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Policy Update

Public Notice of ESSA Alternate Assessment Cap Waiver 2022-2023

The Georgia Department of Education (GaDOE) is seeking a waiver from the U.S. Department of Education (ED) regarding the alternate assessment 1.0 percent participation cap under ESSA. Before submitting the waiver, we seek comments from LEAs and other education stakeholders. You can access the public notice and draft waiver request [online](#). The deadline to [provide public comment](#) is **11:59 p.m. Friday, November 11**.

2022 CCRPI Public Release

Thank you for your patience and support as we calculate our first CCRPI since the COVID pandemic began. We began releasing additional CCRPI indicators to districts in the MyGaDOE Portal beginning the week of October 24. Once all indicators are available in the portal, we will publicly release the 2022 CCRPI. **GaDOE has scheduled the 2022 CCRPI public release for Wednesday, November 16.** We also expect to be able to release the CSI and TSI lists immediately following the CCRPI release. We will provide additional information as the remaining indicators post in the portal.

As a reminder, the 2022 CCRPI will include some modifications as approved by ED to account for pandemic-related data limitations. Most notably, there will not be a single overall score. A summary of changes for 2022 is available [here](#).

Significant Medical Emergency Guidance

New [guidance](#) is now available to better support districts using medical emergencies as a non-participation reason for accountability calculations. Ultimately, the use of medical emergency as a non-participation reason remains a local district decision, provided the district has followed all testing administration guidance in the *Student Assessment Handbook*. The new guidance intends to assist districts in determining if using medical emergency is an appropriate non-participation reason.

Additionally, districts will begin coding medical emergencies in DRC INSIGHT during the spring window for the Georgia Alternate Assessment 2.0 (GAA 2.0) and Georgia Milestones EOC/EOG assessments. This enhancement will enable districts to provide GaDOE with the necessary information by the close of the testing window as well as eliminate the need for such coding in the CCRPI Non-Participation Application during the summer. With medical emergencies coded in DRC INSIGHT, the accountability team can automatically remove students who experienced a medical emergency from the

Non-Participation Application, and this reason will no longer be coded in the associated application. Additional information is available in this newsletter's [Assessment Update](#) section, and we will share information during the Assessment and the Accountability Lunch-and-Learn webinars.

Contact: Allison Timberlake, Ph.D., Deputy Superintendent for Assessment & Accountability, atimberlake@doe.k12.ga.us, 470-579-6353.

Assessment Update

Highlight on New System Test Coordinators (STCs)

INTEGRATING GaDOE ONLINE COURSES WITH DISTRICT TRAINING

We often receive questions about integrating the GaDOE online School Test Coordinator (SchTC) and Test Examiner courses into district training. Start by watching the Winter EOC Pre-Administration presentation from Tuesday, October 11. The recording and a copy of the presentation are available in the [PL Catalog](#). Next, take the course in Georgia Learns to know the requirements for participants. Then, give your test coordinators or examiners [directions on accessing the course](#).

Participants can share badges to show completion of course content and knowledge learned. Finally, when you deliver district training, you can reteach content from the course that you would like to re-emphasize along with district or school requirements for testing. This process gives you evidence of learning and the opportunity to meet a variety of learning styles.



HELP AND SUPPORT WITH ALL THAT IS NEW IN DRC INSIGHT

There are several changes in the DRC INSIGHT portal interface this year, including Registrations, Rostering, Participants, and the Test Monitoring Application. DRC has embedded training within the program to assist district and school users. Just click on the question mark on the top right-hand corner of the INSIGHT program to access



detailed steps on whatever you are working on within the portal.

If you need further assistance, please contact the DRC Help Desk at 866-282-2249 or your GaDOE assessment specialist.

2022-2023 Student Assessment Handbook (SAH)

HOMEBOUND/HOSPITALIZED STUDENTS (PP. 65-66)

State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services states that services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. The goal of a school system with homebound students is to provide an administration of state-required assessments that, as closely as possible, approximates the administration that is being conducted at the student's FTE-enrolled school. State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services states the design of services is to provide continuity of educational services between the classroom and home or hospital for Georgia public school students whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. A school system with homebound students aims to provide an administration of state-required assessments that, as closely as possible, approximates the administration conducted at the student's FTE-enrolled school. See [Hospital/Homebound Services Guidance](#).

The STC must work with SchTCs to develop a testing plan for any HHB students. The testing plan should include the following:

- Communication plan for parents, guardians, and any medical personnel.
- Test Administration Manual and Test Examiner's Manual (appropriate for assessment administration).
- Required secure test materials.
- Equipment necessary for administration.

If the student is tested at home or in the hospital, the examiner should administer the test according to the publicly posted local assessment window (if possible) and must use the same administration procedures and test security protocols articulated in the related Test

Administration Manual and Test Examiner scripts. An exception to this guidance may be necessary based on a student's physical or psychiatric needs. Should this need arise, the STC must notify the Office of Assessment & Accountability. The examiner must be a certified educator who has been trained to administer the test.

To ensure test security, examiners must check out assessment equipment and materials from the SchTC/STC, administer the test on the designated date, and return materials to the SchTC/STC at the conclusion of testing each day. Test materials and equipment should not be checked out overnight. To do so is considered a breach of test security. Test administration manuals and all related materials must be returned to the SchTC/STC immediately following the assessment.

Online testing that is conducted in this manner must take place using equipment owned by the local system or school. The security of the network used to administer the test must be confirmed by the STC or appropriate system-level technology personnel prior to testing. The equipment used, and all other related materials, must be returned to the SchTC/STC at the conclusion of testing each day.

Additional information and guidelines regarding Hospital/Homebound Services may be found on their [webpage](#).

Direct questions regarding test administration for HHB students to the Assessment Specialist.

INCARCERATED STUDENTS (P. 66)

Incarcerated students with disabilities in Georgia state and local facilities, Department of Juvenile Justice (DJJ), Georgia Department of Corrections (GDC), and city or county jails (community jails) must be provided a free appropriate education (FAPE) if residing in the state and between the ages of three and 21. Districts, through the STC, the Special Education Director, and/or other appropriate personnel, must work closely with the local jail to gain access to incarcerated students and to deliver services and administer assessments. However, districts that have youth with disabilities in adult prison do not have the responsibility of meeting the requirements for the administration of state and districtwide assessments. (See [Guidance for Serving Youth who are Detained or Incarcerated](#); SBOE Rule 160-4-7-.02).

Direct additional questions regarding services for incarcerated youth with disabilities to Georgia Department of Education Special Education Services and Supports at SPEDHelpDesk@doe.k12.ga.us or 404-656-3963.

Significant Medical Emergencies

Districts must assemble a local testing calendar that allows for the participation of all students, including, where able, hospital/homebound (HHB), and includes dates intended for make-up sessions for students absent from regular testing dates.

Sometimes, a student faces a significant medical emergency that impacts participation in state assessments. A "significant medical emergency" is a rare medical event that prevents a student who otherwise would have participated in the assessment from participating throughout the duration of the state testing window, including make-up opportunities.

Examples of a significant medical emergency may include a serious car accident, hospitalization, severe trauma, mental health crisis that is dangerous to self or others, or placement in hospice care. A parent or guardian refusal or doctor's note, even for a medical reason, does not necessarily constitute a medical emergency (see guidance in the "Make-up Tests" and "Homebound/Hospitalized Students" sections of the [Student Assessment Handbook](#)).

Districts must follow all guidance in the *Student Assessment Handbook* for test administration. Districts should keep documentation of the significant medical emergency on file. Additional guidance is available in the *Medical Emergencies in Participation Rate Calculations* document on the [CCRPI Resources for Educators](#) webpage.

Coding of students unable to participate due to a *Significant Medical Emergency* will be made available in DRC INSIGHT only during the GAA 2.0 and Spring Georgia Milestones EOC/EOG administration window. Districts may utilize this coding after all guidance found in the SAH has been followed as described earlier in this section. We will provide additional guidance in the GAA 2.0 Pre-Administration session on Tuesday, January 24, 2023 and the Spring EOC/EOG Pre-administration session on Tuesday, February 21, 2023.

Contact: Sandy Greene, Ed.D., Director of Assessment Administration, sgreene@doe.k12.ga.us, 470-579-5395.

Test Development

How Georgia's Assessments Work Website

A new assessment resource is now available – [a website on how Georgia's assessments work](#). On this page, you will find information about how state assessments are designed and evaluated in partnership with Georgia educators, what technical quality steps occur before and after administration, how achievement standards are set, and links to other resources to learn more. This website is for all stakeholders – educators, parents and families, community members, and policymakers – who may have questions about Georgia's assessments.

Contact: Elena Nightingale, Ph.D., Lead Psychometrician, enightingale@doe.k12.ga.us, 470-579-6390.

New Webinar Series: Understanding Georgia Milestones

Do you have questions about the Georgia Milestones assessments? The Assessment Development team will address frequently asked questions about each content area assessment in a series of webinars in January. They will include inquiries related to test design, test questions, reading passages (ELA only), item scoring, test results, and score interpretation.

Registration for the webinars is available in the [GaDOE Professional Learning Events](#) catalog.

Contact: Jan Blose, Ed.D., Director of Assessment Development, jblose@doe.k12.ga.us, 404-275-5147.

DRC BEACON

Everything You Always Wanted to Know About Testlets

DRC BEACON may be administered as a full content area assessment or as domain-level testlets, as determined by the school or individual teacher. BEACON users know they have a choice about the data the assessment can generate based on how they will use it. That choice is important, both for flexibility and for the intended use of the report data.

A full ELA or Mathematics test will provide more comprehensive data, across content area reporting categories. The full ELA test is approximately 70-90 minutes, while the mathematics test is about 45-60 minutes. If your students take more time than that, you may want to talk about how taking a Computer Adaptive Test (CAT) is different than taking a Georgia Milestones assessment. Since a CAT form automatically adjusts the test difficulty according to student answers, it is wise to instruct students to do their best but keep moving, as spending too much time will not benefit them. Remember, the computer will choose a more challenging question once a student answers the question correctly. Therefore, moving through questions at a comfortable pace will provide the most accurate data. The most useful times for a full test are at the start of the year and to mark progress over time.

According to Wainer and Kiely (1987, p. 190), testlets are “a group of items related to a single content area that is developed as a unit and contains a fixed number of predetermined paths that an examinee may follow.” BEACON ELA testlets will take approximately 10-14 minutes, except for Reading which takes longer with the inclusion of passage-based items. Mathematics testlets take about 15-20 minutes. The data from a testlet will allow educators and students to efficiently understand learning status more deeply since all items are related to a single reporting category. A testlet is best selected just before or after a related unit of study. Of course, all testlets in a content area, taken over 30 days, will provide a score equivalent to a full test. The choice and flexibility are yours!

Item Clusters and Computerized Adaptive Testing: A Case for Testlets, Howard Wainer and Gerard L. Kiely, *Journal of Educational Measurement*, [Vol. 24, No. 3 \(Autumn, 1987\)](#), pp. 185-201.

DRC BEACON Option – Lexiles and Quantiles

Districts that sign up for the new DRC BEACON option – a Lexile and Quantile report to the student ISR – will get a second page of the student report with the Lexile/Quantile and resource information. As stated in last month's update, this option will be available at a nominal fee of \$1.50 per student for districts choosing to include the second page of the report. Districts that do not sign

up for this option will continue to have access to BEACON. The only difference is the second page of the student ISR.

Districts interested in purchasing this feature may reach out to DRC Customer Service for information regarding the ordering process for the Lexile and Quantile page of the student report.

Dates	Assessment Tasks and Reminders
8/1/2022 – 6/30/2023	2022-2023 DRC BEACON Administration Window

Contacts:

- Missy Shealy, Assessment Specialist, mshealy@doe.k12.ga.us, 470-579-5393.
- Joe Blessing, Program Manager, jblessing@doe.k12.ga.us, 470-579-6326.
- Brian Collier, Assessment Specialist, brian.collier@doe.k12.ga.us, 470-579-6355.

Formative Instructional Practices (FIP)

Using FIP Resources for Instructional Improvement Planning

Join the FIP webinar on Wednesday, November 16, at 10 a.m. *Using FIP Resources for Instructional Improvement Planning* shares web page resources available to support an improvement plan using information from Formative Instructional Practices Online Professional Learning. Highlights include discussing available files for leaders and teachers on how to begin FIP, earning professional learning hours, and accessing useful templates. Additionally, the session will walk through a current school improvement plan and demonstrate how to clarify and revise it using FIP resources in relation to a school’s stated goals and action steps.

Invite your colleagues to participate in the session. Registration for the session is available in the [GaDOE Professional Learning Events](#).

Contact: Kelli Harris-Wright, Assessment Specialist, kharris-wright@doe.k12.ga.us, 470-579-6329.

GKIDS 2.0 and GKIDS Readiness Check

The Readiness Check (RC) window has closed for all districts. Therefore, districts and schools should use the RC data and reports to gauge students’ skill levels and how teachers should be planning instruction for the remainder of the school year.

Dates	Assessment Tasks and Reminders
7/5/2022 – 5/15/2023	2022-2023 GKIDS 2.0 Platform Open

Contact: Bobbie Bable, Assessment Specialist, bbable@doe.k12.ga.us, 470-579-6324.

Keenville

The Keens are settling into the chilly fall weather! As the second quarter continues, the Keens suggest using the [Curriculum Maps](#), [Mathematics Games User Guide](#), and [English Language Arts Games User Guide](#) to determine the appropriate games that align with your instructional plan. Then, teachers can assign the game to formatively assess students’ knowledge once they teach the skills. Additional [Keenville Resources](#) are available on our website.

To ensure the best functionality of Keenville for students, keep devices updated with the latest systems by referring to the [Keenville System Requirements](#).

Dates	Assessment Tasks and Reminders
8/1/2022 – 6/30/2023	2022-2023 Keenville Administration Window

For functionality and technical support, please contact keenvillesupport@doe.k12.ga.us.

Contact: Tiffani Taylor, Assessment Specialist, tiffani.taylor@doe.k12.ga.us, 470-763-1081.

ACCESS for ELLs

Alternate ACCESS Field Test

With the Alternate ACCESS materials scheduled to arrive in districts on Tuesday, February 7, 2023, we would like to review critical information about the importance and purpose of this initiative.

Who participates? All students with the most significant cognitive disabilities in Grades K-12 who are eligible to take Alternate ACCESS must participate in the field test. Kindergarten students are included in the field test because WIDA is redesigning Alternate ACCESS to include kindergarten.

If you're wondering why every student needs to participate, there are two reasons:

Reason #1... To obtain enough data to develop a new, technically-sound Alternate ACCESS and create an alternate screener. Enough data means that we need 25,000 students to participate in the field test, which is how many students take Alternate ACCESS each year across the WIDA Consortium.

Reason #2... It's the law. All states in the [WIDA Consortium](#) must meet federal statutory and regulatory requirements for implementing valid and reliable state assessment systems under Title I of the *Every Student Succeeds Act* (ESSA). Under these requirements, the ED must conduct a peer review of the technical quality of state assessment systems. During this peer review process, states – with the help of WIDA – demonstrate the technical soundness of their assessment system.

When is it? The field test window opens on Tuesday, February 14, 2023, and closes on Monday, April 17, 2023.

What is it? The Alternate ACCESS Field Test is a one-time, paper-based test you will give in addition to the Alternate ACCESS test. The field test comprises newly developed test items and will help to ensure that those test items measure their intended measure.

Why aren't field test items embedded in the operational form? Normally, operational forms include field test items. However, given the unique needs of this very small population of students, it was determined that two tests would cause less testing fatigue than one very long test.

Why have a field test? This field test is to redesign Alternate ACCESS, including expanding the test to cover kindergarten and creating a brand-new alternate screener. These newly developed test items, aligned to the [WIDA ELD Standards Framework, 2020 Edition](#), need to be reviewed by Georgia educators and their students.

Where is it? The field test takes place at every testing site in the WIDA Consortium that has students eligible to take Alternate ACCESS.

How will my students and I benefit from the field test? Not only will you reap the benefits of the brand-new redesigned tests mentioned above, but all participating sites also get an advance copy of the WIDA Alternate Can Do Descriptors.

How do I get my questions about the field test answered? First, attend the Alternate ACCESS for ELLs Field Test Q&A Webinar on Thursday, December 1, from 2-3:30 p.m. EST. For more information, visit the [Webinars](#) page in the WIDA Secure Portal.

Second, WIDA has developed the Alternate ACCESS for ELLs Field Test [webpage](#). This site provides the most up-to-date information on the field test. You are welcome to share this with your SchTCs and ESOL staff. The webpage has four sections: About and What to Know: Before, During, and After field testing. Each "what to know" section includes specific tasks for district/school coordinators and test administrators.

Third, if you have general questions about the field test, please contact the [WIDA Client Services Center \(CSC\)](#). For questions about field test materials (e.g., ordering additional materials, or returning materials), please contact [Data Recognition Corporation \(DRC\) Customer Service](#).

New Data Tool for Educators



We are pleased to announce a new data tool for teachers and leaders on Georgia's Statewide Longitudinal Data System (SLDS) platform which can inform instructional decision-making processes regarding English learners' (ELs) academic English language development (ELD).

The *Georgia Student Growth Model for English Language Proficiency* (GSGM for ELP) provides all schools and school systems with a visual display of students' ELP Growth as measured by two years of *ACCESS for ELLs* score results. You can navigate to one school, one grade level (historical 2022 data), and one course (teacher view) to see students' *ACCESS* Student Growth Percentiles (SGPs) visualized



as small green growth bubbles on a grid. EL students in Georgia who received a 2021 and a 2022 *ACCESS for ELLs* Overall Composite Proficiency Level (CPL) score now have an *ACCESS SGP* 2022 Individual Student Report in their SLDS Profile Page under **Downloadable Reports**.

Need additional resources? Website – [GSGM for ELP](#).

Contact: ELPrograms@doe.k12.ga.us.

For technical SLDS support, contact your local Technology Coordinator or email slds@doe.k12.ga.us.

Dates	Assessment Tasks and Reminders
10/5/2022 – 11/21/2022	Test Materials Ordering Available in WIDA AMS
12/5/2022 – 3/3/2023	WIDA AMS Test Setup Available for Test Sessions
1/4/2023	Districts Receive Test Materials
1/4/2023 – 2/24/2023	Additional Test Material Ordering Window in WIDA AMS
1/11/2023 – 3/3/2023	ACCESS for ELLs/Alternate ACCESS 2023 Administration Window

Contact: Mary Nesbit-McBride, Ph.D., Assessment Specialist, mnesbit@doe.k12.ga.us, 470-579-6345.

Georgia Alternate Assessment 2.0 (GAA 2.0)

The GAA 2.0 Online Administration and Response Entry Overview webinar was on Thursday, September 22, for STCs and other key educators. Since the webinar, STCs have asked questions about upcoming training, test participation, student testing mode, and materials ordering for Braille. The following questions and responses address these queries.

Will training be conducted for Test Examiners?

Assessment and Administration staff will conduct the GAA 2.0 Test Admin Procedures webinar on Thursday, February 2, 2023, from 1-3 p.m. This live question-and-answer session will aim to help Test Examiners successfully prepare for and administer the GAA 2.0.

What if a grade 11 student did not take GAA 2.0 last year as originally planned? To meet the GAA participation requirement to be eligible for a high school

diploma, students should participate in the spring 2023 GAA 2.0 administration, even if they are now a grade 12 student.

Which students are eligible for the State-Defined Alternate Diploma? Students with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma if determined that the student has met all requirements outlined in [SBOE Rule 160-4-2-.48 High School Graduation Requirements](#).

Why is it important for a student to participate in GAA 2.0 in middle school? GAA 2.0 participation in middle school is important because it provides information on how students with significant cognitive disabilities perform relative to the Extended Content Standards (ECS). Additionally, students with significant cognitive disabilities receiving instruction in the ECS and assessed by the GAA must participate in the GAA during middle and high school to be eligible for a high school diploma or alternate diploma, as outlined in [SBOE Rule 160-4-2-.48 High School Graduation Requirements](#).

Will students answer test questions in INSIGHT? No, students will view test content from their GAA 2.0 Student Booklets as they have done in previous years. However, Test Examiners will read the embedded Script and enter student responses in the INSIGHT testing platform.

How do I submit my order for Braille materials? From Monday, November 14, through Tuesday, December 13, STCs will input the exact number of Braille forms they need for their students into the INSIGHT Portal. STCs should only order Braille forms for students who use Braille during daily instruction. STCs must obtain this information from school staff and enter it into the INSIGHT by Tuesday, December 13.

Materials Ordering Window

The GAA 2.0 Materials Ordering Window will take place from Monday, November 14, through Tuesday, December 13. If you are administering GAA 2.0, you must enter enrollments.

To enter Enrollments:

1. Log into the DRC INSIGHT Portal.
2. Select Materials from the My Applications menu at the top of the screen.

3. Select Enrollments.
4. Select the Administration (GAA 2.0 Spring 2023), your District, and a school. You must select a school to enter enrollment counts.
5. Click Show Enrollments.

STCs will enter student counts at the grade level, as applicable. Therefore, you only need to enter counts for the grades you have students testing. However, you must include all students testing in the student counts. There is also space to request braille materials for students requiring braille.

A system average will be calculated based on the counts provided during the Enrollment window. **Therefore, please do not increase your student numbers for the sake of having extras.**

District-level users can also review Shipping Information to ensure accuracy. The Summary tab provides a rolled-up total student count for the district. The Status tab shows Enrollment status at the district- or school-level.

Dates	Assessment Tasks and Reminders
11/14/2022 – 12/13/2022	GAA 2.0 Enrollment Count Window

Contact: Mary Nesbit-McBride, Ph.D., Assessment Specialist, mnesbit@doe.k12.ga.us, 470-579-6345.

Georgia Milestones

EOG and EOC Spring 2023 Enrollment Counts

The Spring 2023 Enrollment Count window for End-of-Grade and End-of-Course opens Friday, December 16. It closes Friday, January 20, 2023, at 8 p.m. STCs must enter specific local assessment dates for each test, as entry date ranges are unacceptable. To be prepared, test

coordinators should gather testing dates and numbers of paper materials required for spring administrations. We will include training materials in the December Assessment Update. Please review the training video to see expectations for the upcoming Enrollment Counts window.



[Enrollment Counts Video](#)

End of Course Requirements for U.S. History

STCs are encouraged to review the guidance from the SAH (pp. 103-104) regarding the U.S. History EOC.

- A student shall be exempt from taking the U.S. History EOC assessment if they pass an AP/IB/DE U.S. History course for **core credit** (SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment).
- Students who fail to earn high school credit for an exempted AP/IB/DE U.S. History course shall take the U.S. History EOC when they **re-enroll** in the U.S. History EOC course at the high school.
- Students enrolled in AP/IB/DE American Literature and Composition, Biology, and U.S. History who **have previously earned core credit** are exempt from taking the EOC.

Additional guidance is available in the EOC [AP/IB/DE Frequently Asked Questions](#) document. STCs are encouraged to review this document. We have noted a few key points in the bullets below.

- Which EOCs can AP/IB/DE students exempt?
 - U.S. History.
- Are students required to take the AP/IB exam in order to exempt the EOC?
 - Students are not required to take the AP/IB exam to be eligible for the exemption in U.S. History.

Note per the [Georgia Milestones EOC Courses 2022-2023](#) document, students enrolled in United States History (45.08100) **are expected** to take the EOC.

Monitoring Accommodations for EOC Winter 2022 Main

Keeping careful track of the appropriate use of accommodations during a test administration is a critical component of test auditing. It can go a long way in

improving outcomes for students with disabilities. Once specific information is received about the student and their disability, along with detailed information about the accommodations used for the assessment, complete the appropriate evaluation of accommodations on both the individual student and system-wide levels.

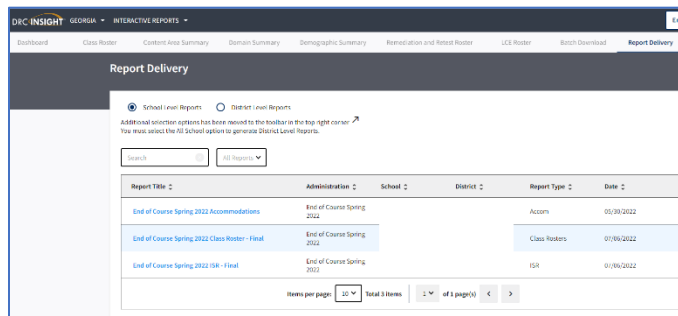
Activities to monitor accommodations used on assessment day include the following:

1. Documenting the use of accommodations on locally developed tracking forms.
2. Documenting instances of inappropriate use of accommodations on test irregularity forms.
3. Documenting that all students received the accommodations called for on their IEP/IAP/EL-TPC plan.

INSIGHT offers a downloadable spreadsheet to support this documentation.

To access the spreadsheet:

1. Go to the “Report Delivery” Tab;
2. Choose “Select a Site” in the top right corner;
3. Enter the name of the school or code;
4. Choose a school that has entered accommodations;
5. Choose the administration; and
6. Click on the file to download.



The Accommodations Validation File is an Excel file that includes details such as student, assessment, accommodation based on accommodations assigned through INSIGHT, type of accommodation, and district/school information.

Student's GTID	Student Information
Student's Last Name	
Student's First Name	
Grade	
Assessment	Assessment Information
Session	
IEP	Accommodation based on:
EL/TPC	
504	
Human Reader	
VSL	Accommodations presented in INSIGHT for student
Audio Passages	
Audio	
Braille	
Large Print	
Scribe	
Color Chooser	
Contrasting Text	
Setting	
Scheduling	
Presentation	Type of Accommodation
Response	
District Code	District and School Information
School Code	
District Name	
School Name	



A video tutorial for this process is available at this link: [Accommodations Validation File](#).

Accommodations Import File

The Accommodations Import file allows districts to batch upload student accommodations to DRC INSIGHT. This feature provides an alternative to manually assigning and editing accommodations. Districts that use the GO-IEP state system can export accommodation import files from the GO-IEP interface and upload them to DRC INSIGHT. Districts that do not use the GO-IEP state system can create their accommodation import files and upload them to DRC INSIGHT.

A couple of reminders for using the Accommodations Import file are listed here:

- The Accommodation Import file should be uploaded before the MSU so that the automatic process of setting up test sessions can incorporate accommodation information and include the accommodation information on test tickets.
- One import file may include accommodations for students with IEP, EL/TPC, section 504 plans, or districts may use three separate import files. Districts may also use a combination approach that consists of file import uploads and manual entry.

- Students with no errors on their uploaded record will populate in DRC INSIGHT.
- Students with errors on their uploaded record (e.g., accommodation not valid for the content area) will not populate in DRC INSIGHT. An error report will include flags for these students, and their records will need to be fixed in the import file and reuploaded or manually entered in INSIGHT.
- Students with duplicate records on the Accommodation Import file (i.e., same student, same content area, same accommodations) will also receive an error flag, and neither entry will populate in DRC INSIGHT. An error report will include flags for these students, their records will need to be fixed in the import file and reuploaded or manually entered on INSIGHT.

STCs can review the Fall Test Setup [webinar](#) to learn more about uploading accommodations or visit DRC’s [Georgia Online Help](#). If you need assistance uploading an accommodations file, contact DRC Customer Service at 866-282-2249 or gahelpdesk@datarecognitioncorp.com.

Winter 2022 EOC Report Schedule

As a reminder, the earliest date for the availability of preliminary reports for Math, Science, and Social Studies is Thursday, December 8. The earliest date for the availability of preliminary reports for American Literature & Composition is Thursday, December 15. STCs and SchTCs, please remember to test graduating seniors early in the window when possible.

Between preliminary and final reporting, GaDOE and DRC conduct extensive standard technical evaluations. In the rare event that the results of the technical evaluations require the use of post-equated scoring

tables, some students’ final reported scores may differ slightly from their preliminary reported scores. Additional communication to support the use of the adjusted scores will be shared to notify districts and schools if this occurs. Preliminary scores are appropriate for policy decisions, including final grades (EOC only), grade promotion, and graduation, where applicable.

Winter 2022-2023 EOC Teacher Interactive Reporting

GaDOE continues to work with DRC to provide schools with teacher-level reports for the Winter EOC 2022 administration on the DRC INSIGHT Interactive Reporting platform. Interactive Reporting allows districts to give teachers immediate access to reports and grade conversion scores. Districts wishing to use this optional resource will be required to transmit three data files directly to DRC through INSIGHT. Districts can schedule the release of reports to teachers by waiting to upload the Roster File until they are ready for teachers to view scores. Districts can share this overview of [Interactive Reporting](#).

1. Batch User
2. Multiple Student Upload (MSU)
3. Student Groups/Rostering

A list of frequently asked questions to guide districts in preparing these data files is available on the Georgia Milestones Resources webpage under Technology Resources.

For assistance with uploading the MSU or any of the files above to the DRC INSIGHT portal, please contact the GaDOE Assessment Specialist assigned to your district or the Georgia DRC Help Desk at 866-282-2249 or gahelpdesk@datarecognitioncorp.com.

Dates	Georgia Milestones Tasks and Reminders
November	Review spring dates and gather paper/pencil requirements for upcoming spring enrollment counts.
November	Ensure graduating seniors are scheduled for testing in time to receive reports for graduation.
October/ November	Enter Test Setup for Winter administration.
7/18/2022 – 11/23/2022	Fall MM EOC Test Setup Window
10/3/2022 – 1/13/2023	Winter 2022 EOC Test Setup Window
11/7/2022 – 11/18/2022	November 2022 Mid-Month EOC Testing Window

Dates	Georgia Milestones Tasks and Reminders
11/28/2022 – 1/6/2023	EOC Winter 2022 Main Administration
12/16/2022 – 1/20/2023	Spring 2023 EOG/EOC Enrollment Count Window
1/3/2023 – 3/24/2023	EOC Spring 2023 Mid-Month Test Setup Window
1/16/2023 – 1/27/2023	January 2023 Mid-Month EOC Testing Window

Contacts:

- Joe Blessing, Program Manager,
jblessing@doe.k12.ga.us, 470-579-6326.
- Brian Collier, Assessment Specialist,
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- Missy Shealy, Assessment Specialist,
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NAEP/NCES

Spring 2022 NAEP Results

Georgia students' scores on the 2022 National Assessment of Educational Progress (NAEP) were in line with the national average and, in most subject areas, the percentages of students performing at the NAEP Basic and NAEP Proficient levels were not significantly different than 2019.

There have been declines nationwide since 2019 for reading and math in grades 4 and 8. Georgia's scores have declined only since 2019 in grade 8 math. Black students in Georgia scored higher than the national average for reading and math in grades 4 and 8. Some of the comments from the expert panelists at the recent public release are listed below:

- Academic declines had begun before the instructional changes that were imposed by the pandemic.
- Instruction continued during the school closures, but teachers had to multi-task their instructional plans.
- There was a loss of structure for all students, even those who continued in-person classes.
- Intentional rigorous instruction and aligned assessments continue to be the key for academic improvement.

- High quality teacher training programs and selective teacher recruitment at schools are two important variables that influence student achievement.

The full 2022 NAEP report can be found [here](#).

NAEP Sampling Procedures

The results from the spring 2022 assessment have been released. Results from the schools that participated are included in the state results and are not reported separately because of the state level sampling process representing the demographics of the state. Here is a summary of the sampling procedure:

- **Identify Schools:** Schools are identified in each state based on the U.S. Department of Education's public school system database.
- **Classify Schools:** Schools are classified into groups by type of location (city, suburb, town, or rural) and then by racial/ethnic composition. These groups are called strata.
- **Arrange Schools:** Schools are sorted by a student achievement measure (e.g., school-level results on state achievement tests) to ensure NAEP represents all levels of school performance.
- **List Schools:** The school groupings are then placed into a comprehensive ordered list. The specific schools that comprise the sample are ordered based on location type, race/ethnicity, and student achievement.
- **Select Schools:** NCES draws a separate sample of schools from each stratum with probability proportional to school size.
- **Confirm Schools:** A list of selected schools is sent to each state department of education to confirm eligibility. The demographics of each state's school list mirrors the demographics of the student enrollment

(race/ethnicity, gender, SD, EL, and free/reduced lunch are the represented categories) for the state.

Age 13 Long Term Trend (LTT) Assessment

Districts and schools selected for the Age 13 Long-Term Trend (LTT) assessment began testing in October. The window is Monday, October 10, through Friday, December 16. The LTT has been given since the early 1970s and measures the progress of students in math and reading, on the same test question set, since that time. National results will be available in 2023.

Dates	Assessment Tasks and Reminders
10/3/2022 – 11/25/2022	NAEP – PISA Administration Window <i>(selected schools)</i>
10/10/2022 – 12/16/2022	NAEP – Age 13 Long-term Trend <i>(selected schools)</i>

Contact: Bobbie Bable, Assessment Specialist, bbable@doe.k12.ga.us, 470-579-6324.

Accountability Update

2022 CCRPI

Thank you for your patience and support as we calculate our first CCRPI since the COVID pandemic began. GADOE publicly released graduation rates on Thursday, October 6, and we began releasing additional CCRPI indicators to districts in the MyGaDOE Portal in phases the week of October 24. GaDOE has scheduled the 2022 CCRPI public release for Wednesday, November 16. We also expect to be able to share the CSI and TSI lists shortly after the CCRPI release.

As a reminder, the 2022 CCRPI will include some modifications as approved by the U.S. Department of Education (ED) to account for pandemic-related data limitations. Most notably, there will not be a single overall score. A summary of changes for 2022 is available [here](#).

ESSA Alternate Assessment 1% Cap Waiver

The GaDOE will be seeking a waiver from ED regarding the alternate assessment 1.0 percent participation cap put in place under ESSA. Prior to submitting the waiver, GaDOE is seeking comments from local education agencies (LEAs) and other education stakeholders. ED has stated that “the Department has determined public comment would be highly relevant to the question of whether a State’s request to extend its waiver of the 1.0 percent cap is in the public interest.” Thus, we urge you to review the waiver request and provide public comment via this [survey](#).

In submitting the 1.0 percent participation cap waiver, GaDOE is requesting that ED allow the State a year to further implement guidelines and interventions further to support LEAs in ensuring the appropriate administration of the GAA 2.0. During the one-year waiver period, GaDOE’s Offices of Special Education and Assessment & Accountability would work collaboratively to ensure LEAs are provided the necessary support and technical assistance.

More details are available in the alternate assessment waiver [public notice](#). In addition, a draft of the full waiver request is posted on the [Title I, Part A webpage](#) and the [Special Education Services and Supports webpage](#). The [survey](#) includes an opportunity for comments and is open until 11:59 p.m. on Friday, November 11. Questions should be submitted to Allison Timberlake via [email](#) no later than Friday, November 11.

Contact: [Accountability Specialist](#) assigned to assist your district with any questions or concerns. Your district accountability Point of Contact gains critical information each month at the Accountability Lunch and Learns and is another good resource for you.

GaDOE Professional Learning (PL) Events for November 2022-January 2023

Are you looking for professional learning opportunities to support educator practice? Visit the [GaDOE Professional Learning Events](#) to view upcoming virtual webinars, webinar recordings, in-person events, on-demand content, and by-request workshop opportunities. Email Dawn Ashmore at dashmore@doe.k12.ga.us for additional information about the PL Catalog.

All training STC training sessions are Microsoft Teams webinars. Please register with your district email address for the webinar in the [GaDOE Professional Learning Events](#) Catalog or the link in the table below. Once registered, an email is sent from Microsoft Teams, noreply@teams.registration.microsoft.com, allowing you to add the webinar to your calendar.

*Conference and training session dates and times are subject to change.

Required Assessment Training Webinars

Date	Title http://login.community.gadoe.org/events	Time	Intended Audience
11/17/2022 (Updated)	ACCESS for ELLs – Pre-Administration and Test Integrity	10 – 11:30 a.m.	STCs, SchTCs, ESOL Coordinators
1/10/2023	Technology Directors Training – Spring Assessments	10 – 11:30 a.m.	STCs, Technology Coordinators
1/24/2023	GAA 2.0 Pre-Administration/Test Set-up Training	10 a.m. – 12 p.m.	STCs
1/26/2023	GKIDS 2.0 Midyear Checkpoint Reporting – Training #3	2 – 3:30 p.m.	STCs

Optional Assessment Meetings

Date	Title (Registration link in Assessment Update notification email)	Time	Intended Audience
11/18/2022	Assessment Lunch and Learn	12 – 1 p.m.	STCs
12/2/2022	Assessment Office Hours	10 – 10:30 a.m.	STCs
1/13/2023	Assessment Lunch and Learn	12 – 1 p.m.	STCs
1/27/2023	Assessment Office Hours	10 – 10:30 a.m.	STCs

DRC BEACON Courses

Date	Title http://login.community.gadoe.org/events	Time	Intended Audience
11/10/2022	Using DRC BEACON to Inform Instruction	10 a.m. – 12 p.m.	STCs, District Leaders, School Leaders

FIP Courses

Date	Title http://login.community.gadoe.org/events	Time	Intended Audience
11/16/2022	Using FIP for Instructional Improvement Planning	10 – 11 a.m.	STCs, District Leaders, School Leaders, RESAs
1/12/2023	Leading FIP Professional Learning	10 – 11 a.m.	STCs, District Leaders, School Leaders, RESAs

Georgia Milestones Courses

Date	Title http://login.community.gadoe.org/events	Time	Intended Audience
1/11/2023	Understanding Georgia Milestones – ELA	3 – 5 p.m.	Grades 3-12 Teachers, Instructional Coaches, Teacher Leaders, School Leaders, District Leaders
1/12/2023	Understanding Georgia Milestones – Math	3:30 – 5 p.m.	
1/17/2023	Understanding Georgia Milestones – Science	2 – 3 p.m.	
1/17/2023	Understanding Georgia Milestones – Social Studies	3:30 – 4:30 p.m.	

Date	Title http://login.community.gadoe.org/events	Time	Intended Audience
Webinar Recording	Introduction to Reading and Evidence-Based Writing, Gr 3-12	24/7	Grades 3-12 ELA Teachers, Instructional Coaches, Assistant Principals, Principals, Literacy Coordinators
	Examining the Opinion Essay, Gr 3-5		
	Examining the Argumentative Essay, Gr 6-HS		
	Examining the Informative/Explanatory Essay, Gr 3-HS		
	Best Practices for Narrative Writing, Gr 3-12		
	Narrative Writing on Georgia Milestone, Gr 3-12		
	Using Description in Narrative Writing, Gr 3-5		
	Using Description in Narrative Writing, Gr 6-8		
	Using Description in Narrative Writing, American Literature		

Understanding Assessment Webinar Series

Date	Title (Registrations for all sessions are at the link below.) https://login.community.gadoe.org/events/understanding-assessment-series-for-teachers	Time	Intended Audience
11/1/2022	Day 1 – Assessment Foundations for Teachers & Leaders	3 – 4:30 p.m.	Grades K-12 Teachers, Instructional Coaches, Teacher Leaders, School Leaders
11/15/2022	Day 2 – Formative Assessment Processes, Part 1	3 – 4:30 p.m.	
11/29/2022	Day 3 – Formative Assessment Processes, Part 2	3 – 4:30 p.m.	
12/6/2022	Day 4 – Formative Assessment Processes, Part 3	3 – 4:30 p.m.	
1/10/2023	Day 5 – Summative Classroom Assessment, Part 1	3 – 4:30 p.m.	
1/24/2023	Day 6 – Summative Classroom Assessment, Part 2	3 – 4:30 p.m.	
2/7/2023	Day 7 – Summative Classroom Assessment, Part 3	3 – 4:30 p.m.	
2/28/2023	Day 8 – Standardized Assessments	3 – 4:30 p.m.	
3/14/2023	Day 9 – Balanced Assessment Systems	3 – 4:30 p.m.	

Georgia Learns Courses

[How to Access Georgia Learns](#) contains information and screenshots to assist educators in accessing courses in Georgia Learns.

Assessment Coordinator Courses

Date	Title	Time	Intended Audience
Available Course	Georgia Milestones School Test Coordinator Course	24/7	STC
Available Course	Georgia Milestones Test Examiner Course	24/7	STC, SchTC, Test Examiners
Coming Soon	Accessibility and Accommodations for Testing Course	24/7	STC, SchTC, Special Education Directors, ESOL Directors