

Directors' Webinar

Tuesday, February 11, 2020

1:00 pm



Agenda

- Georgia Parent Mentor Partnership Update
- Special Education Certification Updates
- Post-School Outcomes - Indicator 14
- Assistive Technology Partnership
- Results-Driven Accountability Matrix

Georgia Parent Mentor Partnership (GaPMP)



The FY21 GaPMP Application and submission link are posted on the [Special Ed homepage](#) under Resources.

Due March 1, 2020

Resources

- Ga Parent Mentor Partnerships Application FY21
- FY21 GaPMP Application Submission

If you would like to know more, contact:
Anne Ladd, aladd@doe.k12.ga.us or
Sharon Jones, sjones@doe.k12.ga.us

Changes to the Georgia Department of Education's Requirements for Special Education Teachers' Professional Qualifications (PQ)

Traditional Georgia LEAs

Authority: Georgia law authorizes GaPSC to establish certification requirements. O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules

Content: Special Education teachers **MUST** follow all GaPSC certification requirements in alignment with the students' Individualized Education Program (IEP) and State Board of Education rules.

Service: Special Education teachers **MUST** follow all GaPSC certification requirements in alignment with the students' Individualized Education Program (IEP) and State Board of Education rules.

Educator **MUST** have a clearance certificate.

Charter & Strategic Waiver LEAs

Special Education Teacher Does NOT Issue Grades

Authority: O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules

Content: N/A

Service: In compliance with Georgia State Board Rule, special education teachers who do NOT issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)

Educator **MUST** have a clearance certificate.

Charter & Strategic Waiver LEAs

Special Education Teacher Issues Grades

Authority: O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules

Content: Special Education Teachers who issue grades **MUST** hold content certification in alignment with the LEA's PQ Requirements.

Service: In compliance with Georgia State Board Rule, special education teachers who issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)

Educator **MUST** have a clearance certificate.

Summary of Changes

LEA Type And Special Education Teacher	Prior PQ Requirement (effective 07-01 -17)	New PQ Requirement (effective 2-11-20)
Traditional Georgia LEA any Special Education Teacher	MUST follow all GaPSC certification requirements in alignment with the students' IEP and State Board of Education rules.	No Change in Prior Requirement
Charter & Strategic Waiver LEAs Special Education Teacher Does NOT Issue Grades	MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST have a clearance certificate.	No Change in Prior Requirement
Charter & Strategic Waiver LEAs Special Education Teacher Issues Grades	MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST hold content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance with the students' IEPs AND MUST have a clearance certificate.	MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST hold content certification in alignment with the LEA's PQ Requirements. AND MUST have a clearance certificate. CONTENT NOW REFLECTS LEA'S REQUIREMENTS

Summary of Changes for Charter and Strategic Waiver LEAs

Educator	Requirements
Paraprofessional	Federal (NCLB) Requirements Aligns with GaPSC Certification
Special Education Teacher Does Not Issue Grades	Service: State Requirements GaPSC Certification
Special Education Teacher Issues Grades	Service: State Requirements GaPSC Certification Content: LEA Requirements
Regular Education Teacher (including Gifted, ESOL, and EIP)	Content: LEA Requirements

20 Day Parent Notification Changes for Charter and Strategic Waiver LEAs

<p>Prior 20 Day Parent Notification (effective 07-01-17)</p>	<p>New 20 Day Parent Notification (effective 2-11-20)</p>
<p><u>Educator does not issue grades</u> Notifications must be disseminated if the teacher does not hold special education certification</p> <p><u>Educator issues grades</u> Notifications must be disseminated if the teacher does not hold</p> <ul style="list-style-type: none"> • special education certification, and/or • content certification <p>for the subject area(s) and grade level band(s) in which the teacher issues grades. (Aligned with GaPSC In-Field)</p>	<p><u>Educator does not issue grades</u> Notifications must be disseminated if the teacher does not hold special education certification</p> <p><u>Educator issues grades</u> Notifications must be disseminated if the teacher does not hold</p> <ul style="list-style-type: none"> • special education certification, and/or • content certification in accordance with the LEA's Professional Qualification requirements <p>CONTENT NOW REFLECTS LEA'S REQUIREMENTS</p>

ESSA In-Field Reporting

GaDOE will use GaPSC In-Field rules to determine ESSA In-Field qualifications for special education teachers that align with each teacher's teaching assignment for special education **and** content. 'Out-of-Field' will be reported for the entirety of the school year using Certification Records, two CPI and three Student Class data collections cycles.



Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.

Post-School Outcomes

APR Indicator 14



Post-School Outcomes

Performance Indicator:

% of youth with IEPs no longer in school, within 1 year of leaving school:

(A)enrolled in higher education,

(B)competitively employed,

(C)enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey

Post-School Outcomes

- Data are entered into the Dashboard
 - Application opens on February 17, 2020
 - Data cannot be entered until May 15, 2020
 - Due every year by July 31st
- List of prior year's exiters (regular diploma, special education diploma, or dropout)
- Contact each exiter to determine each student's post-school activity according to the specified categories
 - Enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, part time, supported employment, sheltered work or day program, waiting list, unengaged, deceased, or unable to contact
- Use these data to evaluate your transition planning process

Contacting Students

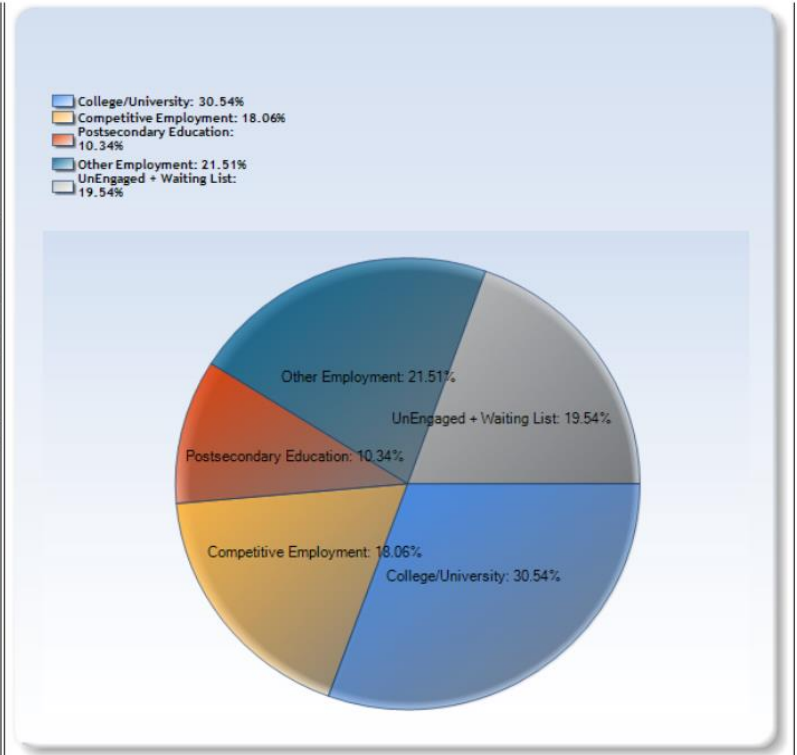
FY20 Data Reporting

- List of exiters is available in February 2020
 - Regular HS Diploma
 - Special Education Diploma or Certificate
 - Dropout
- Begin contacting students
 - Email, phone, Facebook
- “One year after” exiting, what is their status?

Post-School Data in the Dashboard

Element

Element	Count	Percentage
College/University	186	30.54%
Competitive Employment	110	18.06%
Postsecondary Education	63	10.34%
Other Employment	131	21.51%
UnEngaged + Waiting List	119	19.54%
Total Respondents	610	NA
Survey Rate of Return	NA	88.15%
Deceased	1	
Unable to Contact	82	
Returned to High School	82	



Using Your Data

- Student list in the portal is available by:
 - Primary Area
 - Race/ethnicity
 - Exit status
- Where are your students?
 - Analyze the effectiveness of your transition planning process
 - Are your students employed? Enrolled? Unengaged?

Changes for FY20 Data Collection

- States must report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by WIOA, and 34 CFR §361.5(c)(9).

Performance Indicator:

% of youth with IEPs no longer in school, within 1 year of leaving school:

(A) enrolled in higher education,

(B) competitively employed,

(C) enrolled in some other postsecondary education, training program or other employment

Definitions for FY20

Higher Education

- enrolled full-or part-time
- community college (2-year program)
- college/university (4-or more year program)
- 1 complete term

Competitive Employment

- worked for pay at or above the minimum wage
- customary pay rate, benefits, and opportunities for advancement as those without disabilities
- setting with others who are nondisabled
- 20 hours a week; 90 days in the year since leaving high school
- includes military employment

Other Postsecondary Education or Training

- Enrolled full or part-time
- Education or training program (e.g., adult education, vocational/technical school that is less than a 2 year program)
- 1 complete term

Other Employment

- Worked for pay or been self-employed
- 90 days at any time since leaving high school
- Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

Post-School Survey for 2018-2019 Exiters FY2020 Data Collection

Georgia Department of Education
Division for Special Education Services and Supports



January 17, 2020

Questions



Contact Information

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Assistive Technology Partnership with Tools for Life



Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia's Technology Act Center

- To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia
- January 1, 2020 - December 31, 2020
 - Customized Training Videos (3-7 minutes each)
 - Assistive Technology (AT) Consultation Services
 - Assistive Technology Webinar Series
 - AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)
 - Assistive Technology Lending Library
 - Discovery Surveys - District Assistive Technology and Accessibility
 - EdTrade, Georgia Assistive Technology (AT) School Exchange Database

Research to Support the Use of Assistive Technology (AT)

- “Accommodations for reading are among the most studied, with evidence showing that text-to-speech or read-aloud can significantly increase both pages read by SWDs and test scores (Calhoun, Fuchs, & Hamlett, 2000; Dolan et al., 2005; Elkind & Elkind, 2002; Fuchs et al., 2000).”
- “Read-aloud and text-to-speech accommodations can help reduce cognitive load by allowing these students to bypass their issues with decoding and focus on reading and processing the texts (Anderson-Inman & Horney, 2007; Dolan et al., 2005; Fuchs and Fuchs, 2001).”

Impact of Assistive Technology (AT)

According to the National Longitudinal Transition Study (NLTS2) - 2012:
Comparing postsecondary outcomes of students with high incidence disabilities who reported receiving assistive technology (AT) in high school to those who reported not receiving AT (305,000 students)

- 99.8% of the students who received AT graduated while only 79.6% of the students who did not receive AT graduated.
- 80.9% of students who received AT attended a postsecondary institution while only 40.1% of students who did not receive AT attended a postsecondary institution.

Assistive Technology Partnership AT Portal

- One stop for access to request services
- Must register and provide contact information and access for designee(s)
- Portal access must be limited to the Director and their designee(s).
- Protect your portal access



AT Portal Link

- **Will be sent through an e-mail to the Special Education Director the week of February 24, 2020.**
- **Do not disclose student names, identifying details or personally identifiable information (PII).**

Consultative Services

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it IS:

- Consultation services by Tools for Life staff via teleconsulting and/or email
- Discussion based on information provided by district contact
- Coaching support for staff on implementation of evidence-based practices for assistive technology

What it is NOT:

- Direct student intervention
- Assistive technology evaluations
- Onsite consultations or evaluations
- Supplier of assistive technology devices beyond short loan

Software

Software requests should be made for district-wide licenses/seats (not schools or classrooms within a district). Please consider which students on an Individualized Education Program (IEP) could benefit and submit one request for licenses/seats for the entire district.

- **TextHelp**
 - Read&Write
 - EquatIO
 - WriQ

Read&Write

- Read&Write lets every student read, write and express themselves more confidently. Read&Write offers support with everyday tasks including reading text out loud, understanding unfamiliar words, researching assignments, writing and proofing written work. The easy-to-use toolbar works with virtually any kind of educational content – websites, Word files, PDFs, Google docs and more. Easy to install and manage, it runs smoothly on PCs, Macs, Chromebooks and tablets.
- Read&Write works with the following platforms: Chrome, Edge, Windows, Mac OS, iPad and Android.
- Recommended for students that have learning difficulties, struggling readers and writers, English Learners and students with an IEP.

EquatIO

- EquatIO helps mathematics and STEM teachers and students at all levels. EquatIO lets everyone create mathematical equations, formulas, Desmos graphs and more on their computer or Chromebook. Teachers or students can type, handwrite or dictate any expression, with no tricky coding or math languages to master. There is a huge library of ready-made expressions to save time, from simple formulas to complex functions.
- EquatIO works with the following platforms: Chrome, Windows, Mac OS, and Web App.
- Recommended for students that have learning difficulties and students with an IEP as well as general education students.

Wri-Q

- WriQ is a writing achievement tool used to easily assess and motivate student writing while providing automated meaningful feedback and delivering a standardized benchmark for grading. It's faster, more accurate and consistent than traditional manual and subjective grading – giving students, parents and teachers clear visibility of writing progress over time against peers and standardized norms.
- WriQ works with the following platform: Chrome.
- Recommended for students that have learning difficulties, struggling writers and students with an IEP as well as general education students.

Software

- Process is easy through the portal, but three contacts must be registered when making the request for software.
 - **District Lead IT Contact/Network Administrator**
 - **District Lead Contact**
 - **District Product/AT/Innovation Champion Contact**
- Once your information has been verified and your license set up, you will receive an email from mail@texthelp.com which will include directions to get started.
- For questions, contact Texthelp at 888-248-0652 or u.s.info@texthelp.com.

TextHelp Software Request Packet

A district representative must request a Software Request Packet. Click the link below to provide district name, key contact name, and key contact email. Texthelp will then send a packet via email to collect the district and technical information needed to create and setup each software account.

[Software Request Packet](#)

TextHelp Information Sessions

These sessions will provide information to help participants understand the scope and application of Read&Write, EquatIO, and WriQ. Sessions will include a brief overview of each product with dialog around how each helps students and teachers. These are not product training sessions.

February 18th at 2:00 [Register](#)

February 19th at 10:00 [Register](#)

February 19th at 2:00 [Register](#)

TextHelp Training Dates

Read&Write and WriQ

Click on a date/time to register.

Google Chrome	Windows	O365	Mac
Monday, February 24th 2:00PM – 4:00PM	Wednesday, February 26th 10:00AM – 12:00PM	Tuesday, March 3rd 2:00PM – 4:00PM	Monday, March 9th 2:00PM – 4:00PM
Tuesday, February 25th 10:00AM – 12:00PM	Friday, February 28th 10:00AM – 12:00PM		
Thursday, February 27th 2:00PM – 4:00PM	Monday, March 2nd 2:00PM – 4:00PM		
Monday, March 2nd 10:00AM – 12:00PM			
Wednesday, March 4th 2:00PM – 4:00PM			
Monday, March 9th 10:00AM – 12:00PM			

TextHelp Training Dates

EquatIO

Click on a date/time to register.

Google Chrome	Windows	O365	Mac
Tuesday, February 25th 2:00PM – 4:00PM	Wednesday, February 26th 2:00PM – 4:00PM	Thursday, March 5th 10:00AM – 12:00PM	Tuesday, March 10th 10:00AM – 12:00PM
Thursday, February 27th 10:00AM – 12:00PM	Wednesday, March 4th 10:00AM – 12:00PM		
Tuesday, March 3rd 10:00AM – 12:00PM	Thursday, March 5th 2:00PM – 4:00PM		
Friday, March 6th 10:00AM – 12:00PM			
Tuesday, March 10th 2:00PM – 4:00PM			
Wednesday, March 11th 10:00AM – 12:00PM			

AT Lending Library

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it IS:

- To assist in AT decision-making; make an informed purchasing decision
- To collect data substantiating the device meets the student's needs
- Try a device in a real-life environment
- To serve as a loaner while the student is waiting for repair or ordered device to be delivered
- To provide accommodation on a short-term basis to support professional development

What it is NOT:

- **Long-term or open-ended loans**
- **Equipment for purchase**

AT Loan Policies

- Equipment loan period is two-four weeks, depending on the demand for an item.
- The borrower may request a one-time extension of one-four weeks. The extension will be granted as long as there is not a waiting list for the device. The extension period begins at the time the original loan period ends.
 - A borrower requesting an extension to the loan period needs to contact Tools for Life no less than one week prior to the scheduled return date. The contact person will determine whether or not the device will be available for the time of the requested extension, and then will contact the borrower of the decision.
- A maximum of five (5) items may be borrowed at a time.
- ***Software and apps are available only through the borrowing of a tablet with the app installed. Availability of tablets is limited.***
- Loans are made on a first come, first serve basis and filled in the order received.
- If a device is not immediately available, the person making the request will be placed on a waiting list.
- A district NOT returning loaned equipment will not be considered for additional borrowing until all outstanding loaned equipment is returned.
- Tools for Life will ship equipment to you or you may opt to pick it up at our office if you are local.
- You will be responsible for shipping the equipment back to Tools for Life. We ask that you send the item back with tracking, and if the device is over a specified amount, we require insurance for the device. If you are local, you may drop the equipment off at our office.
- Tools for Life cannot guarantee immediate delivery of requested equipment. It is the school's responsibility to look for other avenues to obtain necessary AT equipment if it is required by an Individualized Education Program (IEP).

EdTrade

- Each year, Georgia school districts purchase assistive technology for eligible students to use. In some cases, this assistive technology ends up never being used or gently used. It may be that the student graduates, moves away or needs another type of technology, leaving the purchased technology behind in the school district.
- Sometimes the assistive technology can easily be reused within the district. Other times, the assistive technology is highly customized and does not fit any other student within the district; leaving costly equipment sitting in the district unused.
- Tools for Life will provide an online K-12 registration system for assistive technology equipment exchange.

EdTrade

- Georgia districts will be able to post their assistive technology needs or available assistive technology for loan/exchange.
- Participating districts can decide whether they want to lend or repurpose their unused assistive technology to a local Georgia district as a cost-saving measure through a written Memorandum of Understanding.
- Responsibility would rest with the participating Local Education Agency (LEA) to develop local policies and procedures to address asset sharing and inventory controls.



You're off to great places! Today is your day! Your mountain is waiting, so get on your way!

DR. SEUSS

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SUCCESS

"Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek."

Barack Obama

TheFinnishPeople.com

Don't just stand there; make something happen.

Lee Iacocca

2020
vision

Keeping Students First



"SUCCESS SEEMS TO BE CONNECTED WITH ACTION. SUCCESSFUL PEOPLE KEEP MOVING. THEY MAKE MISTAKES, BUT THEY DON'T QUIT."

-- CONRAD HILTON

BAYBUSINESSHELP.COM

Don't let what you can't do stop you from doing what you can do.

John Wooden

EVERYDAYPOWER

INTERDEPENDENT PEOPLE COMBINE THEIR OWN EFFORTS WITH THE EFFORTS OF OTHERS TO ACHIEVE THEIR GREATEST SUCCESS.

- STEPHEN COVEY -

LIQQUOTES.COM

Questions



Contact Information

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FY20 Results-Driven Accountability Matrix



- FY20 LEA Determinations
 - Compliance (November 2019)



- FY20 LEA Results-Driven Accountability Matrix
 - Compliance + Results
 - FY20 Hold Harmless Year
 - Weighted
 - 80% Compliance
 - 20% Results



LEA Results Indicators

- Graduation Annual Event
- Dropout Annual Event
- Indicator 3B Participation, Math
- Indicator 3B Participation, LEA
- Indicator 3C Proficiency Math 3-8
- Indicator 3C Proficiency Math 9-12
- Indicator 3C Proficiency ELA 3-8
- Indicator 3C Proficiency ELA 9-12

LEA: Dundee County(100)

Compliance Matrix Results-Driven Accountability Matrix

RESULTS-DRIVEN ACCOUNTABILITY PERCENTAGE AND DETERMINATION

Percentage	Determination
93.75%	Meets Requirement

Accountability Percentage: 80% of Compliance Score + 20% of Results Score

RESULTS AND COMPLIANCE OVERALL SCORING

	Total Points Available	Points Earned	Score
Results	16	11	68.75%
Compliance	20	20	100%

RESULTS MATRIX

Indicator	Performance Level			Performance Score
	FY18 Rate	FY19 Rate	Target	
Graduation Annual Event Rate: Percent of youth with IEPs graduating from high school with a regular diploma; annual event rate. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	75%	83.3%	65.00%	2
Dropout (Annual Event Rate for Exiters): Percent of youth with IEPs dropping out of high school; annual event rate. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	2.4%	4.7%	5.50%	2
Indicator 3B Participation Math: Percentage of students with disabilities who participated in statewide regular assessment (regular assessment with accommodations, regular assessment without accommodations, and students who participated in the alternate assessment). Performance Levels : LEA meets or exceeds Target = 2 points, LEA did not meet target = 0 points		97.92%	98.25%	0
Indicator 3B Participation ELA: Percentage of students with disabilities who participated in statewide regular assessment (regular assessment with accommodations, regular assessment without accommodations, and students who participated in the alternate assessment). Performance Levels: LEA meets or exceeds Target = 2 points, LEA did not meet target = 0 points		99.6%	98.75%	2
Indicator 3C Proficiency Math 3-8: Percentage of students with disabilities in grades three through eight who demonstrated proficiency in math. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	17.6%	15.5%	20.01%	0
Indicator 3C Proficiency Math 9-12: Percentage of students with disabilities in high school who demonstrated proficiency in math. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	1.6%	4.88%	4.34%	2
Indicator 3C Proficiency ELA 3-8: Percentage of students with disabilities in grades three through eight who demonstrated proficiency in reading. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	14.9%	17.09%	17.52%	1
Indicator 3C Proficiency ELA 9-12: Percentage of students with disabilities in high school who demonstrated proficiency in reading. Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points	31.25%	15.79%	2.80%	2

Different calculation will be used for dropout!

If you focus on **results,**

you will never **change.**

If you focus on **change,**

you will get **results.**

Contact Information

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OR

**Your Special Education
District Liaison**

Questions

