



Georgia Department of Education  
Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

## Georgia Department of Education TKES and LKES Impact of SB364: Webinar June 1, 2016 Frequently Asked Questions

FAQs	Answers
Students stay with us for an average of 45 days. How will the 90% rule affect us?	<p>Attendance will need to be taken each period. It is 90% of the time of the course. If the student does not complete the course with the teacher, the growth will not count. Remember-it is attendance in the course, not enrollment in the course or school.</p> <p>The legislation states the following (line 21): ...provided, however, that growth in student achievement shall not include the test scores of any student who has not been in attendance for a specified course for at least 90% of the instructional days for such course.</p>
Can districts decide what makes 90% student attendance (field trips, schedule changes, etc.)	<p>The legislation states the following (line 21): ...provided, however, that growth in student achievement shall not include the test scores of any student who has not been in attendance for a specified course for at least 90% of the instructional days for such course.</p>
<p>Could district discretion on the 90% attendance include excluding teacher absences for purposes of supervision of school sponsored activities?</p> <p>Will teacher absence due to PL be excluded from the 90% attendance?</p>	<p>The impact of teacher attendance is at the discretion of the district/LEA.</p>
Does time in ISS count toward the 90% attendance?	<p>The legislation states the following (line 21): ...provided, however, that growth in student achievement shall not include the test scores of any student who has not been in attendance for a specified course for at least 90% of the instructional days for such course.</p>
How will teacher attendance data be collected?	<p>This is at the district's discretion based on established procedures, protocols and processes.</p>
Is the 90% attendance related to student attendance for those teachers or for those teachers' students?	<p>Student attendance is addressed in SB 364. While teacher attendance is not. It is anticipated that it will become an issue with the 90% rule just as it did with the 65% rule. It is advisable for districts to determine the criteria for teacher attendance as related to the 90% attendance rule.</p>
If 90% isn't counting until school year 2018-2019 and growth data is counting earlier will we be using 65%?	<p>No. We will be collecting ratings and the 90% will be applied through the pilot and the ensuing years to ensure accuracy of data collections. The timeline indicates use for high stakes decisions not for collection and work to ensure accuracy. Evaluation data will continue to be collected and the 90% rule will be applied where applicable. It simply will not be used in TEMs or LEMs.</p>



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<p>Is correct that to count for teacher evaluation, students have to attend for 90% of the length of the course, not 90% of the days in which they are enrolled in the course?</p>	<p>This is correct.</p>
<p>In regards to 90% attendance, what impact will this have on blended learning/online learning?</p> <p>If a student completes the course work, but is not physically present does that mean they are no longer counted "in attendance"?</p>	<p>Teachers in blended/online learning courses are generally considered Contributing Professionals, as such, student growth is not applicable.</p>
<p>Most GNETS don't have access to all our LEA's SIS. How are we to get attendance by course for our students and teachers?</p>	<p>Take attendance while they are in your program. Record teacher attendance at your site. If students are not in your program for a full course of study, growth is not applicable.</p>
<p>Does that mean you will no longer required teacher class or student class reporting?</p>	<p>Additional information from Data Collections regarding reporting requirements will follow.</p>
<p>What about CTAE teachers and coaches who miss days due to competitions and other school related activities regarding the 90% rule?</p>	<p>This is at the district's discretion.</p>
<p>Are all grade levels included for severe/profound students?</p>	<p>Yes. Remember there must be an N-size of 15 measures in order for the teacher to receive a growth rating.</p>
<p>Are we no longer required to upload SLOs, Table of Specifications, etc. on the TLE Platform?</p>	<p>Because SLOs are no longer a statewide requirement, SLO statements and documentation will no longer need to be submitted to GaDOE via the TLE Platform.</p>



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Can districts choose different growth for different settings? For example, can the district choose school MGP for elementary, but SLOs for middle school and high school?	Yes. Processes and protocols can be varied within the districts/LEAs for determining growth ratings for non-SGP courses/grades as long as the processes and protocols are consistent across courses and grades.
Can we use the GAA rubrics we currently have in place instead of the SLO GAAs?	Yes. One of the student growth options for teachers of non-SGP courses is the implementation of "Additional Measure(s) Identified or Developed and Implemented by the LEA". Your current GAA rubrics could be included in this option.
Can you provide more details about Option 3?	Option 3 allows districts/LEAs to utilize whatever they currently have in place to demonstrate growth. A good example would be the following: A final exam could be given as a pre-assessment and again as the post. Please remember this process is completely at the discretion of the district/LEA.
If a system goes with MGP, does that MGP apply to ALL teachers or only those of the non-Milestone courses? Or will Milestone course teachers receive their own SGP?	Teachers who teach SGP Grades/ Course (4-8 and High School ELA and Math) will be accountable for the performance of the students that they teach. For all teachers of non-SGP Grades/Course, the district/LEA must determine if they will use school-level or district-level SGPs.
Could you please clarify the growth measure for a high school teacher who teaches US History and give the US History EOC? What is the growth measure based on for this teacher?	A high school US History course is considered a Non-SGP course. This means that a teacher who teaches a US History course could receive a growth rating based on either the school-level MGP or district-level MGP results or an SLO/similar pre to post measure or an LEA determined measure that will enable the measurement of student growth. The district will determine which of these three options will be implemented.
Do I understand correctly that we have 2016-2017 as a formative year, and that we are not required to administer any SLO assessments, etc. as we develop new required plans and protocols by January 2017?	The legislation requires one growth measure for each teacher. We suggest you use whatever you had in place last year with the exception of the tested courses that will no longer result in an SGP (Social Studies and Science).
For student growth, can a district administer a third party resource (i.e. MAP by NWEA) in math and ELA and use that data for growth in other content areas (i.e. science, social studies, specials)?	Yes. Processes and protocols can be varied within the districts/LEAs for determining growth ratings for non-SGP courses/grades as long as the processes and protocols are consistent across courses and grades. One of the student growth options for teachers of non-SGP courses is the implementation of "Additional Measure(s) Identified or Developed and Implemented by the LEA".



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For students of non-tested courses, will districts submit a growth rating (I, II, III, or IV) for specific teachers or will they submit growth measures (low, expected, or high) for each individual student?	Districts/LEAs will submit growth ratings for each teacher through the TLE Platform. Each district must determine the rules, procedures and protocols for evaluating student growth in the non-SGP courses. Please review the SGP vs. Non-SGP slide in the June 1 <sup>st</sup> PowerPoint.
Is the class size limitation (<15 students) still a factor in the use of SGPs?	The N-size rule for determining a growth rating is still applicable. A teacher will receive growth rating if he/she has at least 15 growth measures.
Will the state tested science and social studies courses at the high school have SGPs?	No. Due to insufficient prior data, SGPs can no longer be calculated for any Social Studies or Science End Of Grade (EOG) or End Of Course (EOC). Students will continue to take the mandated Social Studies and Science EOGs and EOCs, but SGPs cannot be calculated.
Are we responsible for generating student growth measure data in 2016-17 (to be used in 2017-18)? In other words, if we decide to generate data using pre/post assessments, will we need to be prepared to administer those in August?	The statute requires a growth measure for non-SGP teachers, but you can choose the option of using school or district mean growth percentiles, the growth measures you currently have in place or a develop a similar pre to post measure that you could administer in August or January.
Are middle school grade science courses considered as a tested courses? If so, which grades?	For the purpose of teacher evaluation, middle grades science courses are considered as Non-SGP Grades/Courses. These teachers may have school-level or district-level MGP results identified as their growth measure or an SLO (or another pre to post measure) may be used or another district/LEA determined measure may be used. The processes, protocols, and procedures for determining the type of growth measure must be determined by the district/LEA.
What growth applies to a PK-2 primary school?	If there is a direct elementary feeder, that school's MGP may be used or the district MGP may be used or an SLO/Other Pre to Post Measure, or another district determined measure may be used to measure the growth in the classrooms in the school.
Please define "tested-courses" with a list. If SGPs are only available for ELA and Math, then does that mean that only ELA and Math courses will be considered as a "tested-course"?	For the purpose of teacher evaluation, the terms 'SGP and Non-SGP Grades/Courses' will be used instead of 'tested-courses'. A list of tested courses, as defined by GaDOE's Testing/Assessment division, can be found here: <a href="http://www.gadoe.org/curriculum-instruction-and-assessment/Assessment/Pages/default.aspx">http://www.gadoe.org/curriculum-instruction-and-assessment/Assessment/Pages/default.aspx</a>



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<p>Since we will not be administering Science or Social Studies EOGs in 3rd, 4th, 6th, and 7th grades, could the items from those 8 assessments be released to districts?</p>	<p>Please contact the Assessment and Accountability Division. <a href="mailto:atimberlake@doe.k12.ga.us">atimberlake@doe.k12.ga.us</a></p>
<p>Will 5th and 8th continue to take the Social Studies and Science GA Milestones?</p>	<p>Please contact the Assessment and Accountability Division. <a href="mailto:atimberlake@doe.k12.ga.us">atimberlake@doe.k12.ga.us</a></p>
<p>Will the 5th and 8th grade Science and Social Studies assessments be cumulative in nature, or will they relate only to the grade level standards?</p>	<p>Please contact the Assessment and Accountability Division. <a href="mailto:atimberlake@doe.k12.ga.us">atimberlake@doe.k12.ga.us</a></p>
<p>When will we be able to see the district and school's MGPs because this information will be essential in making the best decisions regarding Non-SGP options.</p>	<p>The 2016 district-level and school-level SGP results should be distributed to districts/LEAs that request them by July 2016. Please be reminded that school level MGPs are indicated on the LEM reports.</p>
<p>Will Pre-K still have 2 measures? What about GAA SLOs?</p>	<p>No. Each teacher should have one growth measure.</p>
<p>Will the district continue to define low, expected and high growth measurements/percentages?</p>	<p>The processes, protocols, and procedures for determining how/if growth measures will be evaluated must be determined by the district/LEA.</p>
<p>Will the growth measure for non-tested teachers be entered in the district's SIS and collected by GaDOE Data Collections?</p>	<p>The processes, protocols, and procedures for how and where growth results will be displayed must be determined by the district/LEA. GaDOE Data Collections will not collect/request this information in 2016-17.</p>
<p>Will the mean SGP provided to us from 2015-2016 include all four content areas or just Math and ELA?</p>	<p>The 2015-2016 SGP data will include only Math and ELA.</p>



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Will the science and social studies for 5th and 8th growth measure requirement go into effect in FY18 since this year's 4th and 7th graders did take EOGs?	For the purposes of teacher and leader evaluation, there will no more science and social studies MGPs determined after the data collected in 2014-2015. The law goes into effect 7/1/2016. With all the changes, there can be no use of growth in a 2016-2017 TEM or LEM. Districts nor the state collected attendance data in such a way that the 90% rule could be applied to the 2015-2016 growth data.
Will there be a state test developed for 1st and 2nd grade that would count as their test measure?	Please contact the Assessment and Accountability Division. <a href="mailto:atimberlake@doe.k12.ga.us">atimberlake@doe.k12.ga.us</a>
Will there be a way in the TLE Platform that principals can track who gets two observations and who gets more? How will they be able to monitor this?	Yes. The leaders can generate reports to determine Observation Status.
Can the professional growth goals resemble SMART goals from TKES?	This is a district decision.
Is the professional growth part of the process mandatory or optional?	This is now a required component. Professional Growth is 20% of the Teacher Effectiveness Measure.
What is the time period for the "out of profession for a period of time" to implement the full TAPS process?	The time period is defined as greater than one year.
Will professional growth be an overall yes or no - so 20% (20pts) or nothing (0 pts.)?	The principal will indicate the rating for Professional Growth (Level I - Level IV) for each teacher in the TLE Electronic Platform for each teacher based on expectations established by the district/LEA.
Will the PSC be providing guidance on quantifying professional growth?	Please contact Georgia Professional Standards Commission. <a href="mailto:dhill@gapsc.com">dhill@gapsc.com</a>
Can you pull down an SLO resource file and ship it out before the SLO resources are removed from Share Point?	SLO resources will continue to be available on Share Point. Additionally, the Exemplar items and SLO item bank resources will be available in Test Pad. The GaDOE IT department can provide specific guidance regarding the process and timeline for access of this computerized resource.



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If a district chooses to continue to use SLOs or if the district uses benchmark assessments, will forms and data have to still be submitted such as Criteria Tables, Table of Specifications, SLO Statements, etc.?	All SLO documents will be available in SharePoint and on-line, but the submission of these forms to GaDOE will no longer be required. Utilizing the Content Alignment form, Table of Specifications and Criteria Table remains an effective assessment development practice that is applicable to various types of assessments.
Will historical data have to be entered on the TLE Platform for each SLO?	Because SLOs are no longer a statewide requirement, SLO information will no longer be visible in the TLE Platform. As such, historical updates are not required.
Will we be able to enter our own questions in Test Pad to develop our pre and post assessments?	The specifics of the administration of Test Pad are best addressed by the GaDOE IT department. The TLE team developed the content for the resources, but IT is responsible for the administration and application of those resources.
Administrators in Priority Schools are required to attend IRR training this summer. Can re-credentialing be completed at this time?	The IRR training focuses on inter-rater reliability utilizing TKES rubrics and standards, whereas, the credentialing focuses on the newest components of the TKES with an assessment. The credentialing will not be available during the IRR training sessions. Please contact your Evaluation System Specialist if you choose to schedule a face to face re-credentialing session. If not, the re-credentialing PowerPoint and assessment will be available on the TLE platform in a few weeks.
Do our personnel that were previously trained as TKES trainer have to be re-credentialled?	Yes. There is a re-certification requirement.
Will a teacher's 2015-16 TAPS Summative be used to determine a teacher's eligibility for the 2 observations in 2016-17?	If a teacher has more than 3 years' experience and received a Level III or IV on the previous year's TAPS Summative or TEM (when it becomes available), he/she will be eligible for the 2 observations.
If a RESA has a TKES support person, will training be available for that person so that they are able to assist with the re-credentialing?	Yes. All RESA Support Specialists have been invited to Macon on June 24 for an overview of all new training material.
If we hold state level TKES credentialing, will you be holding a training for us so that we can re-credential our evaluators?	Yes. State level TKES trainers have been scheduled for re-credentialing on July 18th in Macon, GA.
Is there any flexibility for charter schools to use an evaluation rubric other than the one provided by the state?	All LEAs must utilize the TKES Performance Standards and Rubrics. The state-wide evaluation systems may not be waived.



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Please clarify whether a district has the flexibility to use the Flexible TAPS Process with all of its teachers.	If a teacher has more than 3 years' experience and received a Level III or IV on the previous year's TAPS Summative or TEM (when it becomes available), he/she will be eligible for the Flexible Process. If a teacher falls into one of the six categories identified on slide 11 of the PowerPoint from the webinar they must participate in the Full Formative Process.
When will we know the specific re-credentialing dates so that summer plans can be firmed up?	Please contact your Evaluation System Specialist. Your district/LEA may choose to schedule a face to face re-credentialing session or the re-credentialing PowerPoint and assessment will be available on the TLE Platform in a few of weeks.
Will the TLE Platform reflect that we have teachers on FULL or FLEXIBLE plans? We had a school on the FLEXIBLE plan this year and the teachers still had a "formative #2" option even though only one was required.	Yes. On the TLE Platform, administrators will be able to select whether each teacher is on a Full or Flexible Plan.
You indicated that a teacher may have more than the minimum amount of observations if moved to a different grade level, at the evaluator's discretion. Are there any legal implications if evaluators arbitrarily decide which teachers receive a greater number of observations outside of the list of those required to receive a greater number of observations?	The Human Resources Department in your district/LEA will need to be consulted concerning any legal implications.
Do all schools in a district/LEA have to choose the same teacher growth measure (school mean SGP, district/LEA mean SGP, or SLO type growth assessment) or do individual schools in a district/LEA have the flexibility to choose what works best for their school (mean SGP, or SLO type growth assessment)?	It's a district/LEA decision. However, it is advisable to carefully consider the communication as well as ensuring the district/LEA is not in jeopardy based on perceived inequities. It is highly recommended that districts/LEAs establish consistent policies, procedures, and protocols concerning growth measure administration.
Will the mean district SGP and mean school SGP be provided by the state or is this something districts/schools need to calculate?	The school MGP is available on the LEM Reports. The district MGP will be included with the 2015-2016 TEM/LEM reports. Please remember those reports are only being distributed to requesting superintendents.





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Will districts have to report a list of students to GaDOE that do not meet the 90% attendance rule or is all of this handled in-district?	Not at this time - Details regarding the student attendance component are currently being finalized. It is advisable to develop protocols to ensure accurate attendance records within the LEA/district. Additional information will be forthcoming.
Can we change the growth measure option selected after the first year?	Yes. The option may be changed from year to year.
Can we elect to utilize a daily attendance indicator for all subjects if the teachers are polled and the majority would prefer this method of attendance recording as opposed to complete accuracy of course attendance?	No. Attendance must be taken in the individual courses where growth measures are administered.
If we cannot utilize daily attendance, is it only necessary to capture attendance in 4 <sup>th</sup> – 8 <sup>th</sup> grades ELA and Math at the elementary and middle school level?	If the LEA is using school or district mean growth percentile, attendance must be taken in all SGP courses in ELA and Math for grades 3-12. (Third grade is included because that assessment is the prior for the 4 <sup>th</sup> grade SGP. Further work may eliminate the need for 3 <sup>rd</sup> grade attendance. However, until all unintended consequences have been explored, it is advisable to include 3 <sup>rd</sup> grade.)
Where there are multiple 23.xxxxx courses in a schedule and they are offered in multiple blocks during the instructional day how do you propose attendance be taken?	Attendance should be taken in each period/segment in which the course is taught.
For those teachers we currently have on a performance evaluation due to no SGP (i.e., speech, Reading Recovery, instructional coaches, gifted facilitators), may we use the school or district MGP?	Yes. However, these teachers are generally considered Contributing Professionals, as such, student growth is not applicable.