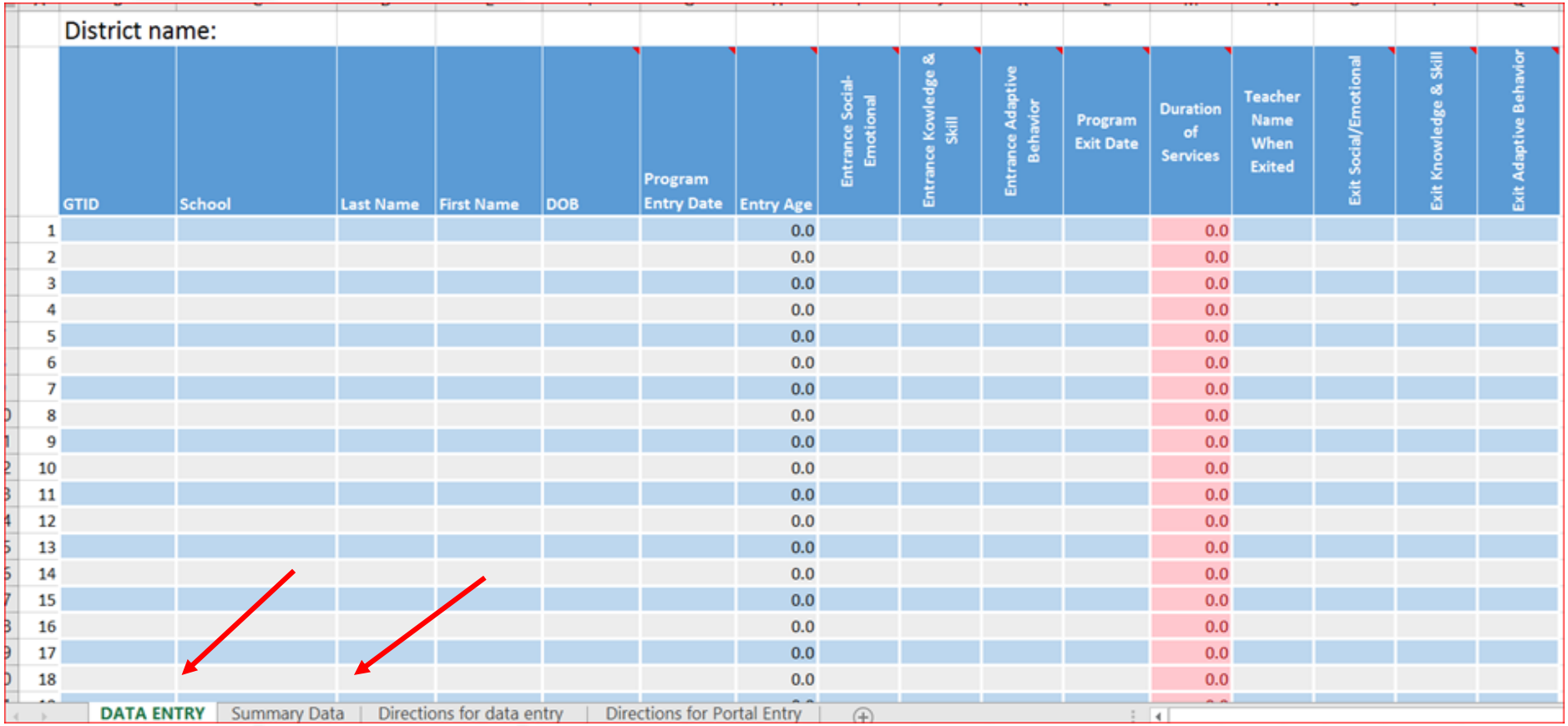

District name:

	GTID	School	Last Name	First Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Kowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior
1							0.0					0.0				
2							0.0					0.0				
3							0.0					0.0				
4							0.0					0.0				
5							0.0					0.0				
6							0.0					0.0				
7							0.0					0.0				
8							0.0					0.0				
9							0.0					0.0				
10							0.0					0.0				
11							0.0					0.0				
12							0.0					0.0				
13							0.0					0.0				
14							0.0					0.0				
15							0.0					0.0				
16							0.0					0.0				
17							0.0					0.0				
18							0.0					0.0				

DATA ENTRY | Summary Data | Directions for data entry | Directions for Portal Entry

Enter data in each field. Cells have "data validation" prohibiting you from entering inaccurate data. Enter data for children exiting preschool OR turning 6 who have been in the program for at least 6 months

Summary Tab of Template

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Instructions for data entry in the template and the portal are also on tabs below.

Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:	
Postitive Social Emotional Skills (Outcome 1)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**
Acquisition of Knowledge and Skills (Outcome 2)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level	

DATA ENTRY | Summary Data | Directions for data entry | Directions for Portal Entry

- The data will auto-populated here on the summary tab.
- Enter these numbers into the Preschool Outcomes application in the SE Applications Dashboard.

The Preschool Template

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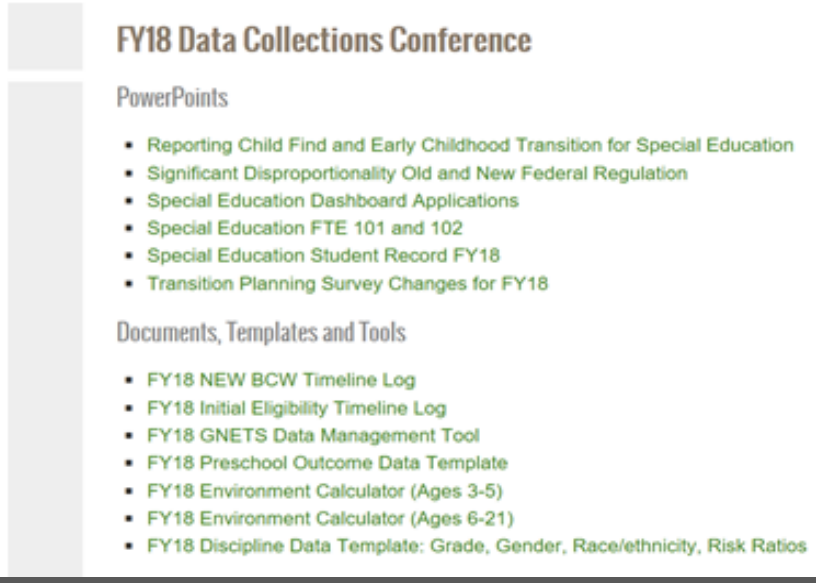
Georgia's School Superintendent

- Find the template on the DOE website with the **Data Conference Documents**
- Special Education Website
  - Budgets, Grants, Data Collection and Reporting
    - Data Collections Conference
      - Documents, Templates and Tools



FY18 Data Collections Conference

PowerPoints

- Reporting Child Find and Early Childhood Transition for Special Education
- Significant Disproportionality Old and New Federal Regulation
- Special Education Dashboard Applications
- Special Education FTE 101 and 102
- Special Education Student Record FY18
- Transition Planning Survey Changes for FY18

Documents, Templates and Tools

- FY18 NEW BCW Timeline Log
- FY18 Initial Eligibility Timeline Log
- FY18 GNETS Data Management Tool
- FY18 Preschool Outcome Data Template
- FY18 Environment Calculator (Ages 3-5)
- FY18 Environment Calculator (Ages 6-21)
- FY18 Discipline Data Template: Grade, Gender, Race/ethnicity, Risk Ratios

Please share this information with those in your district that use these documents

Portal Application: Preschool Outcomes

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PreSchool Assessments - FY 2018

System:

Download Pre School Directions

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning						
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers						
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach						
d. Percent of children who improved functioning to reach a level compared to same-aged peers						
e. Percent of children who maintained functioning to a level compared to same-aged peers						
TOTAL						

SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	(c+d) / (a+b+c+d)				
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)				

Entering Data in the Dashboard

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PreSchool Assessments - FY 2017

Download Pre School Directions

System: [redacted]

The PreSchool Assessment data has been submitted by [redacted] 08:42 PM.

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	0	0%	0	0%	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	5.13%	7	17.95%	2	5.13%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	13	33.33%	22	56.41%	10	25.64%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	3	7.69%	4	10.26%	3	7.69%
e. Percent of children who maintained functioning to a level compared to same-aged peers	21	53.85%	6	15.38%	24	61.54%
TOTAL	39	100%	39	100%	39	100%

SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	(c+d) / (a+b+c+d)	88.89%		78.79%	86.67%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)	61.54%		25.64%	69.23%

Summary statement data are automatically populated

Who Do I Exit?

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- Report exit data for:
- Students who are exiting the preschool program (going to Kindergarten)
- Students who are turning 6 years old
- Students moving out of state
- Deceased students

- Only report exit data for students who have been in the preschool program for 6 or more months

Questions

Contact

Carol Seay

cseay@doe.k12.ga.us

470-218-3244

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Preschool Special Education Survey

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Georgia's Multi-Tiered System of Supports

spdg Georgia State Personnel Development Grant

Georgia MTSS

A Systemic Framework

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- Provides a school-wide, multi-level prevention system
- Integrates assessment
- Reduces behavior difficulties
- Maximizes student achievement

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Understanding MTSS

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- **With a tiered prevention framework, schools will:**
  - Identify students at-risk for poor learning outcomes
  - Monitor student progress
  - Provide evidence-based interventions
  - Adjust the intensity and nature of those interventions on the basis of a student's responsiveness

- Source: (*National Center on Response to Intervention*, 2010)

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Beliefs

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- Change requires a multi-year commitment.
- Implementation occurs in phases.
- Collaboration is essential.

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Essential Components

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- Leadership
- Effective Teaming
- Data-Based Decision Making
- Academic and Behavioral Supports
- Data-Based Problem-Solving
- Professional Capacity
- Families and Communities

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State Personnel Development Grant

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- High Quality Professional Learning
- Technical Assistance
- Coaching
- Data Collection & Analysis
- Monitoring and Reporting

spdg Georgia State Personnel Development Grant

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Cascading Supports

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State

- State Leadership Team
- State Implementation Team
- Project Director
- 4 MTSS Coordinators
- 6 MTSS Coaches

District & School

- District Leadership Team
- District MTSS Coordinator
- School Leadership Team
- School MTSS Coordinator

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Application Timeline

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March 28 - April 30, 2018	• Application process open
May 2018	• Applications reviewed
May 18, 2018	• Districts notified
July 2018	• Initial meetings and trainings

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Who Should Apply

- Readiness includes:
  - Need for GA MTSS
  - Fit within current initiatives
  - Resources available
  - Expected outcomes
  - Capacity
  - Ability to sustain & refine GA MTSS

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Who Should Apply

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- Districts must identify at least one school in the first year.
- Districts may select up to three schools to participate in this first year with an elementary, middle and high school feeder pattern.
- Districts will need to have a plan to scale-up GA MTSS in three schools in a feeder pattern by the second year.

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Benefits

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- Systems Alignment
- Efficiency
- Effectiveness
- Professional Learning
- Coaching
- Sustainability and Refinement

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Requirements

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- GA MTSS will become one of the primary guiding frameworks for participating schools.
- Participation is schoolwide.
- GA MTSS participation is for at least three years.
- Select up to three participating schools.
- Implementation takes place in three phases.
  - Phase 1: Structuring
  - Phase 2: Implementation
  - Phase 3: Sustain and Refine

Is GA MTSS for you?

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Do you need a tiered prevention framework to:

- Identify students at-risk for poor learning outcomes
- Monitor student progress
- Provide evidence-based interventions
- Adjust the intensity and nature of those interventions on the basis of a student's responsiveness

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Application to Participate

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Complete the GA MTSS Application to participate by:

1. Answering the questions in the application.
2. Agreeing to the commitments.
3. Selecting participating school(s).
4. Obtaining the appropriate signatures.
5. Submitting the completed GA MTSS Application to Wina Low by April 30, 2018.

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Application Process

- Application opens March 30, 2018
- Apply to participate by April 30, 2018
- Begin in July 2018

Visit http://gadoe.org/GAMTSSapplication2018 to download a copy of the GA MTSS application.

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Electronically submit applications to Wina Low at wlow@doe.k12.ga.us

or

Mail applications to:

GA MTSS
Attn: Wina Low, Program Manager Senior
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
1870 Twin Towers East
Atlanta, Georgia 30334

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Questions

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Georgia's School Superintendent
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