Georgia Department of Education

High School Mathematics Decision Rubric for Eligible Students with Disabilities – 2.0

(for decision regarding Advanced Algebra: Concepts and Connections)

Rubric Explanation:

The purpose of this High School Mathematics Decision Rubric is to assist Individualized Education Program (IEP) teams as they engage in the discussion around eligible students with disabilities completing an alternate course sequence, aligned with their transition plan for post-secondary options, to meet the mathematics course requirements of State Board of Education (State Board) Rule 160-4-2-.48. This rubric has been revised to align with the new course expectations included within Georgia's K-12 Mathematics Standards that were adopted August 2021.

According to the Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades State Board Rule (160-5-1-.15), this rubric should only be used for students who (1) have a disability documented prior to high school that has precluded the student from achieving grade-level proficiency in mathematics; **AND** (2) have earned credit in Algebra: Concepts and Connections **and** Geometry: Concepts and Connections; **AND** (3) the preponderance of data indicates the student would not be able to successfully progress in the Advanced Algebra: Concepts and Connections course. Once this rubric is initiated, it should be revisited and signed annually. The IEP team's decision should be based on the unique needs of the student, individual student data, and post-secondary goals.

Local boards of education shall award units of math credit only for courses approved by the State Board that include concepts and skills based on the state-adopted curriculum for grades 9-12. Students with disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule (State Board Rule 160-4-2-.48). Alternate course sequences would allow a student with disabilities earning core credit in Algebra: Concepts and Connections AND Geometry: Concepts and Connections along with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.

Special Note: Parents/guardians and students must be informed that Advanced Algebra: Concepts and Connections is required for many post-secondary opportunities and students who do not complete Advanced Algebra: Concepts and Connections in high school will have limited college and career options after high school.

Directions:

- Complete the rubric for eligible students with disabilities who (1) were identified prior to enrollment in high school, (2) have a disability affecting mathematics achievement, and (3) want to follow an alternate course sequence to meet the mathematics course requirements of State Board Rule 160-4-2-.48 and will not receive appropriate benefit from participation in Advanced Algebra: Concepts and Connections or the equivalent.
 - All assurance statements must be met.
 - This document and the information included in the decision must be reviewed and documented by the IEP team and must be attached and regarded as part of the student's IEP annually.
 - All appropriate parties must sign and certify that they understand the assurances included within the rubric on an annual basis.



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If "No" is selected for any statement below, the student is **NOT** eligible to follow an alternate course sequence to meet the mathematics course requirements of graduation rule 160-4-2-.48.

Mathematics		Evidence in the IEP clearly shows that:				
YES	NO	The student's disability affects the child's involvement and progress in the general high school math curriculum, as indicated in the Present Level of Academic Achievement and Functional Performance (PLAAFP) statement.				
YES	NO	There is documented evidence indicating the student has received special education supports to access the course content required to meet the mathematics requirements in the Georgia High School Graduation Rule. The targeted supports, mathematics-specific IEP services, and goals address needs that require specially designed instruction for students to access and benefit from the general curriculum in the required courses. The student's academic record includes documentation of evidence-based prevention and/or intervention supports, including goals that: 1) are related to achieving mathematics content proficiency; 2) support access to and benefit from the content standards; and 3) are designed to promote the student's quantifiable academic progress in the content area state-adopted standards. This information must be documented in each of the following: □ IEP (Mathematics Services)				
YES	NO	The student has successfully earned credit for Algebra: Concepts and Connections and Geometry: Concepts and Connections, and the student has completed or is on track to complete two additional mathematics courses. This information must be documented in each of the following: Student's Transcript (Earned credit/passed Algebra: Concepts and Connections) Student's Transition Plan (Course of Study based on Present Levels of Performance)				
YES	NO	dent's progress over multiple years indicates to the IEP team that even with the provision of specialized instruction, supplementary aids and and program modification, the student will not receive appropriate benefit from participation in Advanced Algebra: Concepts and tions or the equivalent. The determination of the student's progress has been based on multiple measurements, such as benchmarks, unit ments, progress monitoring, and the student's performance in Algebra: Concepts and Connections and Geometry: Concepts and Connections, valid for the content area of mathematics and that have been collected over a minimum three-year period. The student's progress monitoring build be provided to indicate the evidence-based interventions and supports offered to support the student's growth in Algebra: Concepts and tions and prior courses. Specific mathematics goals documented in the IEP, indicate where this progress monitoring data are documented: Multi-Tiered System of Supports Progress Reports Other (include description below) Progress Monitoring Documentation (multiple years)				

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YES	NO	The student's post-secondary opportunities as outlined in the student's transition plan's post-secondary measurable goals and summary of transition					
		assessment do not require Advanced Algebra: Concepts and Connections. The student currently has no future aspirations to pursue any post-secondary opportunities that require Advanced Algebra: Concepts and Connections.					
		secondary opportunities that require Adva	anced Algebra. Concepts and Connections.				
YES	NO		e apprised that Advanced Algebra: Concepts and Conn I on the SAT, ACT, and Armed Services Vocational Apt				
c T	course s The deci	sequence to meet the mathematics course	ments. If each assurance cannot be checked, the stu requirements of State Board Graduation Rule 160-4 ce for Advanced Algebra: Concepts and Connections	1-248.			
Г	ASSURED						
		The amount of time the student has recei	ved special education services				
		Excessive or extended absences					
			abilities (i.e., deafness/blindness, visual, auditory, and	d/or motor disabilities)			
		Behavior and disciplinary records	,				
			of the IEP team's discussion of these participation cr	iteria			
c A n	course s and Con Algebra: nathema	equence to meet the mathematics course nections and Geometry: Concepts and Co Concepts and Connections or the equiva	en reviewed and documented by the IEP team, the same requirements of State Board Rule 160-4-248. Studennections, along with two other mathematics course lent may not be prepared for college and career post into a University System of Georgia institution or other	ents who complete Algebra: Concepts es, but who do not complete Advanced esecondary options and may not meet the			
		sity System of Georgia institution or other	an alternate course sequence for high school mathe post-secondary institution. part of the student's IEP annually. This Rubric can be				
,	1113 400	amont must be attached and regarded as	part of the student of Er annually. This Nubile carre	o dodiniod and attached to an electronic IEI.			
	Pa	arent/Guardian Name (Print):	Parent/Guardian (Signature):	Date:			

Student (Signature):

IEP Case Manager (Signature):

Date:

Date:

Student Name (Print):

IEP Case Manager Name (Print):