



Georgia Department of Education

No Child Left Behind & Students with Disabilities

Ensuring that No Student with Disabilities Is Left Behind

Under No Child Left Behind, *all students*, including students with disabilities, must meet Georgia's proficient level of academic achievement by 2013-2014.

- All schools, local education agencies (local school systems, herein referred to as LEAs), and the State itself must test at least 95% of each student group (categorized by race/ethnic background, limited English proficiency, socioeconomic status, migrant status, gender, and disability), in order to meet Adequate Yearly Progress (AYP). Additionally, each student group (as well as the student population as a whole) must meet the State's annual measurable objective regarding the percentage of students scoring proficient on State assessments.
- Students with disabilities are included in State assessments with appropriate accommodations as determined by each student's Individualized Education Plan (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered only to those students who are significantly cognitively impaired and are thus unable to participate in the regular State assessment program even with maximum accommodations, as determined by the student's Individualized Education Plan (IEP).
- Parents should be aware that a well-designed IEP should prepare students for assessments by ensuring that any modifications or assessments given for assessments are also part of the daily instructional program.

Public School Choice & Supplemental Services

- All students, including those with disabilities, who attend public schools that have not made Adequate Yearly Progress (AYP) for two or more consecutive years and have thus been designated for Needs Improvement have the option of moving to a higher performing public school.
- In situations in which the special education student faces limited options for school choice due to the limited number of higher performing schools listed, the LEA may identify schools that could be used as substitutes for the regular education choice options already provided.
- In cases in which a regionalized special education program or a class for specific categories of disabled students (such as those who are visually impaired) is the only option in the LEA, but the school is in Needs Improvement status, the school would have to create a class in another school or move the entire class to a higher performing school.
- All students, including those with disabilities, in schools that have been in Needs Improvement status for two or more years may receive supplemental services that include before- and after-school tutoring or remedial classes in reading, language arts, & math.