



Spring 2016 Georgia Milestones Assessment Inquiry Form Results

May 2017



Audit Summary

Through a Georgia Milestones Assessment Inquiry, the Governor's Office of Student Achievement (GOSA) reviews testing data and information provided by the state's testing vendor and Local Education Agencies (LEAs) to understand why classrooms were flagged for wrong-to-right answer changes and unusual response patterns. This process helps to ensure that LEAs and schools are following all Georgia Department of Education (GaDOE) and LEA policies and procedures with fidelity.

Schools are identified for Milestones assessment inquiries based upon flagged classrooms identified by the State's testing vendor for the Georgia Milestones End-of-Grade (EOG) and End-of-Course (EOC) tests. These identified classrooms are reviewed in a GOSA desktop audit. Schools are selected for further inquiry if GOSA cannot explain a reason for the flagged classroom(s) and one of the following criteria is met:

Answer Change Analysis:

- EOG (Grades 3-8)
 - Five percent or more of classrooms in a school are flagged at four standard deviations or greater, OR
 - One classroom is flagged at seven standard deviations or greater, OR
- EOC (Grades 9-12)
 - Schools with multiple classrooms flagged at five standard deviations or greater, OR
 - One classroom is flagged at seven standard deviations or greater.

Unusual Response Pattern Analysis:

- EOG (Grades 4-8)¹
 - Schools where two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile, OR
 - Schools where one testing group had test score gains and unusual response patterns that were in the 99th percentile.

All schools identified for further inquiry will be monitored in future years and may be subject to appropriate action if identified again for further inquiry.

The following document outlines the information received from each school identified for further inquiry.

¹ Each testing group is the total number of students by grade level and subject area (ELA or mathematics) who took a certain test form (A or B) regardless of classroom assignment. For example, all students in a school who took the 4th grade mathematics Georgia Milestones Form A assessment are a testing group.

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Table of Abbreviations

GaDOE	Georgia Department of Education	LEA	Local Education Agency (District)
EOG	End of Grade Test	GOSA	Governor's Office of Student Achievement
EOC	End of Course Test	SBOE	State Board of Education
SD	Standard Deviation		

Table of Schools Requiring Further Inquiry

System Name	School Name	2016 Spring EOG		2016 Spring EOC
		Answer Change Classrooms Requiring Further Inquiry	Unusual Response Subject/Grade Form Requiring Further Inquiry	Answer Change Classrooms Requiring Further Inquiry
APPLING COUNTY	APPLING COUNTY MIDDLE SCHOOL		Math/6A, English/7B	
ATLANTA PUBLIC SCHOOLS	BRANDON ELEMENTARY SCHOOL	6		
ATLANTA PUBLIC SCHOOLS	CLEVELAND ELEMENTARY SCHOOL	8		
ATLANTA PUBLIC SCHOOLS	HUTCHINSON ELEMENTARY SCHOOL	4		
ATLANTA PUBLIC SCHOOLS	RIVERS ELEMENTARY SCHOOL	10		
BIBB COUNTY	ALEXANDER II MAGNET SCHOOL	2		
BIBB COUNTY	BROOKDALE ELEMENTARY SCHOOL	2		
BIBB COUNTY	PORTER ELEMENTARY SCHOOL	2		
BIBB COUNTY	SKYVIEW ELEMENTARY SCHOOL		English/4A, 4B	
BLECKLEY COUNTY	BLECKLEY COUNTY ELEMENTARY SCHOOL	1		
BROOKS COUNTY	BROOKS COUNTY MIDDLE SCHOOL		Math/8A, 8B	
BUFORD CITY	BUFORD MIDDLE SCHOOL		Math/6A, 6B	
CAMDEN COUNTY	MATILDA HARRIS ELEMENTARY SCHOOL	4		
CAMDEN COUNTY	SAINT MARYS MIDDLE SCHOOL	12		
CARROLL COUNTY	BAY SPRINGS MIDDLE SCHOOL		Math/8A, 8B	
CATOOSA COUNTY	RINGGOLD MIDDLE SCHOOL		Math/8A, 8B	
CHATHAM COUNTY	OGLETHORPE CHARTER SCHOOL	3		
CHATHAM COUNTY	THE STEM ACADEMY AT BARTLETT	1		
CHEROKEE COUNTY	RIVER RIDGE HIGH SCHOOL			2
CLARKE COUNTY	CHASE STREET ELEMENTARY SCHOOL	1		
CLINCH COUNTY	CLINCH COUNTY ELEMENTARY SCHOOL	3		
COBB COUNTY	GARRISON MILL ELEMENTARY SCHOOL	1		
COBB COUNTY	MCCLURE MIDDLE SCHOOL		Math/6A, 6B	
COBB COUNTY	MOUNT BETHEL ELEMENTARY SCHOOL	11		
COBB COUNTY	NICKAJACK ELEMENTARY SCHOOL	7		
COBB COUNTY	TEASLEY ELEMENTARY SCHOOL	7		
COBB COUNTY	TRITT ELEMENTARY SCHOOL	7		
COLQUITT COUNTY	NORMAN PARK ELEMENTARY SCHOOL	1		
COLUMBIA COUNTY	LAKESIDE HIGH SCHOOL			2
COMMERCE CITY	COMMERCE MIDDLE SCHOOL	3		
COWETA COUNTY	BROOKS ELEMENTARY SCHOOL	1		
DECATUR CITY	FIFTH AVENUE ELEMENTARY SCHOOL	12	English/5A	

Spring 2016 Georgia Milestones Assessment Desktop Audit Results

System Name	School Name	2016 Spring EOG		2016 Spring EOC
		Answer Change Classrooms Requiring Further Inquiry	Unusual Response Subject/Grade Form Requiring Further Inquiry	Answer Change Classrooms Requiring Further Inquiry
DECATUR COUNTY	JONES-WHEAT ELEMENTARY SCHOOL	3		
DEKALB COUNTY	ARABIA MOUNTAIN HIGH SCHOOL			5
DEKALB COUNTY	CARY REYNOLDS ELEMENTARY SCHOOL		English/4A	
DEKALB COUNTY	CEDAR GROVE MIDDLE SCHOOL	1		
DEKALB COUNTY	CHAMBLEE CHARTER HIGH SCHOOL			2
DEKALB COUNTY	CHAMBLEE MIDDLE SCHOOL			1
DEKALB COUNTY	CLARKSTON HIGH SCHOOL			4
DEKALB COUNTY	CROSS KEYS HIGH SCHOOL			2
DEKALB COUNTY	DEKALB ELEMENTARY SCHOOL OF THE ARTS	6		
DEKALB COUNTY	INDIAN CREEK ELEMENTARY SCHOOL	1	Math/5A	
DEKALB COUNTY	PEACHTREE MIDDLE SCHOOL	17		2
DEKALB COUNTY	VANDERLYN ELEMENTARY SCHOOL	1		
DEKALB COUNTY	WOODWARD ELEMENTARY SCHOOL		Math/5A, 5B	
DOUGHERTY COUNTY	ALBANY MIDDLE SCHOOL	4		
DOUGHERTY COUNTY	ROBERT A. CROSS MIDDLE MAGNET	6		
EARLY COUNTY	EARLY COUNTY ELEMENTARY SCHOOL		Math/5A, 5B	
EFFINGHAM COUNTY	SOUTH EFFINGHAM HIGH SCHOOL			1
FAYETTE COUNTY	CRABAPPLE LANE ELEMENTARY SCHOOL	1		
FAYETTE COUNTY	MCINTOSH HIGH SCHOOL			2
FAYETTE COUNTY	RISING STARR MIDDLE SCHOOL		Math/7B, 8A, 8B	
FAYETTE COUNTY	WHITWATER HIGH SCHOOL			1
FAYETTE COUNTY	WHITWATER MIDDLE SCHOOL		English/7A, 7B, 8A, 8B	
FLOYD COUNTY	GARDEN LAKES ELEMENTARY SCHOOL	3		
FORSYTH COUNTY	BROOKWOOD ELEMENTARY SCHOOL		Math/4A, 4B	
FORSYTH COUNTY	GEORGE W. WHITLOW ELEMENTARY SCHOOL		English/4A, 4B	
FORSYTH COUNTY	JOHNS CREEK ELEMENTARY SCHOOL		English/5A	
FORSYTH COUNTY	LAMBERT HIGH SCHOOL			5
FORSYTH COUNTY	NORTH FORSYTH HIGH SCHOOL			2
FORSYTH COUNTY	NORTH FORSYTH MIDDLE SCHOOL		English/6A, 6B	
FORSYTH COUNTY	RIVERWATCH MIDDLE SCHOOL			4
FORSYTH COUNTY	SILVER CITY ELEMENTARY SCHOOL		Math/4A, 4B	
FORSYTH COUNTY	SOUTH FORSYTH HIGH SCHOOL			6
FORSYTH COUNTY	SOUTH FORSYTH MIDDLE SCHOOL		English/6A	3
FULTON COUNTY	ALPHARETTA HIGH SCHOOL			3
FULTON COUNTY	AUTREY MILL MIDDLE SCHOOL			1

Spring 2016 Georgia Milestones Assessment Desktop Audit Results

System Name	School Name	2016 Spring EOG		2016 Spring EOC
		Answer Change Classrooms Requiring Further Inquiry	Unusual Response Subject/Grade Form Requiring Further Inquiry	Answer Change Classrooms Requiring Further Inquiry
FULTON COUNTY	HEMBREE SPRINGS ELEMENTARY SCHOOL	2		
FULTON COUNTY	HOPEWELL MIDDLE SCHOOL	3		
FULTON COUNTY	JOHNS CREEK HIGH SCHOOL			2
FULTON COUNTY	NORTHVIEW HIGH SCHOOL			3
FULTON COUNTY	RIVER TRAIL MIDDLE SCHOOL			3
FULTON COUNTY	WEBB BRIDGE MIDDLE SCHOOL			1
GILMER COUNTY	CLEAR CREEK MIDDLE SCHOOL		Math/8A, 8B	
GWINNETT COUNTY	GWINNETT ONLINE CAMPUS	3		
GWINNETT COUNTY	HULL MIDDLE SCHOOL		Math/7A, 7B	
GWINNETT COUNTY	MOORE MIDDLE SCHOOL	1		
GWINNETT COUNTY	MULBERRY ELEMENTARY SCHOOL	3		
GWINNETT COUNTY	NORTH GWINNETT MIDDLE SCHOOL	1	English/6A	
GWINNETT COUNTY	PARTEE ELEMENTARY SCHOOL	1		
GWINNETT COUNTY	SIMPSON ELEMENTARY SCHOOL		Math/4A, 4B	
GWINNETT COUNTY	WHITE OAK ELEMENTARY SCHOOL		English/4A, Math/4B	
HALL COUNTY	C. W. DAVIS MIDDLE SCHOOL		Math/6A, 6B	2
HALL COUNTY	WEST HALL MIDDLE SCHOOL		English/6B; Math/6A, 6B	
HEARD COUNTY	HEARD COUNTY MIDDLE SCHOOL		English/8A, Math/8A	
HENRY COUNTY	EAST LAKE ELEMENTARY SCHOOL	1		
HENRY COUNTY	LUELLA HIGH SCHOOL			2
HENRY COUNTY	UNION GROVE HIGH SCHOOL			1
MADISON COUNTY	COLBERT ELEMENTARY SCHOOL		Math/5A, 5B	
MADISON COUNTY	MADISON COUNTY MIDDLE SCHOOL		Math/7A, 7B	
MARION COUNTY	MARION COUNTY MIDDLE - HIGH SCHOOL	1		
MURRAY COUNTY	COKER ELEMENTARY SCHOOL	1		
MURRAY COUNTY	GLADDEN MIDDLE SCHOOL		Math/8A, 8B	
MUSCOGEE COUNTY	BRITT DAVID ELEMENTARY COMPUTER MAGNET	4		
MUSCOGEE COUNTY	COLUMBUS HIGH SCHOOL			4
MUSCOGEE COUNTY	JORDAN VOCATIONAL HIGH SCHOOL			1
MUSCOGEE COUNTY	NORTHSIDE HIGH SCHOOL			2
MUSCOGEE COUNTY	VETERANS MEMORIAL MIDDLE SCHOOL	3		
OCONEE COUNTY	HIGH SHOALS ELEMENTARY SCHOOL	2		
OCONEE COUNTY	MALCOM BRIDGE MIDDLE SCHOOL		Math/7A, 7B	
OGLETHORPE COUNTY	OGLETHORPE COUNTY ELEMENTARY SCHOOL		Math/4B	

Spring 2016 Georgia Milestones Assessment Desktop Audit Results

		2016 Spring EOG		2016 Spring EOC
System Name	School Name	Answer Change Classrooms Requiring Further Inquiry	Unusual Response Subject/Grade Form Requiring Further Inquiry	Answer Change Classrooms Requiring Further Inquiry
PAULDING COUNTY	SAMMY MCCLURE SR MIDDLE SCHOOL			2
PEACH COUNTY	PEACH COUNTY HIGH SCHOOL			1
PIERCE COUNTY	BLACKSHEAR ELEMENTARY SCHOOL	1		
POLK COUNTY	EASTSIDE ELEMENTARY SCHOOL	4		
RICHMOND COUNTY	GRACEWOOD ELEMENTARY SCHOOL	1		
ROCKDALE COUNTY	SHOAL CREEK ELEMENTARY SCHOOL	5		
TIFT COUNTY	G. O. BAILEY PRIMARY SCHOOL	2		
TIFT COUNTY	LEN LASTINGER PRIMARY SCHOOL	3		
WARREN COUNTY	FREEMAN ELEMENTARY SCHOOL	3	English/4A	
WAYNE COUNTY	ODUM ELEMENTARY SCHOOL		Math/4A	
WHITFIELD COUNTY	COHUTTA ELEMENTARY SCHOOL	2		

Georgia Milestones Inquiry Form Results Summary

The results of the erasure analysis inquiry forms submitted by each LEA are detailed in this report. The following 112 schools provided sufficient responses such that no further action was needed. Forty-seven schools were visited by a GOSA test monitor during spring 2017 Milestones EOG/EOC testing to ensure testing was conducted with fidelity and in accordance with GaDOE and LEA policies and procedures.

- Appling County, Appling County Middle School
- Atlanta Public Schools, Brandon Elementary School
- Atlanta Public Schools, Cleveland Elementary School
- Atlanta Public Schools, Hutchinson Elementary School
- Atlanta Public Schools, Rivers Elementary School
- Bibb County, Alexander II Magnet School
- Bibb County, Brookdale Elementary School
- Bibb County, Porter Elementary School
- Bibb County, Skyview Elementary School
- Bleckley County, Bleckley County Elementary School
- Brooks County, Brooks County Middle School
- Buford City, Buford Middle School
- Camden County, Matilda Harris Elementary School
- Camden County, St. Marys Middle School
- Carroll County, Bay Springs Middle School
- Catoosa County, Ringgold Middle School
- Chatham County, Oglethorpe Charter School
- Chatham County, The STEM Academy at Bartlett
- Cherokee County, River Ridge High School
- Clarke County, Chase Street Elementary School
- Clinch County, Clinch County Elementary School
- Cobb County, Garrison Mill Elementary School
- Cobb County, McClure Middle School
- Cobb County, Mount Bethel Elementary School
- Cobb County, Nickajack Elementary School
- Cobb County, Teasley Elementary School
- Cobb County, Tritt Elementary School
- Colquitt County, Norman Park Elementary School
- Columbia County, Lakeside High School
- Commerce City, Commerce Middle School
- Coweta County, Brooks Elementary School
- Decatur City, Fifth Avenue Elementary School
- Decatur County, Jones-Wheat Elementary School
- DeKalb County, Arabia Mountain High School
- DeKalb County, Cary Reynolds Elementary School
- DeKalb County, Cedar Grove Middle School
- DeKalb County, Chamblee Charter High School
- DeKalb County, Chamblee Middle School

- DeKalb County, Clarkston High School
- DeKalb County, Cross Keys High School
- DeKalb County, DeKalb Elementary School of the Arts
- DeKalb County, Indian Creek Elementary School
- DeKalb County, Peachtree Middle School
- DeKalb County, Vanderlyn Elementary School
- Dougherty County, Albany Middle School
- Dougherty County, Robert Cross Middle Magnet School
- Early County, Early County Elementary School
- Effingham County, South Effingham High School
- Fayette County, Crabapple Lane Elementary School
- Fayette County, McIntosh High School
- Fayette County, Rising Starr Middle School
- Fayette County, Whitewater High School
- Fayette County, Whitewater Middle School
- Floyd County, Garden Lakes Elementary School
- Forsyth County, Brookwood Elementary School
- Forsyth County, George W. Whitlow Elementary School
- Forsyth County, Johns Creek Elementary School
- Forsyth County, Lambert High School
- Forsyth County, North Forsyth High School
- Forsyth County, North Forsyth Middle School
- Forsyth County, Riverwatch Middle School
- Forsyth County, Silver City Elementary School
- Forsyth County, South Forsyth High School
- Forsyth County, South Forsyth Middle School
- Fulton County, Alpharetta High School
- Fulton County, Autrey Mill Middle School
- Fulton County, Hembree Springs Middle School
- Fulton County, Hopewell Middle School
- Fulton County, Johns Creek High School
- Fulton County, Northview High School
- Fulton County, River Trail Middle School
- Fulton County, Webb Bridge Middle School
- Gilmer County, Clear Creek Middle School
- Gwinnett County, Gwinnett Online Campus
- Gwinnett County, Hull Middle School
- Gwinnett County, Moore Middle School
- Gwinnett County, Mulberry Elementary School
- Gwinnett County, North Gwinnett Middle School
- Gwinnett County, Partee Elementary School
- Gwinnett County, Simpson Elementary School
- Gwinnett County, White Oak Elementary School
- Hall County, C.W. Davis Middle School
- Hall County, West Hall Middle School

- Heard County, Heard County Middle School
- Henry County, East Lake Elementary School
- Henry County, Luella High School
- Henry County, Union Grove High School
- Madison County, Colbert Elementary School
- Madison County, Madison County Middle School
- Marion County, Marion County Middle-High School
- Murray County, Coker Elementary School
- Murray County, Gladden Middle School
- Muscogee County, Britt David Elementary Computer Magnet School
- Muscogee County, Columbus High School
- Muscogee County, Jordan Vocational High School
- Muscogee County, Northside High School
- Muscogee County, Veterans Memorial Middle School
- Oconee County, High Shoals Elementary School
- Oconee County, Malcom Bridge Middle School
- Oglethorpe County, Oglethorpe County Elementary School
- Paulding County, Sammy McClure Sr. Middle School
- Pierce County, Blackshear Elementary School
- Polk County, Eastside Elementary School
- Richmond County, Gracewood Elementary School
- Rockdale County, Shoal Creek Elementary School
- Tift County, G.O. Bailey Primary School
- Tift County, Len Lastinger Primary School
- Warren County, Freeman Elementary School
- Wayne County, Odum Elementary
- Whitfield County, Cohutta Elementary

Individual School Inquiry Form Results

Appling County, Appling County Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For 6th grade Math form A, most students came from a 2015 Focus School.
 - Targeted remediation was introduced to address significant deficits in addition to regular on-level classes.
 - Students were also provided with tutoring and support during home room and in after school sessions.
 - Pre- and post-assessment benchmarks were also used during each nine-week grading period for remediation purposes.
 - Student performance data was compared from 2014-2015 to 2015-2016 and 38% of students showed an increase from one learner ranking to the next, while 4% of students dropped one learner ranking.
- For 7th grade English form B, a greater emphasis was placed on writing than in previous years.
 - Targeted remediation was introduced to address significant deficits in addition to regular on-level classes.
 - Students were also provided with tutoring and support during home room and in after school sessions.
 - Pre- and post-assessment benchmarks were also used during each nine-week grading period for remediation purposes.
 - Student performance data was compared from 2014-2015 to 2015-2016 and 33% of students showed an increase from one learner ranking to the next, while 8% of students dropped one learner ranking.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System will instruct all schools to include within their testing plan instructions for documenting the time test materials are signed out and signed back in for each testing session.
 - Teachers will be rotated off grade-level for testing.

GOSA Response

- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Data team collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Atlanta Public Schools, Brandon Elementary School

Reason(s) for School Being Flagged

- Six classrooms (all paper and pencil) were flagged w-t-r with standard deviations (SD) ranging from 4.20SD to 6.09SD.
- Both third grade flags were assigned to the same teacher
- Two of three fourth-grade flags were assigned to the same teacher.
- All flagged classrooms w-t-r answer changes were equal to or greater than 65% of total classroom answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- School is noted to historically exhibit high performance and growth.
- In 2015 and 2016, only 5% of students scored as beginning learners on any subject for Georgia Milestones.
- A review of performance data from 2015 to 2016 revealed:
 - 83% of fourth-grade English students showed typical or high growth.
 - 68% of fourth-grade Science students showed typical or high growth.
 - 73% of fourth-grade Social Studies showed typical or high growth.
- Six students were noted to have gotten off-track during the exam and were reported as irregularities.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and an internal audit conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Atlanta Public Schools, Cleveland Elementary School

Reason(s) for School Being Flagged

- Eight classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 5.05SD to 10.41SD.
- Teacher names are listed as “undetermined.”
- Seven classrooms were large (over 50 students), suggesting multiple classrooms were grouped for reporting purposes.
- The school has a history of being flagged (six of seven years). The on-site audit in 2014 determined that all policies and procedures were being followed in accordance with the LEA and GaDOE.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students in the eight flagged classrooms actually were in ten classrooms for testing. Two classes were consolidated for reporting purposes.
- Documentation revealed students getting off-track on the third-grade Social Studies test.
- Removing the student with the highest w-t-r answer changes in each classroom would have cleared five of the 10 identified classrooms, suggesting systemic cheating was unlikely in those classrooms.
- A review of performance data from 2015 to 2016 revealed:
 - 68% of 4th grade English students showed typical or high growth.
 - 66% of 4th grade Math students showed typical or high growth.
 - 70% of 4th grade Science students showed typical or high growth.
 - 68% of 4th grade Social Studies students showed typical or high growth.
 - 76% of 5th grade English students showed typical or average growth.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, but the school will continue to follow all policies and procedures as directed by GaDOE.
 - The school is testing 100% online in 2016-2017, which will remove the possibility of students getting off track.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and an internal audit conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Atlanta Public Schools, Hutchinson Elementary School

Reason(s) for School Being Flagged

- Four classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 6.4SD to 15.20SD. The 15.20SD is the highest paper and pencil SD in the state.
- All flagged classrooms were assigned to the same teacher.
- School was flagged in 2009.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Removing the student with the highest w-t-r answer changes in each classroom would have cleared three of the four identified classrooms, suggesting systemic cheating was unlikely in those classrooms.
- A review of performance data from 2015 to 2016 revealed:
 - Beginning learners school-wide went from 54% to 61%.
 - 51% of 4th grade English students showed typical or high growth.
 - 69% of 4th grade Math students showed typical or high growth.
 - 49% of 4th grade Science students showed typical or high growth.
 - 48% of 4th grade Social Studies students showed typical or high growth.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, but the school will continue to follow all policies and procedures as directed by GaDOE.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and an internal audit conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Atlanta Public Schools, Rivers Elementary School

Reason(s) for School Being Flagged

- Ten classrooms (all paper and pencil) were flagged for w-t-r answer changes with standard deviations ranging from 4.18SD to 5.97SD.
- One teacher was flagged for three subjects in the 5th grade.
- At least two sections of one subject were flagged in each grade tested.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Removing the student with the highest w-t-r answer changes in each classroom would have cleared eight of the 10 identified classrooms, suggesting systemic cheating was unlikely in those classrooms.
- A review of performance data from 2015 to 2016 revealed:
 - Beginning learners school-wide went from 15% to 22%.
 - 57% of 4th grade Math students showed typical or high growth.
 - 71% of 5th grade English students showed typical or average growth.
 - 84% of 5th grade Math students showed typical or high growth.
 - 64% of 5th grade Social Studies students showed typical or high growth.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, but the school will continue to follow all policies and procedures as directed by GaDOE.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and an internal audit conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Bibb County, Alexander II Magnet School

Reason(s) for School Being Flagged

- Two classrooms (both online) were flagged for w-t-r answer changes with standard deviations of 4.18SD and 6.37SD.
- The same teacher administered the test in both flagged classrooms.
- The school has been previously flagged, and was monitored. It had an on-site audit in 2013.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The teacher who tested the students was interviewed for the inquiry. This was not the teacher of record.
- Two statistical analyses were run to test for a positive correlation between student scale scores and w-t-r answer changes.
 - A Spearman Rank-Order Correlation Test for Independence between two variables was conducted, and it suggested that there was no statistical relationship between student scale scores and their w-t-r answer changes.
 - A Kellman Rank-Order Correlation Test was conducted, and it suggested that there was no correlation between the number of individual student answer changes and individual scale scores.
- After the interviews and the statistical analyses conducted there was no evidence that any further inquiry was needed.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will be tested online.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, statistical analyses, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Bibb County, Brookdale Elementary School

Reason(s) for School Being Flagged

- Two classrooms (both paper and pencil) were flagged w-t-r at 5.63SD and 6.76SD.
- Both flagged classrooms are in the fourth-grade.
- Teacher names are listed as “undetermined.”
- A student in fourth-grade Math had 13 w-t-r answer changes out of 15 answer changes.
- The school has been previously flagged and was monitored for testing in 2015.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- All teachers who tested in the flagged classrooms are no longer working in the district and could not be interviewed. The assistant principal and school test coordinator were interviewed to verify that testing was conducted with fidelity in 2016.
- Two statistical analyses were run to test for a positive correlation between student scale scores and w-t-r answer changes.
 - A Spearman Rank-Order Correlation Test for Independence between two variables was conducted, and it suggested that there was no statistical relationship between student scale scores and their w-t-r answer changes.
 - A Kellman Rank-Order Correlation Test was conducted, and it suggested that there was no correlation between the number of individual student answer changes and individual scale scores.
- After the interviews and the statistical analyses conducted there was no evidence that any further inquiry was needed.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will be tested online.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, statistical analyses, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Bibb County, Porter Elementary School

Reason(s) for School Being Flagged

- Two classrooms (both paper and pencil) were flagged w-t-r at 5.12SD and 5.90SD.
- The same teacher administered the test in both flagged classrooms.
- One flagged classroom's w-t-r answer changes were equal to or greater than 65% of total classroom answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The teacher who tested the flagged classrooms was interviewed for the inquiry. This was not the teacher of record.
- A student who was reported for a disruption irregularity was also noted by the teacher in an interview to have excessive erasures during testing. In addition, the teacher recalled several students erasing excessively, but this was not noted on the test incident form.
- Two statistical analyses were run to test for a positive correlation between student scale scores and w-t-r answer changes.
 - A Spearman Rank-Order Correlation Test for Independence between two variables was conducted, and it strongly suggested that there was no statistical relationship between student scale scores and their w-t-r answer changes.
 - A Kellman Rank-Order Correlation Test was conducted, and it suggested that there was no correlation between the number of individual student answer changes and individual scale scores.
- After the interviews and the statistical analyses conducted there was no evidence that any further inquiry was needed.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will be tested online.

GOSA Response

- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom data, student data, and interviews supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, statistical analyses, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Bibb County, Skyview Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The teacher who tested the students was not the teacher of record.
- Interviews of administration revealed that there had been significant concern regarding the level of English instruction in the third-grade for the 2014-2015 school year.
- The fourth-grade English teacher in 2016 had been recognized as highly effective by her school administrators. Student growth percentiles in her classroom had been 65 in 2014, and 68 in 2015.
- Focused work for fourth-grade English in 2016 centered on writing instruction.
 - Students were taught to self-evaluate themselves using a rubric similar to the one used to score the Milestones assessment.
 - The teacher consistently provided individualized feedback to students throughout the year with a focus to their individual strengths and weaknesses.
- The teacher has been asked by her school administration to deliver presentations regarding her instruction techniques to a wider audience.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will be tested online.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as teacher rotation, the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. A highly effective teacher, individualized feedback, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Bleckley County, Bleckley County Elementary School

Reason(s) for School Being Flagged

- A 20-student classroom (fourth-grade-Social Studies, paper and pencil) was flagged w-t-r at 11.25SD
- 73% of classroom answer changes were w-t-r (60 w-t-r answer changes out of 82 total answer changes).
- One student had 16 w-t-r answer changes out of 19 answer changes (27% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Several students with the highest w-t-r answer changes mis-bubbled or had to erase due to answering questions in the wrong section of the test. The teacher and proctor recalled this behavior for two of the students identified.
- The students with the highest w-t-r answer changes received higher classroom grades than test scores in most cases.
- The staff (teacher and proctor) were interviewed for the investigation, and based upon interviews; no help or answers were given to students during testing.
- Student performance from 2014-2015 to 2015-2016 was relatively consistent, suggesting that systematic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The system will instruct all schools to include instructions for documenting the time test materials are signed out and signed back in for each testing session within their testing plan. This procedure will also be stressed to all school test coordinators before 2017 testing begins.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the use of proctors in all classrooms, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Brooks County, Brooks County Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Historic growth data was reviewed for eighth-grade Math over a three-year period for all three teachers involved, and it shows that growth has been on the rise over the entire three-year period.
- Mandatory lunch tutoring is provided to struggling students.
- For 2016:
 - Based on 2015 GMAS scores, algebra concepts was moved and taught at the beginning of the school year so that more time could be spent the concepts in those units.
 - Assessments were developed in GoFAR and students were tested online. The assessments were spiraled and contained concepts from previous units of study. Spiraling was also done with homework from previous units of study.
 - In the spring, a student teacher provided direct instruction for a small group of students, which allowed full-time teachers to provide targeted instruction for smaller group of students for a six-week period. This also allowed one teacher to pull struggling students from her class and another to work on interventions the last period of each day.
 - The school became a Focus school for 2015-2016, and Flexible Learning Program (FLP) students received an additional hour of math instruction each day during the first semester, and an additional 45 minutes of math instruction each day during the second semester.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Buford City, Buford Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- A new principal and one new assistant principal were placed at the school for 2015-2016.
- The new principal instituted new policies focused on adherence to the Georgia Standards of Excellence. These new policies included:
 - Curriculum calendar development (specific, day-to-day, delineation of standards, instructional strategies, and assessment). This was guided and monitored by the administrative team throughout the year during classroom observations.
 - Collaboration between teachers and administrative team regarding grade level content and formative assessment data.
 - Common benchmark assessments were put into place for core content areas.
 - Vertical articulation of data was routinely reviewed with teachers to identify learning gaps and develop appropriate interventions designed to close those gaps.
- As a result of the success of vertical articulation the district has expanded its use in grades K-12 district-wide and added additional resources to further develop the use of it.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will test a maximum number of students online.
 - Teachers will be rotated during testing.
 - Greater focus will be given to training small group test administrators.
 - Greater focus will also be given to teachers regarding active test monitoring.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New administration, data collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Camden County, Matilda Harris Elementary School

Reason(s) for School Being Flagged

- Four classrooms (all online) were flagged w-t-r with standard deviations ranging from 4.12SD to 5.15SD.
- Three classrooms flagged were in the fourth-grade with two tested by same teacher.
- All classrooms had over 200 total answer changes and over 100 w-t-r answer changes each.
- The school was flagged in 2014 and monitored in 2015.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were interviewed, and 80% of them reported they flagged test items and returned to review initial responses. During interviews, no students indicated they received help on the test from another person, and most students indicated that when asked for help their teacher would tell them she could not help them.
- It is believed students used test-taking strategies taught throughout the year.
- Students flagged in the fourth-grade demonstrated student growth on the EOG largely consistent with their teacher's Teacher Assessment on Performance Standards (TAPS) rating and did not exceed level III.
- The third-grade teacher who tested the third-grade flagged classroom was the English Student Learning Objective (SLO) teacher and had nothing to gain by assisting students on the EOG.
- A proctor was present for testing in all flagged classrooms.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - No teacher in a flagged classroom will test any students in 2017.

GOSA Response

- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the use of proctors, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and student interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Camden County, St Marys Middle School

Reason(s) for School Being Flagged

- Twelve classrooms (all online) were flagged w-t-r with standard deviations ranging from 4.06SD to 6.25SD. Five teachers were the test administrators in the 12 classrooms.
- All flagged classrooms were in the eighth-grade.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were interviewed and indicated they utilized the following testing tools and strategies:
 - 87% - Mark for review, 67% - Cross/Eliminator, 60% - Highlighter, 42% - Calculator, 30% - Formula, 27% - Sticky Note, 13% - Line Guide, Under 1% - Equations Builder.
 - No students indicated that teachers offered any help other than in regards to computer issues, or the need for a tissues, etc.
- Fifty-four of the students tested in math were advanced/gifted students, which can be more likely to make answer changes during the test.
- Teacher I's classrooms were not in a subject area the teacher received a student growth score for.
 - Six out of eight students with the highest w-t-r answer changes were advanced/gifted students.
- Teacher II classrooms showed a slight increase in student growth score.
 - The entire classroom consisted of advanced/gifted students.
- Teacher III's classrooms were not in a subject area the teacher received a student growth score for.
 - The entire classroom consisted of advanced/gifted students.
- Teacher IV's classrooms showed a slight increase in student growth score.
 - The entire classroom was made up of advanced students not part of the gifted program but taught by the same team.
- Teacher V's classrooms saw a decline in student growth scores.
 - The classroom was made up of small group accommodations, and a proctor was present for testing.
 - Only one student in the group was taught by the teacher administering the test.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the use of proctors, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and student interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Carroll County, Bay Springs Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- During 2015-2016:
 - The district introduced professional learning sessions monthly, specifically designed for middle school math.
 - Teachers used the new achievement level descriptors (ALDs) to determine high quality instructional practices, assignments, and appropriate rigor.
 - Instructional coaches were provided at the middle school to specifically target math.
 - The school used an after-school math program (Moby Max) that individualized a math instructional path for the Milestones assessment.
 - One math teacher met twice a week during planning to work with struggling students.
- Two of the eighth-grade math teachers have a history of being recognized by the district as top math teachers in the district.
- New tools and interventions were introduced in the eighth-grade that previously had not been used in the seventh-grade.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- 2016 Procedures:
 - All students tested online for the first time.
- New Procedures:
 - Tests will be administered in the morning.
 - The principal will be the only person with access to the test vault.
 - Students will be grouped and tested alphabetically instead of by homeroom.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New training, ALD planning methodology, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Catoosa County, Ringgold Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers met each week in data teams for collaboration and planning purposes.
- Teachers constructed common units and assessments to align instruction and testing throughout the eighth-grade.
- Students were grouped in class based upon individual need.
- Pre-, mid-, and post-tests were given to assess student knowledge and provide necessary interventions for individual students.
- Instructional segments throughout the school day were built in to address additional instructional needs.
- After-school tutoring sessions were made available to students using instructional extension funds.
- A review of student performance data showed that student gains and performance in the eighth-grade have been consistent over a three year period, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - District administrators will monitor testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Chatham County, Oglethorpe Charter School

Reason(s) for School Being Flagged

- Three classrooms (one online and two paper and pencil) were flagged w-t-r with standard deviations ranging from 4.15SD to 5.04SD.
- Paper and pencil flags were both in eighth-grade.
- Teacher names are listed as “undetermined” for eighth-grade flags.
- Eighth-grade classrooms were extremely large (286 students) suggesting multiple classrooms may have been grouped for reporting purposes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers tested students in non-content areas.
- The flagged seventh-grade Math classroom experienced significant technological issues during testing that left students noticeably frustrated. The seventh-grade teacher who tested students has retired.
- For the eighth-grade classrooms:
 - After the large classrooms were adjusted for actual testing groups, only three of those classrooms were flagged at 4SD or higher, and details for those classrooms are below:
 - Eighth-grade Science classroom I, had just over 50% w-t-r erasures, with the two highest students having eight w-t-r answer changes out of 13 answer changes and five w-t-r answer changes out of seven answer changes.
 - Removing these two students would put the classroom at 2SD.
 - Eighth-grade Science classroom II, 70% of the classroom had zero or one w-t-r answer change, with the two highest students having five w-t-r answer changes out of six answer changes and four w-t-r answer changes out of five answer changes.
 - Eighth-grade Social Studies, 70% of the classroom had zero or one w-t-r answer change, with the two highest students (same students from Science classroom II) having 40 w-t-r answer changes out of 57 answer changes and six w-t-r answer changes out of nine answer changes.
- It is believed that the student with the most w-t-r answer changes got off track during testing. Student was noted during interviews as being a special education student who is easily distracted.
- A thorough review of student performance data conducted by the LEA, and overall student performance was in accordance with expectations of student performance in the seventh and eighth-grades, suggesting that systemic cheating is unlikely.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Times will be noted when teachers check out and check in test materials before and after each testing session.
 - Proctor, location, and test start time/test end time has been added to the examiner’s test roster form.
 - Verification of training forms and examiner certification forms will now be kept at the district office.

GOSA Response

- The school has conducted a thorough investigation and identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the use of proctors in all classrooms, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Chatham County, The Stem Academy at Bartlett

Reason(s) for School Being Flagged

- A 22-student classroom (seventh-grade-Math, online) was flagged w-t-r at 7.00SD.
- 63% of classroom answer changes were w-t-r (132 w-t-r answer changes out of 211 total answer changes).
- One student had 16 w-t-r answer changes out of 23 total answer changes (12% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The flagged classroom experienced significant connectivity issues which were documented at the time by the district. Keyboard connectivity issues for iPads were also significant according to interviews with the teacher and proctor.
- The teacher and proctor both indicated that multiple students reviewed the test upon completion before submitting the test.
A thorough review of student performance data was conducted by the LEA, and overall student performance was in accordance with expectations of student performance in the seventh-grade, suggesting that systemic cheating was unlikely.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Times will be noted when teachers check out and check in test materials before and after each testing session.
 - Proctor, location, and test start time/test end time has been added to the examiner's test roster form.
 - Verification of training forms and examiner certification forms will now be kept at the district office.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the use of proctors in all classrooms, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cherokee County, River Ridge High School

Reason(s) for School Being Flagged

- Two classrooms (Analytic Geometry and American Literature, both online) were flagged w-t-r with standard deviations (SD) of 5.04SD and 5.21SD.
- The Analytic Geometry classroom was extremely large (117 students), suggesting multiple classrooms may have been grouped together as one.
- The American Literature classroom was extremely small (4 students).
- 66% of American Literature answer changes were w-t-r answer changes (33 w-t-r answer changes out of 50 total answer changes).
 - One student had 26 w-t-r out of 31 answer changes (79% of classroom w-t-r answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For Analytic Geometry, the teacher of record did not test her own students:
 - Period 1 - 28 students, 53% were below state average for w-t-r answer changes.
 - Period 5 - 30 students, 36% were below state average for w-t-r answer changes.
 - Period 6 - 31 students, 39% of were below state average for w-t-r answer changes.
 - Period 7 - 28 students, 46% were below state average for w-t-r answer changes.
 - The 16 students with highest w-t-r answer changes were all AP/Honors students. Interviews revealed that these students were likely to recheck and change answers.
- For American Literature, the students were all APEX (credit recovery) students.
 - The four students were all tested in separate sections but reported as one to DRC.
 - The student with highest w-t-r answer changes (see above) was a transfer student who had previously failed the course in another state. The student takes honors/AP courses and normally performs at a high level. This student is responsible for the flag, accounting for 78.7% of the classroom w-t-r answer changes.
- Anecdotal evidence was reviewed using a random sampling of students within each classroom to further verify answer changes were the result of student behavior.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A recommended testing plan model has been posted by the district for schools to use to ensure uniformity and thoroughness in all high schools throughout the district.
 - Observations were conducted by the District Director of Assessments and the Director of School Operations during winter 2016 testing. As a result of this, testing protocols, technology needs, and scheduling recommendations were reviewed and discussed with all principals and school test coordinators.

GOSA Response

- The school has identified reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Clarke County, Chase Street Elementary School

Reason(s) for School Being Flagged

- A 16-student classroom (fifth-grade Math, online) was flagged w-t-r at 7.26SD.
- 86% of classroom answer changes were w-t-r (99 w-t-r answer changes out of 115 total answer changes).
- One student had 31 w-t-r answer changes out of 32 total answer changes (31% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were near equal to the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Four students were pulled out and tested with the read-aloud accommodation.
 - Three of these students were responsible for 79 w-t-r answer changes out of 99 total answer changes.
 - This small group testing room (six total students, four from the flagged classroom) dealt with technological caching issues that required the small group to relocate to a new testing room.
 - It is believed that the three students mentioned above attempted to copy from one of the three other students (all students tested on the same form and version) in the small group testing room. A data review revealed that the other three students had four or less total answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Greater emphasis will be placed on training for small group “read aloud” accommodations.
 - Larger testing rooms will be used when small groups grow beyond four students.
 - Cardboard dividers will now be used to prevent students from viewing other students’ testing devices during the test.
 - Teachers will be reminded to “circulate and monitor” during active testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA’s reason for the flagged classrooms. School procedures, such method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior, with the exception of three students who the LEA believes may have cheated on the exam. As a result, the LEA is taking appropriate action (reinforced examiner training, use of dividers between testing stations) to ensure that this behavior will be prevented in the future. No further action is needed at this time.

Clinch County, Clinch County Elementary School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.14SD, 4.83SD, and 5.79SD.
- The same teacher administered the test for both 3rd grade flags.
- All classrooms had over 200 answer changes and 95 or more w-t-r answer changes.
- The school was flagged once in 2011.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- All tested classrooms had a proctor in the room along with the teacher.
- Third-grade:
 - Social Studies test scores were reviewed along with final grades, and 65% of the students in the classroom scored as beginning and developing learners on the test. Only 5% of students failed the class.
 - Science test scores were reviewed along with final grades, and 70% of the students in the classroom scored as beginning and developing learners on the test. Only 5% of students failed the class.
- Fourth-grade:
 - English test scores were reviewed along with final grades, and 75% of the students in the classroom scored as beginning and developing learners on the test. No students failed the class, and the class was identified as a “gifted group.”

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will continue to place a proctor in every testing room along with the teacher.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Teacher-assigned grades were significantly higher than students’ EOG test scores, which provides evidence of potential grade inflation but does not suggest that the excessive erasures were the result of inappropriate testing behavior. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cobb County, Garrison Mill Elementary School

Reason(s) for School Being Flagged

- A 20-student classroom (seventh-grade Social Studies, paper and pencil) was flagged w-t-r at 8.02SD
- 72% of classroom answer changes were w-t-r (54 w-t-r answer changes out of 75 total answer changes).
- One student had 27 w-t-r answer changes out of 30 answer changes (50% of classroom w-t-r answer changes).
- Most students had two or less answer changes on test.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The classroom was high performing with 92% of students scoring as Proficient or Distinguished Learners on the Social Studies EOG and 96% of the students scoring as Proficient or Distinguished Learners on the English EOG, which was not flagged.
- Five students accounted for 59.3% of all w-t-r answer changes.
 - These students' test scores were consistent across all subjects tested.
- The district conducted interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classroom. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cobb County, McClure Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- A new teacher came into the sixth-grade for 2015-2016.
- Teachers participated in subject matter collaboration to develop daily lessons as well as common assessments.
- Every two weeks teachers administered common formative and summative assessments. Data were then analyzed to formulate interventions and adjust instruction.
- The county math supervisor met regularly with the sixth-grade math teachers to analyze data and to provide strategic training.
- Special tutoring sessions were provided to struggling students.
- Tutorial programs were offered to all students before and after school.
- An analysis of weighted percentage increases school-wide revealed that the increased performance seen in sixth-grade Math was consistent with other increases at the school in 2015-2016, and that sixth-grade math was only the third highest increase at the school for 2015-2016 behind sixth-grade Social Studies and eighth-grade English, which suggests that systemic cheating in the flagged testing groups is unlikely.
- The district conducted a data analysis and interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Cobb County, Mount Bethel Elementary School

Reason(s) for School Being Flagged

- Eleven classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.03SD to 6.68SD.
- The same teacher administered the test for both third-grade flags.
- One teacher administered the test for three fifth-grade flags out of eight.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Data were utilized to detail and plot how students performed on the Milestones the year before to better plan for the 2016 Milestones.
- Retired teachers were hired to tutor struggling students during the school day.
- After a performance data review of all 11 classrooms, the majority of students had few or zero w-t-r answer changes, and that performance data for all students was consistent or had declined from 2014-2015 to 2015-2016 on the Milestones EOG, suggesting that systemic cheating is unlikely.
- The district conducted interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cobb County, Nickajack Elementary School

Reason(s) for School Being Flagged

- Seven classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.17SD to 5.85SD.
- All classrooms flagged are in the fifth-grade.
- One teacher administered the test for two flags.
- One teacher administered the test for three flags.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Scholastic Reading Inventory and Scholastic Math Inventory common assessments were used.
- Data teams were developed and formed using SRI and SMI to monitor student progress and develop individualized interventions.
- Federal funding was used to expand the school's tutoring program.
- After a performance data review of all seven flagged classrooms it was discovered that the majority of students had few or zero w-t-r answer changes, and that performance data for all students was consistent or had declined from 2014-2015 to 2015-2016 on the Milestones EOG, suggesting that systemic cheating is unlikely.
- The district conducted interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cobb County, Teasley Elementary School

Reason(s) for School Being Flagged

- Seven classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.07SD to 5.38SD.
- Both fourth-grade flags were administered by the same teacher.
- Third-grade flags all had a high percentage of total answer changes that were w-t-r (63%, 73%, 81%, and 87%).
- The school was flagged in 2011.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Greater emphasis was placed on the integration of Science and Social Studies content into instruction to improve test scores.
- Tutoring was introduced during the school day to address more individual students and their specific needs.
- Read 180 and System 44 were implemented in the third-grade to improve reading and comprehension skills.
- The school brought in trainers from Metro RESA to focus on differentiation, collaborative planning, and the use of data in grade-level teams.
- In all classrooms, five students were responsible for 60% or more of all w-t-r answer changes in each classroom, and these students' performance was consistent or worse from 2014-2015 to 2015-2016 on the Milestones EOG.
- The district conducted interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Cobb County, Tritt Elementary School

Reason(s) for School Being Flagged

- Seven classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.05SD to 6.22SD.
- Three of four third-grade flags were administered by the same teacher.
- All three fourth-grade flags were administered by the same teacher.
- The school was flagged in 2012.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Tutoring is provided year-round for at-risk students.
- In 2015-2016, accelerated curriculum was introduced, and the curriculum was used for class leveling in English and Math to better differentiate instruction.
- Common formative and summative assessments were used in each grade-level to drive the use of data in order to strengthen student learning.
- Four times a year teachers met to collaborate on how the curriculum should be modified for the upcoming nine weeks.
- The first hour each school day was dedicated to math instruction.
- In all classrooms, five students were responsible for 54% or more of all w-t-r answer changes in each classroom, and these students' performance was consistent or worse from 2014-2015 to 2015-2016 on the Milestones EOG.
- The district conducted interviews with school administration to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district's Office of Accountability will conduct site visits during the 2017 testing window to ensure that existing protocols are being followed.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Colquitt County, Norman Park Elementary School

Reason(s) for School Being Flagged

- A one-student classroom (fourth-grade Science, paper and pencil) was flagged w-t-r with a standard deviation (SD) of 10.69SD
- 85% of student answer changes were w-t-r (11 w-t-r answer changes out of 13 total answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The flagged student was in the gifted program and tested off-site at the GEAR center, a grades three through five program for gifted students. The student's grades were reported back to Norman Park Elementary.
- It is believed that the student got off-track and this caused the w-t-r answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All schools have submitted a site-based testing plan for the Georgia Milestones.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and data gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Columbia County, Lakeside High School

Reason(s) for School Being Flagged

- Two classrooms (Analytic Geometry and Physical Science, both online) were flagged w-t-r with standard deviations (SD) of 5.92SD and 6.73SD.
- The Analytic Geometry classroom was extremely large (67 students), suggesting multiple classrooms may have been grouped together as one.
- The Physical Science classroom was extremely small (3 students), and teacher's name is listed as "virtual learning".

LEA Explanation for Flagged Classrooms and/or Testing Groups

- In Analytic Geometry, the flagged classroom was actually three separate testing classrooms.
 - All classrooms were tested at the same time by different teachers.
 - All students in each group were gifted honors students (High performing students are grouped together for testing).
 - Analysis shows that unflagged students who also tested at the same time had high ratios of w-t-r answer changes suggesting that this sub-group of students has a higher percentage of w-t-r answer changes than other sub-groups.
 - EOC grades were commensurate with course grades, and in many cases were lower than the final course grade, suggesting that systemic cheating is unlikely.
- In Physical Science, the three students were all virtual students.
 - The students were tested by the school testing coordinator at the same time.
 - The student with the highest w-t-r answer changes received an EOC grade of 83% and a course grade of 83%.
 - A second student received an EOC grade of 55% and a final course grade of 18%.
 - The final student received an EOC grade of 83% and a final course grade of 70%.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The system will examine and consider changing the practice of grouping all high achieving students together for testing sessions.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Commerce City, Commerce Middle School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 5.45SD, 5.67SD, and 6.70SD.
- All flagged classrooms were in the eighth-grade.
- Teachers are listed as subject and grade (i.e. ELA 8).
- All classrooms are extremely large (115 students), suggesting multiple classrooms may have been grouped for reporting purposes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Each large classroom was tested in six separate sessions by different teachers with a proctor present.
- After breaking out the separate sessions, total w-t-r answer changes were examined for outlier data, and less than half of the total answer changes in each session were w-t-r answer changes. The highest w-t-r answer changes by classroom and course are as follows:
 - English classroom I, 43% w-t-r answer changes
 - Math classroom I, 35% w-t-r answer changes
 - Science classroom I, 48% w-t-r answer changes
- Both small groups broken out were discovered to be below the state average for w-t-r answer changes
- In all classrooms tested, 16 students changed a high number of answers in three of four subjects supporting that answer changes were due to normal student behavior.
- After breaking out the individual classrooms, it is believed that the large number of students grouped together for reporting purposes caused the flagged classrooms to occur.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will begin submitting classroom-level rosters to DRC instead of grade-level rosters.

GOSA Response

- The school has identified a plausible reason the flagged classrooms most likely occurred. School procedures, such as the use of proctors in all classrooms, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and data gathered by the LEA further support the notion that answer changes were likely the result of normal student behavior. As a result, no further action on the part of the school is needed at this time.

Coweta County, Brooks Elementary School

Reason(s) for School Being Flagged

- A 24-student classroom (fifth-grade English, online) was flagged w-t-r at 7.03SD.
- 53% of classroom answer changes were w-t-r (148 w-t-r answer changes out of 280 total answer changes).
- All students had a minimum of two w-t-r answer changes.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were taught to use the flagging tool for questions they were unsure of the answer, and were instructed to place a “guess” answer in case they ran out of time.
- Interviews with teacher and students revealed that numerous students did go back and change answers.
- Students tested in the cafeteria with all grade-level students, and were monitored by all grade-level teachers and additional proctors where needed, further supporting that these students were flagged due to their own behavior as no other classrooms were flagged in the grade-level.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A proctor will be assigned to assist and monitor the flagged teacher’s testing sections.

GOSA Response

- A full proactive investigation was conducted by the LEA. School procedures, such as the method of test distribution and collection and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Decatur City, Fifth Avenue Elementary School

Reason(s) for School Being Flagged

- Twelve classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.05SD to 6.95SD.
- The school had five flags in the fourth-grade and seven flags in the fifth-grade.
- One teacher administered the test for four flags in the fifth-grade.
- The school has not been flagged in prior years.
- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Answer change and unusual response pattern
 - Numerous students across all classrooms were matched up with teacher notes identifying students who got off track while testing and were forced to go back and erase to fix their answer sheets.
 - Over 50% of students scored as proficient and distinguished on the Milestones in every subject area.
 - Many of the students with the highest w-t-r answer changes historically have scored high on national assessments such as Measures of Academic Progress (MAP) and CogAT.
 - A review of school-wide student performance data showed Georgia Milestones student achievement levels remained consistent from 2014-2015 to 2015-2016, suggesting systemic cheating was unlikely.
- Unusual response pattern only
 - A new principal with an English instructional background took over in 2015-2016.
 - MAP data were used to inform planning and instruction.
 - Implementation of International Baccalaureate Primary Years Programme instructional frameworks was used with greater fidelity.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The importance of properly circulating and monitoring students during testing will be stressed.
 - Teachers will be reminded that it is important to make note when students get off-track during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the flagged classrooms and test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that answer changes and the unusual gains were likely the result of normal student behavior and instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Decatur County, Jones-Wheat Elementary School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.29SD, 5.34SD, and 6.52SD.
- One teacher administered the test for all three flags.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were taught a test-taking strategy that teaches students to eliminate “dumb” answers, and then to click on the answer believed to be correct. Students then re-read the question to determine the best answer.
- The staff (teacher and proctor) were interviewed for the investigation, and based upon interviews; no help or answers were given to students during testing.
- The Director of Assessment conducted an analysis of 2014-2015 and 2015-2016 achievement levels. The data indicated expected growth in a typical classroom with no outlier movement into higher achievement levels, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment and will implement any recommendations that GOSA provides with its findings.

GOSA Response

- A full proactive investigation was conducted by the LEA. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Arabia Mountain High School

Reason(s) for School Being Flagged

- Five classrooms (Five online) were flagged w-t-r with standard deviations ranging from 5.09SD to 6.70SD.
- All five classrooms that tested online were extremely large (4 classrooms over 100 students, one over 50), suggesting multiple classrooms may have been grouped together as one.
- School was flagged in 2013, and monitored in 2014.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Flagged classrooms were comprised of 28 actual classrooms/sections.
- Multiple irregularities were reported to DOE regarding teachers not following instructions for test administration (testing out of sequence, testing without enough time to complete, testing without IEP accommodations, etc.).
- Technology issues caused students to be thrown off tests and finish test sections on the next day.
- The flagged classrooms revealed a seven-point regression in mean scale scores from 2014-2015 to 2015-2016 on the corresponding Milestones test.
- In all flagged classrooms, 90% of test grades were commensurate with students' final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A new test coordinator has been assigned to the school.
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA and the school has identified plausible reasons for the flagged classrooms. Some staff members did not distribute or administer the test in accordance with LEA or GaDOE policies, and adult actions may have influenced student responses on the test. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes may have been affected by adult behavior. However, due the lack of test score gains accompanying the answer changes and the proactive district steps to remedy the situation for future testing, no further action is needed at this time. The school and district should ensure new procedures discussed continue to be followed for future test administrations.

DeKalb County, Cary Reynolds Elementary School

Reason(s) for School Being Flagged

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For 2014-2015, the third-grade teaching team consisted of four first-year teachers, two teachers new to the grade-level, one teacher joining the team in January 2014, and one veteran third-grade teacher.
- For 2015-2016:
 - The fourth-grade teaching team consisted of six veteran fourth-grade teachers, and one first-year teacher.
 - The EIP delivery model was changed to self-contained classrooms. EIP classrooms went from one to three. This also allowed classroom size to be lowered throughout fourth-grade.
 - The teachers utilized a mock Milestones test and used the data to collaborate and develop interventions to close gaps in student knowledge.
 - The school expanded the use of Imagine Learning (software for ESL students) for ESOL only students to EIP self-contained classrooms as well.
 - The school partnered with Tzu-Chi (international service organization that provides language interpreters for tutoring and in classroom) to co-teach and serve as one-on-one tutors after school.
 - The RTI process was revised, and responsibilities were expanded from two administrators to three administrators.
 - A high percentage of fourth-graders participated in the Title I after school tutorials.
- Seventy-eight out of the 107 students in the flagged classrooms were tested in small group EL settings throughout the building, and the school's CCRPI score dropped for 2015-2016.
 - Seventy-nine percent of students in the school are ELL, which can sometimes have larger gains in ELA performance in elementary grades relative to non-ELL students due to language acquisition (while their scale scores may generally remain lower than non-ELL students).
 - Beginning Learners made up 43.9% of the English test-takers school wide, and fourth-grade test-takers were comparable to the school-wide percentage, with approximately 42% of students scoring in the Beginning Learner level.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A new test coordinator has been assigned to the school.
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified plausible reasons for the test score gains. School procedures, such as the use of teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The unique student population, use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Cedar Grove Middle School

Reason(s) for School Being Flagged

- A 12-student classroom (seventh-grade Science, paper and pencil) was flagged w-t-r at 7.98SD.
- 72% of classroom answer changes were w-t-r (38 w-t-r answer changes out of 53 total answer changes).
- One student had 14 w-t-r answer changes out of 16 answer changes.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- The school was flagged in 2012.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Several students began testing in the wrong section of the test, and this was noted in teacher incident logs at the time of testing.
- Most student test scores went down from 2014-2015 to 2015-2016, suggesting systemic cheating is unlikely.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Chamblee Charter High School

Reason(s) for School Being Flagged

- Two classrooms (both US History, both online) were flagged w-t-r with standard deviations (SD) of 5.95SD and 5.65SD.
- One classroom had three students.
 - Seventy-one percent of classroom answer changes were w-t-r answer changes (46 w-t-r answer changes out of 65 total answer changes).
 - One student had 26 w-t-r answer changes out of 34 answer changes (57% of classroom w-t-r answer changes).
- The second classroom had 24 students.
 - Sixty-six percent of classroom answer changes were w-t-r answer changes (190 w-t-r answer changes out of 289 answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Both classrooms tested separately.
- Students were administered the test sections in the incorrect order, and the test administrator did not notice this until the middle of testing and at that time stopped the test.
- Tests were invalidated and the students were allowed to retake the test in the correct order in another test session, allowing some students to see questions more than once.
- For both classrooms, 87% of students test scores were consistent or lower than students' final course grades.
- For both flagged classrooms, the mean class grade was an 81.2 and the correlative mean EOC conversion score for those students was an 82.6, indicating that class grades and test scores were consistent with one another, and that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified a reason the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. The school followed proper procedure concerning the test irregularity. However, due to adult errors, some students may have viewed test questions more than once granting them prior knowledge before retaking Section Two of the US History EOC. No further action on the part of the school is needed at this time, but the school should ensure new procedures discussed are followed for future test administrations.

DeKalb County, Chamblee Middle School

Reason(s) for School Being Flagged

- An 82-student classroom (Coordinate Algebra, online) was flagged w-t-r with a standard deviation (SD) of 7.49SD
- 72% of student answer changes were w-t-r (485 w-t-r answer changes out of 671 total answer changes).
- The classroom was extremely large, suggesting multiple classrooms may have been grouped together as one.
- School was flagged in 2013 for the EOG.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were administered the test in three separate sessions.
- For w-t-r answer changes, when all three sessions were examined individually, the w-t-r answer changes were spread evenly among the sessions (35, 40, and 25).
- Students within the flagged classroom belonged to a three-year accelerated cohort of students.
- Ninety-five percent of students earned an A or B in the course, and were either proficient or distinguished learners on the EOC test.
- A review of 2014-2015 performance revealed that all students scored either proficient or distinguished on the EOG test that year.
- Consistent performance suggests that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Clarkston High School

Reason(s) for School Being Flagged

- Four classrooms (all online) were flagged w-t-r with standard deviations ranging from 5.46SD to 6.82SD.
- Three classrooms were extremely large (all over 49 students), suggesting multiple classrooms may have been grouped together as one.
- One Analytic Geometry classroom had 29 students.
 - Fifty-eight percent of answer changes were w-t-r (182 w-t-r answer changes out of 313 total answer changes).
 - One student had 16 w-t-r answer changes out of 23 answer changes (5% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
 - All students had at least two w-t-r answer changes.
- School was flagged in 2012 and 2015, and was monitored in 2013 and 2016.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- The school has a high refugee population, and most students in the flagged classrooms were ELL students with extended time accommodations allowing students plenty of time to review and change answers.
- Student test scores showed minimal gains when compared to previous test scores, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Unique student nature and accommodations, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Cross Keys High School

Reason(s) for School Being Flagged

- Four classrooms (2 online, 2 paper and pencil) were flagged w-t-r with standard deviations ranging from 5.07SD to 7.53SD.
- Both classrooms that tested online were large (39 students and 66 students), suggesting multiple classrooms may have been grouped together as one.
 - The classroom percentiles for w-t-r answer changes were slightly higher than the state percentiles for w-t-r answer changes.
- Paper and pencil American Geography had 50 students.
 - Classroom is large, suggesting multiple classrooms may have been grouped together as one.
 - 44% of answer changes were w-t-r (56 w-t-r answer changes out of 114 total answer changes).
 - The classroom percentiles for w-t-r answer changes were near the state percentiles for w-t-r answer changes.
 - Most students had under two answer changes, suggesting that systemic cheating is unlikely.
- Paper and pencil Coordinate Algebra had 28 students.
 - 49% of answer changes were w-t-r (43 w-t-r answer changes out of 88 total answer changes).
 - The classroom percentiles for w-t-r answer changes were near the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- A high number of students in flagged classrooms were ELL students with extended time accommodations allowing students plenty of time to review and change answers.
- Interviews revealed that teachers took note of numerous students changing answers with the extra time provided.
- A comparison of student EOC scores from 2014-2015 to 2015-2016 revealed that there were minimal gains, and many students actually had test scores drop, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A new test coordinator has been assigned to the school.
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Unique student nature and accommodations, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, DeKalb Elementary School of the Arts

Reason(s) for School Being Flagged

- Six classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.02SD to 5.48SD.
- Four flagged classrooms were in the sixth-grade.
- Five of the six flagged classrooms had a high percentage of answer changes that were w-t-r (over 65%).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- In four of the six flagged classrooms, five students were matched up to student level data files provided by GOSA and were noted in irregularity testing logs as having gotten off-track on the test.
- In the other two classrooms, three students were matched up to student level data files provided by GOSA and had been noted in irregularity logs as having gotten off-track on the test.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Accommodations, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Indian Creek Elementary School

Reason(s) for School Being Flagged

Answer Change

- A 25-student classroom (fifth-grade Math, online) was flagged w-t-r at 10.80SD.
- Sixty-three percent of classroom answer changes were w-t-r (172 w-t-r answer changes out of 273 total answer changes).
- One student had 18 w-t-r answer changes out of 26 answer changes (10% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- The school was flagged every year from 2011 to 2014, monitored in 2014 and audited in 2015.

Unusual Response

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

Answer Change

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- The school population is 85% ELL, so the majority of tested students in the classroom had the read aloud accommodation.
- Student test scores were consistent with final course grades, suggesting that systemic cheating is unlikely.

Unusual Response

- Students participated in the district's K-12 math initiative.
- Interventions included Title I after-school and Saturday tutorial programs, and Student Success tutors.
- A data review of assessment performance was used to target student skill deficits.
- The fifth-grade Math Form A average scale score increased 18 points from 2014-2015 to 2015-2016. While the gains were significant, the students' average performance remained within the Developing Learner performance level. At the same time, for Math Form B, the average scale score increased by 12 points from 2014-2015 to 2015-2016, which was below the threshold for flagging.
- Student test scores strongly correlated to final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the flagged classrooms and test score gains. A review of classroom and student data supports LEA's reason for the flagged classroom and flagged testing group. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and test score gains were due to adult influence. Unique student nature, accommodations, data, and interviews gathered by the LEA further support the notion that answer changes and test score gains were likely the result of common student behavior and instruction. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Peachtree Middle School

Reason(s) for School Being Flagged

- 17 classrooms (16 online, 1 paper and pencil) were flagged w-t-r with standard deviations ranging from 4.02SD to 5.19SD.
- Fifteen of the flagged classrooms are in the eighth-grade (seven in math).
- School was flagged in 2015 (one class EOC) and monitored in 2016.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- A GOSA test monitor was on-site for one day of testing.
- Several irregularities were reported for online testing. Most dealt with a significant number of eighth-grade students being kicked off the online platform. Often when students logged back in the test would put them at a point where they would have to go over questions already answered and this resulted in many students changing answers as they progressed back to the question they had been on before being kicked off.
- Student performance data was reviewed:
 - EOG scores were consistent with final course grades for 2015-2016.
 - Accelerated students were examined over a three period and consistently demonstrated scoring as proficient and distinguished learners with commensurate course grades 95% of the time.
 - No content area experienced more than an eight-point increase in overall student performance for 2015-2016.
 - When examining the actual testing groups the students with the highest w-t-r answer changes were spread out among different sections throughout the day resulting in 88% of these students being enrolled in separate sections of the same course.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. Irregularities were reported by the monitor, and these were addressed with the LEA. LEA has appropriately addressed the irregularities with the school.
- The school has identified plausible reasons the flagged classrooms may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Vanderlyn Elementary School

Reason(s) for School Being Flagged

- A 23-student classroom (3rd Grade-Science, paper and pencil) was flagged w-t-r at 7.11SD.
- 76% of classroom answer changes were w-t-r (64 w-t-r answer changes out of 84 total answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- The school was flagged in 2011.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Many students were noted to have gotten off-track on the Science, Section 2 part of the test (The School Test Coordinator documented which students at the time of testing).
- At least one student, under the directive of GaDOE, had answers transposed to a new test answer sheet because of excessive answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A new test coordinator has been assigned to the school.
 - District assessment staff will visit the school during test preparation to ensure all policies and procedures are followed during testing.
 - Additional e-direct online training will be provided for test coordinators to ensure there is a clear understanding of proper procedures.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

DeKalb County, Woodward Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The school is 88% ELL, so the testing groups included 15 ESOL small testing groups and several one-on-one testers.
- The Accelerated Afternoons tutoring program targeted the bottom 25% of learners/test-takers.
- Students were provided small group tutorials after school with their classroom teachers.
- Fifth-grade teachers provided after school tutorials to students, grouped by ability and skill.
- With parental support, students received after school support two to three days each week to work on skills and standards not yet mastered.
- Student performance data were reviewed. While math gains were significant, both student groups' performance level changes were consistent from 2014-2015 to 2015-16 across all subject areas. In addition, eight grade math showed similar gains in both years of Milestones testing, 2014-2015 and 2015-2016.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A new test coordinator has been assigned to the school.
 - System will instruct all schools to include instructions for documenting the time test materials are signed out and signed back in for each testing session within their testing plan.
 - Teachers will be rotated off grade-level for testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Intensive instruction, interventions, and consistent Georgia Milestones student achievement levels from one year to the next support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Dougherty County, Albany Middle School

Reason(s) for School Being Flagged

- Four classrooms (all online) were flagged w-t-r with standard deviations ranging from 4.01SD to 4.72SD.
- All flagged classrooms are in the sixth-grade.
- All classrooms are extremely large (81 to 111 students), suggesting multiple classrooms may have been grouped for reporting purposes.
- The school was flagged in 2009.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- Students were tested by 26 different teachers in total, and no students were tested by their teacher of record. As a result, the school likely would not have been flagged if classrooms had been reported as tested rather than in four large groups.
- Test scores were consistent from 2014-2015 to 2015-16, with most students falling within 20 points of the previous year's scale score and many seeing a drop in their test score, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will group all the students by their individual homeroom roster and section.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Dougherty County, Robert A Cross Middle Magnet School

Reason(s) for School Being Flagged

- Six classrooms (all paper and pencil) were flagged w-t-r with standard deviations ranging from 4.35SD to 7.09SD.
- Five of the flagged classrooms are in the eighth-grade.
- Two teachers are responsible for two flags each in the eighth-grade.
- Three of the six flagged classrooms had a high percentage of answer changes that were w-t-r (65% or higher).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Student performance data was reviewed, and test scores were consistent from 2014-2015 to 2015-16 with most students falling within 20 points of the previous year's score and almost half of students saw a drop in their test score, suggesting that systemic cheating is unlikely.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. A review of student performance data supports the LEA's reasons for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Early County, Early County Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For the first time, all students tested online in 2015-2016.
- One teacher, with a track record of success, moved from an EIP classroom to gifted/regular education, increasing the number of students she instructed.
- A second, successful teacher transferred from another school in Early County.
- Twenty-one students participated in intense mathematics instruction through Kinetic Academy.
- The school utilized a math lab setting, which provided intense mathematics interventions.
- The school strengthened its RTI process by identifying struggling students and placing them in interventions that target their individual needs.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New staff, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Effingham County, South Effingham High School

Reason(s) for School Being Flagged

- A one-student classroom (Algebra I, paper and pencil) was flagged w-t-r with a standard deviation (SD) of 8.22SD
- Eighty-nine percent of student answer changes were w-t-r (8 w-t-r answer changes out of 9 total answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The student was vision-impaired and had the transcribe accommodation.
- Two staff were present during transcription. Both staff verified that corrections had to be made to match student answers on large print booklet. Documentation is on file for both staff interviews.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, as it believes the reason for the variance was due to normal practices regarding the student's unique accommodation.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A unique student factor (vision-impaired transcription) supports the reason for the flagged classroom. School procedures, such as the use of proctors in all classrooms, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and interviews gathered by the LEA further support the notion that answer changes were likely the result of normal transcription behavior by staff. As a result, no further action on the part of the school is needed at this time.

Fayette County, Crabapple Lane Elementary School

Reason(s) for School Being Flagged

- A one-student classroom (3rd Grade-Social Studies, online) was flagged w-t-r with a standard deviation (SD) of 9.43SD.
- Eighty-three percent of student answer changes were w-t-r (29 w-t-r answer changes out of 35 total answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- The student repeated the third-grade and attended a self-contained classroom during 2015-2016.
- The student was tested one-on-one with a read-aloud accommodation as part of his/her IEP. The assistant principal was stationed outside the room as a monitor.
- The student required numerous breaks, which were documented.
- Student was scored in the developing learner level for all subjects during 2015-2016. He/she scored at the beginning learner level in all subjects in 2014-2015.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Times will be noted for test material distribution and collection.
 - Proctors will be used in one-on-one testing rooms.
 - The testing closet will be rekeyed so that access is limited to the principal and assistant principal.

GOSA Response

- A full proactive investigation was conducted by the LEA. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. Proctors will be used in all one-on-one testing rooms to ensure closer monitoring is done for future years. No further action on the part of the school is needed at this time.

Fayette County, McIntosh High School

Reason(s) for School Being Flagged

- Two classrooms (Algebra I and Biology, both online) were flagged w-t-r with standard deviations (SD) of 5.03SD and 5.16SD.
- The Algebra I classroom was extremely large (89 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classroom was extremely large (128 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were tested alphabetically at the school.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- For Algebra I:
 - Eighty-nine students were spread out over 12 separate testing sessions, and the teacher of record only tested three of her students in total.
 - Only fourteen students moved from proficient to distinguished and none tested with the teacher of record. The remaining students' performance remained consistent from the previous year and with grades received, while five students dropped one ranking, suggesting systemic cheating is unlikely.
- For Biology:
 - One-hundred-twenty-eight students were spread out over 15 separate testing sessions, and the teacher of record tested nine of her students in total.
 - Biology scores were compared to previous science EOC performance and current grades. Scores were consistent with past test performance and current grades, suggesting systemic cheating is unlikely.
- The school likely would not have been flagged if classrooms had been reported as tested rather than in two large groups.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The testing closet will be re-keyed to limit access to only the principal and school test coordinator.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and data gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fayette County, Rising Starr Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The teachers collaborated on lessons and reviewed data together.
- The math department participated in “Math in the Fast Lane” during 2015-2016 which helped them to develop new strategies, interventions, and formative assessments.
- An exceptional teacher was assigned to teach remedial math. The new teacher received positive support from both parents and students for his methods and approach.
- Counselors and the assistant principal reviewed grade reports every 4.5 weeks and structured interventions to support struggling students.
- Before and after school tutoring sessions were provided to students.
- Many students participated in the After-School Reading and Math (ARM) prior to Milestones testing.
- Eighth-grade math teachers created a 14-day mini-unit to review all the math units and standards immediately prior to Milestones testing.
- A review of the past three years’ Georgia Milestones and CRCT student scores showed a significant and consistent increase in the number of eight-grade students receiving high test scores annually. The number of students receiving passing scores on the Georgia Milestones and CRCT has also remained consistent over the same time period.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged testing groups. School procedures, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New staff, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Fayette County, Whitewater High School

Reason(s) for School Being Flagged

- A 35-student classroom (History, online) was flagged w-t-r at 7.34SD.
- Fifty-eight percent of classroom answer changes were w-t-r (287 w-t-r answer changes out of 494 total answer changes).
- One student had 36 w-t-r answer changes out of 47 total answer changes (13% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The classroom was split and tested with three different teachers (1 in small group, 18 with one teacher, and 16 with a third teacher.). The school may not have been flagged if classrooms had been reported as tested rather than in one large group.
- Student performance data was reviewed, and Georgia Milestones student achievement levels were consistent with student classroom grades, suggesting that systemic cheating is unlikely.
- One student (11 w-t-r answer changes out of 23 answer changes) underperformed on the test compared to the classroom grade.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Times will be noted for test material distribution and collection.
 - Access to the testing vault will be limited to only two school administrators.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classroom. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, and data gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fayette County, Whitewater Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For 2015-2016, the district implemented ThinkCERCA, which teaches critical thinking through argumentative writing, and the school showed the most frequent and consistent use of the program of any school in the district.
- Teachers shared common planning for collaboration, and used common assessments utilizing that data during their CAT time (daily intervention period) to determine individual student needs.
- Performance data reviewed for the seventh-grade showed:
 - For 192 students, grades were consistent between the EOG and final course grades.
 - For 11 students, EOG grades were one level higher than the final course grade.
 - For 101 students, EOG grades were one level lower than the final course grade.
- Performance data reviewed for the eighth-grade showed:
 - For 277 students, grades were consistent between the EOG and final course grades.
 - For 26 students, EOG grades were one level higher than the final course grade.
 - For 39 students, EOG grades were one level lower than the final course grade.
- SRI score growth amongst the five district middle schools was also reviewed. The average lexile growth at the school was 44 points, with the next highest school having an average of 31 points.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during 2017, and the LEA has recommended that the school continue to do so permanently.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains. School procedures, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. Comparable growth on a separate instrument (SRI) also shows that gains were likely due to student mastery increases. As a result, no further action on the part of the school is needed at this time.

Floyd County, Garden Lakes Elementary School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.15SD, 4.54SD, and 6.94SD.
- One teacher administered the test for both fifth-grade flags.
- All students in the third-grade ELA classroom had a minimum of three w-t-r answer changes.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state average for w-t-r answer changes in all classrooms (all students had at least one w-t-r in all classrooms).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- Many students with higher answer changes also had issues with being kicked off the test.
- In third-grade English:
 - Only seven students had more than 60% w-t-r answer changes
 - The seven students with the most answer changes only had 37% w-t-r answer changes.
 - Of the nine “connection error” issues in the classroom, five students had high answer changes.
 - Test scores declined from 2014-2015 to 2015-2016, and beginning learners increased by five percentage points.
- In fifth-grade English:
 - The fifth-grade is departmentalized for its core content areas.
 - Fifty percent of students in the classroom were gifted students, which have a tendency to have higher percentage of answer changes than non-gifted students.
 - Eight students were responsible for 82% of classroom w-t-r answer changes.
 - Test scores slightly increased from 2014-2015 to 2015-2016, and beginning learners decreased by 14 percentage points.
- In fifth-grade Math:
 - The teacher of record did not teach or test the students in the subject.
 - Fifty percent of students in the classroom were gifted student, which have a tendency to have higher percentage of answer changes than non-gifted students..
 - The eleven students with the highest number of w-t-r answer changes were responsible for 34% of the total w-t-r answer changes in the classroom.
 - Test scores slightly increased from 2014-2015 to 2015-2016, beginning learners decreased by 13 percentage points.
- The school’s overall CCRPI score dropped 4.7 points, from 67.5 to 62.8.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - School will utilize online practice tests for all students that test online in an effort to minimize nervous mouse clicks (answer changes) by students.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Forsyth County, Brookwood Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Math utilized a 90-minute block for instruction.
- Tutoring sessions were offered before, during, and after school for students who required extra help and practice.
- Re-teach, review, and re-assess strategies are used to ensure content mastery.
- RTI small group sessions are provided every Tuesday, Wednesday, and Thursday for 30 minutes each day to help struggling students and challenge high-performing ones.
- During the month of March an after-school program is offered twice a week for identified students who have not attained mastery to prepare them for Milestones testing.
- During 2015-2016, an instructional coach also worked with students to close learning gaps, and co-taught with various teachers as well in order to teach new strategies.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - Proctors will be used in every testing room.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains. School procedures, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New staff, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Forsyth County, George W. Whitlow Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- School has daily RTI time, and students are assigned based upon collaborative data team meetings. Students needing additional support are provided with the needed intervention. On-level students are challenged with more in-depth instruction during this time.
- Progress for struggling students is measured through the Fast Bridge assessment process, and data teams use this information to determine intensity, and which interventions are most appropriate for each individual student.
- Every teacher participates in RTI time at the school.
- The school has been recognized for its RTI successes, and received the SSTAGE Award for Promising Practices in meeting the needs of students.
- Instructional Extension funds are used to support a before- and after-school tutoring program, and the Ticket to Success Program which uses assessment data to select students for additional help.
- Tutoring is also provided during lunch for students pulled by teacher for additional interventions.
- Teachers also collaborate with parents on what can be done at home to improve student achievement.
- Performance data from 2015 to 2016 was reviewed along with pre-interim and post-interim assessment to track student learning, and final EOG grades were consistent with final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, but the school will continue to follow all policies and procedures as directed by GaDOE.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Forsyth County, Johns Creek Elementary School

Reason(s) for School Being Flagged

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Test forms were consciously assigned alphabetically to ensure students with the same form would not be sitting next to one another.
- Student participation in Instructional Extension was doubled from 11 to 22 students. This program addressed mastery needs and was offered in the morning before school.
- Other students received interventions targeting individual areas for growth.
 - Some students did Read Naturally each day to target fluency and comprehension. Wordly-Wise and fluency folders were also used.
 - Progress was tracked through FAST Bridge data, and if students were not progressing then their interventions were adjusted or changed to better address student needs.
- There were four outlier students who tested as developing learners while earning A grades in the course. These students were all in special education and were offered re-teach and re-test opportunities. All scored much higher when retested.
- Performance data was reviewed, and final EOG grades were consistent with final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Proctors will be used in all classrooms.

GOSA Response

- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Forsyth County, Lambert High School

Reason(s) for School Being Flagged

- Five classrooms (Two Algebra I and three Biology, all online) were flagged w-t-r with standard deviations (SD) ranging from 5.02SD to 6.85SD.
- The Algebra I classrooms were extremely large (109 and 142 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classrooms were extremely large (109, 120, and 143 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were tested alphabetically and not by teacher of record.
- The classrooms likely would not have been flagged had the school reported actual testing sessions rather than in large groups.
- The school-level analysis focused on students in the 75th percentile for w-t-r answer changes.
- Interviews revealed that all students were seated randomly, cell phones were collected, teacher emphasized that questions could not be answered, teacher constantly circulated through room during testing, and all computers had dividers to prevent cheating.
- Classroom 1 had 109 students that were tested in five separate sessions.
 - The 45 students with six or more w-t-r answer changes were spread out among five different examiners and one test make-up session. Testing sessions contained 40-50 students in each. Three of six sessions had less than 10% of students with six or more w-t-r answer changes.
- Classroom 2 had 143 students that were tested in 10 different sessions.
 - The 49 students with seven or more w-t-r answer changes were spread out among nine different examiners and one test make-up session. Testing sessions contained 40-50 students in each. Six of ten sessions had less than 10% of students with seven or more w-t-r answer changes.
- Classroom 3 had 120 students that were tested in six different sessions.
 - The 39 students with seven or more w-t-r answer changes were spread out among 6 different examiners. Testing sessions contained 40-50 students in each. No testing session had more than 10 students with seven or more w-t-r answer changes.
- Classroom 4 had 109 students that were tested in four different sessions.
 - The 42 students with seven or more w-t-r answer changes were spread out among 5 different examiners. Testing sessions contained 30-50 students in each. No testing session had more than 15 (54 student testing session) students with seven or more w-t-r answer changes.
- Classroom 5 had 142 students that were tested in five different sessions.
 - The 51 students with six or more w-t-r answer changes were spread out among five different examiners. Testing sessions contained 45-50 students in each. No testing session had more than 11 students with six or more w-t-r answer changes.
- Performance data was reviewed, and 2014-2015 EOC scale scores were consistent with 2015-2016 EOC scale scores, suggesting that systemic cheating is unlikely.
 - Students with the highest w-t-r answer changes were more deeply examined, and yearly performance data shows consistent performance for those students as well.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - School administrators will now sign material sign-in/sign-out sheets along with test examiner.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Forsyth County, North Forsyth High School

Reason(s) for School Being Flagged

- Two classrooms (Algebra I and Biology, both online) were flagged w-t-r with standard deviations (SD) of 5.30SD and 5.36SD.
- The Algebra I classroom was extremely large (87 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classroom was extremely large (87 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students were tested by the teacher of record.
- The school-level analysis focused on students in the 75th percentile for w-t-r answer changes.
- All testing sections were accelerated or AP, except for one which was taught AP strategies.
- In interviews, teachers said that they stress testing methods that involve picking a best answer and then flagging those questions for further review.
- Classroom One had 87 Accelerated Algebra I students that were tested in three separate sessions.
 - There were 23 students with seven and half or more w-t-r answer changes spread out among the three test sessions.
 - Session one had 29 students tested, and five students in the 75th percentile for w-t-r answer changes.
 - Session two had 27 students tested, and seven students in the 75th percentile for w-t-r answer changes.
 - Session three had 37 students tested, and 10 students in the 75th percentile for w-t-r answer changes
- Classroom Two had 87 AP Biology and on-level Biology students that were tested in five separate sessions.
 - There were 16 students with 8 or more w-t-r answer changes spread out among the three test sessions.
 - Session one had 25 students tested, and four students in the 75th percentile for w-t-r answer changes.
 - Session two had 28 students tested, and five students in the 75th percentile for w-t-r answer changes.
 - Session three had 27 students tested, and seven students in the 75th percentile for w-t-r answer changes.
 - Session four had one student tested in a make-up session, and had zero students in the 75th percentile for w-t-r answer changes.
 - Session five had one student tested in a small group session, and had zero students in the 75th percentile for w-t-r answer changes.
 - Five students were tested by other examiners, and had zero students in the 75th percentile for w-t-r answer changes.
- Performance data was reviewed, and 2014-2015 EOC scale scores were consistent with 2015-2016 EOC scale scores, suggesting that systemic cheating is unlikely.
 - Students with the highest w-t-r answer changes were more deeply examined, and yearly performance data shows consistent performance for those students as well.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All teachers will be rotated during testing.
 - EOC testing will have its own testing vault moving forward (previously shared a vault with End of Pathway and SLO testing).

GOSA Response

- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Forsyth County, North Forsyth Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The sixth-grade utilizes an embedded Reading Workshop class, modeled after Nancy Atwell's reading workshop platform. It was submitted as the school's innovative practice for CCRPI in 2015-2016.
- The school uses a weekly rotating class schedule throughout the year, which allows students to attend every course at a time of day when they are most attentive.
- Content specialization occurs for the first time in the sixth-grade.
- The sixth-grade was comprised of two academic teams for 2015-2016 that led to strong teacher-student relationships and the highest average SGP's in Forsyth County.
- Thirty-one students participated in the Extended Day program that met three mornings each week for the five weeks leading up to EOG testing in April 2016.
- Teachers collaborated to develop and implement formative and summative assessments.
- Student performance data was reviewed, and Georgia Milestones student achievement levels were consistent from 2014-2015 to 2015-16 with a drop in distinguished learners of 2.3 percentage points, and an increase in developing learners of 7.7 percentage points, suggesting that systemic cheating is unlikely.
- Student performance data was reviewed, and Georgia Milestones student achievement levels were consistent with final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All teachers will be rotated during testing.
 - All students will be tested online.
 - Each grade level will have a dedicated week for testing to allow for greater grade level focus.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Forsyth County, Riverwatch Middle School

Reason(s) for School Being Flagged

- Four classrooms (One Algebra I and three Physical Science, all online) were flagged w-t-r with standard deviations (SD) ranging from 7.06SD to 11.13SD.
- The Algebra I classroom was extremely large (120 students), suggesting multiple classrooms may have been grouped together as one.
- The Physical Science classrooms were extremely large (134, 141, and 145 students), suggesting multiple classrooms may have been grouped together as one.
- School was flagged for EOG in 2010.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers of record only examined one session for students they taught.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- The Algebra I classroom was tested in four sessions by four different teachers.
- The Physical Science classrooms were tested in 12 sessions with one teacher (four teachers in total) testing three sessions each. Three sessions had a proctor in the room.
- Student performance data were reviewed, and EOG/EOC scale scores were consistent from 2014-2015 to 2015-2016, suggesting that systemic cheating is unlikely.
 - Students with the highest w-t-r answer changes were more deeply examined, and yearly performance data shows consistent performance for those students as well.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All teachers will be rotated during testing.
 - All 8th grade students will test at the same time, and testing sessions will be broken into smaller groups.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- A full proactive investigation was conducted by the LEA. However, there are no definitive explanations for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Forsyth County, Silver City Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- All teachers were rotated during testing.
- During the 2014-2015 school year, the identified testing groups' test results were the lowest in the district. This was partly due to a teacher being replaced mid-year, and a recognized lack of instructional rigor.
- For 2015-2016:
 - The 4th grade had a math coach and math lab that utilized online programs Front Row Ed and Moby Max. The lab was used by students Monday through Thursday each week (These supports were not available to these students during 2014-2015).
 - Coach intervention materials were used with all 4th grade students at least once a week.
- Student performance data were reviewed, and Georgia Milestones student achievement levels were consistent with final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System has proposed no new policies regarding assessment, but the school will continue to follow all policies and procedures as directed by GaDOE.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Forsyth County, South Forsyth High School

Reason(s) for School Being Flagged

- Six classrooms (One 9th Grade Literature, three Algebra I, and two Biology, all online) were flagged w-t-r with standard deviations (SD) ranging from 5.08SD to 6.31SD.
- The 9th Grade Literature classroom was extremely large (133 students), suggesting multiple classrooms may have been grouped together as one.
- The Algebra I classrooms were extremely large (81, 97, and 119 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classrooms were extremely large (121 and 132 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag. The classrooms likely would not have been flagged had the school reported actual testing sessions rather than in large groups.
- The 9th grade Literature teacher was on maternity leave and did not test any of her students.
 - The students were tested in eight different sessions, which included two small groups, by five different teachers.
- For Algebra I, Teacher 1 tested two of her three classrooms. Some students tested in other classrooms due to accommodations or to remove the need for proctors.
 - The students were tested in six different sessions by four different teachers.
- For Algebra I, Teacher 2 tested four of her four classrooms. Some students tested in other classrooms due to accommodations or to remove the need for proctors.
 - The students were tested in seven different sessions by four different teachers.
- For Algebra I, Teacher 3 tested three of her three classrooms. Some students tested in other classrooms due to accommodations or to remove the need for proctors.
 - The students were tested in five different sessions by two different teachers.
- For Biology, Teacher 4 tested four of her four classrooms. Some students tested in other classrooms due to accommodations or to remove the need for proctors.
 - The students were tested in seven different sessions by three different teachers.
- For Biology, Teacher 5 tested three of her four classrooms. Some students tested in other classrooms due to accommodations or to remove the need for proctors.
 - The students were tested in seven different sessions by three different teachers.
- Georgia Milestones student achievement levels were consistent in all flagged subjects over a three-year period.
- Student performance data was reviewed, and EOG/EOC scale scores were consistent from 2014-2015 to 2015-2016, suggesting that systemic cheating is unlikely.
 - Students with the highest w-t-r answer changes were more deeply examined, and yearly performance data shows consistent performance for those students as well.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All teachers will be rotated during testing.
 - EOC testing will have its own testing vault moving forward (previously shared a vault with End of Pathway and SLO testing).

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews conducted by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Forsyth County, South Forsyth Middle School

Reason(s) for School Being Flagged

Answer Change

- Three classrooms (One Algebra I and two Physical Science, all online) were flagged w-t-r with standard deviations (SD) of 5.39SD, 5.12SD, and 6.41SD.
- The Algebra I classroom was extremely large (58 students), suggesting multiple classrooms may have been grouped together as one.
- The Physical Science classrooms (25 and 28 students) were both administered by the same teacher.
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
 - All students in both classrooms had at least one w-t-r answer change.
- School was flagged for EOG in 2011.

Unusual Response

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

Answer Change

- Teachers of record did not administer tests to their own students.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- All three flagged classrooms were gifted/advanced classrooms where the students have a verified record of achievement throughout middle school.
- It was noted that 26% of the Algebra I students also tested in flagged Physical Science classrooms.
- 2015-2016 EOC scale scores were compared to 2014-2015 corresponding EOG/EOC scale scores. Performance data was consistent from 2014-2015 to 2015-2016, suggesting systemic cheating was unlikely.
- Students with the highest w-t-r answer changes were more deeply examined, and yearly performance data shows consistent performance for those students as well.

Unusual Response

- It was noted before 2015-2016 testing that the school received an unusually high number of Form A tests for 6th grade English. Overall, 94 more students took form A than form B.
- A school-wide initiative for increased rigor and relevance was introduced at the school.
 - Professional development was provided for teachers to understand the design of higher rigor and relevant assignments based upon the work of Bill Daggett.
 - English teachers received training for Document Based Questioning.
 - 6th grade teachers collaborated to create a benchmark test that was delivered three times during the school year to measure growth and determine necessary interventions and differentiation.
- Student performance data were reviewed, and Georgia Milestones student achievement levels were consistent with final course grades, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - A test administration schedule will be created to ensure teachers test no students within their content area of expertise.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the flagged classrooms and test score gains. A review of classroom and student data supports LEA's reasons for the flagged classrooms and test score gains. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and test score gains were due to adult influence. Teacher collaboration, data, and interviews gathered by the LEA further support the notion that answer changes and test score gains were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Alpharetta High School

Reason(s) for School Being Flagged

- Three classrooms (Algebra I, Biology, and Geometry, all online) were flagged w-t-r with standard deviations (SD) of 6.89SD, 5.21SD, and 6.59SD.
- The Algebra I classroom was extremely large (85 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classroom was extremely large (129 students), suggesting multiple classrooms may have been grouped together as one.
- The Geometry classroom was extremely large (109 students), suggesting multiple classrooms may have been grouped together as one.
- School was flagged in 2015 and monitored in 2016.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Teachers were rotated for all classrooms.
- Students were tested in 20 different sessions by 15 different teachers. The classrooms likely would not have been flagged had the school reported actual testing sessions rather than in large groups.
- Seventy-one percent or more of students in Algebra I and Geometry classrooms had seven or less w-t-r answer changes across all testing sessions.
- Seventy-seven percent or more of students in Biology classrooms had eight or less w-t-r answer changes across all testing sessions.
- Twelve of 20 testing sessions had more than 50% of students with four or less w-t-r answer changes.
- Six of 20 testing sessions had 30% or more of students with four or less w-t-r answer changes.
- The remaining two testing sessions were one student sessions, and both students had seven or fewer w-t-r answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. GOSA monitored the school during the 2015-2016 test administration and found that all procedures were followed. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Autrey Mill Middle School

Reason(s) for School Being Flagged

- A 93-student classroom (Algebra I, online) was flagged w-t-r with a standard deviation (SD) of 10.06SD
- 76% of student answer changes were w-t-r (484 w-t-r answer changes out of 638 total answer changes).
- The classroom was extremely large, suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- All students and classrooms were accelerated.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Teachers were rotated but teacher of record did test one section of his/her students.
- Students were tested in four different sessions by four different teachers.
- Sixty-seven percent or more of students had seven or less w-t-r answer changes across all testing sessions.
- Three of the four testing sessions had more than 50% of students with five or less w-t-r answer changes, and the fourth testing session had 44% of students with five or less w-t-r answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Hembree Spring Elementary School

Reason(s) for School Being Flagged

- Two one-student classrooms (fourth-grade, Social Studies and Science, online) were flagged w-t-r with standard deviations (SD) of 8.63SD and 7.27SD.
- In Social Studies, 88% of student answer changes were w-t-r (29 w-t-r answer changes out of 33 total answer changes).
- In Science, 100% of student answer changes were w-t-r (24 w-t-r answer changes out of 24 total answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Both classrooms had the same student. The student is gifted and tested with the one-on-one accommodation due to anxiety.
- The teacher noted that the student routinely takes all available time to complete his tests.
- Historical testing data comparisons show that the student scored distinguished in all subjects for 2014-2015 and 2015-2016 testing, except for English where he scored proficient for 2014-2015.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- The school has identified plausible reasons the flagged classrooms may have occurred. A unique student factor (one-on-one testing for anxiety) supports the reason for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of normal transcription behavior by staff. As a result, no further action on the part of the school is needed at this time.

Fulton County, Hopewell Middle School

Reason(s) for School Being Flagged

- Three Classrooms (All 6th Grade-English, paper and pencil) were flagged w-t-r at 9.49SD, 9.49SD, and 8.82SD.
- The classrooms had 25, 25, and 24 students.
- In classroom one, 82% of classroom answer changes were w-t-r (51 w-t-r answer changes out of 62 total answer changes).
- In classroom two, 74% of classroom answer changes were w-t-r (51 w-t-r answer changes out of 69 total answer changes).
- In classroom three, 64% of classroom answer changes were w-t-r (47 w-t-r answer changes out of 73 total answer changes).
- The school was flagged in 2012.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Several students in each class had high w-t-r answer changes which skewed the data causing the flag.
- In Classroom One, 79% of students had two or less w-t-r answer changes.
- In Classroom Two, 63% of students had two or less w-t-r answer changes.
- In Classroom Three, 72% of students had two or less w-t-r answer changes.
- Historical testing data comparisons show that the student scored consistently in 2014-2015 and 2015-2016, suggesting that systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- The school was able to identify plausible reasons for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Johns Creek High School

Reason(s) for School Being Flagged

- Two classrooms (Biology and Physical Science, both online) were flagged w-t-r with standard deviations (SD) of 5.57SD and 5.59SD.
- The Biology classroom had 23 students.
 - 54% of classroom answer changes were w-t-r answer changes (190 w-t-r answer changes out of 349 total answer changes).
 - One student had 29 w-t-r answer changes out of 39 answer changes (15% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- The Physical Science Classroom had 11 students.
 - 61% of classroom answer changes were w-t-r answer changes (100 w-t-r answer changes out of 165 total answer changes).
 - One student had 20 w-t-r answer changes out of 27 answer changes (20% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- For Biology, 61% of students had eight or fewer w-t-r answer changes.
- For Physical Science, 55% of students had eight or fewer w-t-r answer changes.
- For students with the highest w-t-r answer changes in all flagged classrooms, their 2015-2016 EOC scores were consistent with the scores they received in 2014-2015 on a comparable EOC, suggesting systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was able to identify plausible reasons for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Northview High School

Reason(s) for School Being Flagged

- Three classrooms (Two Geometry and one US History, all online) were flagged w-t-r with standard deviations (SD) of 5.51SD, 5.04SD, and 6.19SD.
- One Geometry classroom had 28 students.
 - 88% of classroom answer changes were w-t-r answer changes (149 w-t-r answer changes out of 169 total answer changes).
 - One student had 13 w-t-r answer changes out of 13 answer changes (9% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- One Geometry classroom had 18 students.
 - 89% of classroom answer changes were w-t-r answer changes (102 w-t-r answer changes out of 115 total answer changes).
 - One student had 18 w-t-r answer changes out of 21 answer changes (18% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- The US History classroom had 27 students.
 - 65% of classroom answer changes were w-t-r answer changes (217 w-t-r answer changes out of 333 total answer changes).
 - One student had 30 w-t-r answer changes out of 35 answer changes (9% of classroom w-t-r answer changes).
 - The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- For Geometry classroom one, 79% of students had seven or fewer w-t-r answer changes.
- For Geometry classroom two, 72% of students had seven or fewer w-t-r answer changes.
- For US History, 56% of students had seven or fewer w-t-r answer changes.
- For students with the highest w-t-r answer changes in all flagged classrooms, their 2015-2016 EOC scores were consistent with the scores they received in 2014-2015 on a comparable EOC, suggesting systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was able to identify plausible reasons for the flagged classrooms. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, River Trail Middle School

Reason(s) for School Being Flagged

- Three classrooms (One Algebra I and two Physical Science, all online) were flagged w-t-r with standard deviations (SD) of 7.56SD, 7.79SD, and 5.91SD.
- The Algebra I classroom was extremely large (98 students), suggesting multiple classrooms may have been grouped together as one.
- One Physical Science classroom was extremely large (100 students), suggesting multiple classrooms may have been grouped together as one.
- One Physical Science classroom was extremely large (83 students), suggesting multiple classrooms may have been grouped together as one.
- School was flagged for EOG in 2010 and 2011 and was monitored in 2012.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers were rotated during testing.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- The Algebra I classroom had 98 students tested in four sessions with four different teachers.
- The first Physical Science classroom had 100 students tested in four sessions with four different teachers.
- The second Physical Science classroom had 83 students tested in three sessions with three different teachers.
- Across all sessions, 66% or more of students had seven or fewer w-t-r answer changes.
- For students with the highest w-t-r answer changes in all flagged classrooms, their 2015-2016 EOC scores were consistent with the scores they received in 2014-2015 on a comparable EOC, suggesting systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Fulton County, Webb Bridge Middle School

Reason(s) for School Being Flagged

- A 93-student classroom (Algebra I, online) was flagged w-t-r with a standard deviation (SD) of 10.06SD
- 76% of student answer changes were w-t-r (484 w-t-r answer changes out of 638 total answer changes).
- The classroom was extremely large, suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers were rotated during testing.
- Students were all accelerated students.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- The Algebra I classroom had 93 students tested in four sessions with four different teachers.
- Across all sessions, 63% of students had seven or fewer w-t-r answer changes.
- For students with the highest w-t-r answer changes in all flagged classrooms, their 2015-2016 EOC scores were consistent with the scores they received in 2014-2015 on a comparable EOC, suggesting systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gilmer County, Clear Creek Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The 8th grade math department is a strong department of veteran teachers, including a math-certified special education teacher.
 - The teachers use common planning and collaborate on lessons and assessments.
 - Spiral quizzing is used to revisit older standards to ensure mastery.
 - There 27 quizzes given weekly until March when they are given twice a week.
 - Teacher goes over the most missed questions with the entire class before identifying specific students for further smaller group interventions.
 - Special education students were pulled for 1:1 remediation with the teacher.
 - By EOG testing, most students were passing the quizzes and had mastered first semester standards.
 - Extended learning time (ELT) was used in the 8th grade, especially after classroom tests to ensure missed standards were retaught and when students missed or failed to turn in homework. ELT was not used in 7th grade.
- Greater emphasis is put on the 8th grade than the 7th grade due to 8th grade being a gateway year.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the test score gains. School procedures such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Gwinnett Online Campus

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.67SD, 4.68SD, and 4.18SD.
- Teacher listed for all three flagged classrooms as “1214” (classrooms were in sixth and seventh-grade).
- All students in the sixth-grade science classroom had at least one w-t-r answer change.
- One classroom had 211 w-t-r out of 323 total answer changes (65% of answer changes were w-t-r).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Eight teachers tested the flagged classrooms. Only one teacher tested students she also taught.
- Privacy panels were used around each testing station.
- A review of student performance data by the LEA revealed that most students in the flagged classrooms Georgia Milestones student achievement levels remained consistent with reasonable gains from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Hull Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers collaborated as a group for two years.
- Students were divided into groups based upon ability and past EOG test scores so that teachers could teach to targeted groups rather than to a variety of learners.
- Teachers developed common assessments and met weekly to discuss and develop strategies for students failing to meet mastery on state standards.
- Teachers used the SLDS system to gain more knowledge on student strengths and weaknesses.
- Struggling students were tutored in their areas of weakness.
- Morning and Saturday study sessions were also provided for struggling students and enrichment.
- A review of student performance data by the LEA revealed that most students in the flagged classrooms Georgia Milestones student achievement levels remained consistent with some losses from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the test score gains. School procedures such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Moore Middle School

Reason(s) for School Being Flagged

- A 28-student classroom (6th Grade-Science, paper and pencil) was flagged w-t-r at 7.90SD.
- 73% of classroom answer changes were w-t-r (58 w-t-r answer changes out of 79 total answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers were rotated and followed all policies and procedures as they were trained.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- A review of student performance data by the LEA revealed that most students in the flagged classroom's Georgia Milestones student achievement levels dropped from 2014-2015 to 2015-2016, and over 70% of students tested were beginning or developing learners, suggesting that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Mulberry Elementary School

Reason(s) for School Being Flagged

- Three classrooms (two online, one paper and pencil) were flagged w-t-r at 5.78SD, 8.04SD, and 4.46SD.
- One teacher administered the test for both fifth-grade flags.
- All students in the fifth-grade social studies classroom had at least one w-t-r answer change and classroom also had 250 w-t-r out of 378 total answer changes (66% of answer changes were w-t-r.)
- Paper and pencil 3rd grade math had 44 w-t-r out of 52 total answer changes (85% of answer changes were w-t-r).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Proctors were used in the testing rooms.
- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- For the third-grade classroom, both the teacher and proctor noticed students who mis-bubbled during testing.
- For the fifth-grade classroom, 11 of 30 students had an IEP accommodation.
 - Teacher recalled that one student rushed through clicking answers and was redirected to go back to the beginning and take her time.
 - Students were told if they asked for help to “Try your very best.” or “If you can’t figure it out, move on to the next question...”
 - Student performance data was reviewed and student test scores for 2015-2016 were consistent with scores from 2014-2015.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was able to identify plausible reasons for the flagged classrooms. School procedures, such as the use of proctors, the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, North Gwinnett Middle School

Reason(s) for School Being Flagged

Answer Change

- A one-student classroom (8th Grade-Math, online) was flagged w-t-r with a standard deviation (SD) of 7.03SD
- 86% of student answer changes were w-t-r (19 w-t-r answer changes out of 22 total answer changes).

Unusual Response

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

Answer Change

- The student did not test with teacher of record.
- The student earned an A for the first semester and a B for the second semester, comparable to his/her prior year grades.
- The student's Georgia Milestones achievement level decreased one level from 2014-2015 to 2015-2016.

Unusual Response

- Students were noted to have underperformed during 2014-2015 testing in the fifth-grade during a collaborative meeting held in February 2016.
- Teachers targeted identified weaknesses from students' 2014-2015 Milestones test results.
- Teachers attended additional trainings and applied what was learned to their planning sessions.
- Teachers collaborated on common lessons, as well as formative and summative assessments
- Prior to 2014-2015 previous year's student testing data had not been made available to the school.
- Students participated in numerous practice test opportunities to prepare them for the Milestones test.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - For paper and pencil, teachers will be instructed to note when students get off track and write it down in their logs.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the flagged classroom and test score gains. A review of classroom and student data supports LEA's reasons for the flagged classroom and test score gains. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and test score gains were due to adult influence. Unique student nature, accommodations, and data gathered by the LEA further support the notion that answer changes and test score gains were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Partee Elementary School

Reason(s) for School Being Flagged

- One classroom (paper and pencil) was flagged w-t-r at 4.08SD.
- Teacher is listed as “undetermined”.
- The fourth-grade social studies classroom was extremely large (112 students), suggesting multiple classrooms may have been grouped for reporting purposes.
- The classroom percentiles for w-t-r answer changes were close to the state percentiles for w-t-r answer changes.
- One student had six w-t-r answer changes out of 13 total answer changes.
- Student level data reveals appropriate individual student test-taking behavior.
- School was flagged twice in last five years, and monitored in 2015.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- Teachers were rotated during testing and proctors were used in all classrooms.
- Classroom was tested by five different teachers and two small group teachers.
- Seventy-five percent of students had two or fewer erasures, and only 5% had five or more erasures.
- Student performance data was reviewed, and 62.5% of students scored as beginning and developing learners in 2015-2016 which is consistent with performance learner levels for the same students in 2014-2015, suggesting that systemic cheating is unlikely.
- Students being reported as a large group might have caused the flagged classroom to occur.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was able to identify plausible reasons for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, Simpson Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers were rotated and proctors were present in all classrooms.
- The fourth-grade team utilized “Math Assesslets” from the Georgia Center for Assessment in the areas of operations and algebraic thinking. These were useful in helping students to focus on rigor and to better prepare them for the Milestones test.
- The fourth-grade math team used common district and formative assessments to determine those standards where students were weakest. Two weeks before testing began they instituted a daily rotation plan to work on targeted standards 45 minutes a day for two weeks prior to Milestones testing.
- A review of student performance data by the LEA revealed that most students in the flagged testing groups’ Georgia Milestones student achievement levels remained consistent with reasonable gains from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains. School procedures such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Gwinnett County, White Oak Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Fourth-grade, both subjects:
 - Teachers used testing data collaboratively to develop common lessons and common assessments, and then used those assessments to determine necessary interventions to improve learning for individual students.
- Fourth-grade English Form A:
 - The fourth-grade English team collaborated on a consistent basis to develop reading and writing frameworks.
 - The team also used the gradual release model and scaffolded student learning to improve student thinking and responses.
- Fourth-grade Math Form B:
 - The fourth-grade math team collaborated on a consistent basis using Number Talks and Math Three Act Task to enhance students' numeracy and to improve problem based learning. Teachers also shared research to develop lessons and assessments.
 - Advanced content math instruction was given to 47 students.
 - Remedial interventions were also provided for students with targeted need. Scaffolding, small group, and guided practice interventions were used to improve their math skills.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains. School procedures such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Hall County, C.W. Davis Middle School

Reason(s) for School Being Flagged

Answer Change

- Two classrooms (Both Physical Science, both online) were flagged w-t-r with standard deviations (SD) of 5.56SD and 5.82SD.
- One Physical Science classroom was large (52 students), suggesting multiple classrooms may have been grouped together as one.
- One Physical Science classroom was extremely large (111 students), suggesting multiple classrooms may have been grouped together as one.

Unusual Response

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

Answer Change

- Students in the flagged classrooms were all advanced students.
- Students with the highest w-t-r answer changes had many answer changes in other unflagged classrooms as well, suggesting they simply change numerous answers.
- Georgia Milestones student achievement levels remained consistent from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.

Unusual Response

- Teachers used targeted interventions and remediation to address individual student needs.
- Teachers collaborate to build lessons and common assessments.
- A morning math lab was put into place to tutor students on difficult concepts and to help with homework.
- A new data tool was used to assist teachers in identifying deficiencies to better help struggling students.
- Student gains have been consistent in the 6th grade over the past five years.
- Overall, the percentage of distinguished learners dropped by 3.4 percentage points and the percentage of proficient learners increased 5.8 percentage points from 2014-2015 to 2015-2016 in the tested groups.
- Class sizes were smaller in 2015-2016, allowing for more one-on-one interaction between teachers and students.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the flagged classrooms and test score gains. A review of classroom and student data supports LEA's reason for the flagged classrooms and test score gains. School procedures, such as method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and test score gains were due to adult influence. Teacher collaboration, interventions, and data gathered by the LEA further support the notion that answer changes and test score gains were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Hall County, West Hall Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers collaborate on lessons and review data together.
- Teachers planned remediation and enrichment activities during collaboration as well.
- Teachers provided one-on-one tutoring before school every day.
- The school provided two grade-level remediation connections class for 6th grade students (30 students participated in the year-long course).
- Multiple resources for practice and enrichment were made available to students and parents on the teachers' websites.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was not able to identify a definitive reason for the test score gains. School procedures, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Heard County, Heard County Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- For 2014-2015, the seventh-grade teachers were fairly new, and one teacher retired mid-year due to a disability. All four teachers left the school or grade level after the 2014-2015 school year. Teachers from two other grades platooned to cover the disabled teacher's course load for the remainder of the year.
- For 2015-2016, the eighth-grade teachers were veteran teachers in that grade. All teachers had over ten years teaching experience, specializing in the subject they taught.
 - The teachers used benchmark exams to determine areas for remediation, and then selected students accordingly to address their greatest needs.
 - The eighth-grade teachers are regarded as the best 8th grade team in the school district.
- A comparison of scale scores for a four-year period reveals consistent scores and improvement over that period of time across all grade levels, suggesting systemic cheating is unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - Proctors will be used in all classrooms

GOSA Response

- The school was able to identify plausible reasons for the test score gains. School procedures such as the method of test distribution and collection and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Instructional issues in the prior school year, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Henry County, East Lake Elementary School

Reason(s) for School Being Flagged

- A one-student classroom (3rd Grade-Math, paper and pencil) was flagged w-t-r with a standard deviation (SD) of 11.42SD.
- 76% of student answer changes were w-t-r (13 w-t-r answer changes out of 17 total answer changes).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Student was tested in small group by another teacher.
- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- It was noted by the teacher that the student had difficulty bubbling and had a high number of answer changes.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The System Test Coordinator will conduct site visits during testing.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Henry County, Luella High School

Reason(s) for School Being Flagged

- Two classrooms (9th Grade Literature and Analytic Geometry, both online) were flagged w-t-r with standard deviations (SD) of 5.17SD and 6.02SD.
- The 9th Grade Literature classroom was extremely large (114 students), suggesting multiple classrooms may have been grouped together as one.
- The American Geography classroom was extremely large (103 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flags. The classrooms may not have been flagged if the school had reported actual tested classrooms rather than two larger groups.
- Teachers were rotated, and all students were tested alphabetically.
- Eleven teachers tested the Analytic Geometry classroom in separate sessions.
- Students' EOC scores were consistent with students' final course grades, and students' Georgia Milestones student achievement levels compared from 2014-2015 to 2015-2016 also remained consistent, suggesting that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The system Test Coordinator will conduct site visits during testing.
 - A test administrator and a proctor will be placed in each classroom.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Henry County, Union Grove High School

Reason(s) for School Being Flagged

- A 132-student classroom (American Geography, online) was flagged w-t-r with a standard deviation (SD) of 8.97SD
- 69% of student answer changes were w-t-r (671 w-t-r answer changes out of 979 total answer changes).
- The classroom was extremely large, suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teachers were rotated.
- Five teachers tested the classroom in separate sessions.
- Students' EOC test grades were consistent with students' final course grades, and students' Georgia Milestones student achievement levels compared from 2014-2015 to 2015-2016 also remained consistent, suggesting that systemic cheating was unlikely.
- The district conducted interviews with teachers and school staff to determine the cause of the flags.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - System Test Coordinator will conduct site visits during testing.
 - A test administrator and a proctor will be placed in each classroom.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Madison County, Colbert Elementary School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The school departmentalizes for instruction, and one teacher taught all math students.
- The math teacher in question has a historic track record of success over 20 years in the school district, and was a new transfer to the school in 2015-2016.
- The math teacher introduced tutoring programs before and after school, as well as over holiday breaks, and ensured student participation through consistent parental contact.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district testing coordinator and building principal will closely monitor online testing at the school for 2017 to ensure proper test security.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. New staff, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Madison County, Madison County Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The seventh-grade math team uses the data team process for collaboration.
- Teachers pre- and post-test each unit every two to three weeks, and then as a team they review the data, develop lesson plans, student grouping, and determine remediation and acceleration interventions.
- Teachers receive an additional planning period solely for the data team process.
- Teacher retention has remained constant for several years.
- The school has a dedicated teacher for a Math EIP connections class. Students are required to take this class if their previous year's performance on the EOG was at level one.
- The sixth-grade lags behind the seventh-grade in meeting academic needs, and this has been something the school administration has been working to address.
- The school has a before and after school tutoring program.
- The school's math scores have been within the top five percent two years in a row.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The district testing coordinator, building principal, and school testing coordinator will all monitor testing at the school for 2017 to ensure proper test security.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Data team collaboration, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Marion County, Marion County Middle-High School

Reason(s) for School Being Flagged

- One classroom (online) was flagged w-t-r at 4.80SD.
- Teacher is listed as “MCMHS 8th Grade ELA”.
- The 8th grade English classroom was extremely large (119 students), suggesting multiple classrooms may have been grouped for reporting purposes.
- The classroom percentiles for w-t-r answer changes were slightly higher than the state percentiles for w-t-r answer changes.
- One student had 23 w-t-r answer changes out of 26 total answer changes.
- School was flagged in 2013 and monitored in 2014.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The flagged classroom included all students in the 8th grade.
- Students were tested in four separate sessions.
- When the classroom was divided into their actual testing sessions, no classroom was flagged for w-t-r answer changes.
- A review of Georgia Milestones student achievement levels showed that student performance levels remained consistent from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.
- The district conducted interviews with teachers and school staff to determine the cause of the flags.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - Classes will be reported by their smaller testing groups.
 - An accommodation verification sheet will now be used due to irregularities reported during 2015-2016 testing.

GOSA Response

- The school has identified a plausible reason the flagged classroom occurred. A review of classroom and student data supports LEA’s reason for the flagged classroom. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Murray County, Coker Elementary School

Reason(s) for School Being Flagged

- A 22-student classroom (third-grade, Social Studies, online) was flagged w-t-r at 9.94SD.
- 70% of classroom answer changes were w-t-r (205 w-t-r answer changes out of 294 total answer changes).
- One student had 20 w-t-r answer changes out of 30 answer changes (10% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- All grade-level gifted students were in the classroom.
- Interviews of students with high w-t-r answer changes and high scores revealed that the students recalled going back and changing answers upon completion of the test.
- Students are taught how to flag test items and then go back to correct answers on the Milestones tests, which may have caused a high number of erasures.
- Teacher of record is considered a teacher of excellence by the school and LEA.
- Students scoring proficient or higher declined from 69% in 2014-2015 to 63% in 2015-2016.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Test distribution and collection times will be noted by teachers.
 - Seating charts will be used during testing.

GOSA Response

- The school has identified plausible reasons the flagged classroom may have occurred. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Murray County, Gladden Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The school received a new principal, assistant principal, and front office support staff.
- The number of eight-grade math teachers increased from two to four, which was the only significant staffing change in the school.
- Math instruction time increased from 55 minutes daily to 75 minutes daily.
- Students who performed poorly on the Math EOG in 2014-2015 were placed in an additional math support elective. Approximately 150 students participated in this new support program.
- Teachers collaborated in common planning and used coordinated instructional practices in 2015-2016 for the first time.
- Class sizes were reduced from an average of 30 students per classroom to 26 students per classroom.
- Data were used to determine appropriate interventions for struggling students.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as teacher rotation, the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. A new academic culture, additional teachers, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Muscogee County, Britt David Elementary Computer Magnet School

Reason(s) for School Being Flagged

- Four classrooms (one online, three paper and pencil) were flagged w-t-r at 4.18SD, 4.30SD, 4.27SD, and 12.4SD.
- One teacher administered the test for both (paper and pencil) third-grade flags.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state average for w-t-r answer changes for third-grade science.
- Both third-grade classrooms had a high percentage of answer changes that were w-t-r (75% or higher).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- Teachers of record did not test students.
- In the fourth-grade science classroom, the students with highest w-t-r answer changes were considered high performing students, had different test forms, and did not sit near one another during the test.
- In the fourth-grade social studies classroom, the student with the high w-t-r answer changes was an out-of-state transfer who had not received full instruction in the Georgia content, and did not do well on test.
- In the third-grade classrooms, it was stressed to students to go back and always check answers, and the distribution of w-t-r answer changes were consistent with the character of the testing group.
- The school test coordinator recalled intervening with students who were rushing through the test.
- A review of student performance data showed Georgia Milestones student achievement levels to remain consistent from 2014-2015 to 2015-2016, suggesting systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will use a test ticket roster to ensure students with the same test form do not sit near one another.
 - The school will follow a uniform method to report any issues that are not directly GaDOE irregularities.

GOSA Response

- The school has identified plausible reasons for the flagged classrooms. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Muscogee County, Columbus High School

Reason(s) for School Being Flagged

- Four classrooms (Two American Geography and two Biology, all online) were flagged w-t-r with standard deviations (SD) ranging from 5.06SD to 6.34SD.
- The American Geography classrooms were extremely large (74 and 103 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classrooms were extremely large (135 and 163 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flags.
- Teacher of record did not test students
- All online testing sessions contained the entire course enrollment.
- An in-depth examination of the students with the highest w-t-r answer changes revealed the students were spread out across multiple labs and times, and that they were spread out across test forms as well.
- A review of test score histories showed student performance was consistent with previous tests taken, suggesting systemic cheating was unlikely.
- It is likely that large groupings of students resulted in all four classrooms being flagged.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will use a test ticket roster to ensure students with the same test form do not sit near one another.
 - The school will follow a uniform method to report any issues that are not directly GaDOE irregularities.
 - An additional computer lab will be utilized during testing.
 - The labs will be reconfigured to better accommodate testing needs.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the flagged classrooms. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Muscogee County, Jordan Vocational High School

Reason(s) for School Being Flagged

- A 12-student classroom (Economics, online) was flagged w-t-r at 7.82SD.
- 61% of classroom answer changes were w-t-r (150 w-t-r answer changes out of 245 total answer changes).
- One student had 33 w-t-r answer changes out of 40 total answer changes (22% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Some students in the classroom had an accommodation allowing paraphrasing of test directions. The teacher provided paraphrasing of test directions and questions to those students, that latter of which is not allowed during testing. Other students who did not have paraphrasing of directions as an accommodation were also in the room and may have overheard the paraphrasing.
- All 12 students may have heard the paraphrasing and benefited from it.
- The teacher was interviewed and admitted what had been done, stating that she believed it was allowed during testing.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing, except where accommodations require a familiar teacher, and then a proctor is to be present during testing.
 - Additional training regarding testing accommodations will also be provided to teachers to ensure clear understanding of what is allowable during testing.
 - The district is still determining the appropriate disciplinary action for the teacher and will report its decision to GOSA.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school was able to identify a definitive reason for the flagged classroom. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence, except for small group testing. Documentation, data, and interviews gathered by the LEA support the notion that answer changes were likely the result of teacher interaction (paraphrasing) with students in a small group setting. The LEA should ensure that only specified test accommodations are given to students during testing, and students with differing accommodations should not be tested in the same room. No further action on the part of the school is needed at this time.

Muscogee County, Northside High School

Reason(s) for School Being Flagged

- Two classrooms (American Geography and Biology, both online) were flagged w-t-r with standard deviations (SD) of 5.71SD and 5.10SD.
- The American Geography classroom was extremely large (126 students), suggesting multiple classrooms may have been grouped together as one.
- The Biology classroom was extremely large (106 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flags.
- Teacher of record did not test students
- All online testing sessions contained the entire course enrollment.
- An in-depth examination of the students with the highest w-t-r answer changes revealed the students were spread out across multiple labs and times, and that they were spread out across test forms as well.
- A review of test score histories showed student performance was consistent or below that of previous tests taken, suggesting systemic cheating was unlikely.
- It is likely that large groupings of students resulted in all four classrooms being flagged.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will use a test ticket roster to ensure students with the same test form do not sit near one another.
 - The school will follow a uniform method to report any issues that are not directly GaDOE irregularities.
 - Copies of all seating charts will be kept after testing is completed.

GOSA Response

- The school was able to identify a plausible reason for the flagged classrooms. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Muscogee County, Veterans Memorial Middle School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.02SD, 4.56SD, and 4.27SD.
- The teachers are listed as “7th Grade ELA”, 7th Grade SCI”, and “8th Grade ELA”.
- All classrooms were extremely large (174, 174, 222) suggesting multiple classrooms may have been grouped for reporting purposes.
- All classrooms’ w-t-r answer changes are 56% or less of total classroom answer changes for each classroom.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- Teachers of record did not test students
- All online testing sessions contained the entire grade level.
- An in-depth examination of the students with the highest w-t-r answer changes revealed the students were spread out across multiple labs and times, and that they were spread out across test forms as well.
- A review of test score histories showed student performance was below that of previous tests taken, suggesting systemic cheating was unlikely.
- It is likely that large groupings of students resulted in all four classrooms being flagged.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - The school will use a test ticket roster to ensure students with the same test form do not sit near one another.
 - The school will follow a uniform method to report any issues that are not directly GaDOE irregularities.

GOSA Response

- The school was able to identify a plausible reason for the flagged classrooms. A review of classroom and student data supports LEA’s reason for the flagged classrooms. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Oconee County, High Shoals Elementary School

Reason(s) for School Being Flagged

- Two classrooms (both online) were flagged w-t-r at 5.70SD and 4.33SD.
- One teacher administered the test for both flags.
- The fourth-grade science class had 173 w-t-r out of 258 total answer changes (67% of answer changes were w-t-r).
- All students in both classes had a minimum of one w-t-r answer change.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted interviews with teachers and school staff to determine the cause of the flag.
- The teacher of record did not test students.
- Students with highest w-t-r answer changes did not test with main group, and four of the eight students were special education students.
- The school test coordinator recalled intervening with students who were rushing through the test.
- A review of student performance data showed Georgia Milestones student achievement levels to remained consistent from 2014-2015 to 2015-2016, suggesting systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing schoolwide in future administrations.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. A review of classroom and student data supports LEA's reason for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Oconee County, Malcom Bridge Middle School

Reason(s) for School Being Flagged

- Two or more testing groups had test score gains and unusual response patterns that were in the 95th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- In 2014-2015, a new sixth-grade math teacher's students performed poorly on the Milestones test.
- The school has an extremely strong seventh-grade math teacher who has consistently demonstrated high growth over the last three years (72nd, 67th, and 78th student growth percentiles).
- A less effective teacher was removed and replaced by a former high school math teacher to improve seventh-grade math instruction. This teacher also participated in a RESA sponsored "Rigor Redefined in Mathematics" year-long professional development program. This information was redelivered to the other math teachers.
- A third math teacher participated in targeted LEA provided mathematics professional learning with a focus on rigor.
- All seventh-grade teachers formed a strong team that collaborated on lessons and assessments.
- New IXL software that provides targeted practice on math standards was made available to students.
- Title I also provided additional funds for an additional teacher to work with Title I students that required additional remediation for mathematics.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons for the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. Collaboration, additional teachers, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Oglethorpe County, Oglethorpe County Elementary School

Reason(s) for School Being Flagged

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Students utilized online practice tests throughout the school year to prepare them for the Milestones.
- Teachers used spiraling techniques by utilizing maintenance worksheets to refresh previously learned information.
- Online resources such as GoFAR and Khan Academy were utilized for additional support and remediation.
- Fourth-grade teachers collaborated throughout the year to provide intervention strategies and to address the more complex math concepts.
- A review of student performance data showed students' Georgia Milestones student achievement levels were consistent with their final course grades.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Teachers will be rotated during testing.
 - Differentiated training will be provided for online and paper & pencil test formats
 - Times will be recorded when teachers check out and check back in test materials.

GOSA Response

- The school was not able to identify a definitive reason for the test score gains but provided a plausible explanation. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Paulding County, Sammy McClure Jr. Middle School

Reason(s) for School Being Flagged

- Two classrooms (9th Grade Literature and Algebra I, both online) were flagged w-t-r with standard deviations (SD) of 6.29SD and 6.04SD.
- The 9th Grade Literature classroom was extremely large (105 students), suggesting multiple classrooms may have been grouped together as one.
- The Algebra I classroom was extremely large (96 students), suggesting multiple classrooms may have been grouped together as one.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- A student performance data review by the LEA revealed that the majority of students in the flagged classrooms' Georgia Milestones student achievement levels remained consistent or dropped from 2014-2015 to 2015-2016, suggesting that systemic cheating was unlikely.
- The classrooms likely would not have been flagged had the school reported actual testing groups rather than two larger groups.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will test online, removing the possibility of students getting off-track or bubbling in the wrong test section.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and data gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Peach County, Peach County High School

Reason(s) for School Being Flagged

- A 29-student classroom (History, paper and pencil) was flagged w-t-r at 7.35SD.
- 56% of classroom answer changes were w-t-r (47 w-t-r answer changes out of 84 total answer changes).
- One student had 9 w-t-r answer changes out of 17 total answer changes, representing 19% of classroom w-t-r answer changes.
- The classroom percentiles for w-t-r answer changes were near the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- The two students with the highest w-t-r answer changes were interviewed, and while they did not remember getting off-track on the test, they did remember changing answers while checking their work.
 - Student One earned a 76-grade conversion score on the test.
 - Student Two earned a 63-grade conversion score on the test.
- Most of the classroom had less than two answer changes each on the test.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified a plausible explanation for why the classroom was flagged. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as teacher rotation, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Pierce County, Blackshear Elementary School

Reason(s) for School Being Flagged

- An 18-student classroom (fourth-grade, English, online) was flagged w-t-r at 7.44SD.
- 62% of classroom answer changes were w-t-r (118 w-t-r answer changes out of 192 total answer changes).
- One student had 13 w-t-r answer changes out of 21 answer changes (11% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.
- School was flagged in 2011.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teacher and proctor both documented technology issues during testing.
- Numerous students were disconnected during testing and had to be reconnected.
- Eighteen students were identified having seven or more w-t-r answer changes. Eleven of these students were identified in documentation from the teacher and proctor for having a high number of answer changes, and reasonable explanations for why the answer changes most likely occurred are documented and on file. One example of a documented explanation was that some students rushed through flagged test items to change answers because time was almost up, and the classroom was noted for the large number of students who were disconnected during testing, with some students exhibiting anxiety over being disconnected.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - School will place an additional certified staff member in each classroom when possible.

GOSA Response

- The school has identified a plausible explanation for why the classroom was flagged. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Polk County, Eastside Elementary School

Reason(s) for School Being Flagged

- Four classrooms (all online) were flagged w-t-r at 4.01SD, 4.20SD, 5.15SD, and 4.86SD.
- Two fourth-grade flags (English and Math), and two fifth-grade flags (English and Math).
- No teacher was flagged more than once.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes for all flagged classrooms.
- All students in three of the four classrooms had at least one w-t-r answer change.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The classrooms experienced significant technology and connectivity issues during testing.
 - Students were kicked off the test.
 - iPads would lock up and need to be restarted.
 - iPads would not allow a student to select an answer or only display half of the answer choices.
 - Answers had not been saved when students logged back in to continue the test.
 - TSM messages would state that a student had completed the test even when a student had yet to begin the test.
 - Incident and Access logs were reviewed and are available upon request.
- After a review of student data, it is believed that the technology and connectivity issues were to blame for the variance from the state norm.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - School will increase the number of proctors to address any future connectivity issues.

GOSA Response

- The school has identified a plausible explanation for why the classroom was flagged. A review of classroom and student data supports LEA's reason for the flagged classroom. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and data gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Richmond County, Gracewood Elementary School

Reason(s) for School Being Flagged

- A 29-student classroom (fifth-grade, Science, online) was flagged w-t-r at 9.16SD.
- 59% of classroom answer changes were w-t-r (250 w-t-r answer changes out of 432 total answer changes).
- One student had 23 w-t-r answer changes out of 50 answer changes (9% of classroom w-t-r answer changes).
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- There was a proctor present in every classroom in addition to the test administrator.
- The flagged classroom was a special education inclusion classroom, and six of the students did not test with the teacher of record.
- Approximately 92% of the students in the classroom were beginning and developing learners on the 5th grade Science EOG, and student scores in all subject areas were all within 10 scale score points with their corresponding 2014-2015 test scores.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Differentiated training will be provided for IEP/504 test examiners.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classroom. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Rockdale County, Shoal Creek Elementary School

Reason(s) for School Being Flagged

- Five classrooms (all online) were flagged w-t-r with standard deviations ranging from 4.34SD to 5.02SD.
- All five flagged classrooms are in the fourth-grade.
- One teacher was responsible for the test administration in four of the flagged classrooms.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- There was a proctor present in every classroom in addition to the testing administrator.
- Both teachers were interviewed by the principal and District Director of Assessment.
- Teacher 1, who had one flagged classroom, experienced documented technical glitches that are believed to have caused the flag.
- Teacher 2, who had four flagged classrooms did not write anything in her technology log, and was advised in the future to do so.
- Eight students from Teacher 2's classroom were interviewed.
 - All students indicated that the teacher was either circulating or sitting during the test.
 - Most students indicated that the teacher did not help them in any way on the test, and a couple students indicated that the teacher would give a little lesson to prep them. Other students were brought back in, and after asking them for clarification it was determined that Teacher 2 did quick mini-lessons either the day before, or shortly before the students went to be tested, and that nothing improper occurred.
- Teacher 2 transferred to another school after the 2015-2016 school year.
- The District Assessment Director reviewed student scale scores, performance levels, and growth levels for both 2014-2015 and 2015-2016. Student performance was consistent for both years.
- Over 55% of students in the fourth-grade were either beginning or developing learners in all subjects tested, which supports the notion that systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - Greater focus will be given to all testing protocols and to testing ethics during test examiner training.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. Student interviews revealed no improprieties, and Teacher 2 is no longer employed by the LEA. As a result, no further action on the part of the school is needed at this time.

Tift County, G.O. Bailey Primary School

Reason(s) for School Being Flagged

- Two classrooms (both online) were flagged w-t-r at 6.78SD and 5.25SD.
- Both third-grade flags were in different subjects administered by different teachers.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes for all classrooms.
- The third-grade English class had 125 w-t-r out of 190 total answer changes (66.6% of answer changes were w-t-r).

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Students identified with the highest w-t-r answer changes were documented to have special needs that often correlate with a large number of answer changes (ADHD, anxiety, gifted program participants).
- A comparison of Georgia Milestones student achievement levels from 2014-2015 to 2015-2016 showed student performance remained consistent, suggesting systemic cheating was unlikely.
-

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Tift County, Len Lastinger Primary School

Reason(s) for School Being Flagged

- Three classrooms (all online) were flagged w-t-r at 4.89SD, 5.14SD, and 6.10SD.
- One third-grade teacher was responsible for the test administration in all three classrooms.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state average for w-t-r answer changes for all classrooms.
- School was previously flagged in 2011.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The district conducted a data analysis and interviews with teachers and school staff to determine the cause of the flag.
- Students identified with the highest w-t-r answer changes were identified by the teacher during interviews as frequently clicking during computer assessments throughout the school year.
- A comparison of Georgia Milestones student achievement levels from 2014-2015 to 2015-2016 showed student performance remained consistent, suggesting systemic cheating was unlikely.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- The school was not able to identify a definitive reason for the flagged classrooms. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation, data, and interviews gathered by the LEA further support the notion that answer changes were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Warren County, Freeman Elementary School

Reason(s) for School Being Flagged

Answer Change

- Three classrooms (all online) were flagged w-t-r at 5.14SD, 5.28SD, and 6.34SD.
- One third-grade teacher was responsible for the test administration in all three classrooms.
- The classroom percentiles for w-t-r answer changes were significantly higher than the state percentiles for w-t-r answer changes for all classrooms.
- School was previously flagged in 2010.

Unusual Response

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

Answer Change

- Proctors were placed in all classrooms in addition to testing administrators.
- Two of the three flagged subjects are subjects the teacher does not teach.
- Examining the first 200 students on the list of answer changes, 134 changed 50% or more of their answers from r-t-w or w-t-w. The five students with 15 or more answer changes only had 36% w-t-r.
- The principal was also present in the room numerous times during testing and noticed nothing out of the ordinary.

Unusual Response

- For 2014-2015, there was an underperforming teacher that affected 2/3rds of the third-grade. The teacher resigned at the end of the year and was replaced.
- For 2015-2016, the fourth-grade teacher in charge of English was a veteran teacher with a good reputation.
- The fourth-grade teacher through RTI implemented several interventions that focused on remediation and broke the kids up for small group instruction to better address the specific needs of individual students.
- The improved test scores were expected due to the necessary remediation and interventions delivered by the fourth-grade teacher to address the poor instruction delivered to these students when in the third-grade.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - None.

GOSA Response

- During 2016-2017 testing, GOSA staff monitored the school for at least one day of testing. No irregularities were reported by the monitor.
- The school has identified plausible reasons the flagged classrooms and the test score gains. A review of classroom and student data supports LEA's reasons for the flagged classrooms and the test score gains. School procedures, such as the use of proctors, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes and unusual gains were due to adult influence. Interventions, data, and interviews gathered by the LEA further support the notion that answer changes and unusual gains were likely the result of common student behavior. As a result, no further action on the part of the school is needed at this time.

Wayne County, Odum Elementary School

Reason(s) for School Being Flagged

- One testing group had test score gains and unusual response patterns that were in the 99th percentile.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- The fourth-grade math teacher taught all students in the grade.
- Students had shown a weakness on the third-grade GMAS in math, and interventions were implemented to improve student scores in the fourth-grade.
 - An additional adult was placed in small group classrooms for additional support throughout the year.
 - After school tutoring was provided two days a week for students scoring low on regular summative assessments throughout the year, or for any student having difficulty.
 - Before school students would use an online intervention (I-Skills) to increase math skills.
 - Students absent or struggling were pulled from PE/Computer Skills to work on math skills.
- Math teacher was known by staff to be tireless in her approach to improving student math performance.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will test online for 2017.
 - Formalized testing plans will be written for all district schools.
 - Times will be recorded when teachers check out and check back in test materials.

GOSA Response

- The school has identified plausible reasons for the test score gains. School procedures, such as the method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that gains in test scores were due to adult influence. The use of data, intensive instruction, and interventions discussed by the LEA support the notion that the unusual gains were likely the result of instruction throughout the school year. As a result, no further action on the part of the school is needed at this time.

Whitfield County, Cohutta Elementary School

Reason(s) for School Being Flagged

- Two fourth-grade one student classrooms taught by the same teacher (both paper and pencil) were flagged w-t-r at 8.75SD and 8.43SD.
- The student had seven w-t-r out of eight total answer changes in fourth-grade English.
- The student had nine w-t-r out of 10 total answer changes in fourth-grade Social Science.
- School was previously flagged in 2010.

LEA Explanation for Flagged Classrooms and/or Testing Groups

- Teacher notes revealed that student had put science section answers in his social science section. The Student was instructed to erase those answers, and at the directive of the system test director to continue using the same test form.
- A student is believed to have gotten off-track on the English section, although there were not teacher notes to verify this.

School/LEA Procedures in Place and/or New Procedures Developed to Address Concerns

- New Procedures:
 - All students will test online, removing the possibility for students to get off-track or bubble in the wrong test section.

GOSA Response

- The school has identified plausible reasons for why the flagged classrooms occurred. School procedures, such as teacher rotation for small group testing, method of test distribution and collection, and secure test material storage, were in place to reduce the likelihood that answer changes were due to adult influence. Documentation and interviews gathered by the LEA further support the notion that answer changes were likely the result of normal student behavior. As a result, no further action on the part of the school is needed at this time.