A Look at the 1% Threshold for the Alternate Assessment

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Georgia’s Systems of Continuous Improvement

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx
Purpose

- Review the alternate assessment 1% Threshold and ESSA
- Understand the 1% calculation

- Know where to review the Publicly Released Justifications

- Understand how Disproportionality Data are calculated
- Know how to interpret Disproportionality Data
- View and Analyze Georgia Alternate Assessment 2.0 (GAA 2.0) Data

- Understand which students are appropriate for the GAA 2.0
- Discuss questions for IEP teams considering if a student is eligible
AA-AAAS Participation
1% Threshold as outlined in ESSA

• Federal Government places a 1% threshold on states for alternate assessment participation

• Federal Government prohibits a local threshold on alternate assessment participation

• States must request a waiver if they exceed the 1% threshold

• States must calculate the percentage of students participating in alternate assessments by LEA and then collect and publicly report justifications for those LEAs that exceed a 1% threshold
1% Waiver and Georgia

• The Federal Government is looking for a steady decrease in the percentage of students participating in the alternate assessment
  • Evident the percentage
  • Evident in work included in the State Plan

• Georgia has applied for and received a Waiver to the 1% threshold for the past 4 years

• Waivers are posted on the Accountability Webpage
1% Threshold Calculation for Georgia

- GAA 1% calculation for all students
  \[
  100 \times \frac{GAA\ \text{Assessment Records}}{GAA\ \text{Assessment Records} + EOG & EOC\ \text{Assessment Records}}
  \]
- Round to 1 Decimal Place
- Same calculation is used for both State and LEA rates

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1% Threshold Calculation Detailed

- **ELA**
  - Grades 3-8 EOG Test Scores
  - American Lit EOC Test Scores
  - ELA GAA Test Scores

- **Mathematics**
  - Grades 3-8 EOG Test Scores
  - Geometry EOC Test Scores
  - Mathematics GAA Test Scores

- **Science**
  - Grades 5 & 8 EOG Test Scores
  - Biology EOC Test Scores
  - Science GAA Test Scores

- **Social Studies**
  - Grades 5 & 8 EOG Test Scores
  - Economics EOC Test Scores
  - Social Studies GAA Test Scores
Georgia LEA Justifications

• 70% of Georgia’s LEAs’ exceed the GAA 1% Threshold
• All LEAs that exceed this 1% threshold have submitted through the GAA 1% Application in the portal justifications for public release

• Not asking for permission to exceed the 1% threshold
• Not asking for approval for the reason the 1% threshold was exceeded

• Justifications explain to the public why the 1% threshold was exceeded
• Districts that violated the guidelines have been contacted for required submission of revised comments
Public Posting of Justifications

• 2019 Justifications will be publicly posted on the GaDOE Accountability Website

• Special Education will use information from both the 2018-2019 and 2019-2020 to support identification of districts for Tiered Support

ESSA

• Georgia's State ESSA Plan
• Georgia's State ESSA Plan Approval Letter
• Georgia's Middle School Assessment Waiver
• Georgia's Middle School Assessment Waiver Approval Letter
• 2018 Georgia's 1% Alternate Assessment Waiver
• 2018 Georgia's 1% Alternate Assessment Waiver Approval Letter
• 2018 GAA Participation Justifications
• 2019 Georgia's 1% Alternate Assessment Waiver
• 2019 Georgia's 1% Alternate Assessment Waiver Approval Letter
Disproportionality
**Disproportionality**

- USED requires that waivers include assurance that disproportionality in GAA Participation among student subgroups is addressed.

- Disproportionality - the over-representation of minority students identified with a learning disability or other type of disability under the IDEA.

- Disproportionality is expressed as a relative risk ratio.
Disproportionality Calculation

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}}
What do I need to focus on?

• Is the likelihood of a student in a particular subgroup to be identified for GAA 2.0 participation significantly higher than other subgroups in my district?

• Subgroups with higher rates indicate an increased likelihood for students in that subgroup to be identified for GAA 2.0 participation than students not in the subgroup.

• The subgroup assessed via Milestones count must be greater than or equal to 15 for a relative risk ratio to be reported.

• Use care when interpreting disproportionality as the count of students in the subgroup greatly impacts the disproportionality relative risk ratio.
Student Record Reports
View and Analyze GAA Data

• Data Collections created a **NEW** Student Record Report.

• SE066: Special Education Students reports by their **PRIMARY AREA** of disability

• Data are available by:
  • System Totals
  • School
  • Primary Area
  • Student Level with gender, grade level, age and race/ethnicity
## Special Education Reports - SE066

**Total Number of Special Education Students with GAA by Primary Area**

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<tr>
<th>School</th>
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<th>R</th>
<th>S</th>
<th>T</th>
<th>U</th>
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<th>W</th>
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<th>Y</th>
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Using the Report

System Totals
• Viewer can quickly view students who are taking the GAA 2.0:
  • By Grade
  • By Primary Area

School Level
• View totals by school
  • By Grade
  • By Primary Area

Student Level
• Click on live links (numbers)
• Gender, Race/ethnicity, age
Click here to view data by Grade and Primary Area, by School

| School         | Grade Range | P | Q | R | S | T | U | V | W | X | Y | Z | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total Special Ed Student |
|----------------|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--------------------------|
| 0501           | 06-08       | 5 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 8                        |
| 0103           | 06-08       | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 13                       |
| Elementary     | PK-05       | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 2                        |
| School at      | 06-08       | 4 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7                        |
| 0500           | 09-12       | 14| 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14| 0 | 0 | 37                       |
| 0104           | 08-06       | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1                        |
| 0105           | PK-05       | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2                        |
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| 0116           | 06-08       | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5                        |
| 0106           | 09-12       | 0 | 5 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 31| 0 | 11 |                           |
| 0205           | PK-05       | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 6                        |
| 0117           | PK-05       | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2                        |
| 0206           | PK-05       | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 6                        |
Student Level Report in Student Record By school:

• Students with Disabilities (SWD)
• Pre-K Program (Special Education and others)
• Alternate Math Sequence
• Extended School Year (ESY)
• GAA 2.0
• Other non-SE (ex.: EIP. Migrant, retained…)

Live links to Student Level data for all data elements
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<th>SSS</th>
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<th>Military Reserve</th>
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<th>Environment</th>
<th>GAA</th>
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Using the SR084

Total Students vs. Active Students
  • Total students number displays a cumulative enrollment for year
  • Active students number displays the number of students currently enrolled

Use caution when using this number to calculate a percentage of GAA participants
  • Totals include students in non-testing grades
Resources for Districts
Tiered Support for GAA 2.0 Participation

- **Tier I**: Webinars, Face to Face Trainings on Instruction, and Teacher Resource Link (TRL) under SLDS
- **Tier II**: Eligibility Criteria Review and all items under Tier I
- **Tier III**: Data Analysis and all items under Tier I and Tier II

**Universal Support**
- All LEAs

**GAA 2.0 Support**
Lead with Instruction

https://attendee.gotowebinar.com/recording/323474517448970753

- Abilities
- Setting
- Presentation
- Materials
- Cautions

Mode of Communication
What does the research show about students with the most significant cognitive disabilities?

• Most are in intellectual disabilities, autism and multiple disabilities categories

• Typically enter special education during early childhood, rarely exit

• Generally do not have score variations year to year

• Have diverse receptive and expressive communication skills
District Actions

• Assure that IEP teams are prepared to determine the appropriate instruction and assessment for each student

• Review participation data through multiple lenses

• Provide information to parents of students with disabilities so that they can fully participate in assessment decision making

• Be knowledgeable about the Extended Content Standards
Resources

Instructional Webinars

Extended Content Standards
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Extended-Content-Standards.aspx

Georgia Alternate Assessment 2.0 (GAA 2.0)
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

NCEO Tool 4
https://nceo.umn.edu/docs/OnlinePubs/Tool4DialogueGuide.pdf
Activity I

The Eligibility Criteria
Review the Eligibility Criteria and decide if Candace and Mateo are eligible for the GAA 2.0

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<th>Student Name</th>
<th>Eligibility Criteria</th>
<th>Sources of Evidence (check if used)</th>
<th>Justification</th>
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<td>Present Levels of Academic Achievement and Functional Performance</td>
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Georgia Department of Education
Richard Woods, Georgia’s School Superintendent
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Directions for the Activity

➢ Read the scenario
➢ Review the scenario
➢ Answer the questions
➢ Select a recorder/reporter
➢ Share the responses
Candace

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 1 - Candace

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

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

Candace is provided the following accommodations and supports across all settings: Language Arts: Auditory output of test grade level materials (e.g., test reader, tape, human reader), audio presentation of grade level text for assessments (test reader/human reader), signed materials for select instructional level reading materials to provide opportunities for repeated exposures.

Math: Calculator, concrete objects (e.g., manipulatives for counting, geometric shapes, real objects). General: visual supports (e.g., pictures, diagrams, symbols to support instruction, word cards, word lists, alphabet strip, copy of word or sentence at desk, highlighting of sentence parts). Verbal prompts/cues, provision of alternate ways to demonstrate competence on grade level test requiring greater than one sentence response (e.g., oral response, diagram response, scribe). Paraphrasing of text and directions. Behavioral: Reinforcement is provided to encourage on task behavior and work completion. (NOTE: May be located in the IEP and Disability Eligibility).

Mateo

Georgia Alternate Assessment 2.0 Eligibility Criteria Training

Student Sample 2 - Mateo

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

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

Communication

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

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

Does the student require intensive, individualized instruction in a variety of instructional setting?

Does the student have a significant cognitive disability?

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on PLAAFP?

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

**ELIGIBILITY CRITERIA**
Does the student require intensive, individualized instruction in a variety of instructional setting?

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on PLAAFP?

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

Does the student have a significant cognitive disability?
RED GROUP

ELIGIBILITY CRITERIA

Does the student require intensive, individualized instruction in a variety of instructional setting?

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on PLAAFP?

Does the student have a significant cognitive disability?

Does the student require specialized supports to demonstrate age appropriate adaptive behavior?
YELOW GROUP

Does the student require intensive, individualized instruction in a variety of instructional setting?

Does the student have a significant cognitive disability?

ELIGIBILITY CRITERIA

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on PLAAFP?

Does the student require specialized supports to demonstrate age appropriate adaptive behavior?
Candace
Does the student require intensive individualized instruction in a variety of instructional setting?

<table>
<thead>
<tr>
<th>Eligibility Criteria</th>
<th>Candace</th>
<th>Grade</th>
<th>3rd Grade</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Yes</td>
<td></td>
<td></td>
<td>1. Beginning reader—kindergarten level; identifies high frequency sight words (kindergarten level); guided reading passage on her instructional level and following multiple exposures to the passage.</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td>● Counts objects 1-20; recognizes #’s 1-20; adds up to 10 using manipulatives or fingers; below same age peers</td>
</tr>
<tr>
<td>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).</td>
<td>Yes</td>
<td></td>
<td></td>
<td>● Demonstrates beginning writing skills; does not independently generate a simple sentence; given grade level prompt and teacher assistance, will write a series of letters and pictures</td>
</tr>
</tbody>
</table>
Does the student have a significant cognitive disability?

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

**Step 1: Review the Eligibility Criteria for GAA**

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

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

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answers 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.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Candace</th>
<th>Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligibility Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Yes</strong></td>
<td>Present Levels of Academic Achievement and Functional Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anecdotal Notes and Observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benchmark Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Progress Monitoring Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td><strong>Yes</strong></td>
<td>Results of Individual Cognitive Ability Test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Results of Adaptive Behavior Skills Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

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2. **IQ Score: Significant Delays**

- Mental Processing Index – Candace scored 65; below average
- Sequence processing
- Standard Score; 66

**Adaptive Behavior**

- Overall 66
- Socialization 57
- Communication 65
- Daily Living 79
- Below grade level skills
Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on the student’s Present Levels of Academic Achievement and Functional Performance?

3. Articulation, /voice/fluency within normal limits; severe lang. deficits in comprehension of basic concepts/wh?/attributes; Expressive language concerns
Does the student require specialized supports to demonstrate age appropriate adaptive behavior?

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Eligibility Criteria</th>
<th>Grade</th>
<th>Sources of Evidence (check if used)</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candace</td>
<td>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student’s Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</td>
<td>Yes</td>
<td>Results of Individual Cognitive Ability Test</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Yes</td>
<td>Results of Individual Cognitive Ability Test</td>
<td>Yes</td>
</tr>
</tbody>
</table>

4. Hesitant to join small group conversations given language deficits; in large group follows the lead of others; Unable to read at grade level; she struggles to follow oral teacher directions; requires individual repetition of directions and teacher prompts.
Did your group determine that Candace was eligible for GAA 2.0?

Yes or No?
Candace is not eligible for the GAA 2.0

**Reasons**

- She does not qualify, due to insufficient longitudinal data
- Cognitive scores are not at a significant cognitive disability level, nor is adaptive behavior skills overall
- No significant deficits noted in parent input
- She does display communication needs, but not at a significant level
- She is behind grade level peers, but direct instruction and accommodations may improve academic and communication deficits
Mateo
Does the student require intensive individualized instruction in a variety of instructional setting?

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Eligibility Criteria</th>
<th>Source of Evidence (check if used)</th>
<th>Grade</th>
<th>Justification</th>
</tr>
</thead>
</table>
| Mateo        | 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.  
   - Yes | Present Levels of Academic Achievement and Functional Performance, Anecdotal Notes and Observations, Benchmark Data, Progress Monitoring Data, Other | 4th Grade |  |
|              | 2. Does the student have a significant cognitive disability?  
   - A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student’s intellectual functioning and be documented as such in the student’s individualized education program (IEP).  
   - Yes | Results of Individual Cognitive Ability Test, Results of Adaptive Behavior Skills Assessment, Other | 4th Grade |  |

1. **Reading:** No DRA established.  
   - Scores Extremely Low Range in comparison to same age peers, unable to copy words, but can match words with 60% accuracy, uses a scribe but unable to provide sentences independently  
   - **Writing:** Scores Extremely Low Range compared to same age peers, matches numbers 1-5 with 100% accuracy and numbers 6-10 with 60% accuracy  

**Progress Monitoring Scores:**  
- Range from 0% to 10% accuracy with 2 or more verbal/visual prompts
Does the student have a significant cognitive disability?

2. Kaufman 49
• WISC 41
• Low functioning across all settings
• Adaptive Scale Score 51
Significant delays
Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on the student’s Present Levels of Academic Achievement and Functional Performance?

3.  • Speech/Language OT in school and privately
   • Specifically Designed Instruction across all settings
Does the student require specialized supports to demonstrate age appropriate adaptive behavior?

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<thead>
<tr>
<th>Eligibility Criteria</th>
<th>Sources of Evidence (check if used)</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (PLAAPP)? 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.</td>
<td>□ Results of Individual Cognitive Ability Test □ Results of Adaptive Behavior Skills Assessment □ Anecdotal Notes and Observations □ Benchmark Data □ Progress Monitoring Data □ Results of language assessments including English Learner (EL) assessments, if applicable □ Other</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>□ Yes</td>
<td></td>
</tr>
</tbody>
</table>

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4. Likes Barney, Thomas the Tank Engine, Wiggles, etc. Often will lay on floor, screaming, throwing objects when non-preferred activity is presented or when there are loud noises. Restrained at times. Often needs sensory input to “cool down” when frustrated. iPad is a positive reinforcer motivated with edibles.
Did your group determine that Mateo was eligible for GAA 2.0?

Yes or No?
Mateo is eligible for the GAA 2.0

* The reasons are embedded on Mateo’s eligibility criteria forms
Activity II

Questions for District Teams
Directions for the Activity

➢ Read the questions
➢ Discuss the questions
➢ Answer the questions
➢ Select a recorder/reporter
➢ Share the responses

* Alternate Assessment aligned to Alternate Academic Achievement Standards (AA-AAAS)
BLUE GROUP

A
What do participation rates on the AA-AAAS look like over time?

B
What do AA-AAAS participation rates look like disaggregated by age, grade level or school level?
GREEN GROUP

A
What do participation rates on the AA-AAAS look like disaggregated by schools?

B
What do AA-AAAS participation rates look like disaggregated by content areas?
A
What do AA-AAAS participation rates look like disaggregated by student demographics?

B
What do AA-AAAS participation rates look like disaggregated by disability category?
YELLOW GROUP

A
What do AA-AAAS participation rates look like disaggregated by placement?

B
What do AA-AAAS participation rates look like disaggregated by performance level?
Questions
Thank You

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