

Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

What is Senate Bill 364?

In 2016, Senate Bill 364 was passed by the legislature and signed into law by Governor Nathan Deal. This law helped change the landscape of Georgia education by reducing the number of state-mandated tests students must take and by reducing the percentage that student test scores count for TKES (Teacher Keys Effectiveness System) and LKES (Leader Keys Effectiveness System) evaluations.

Final Version of Senate Bill 364: <http://www.legis.ga.gov/Legislation/20152016/162438.pdf>

What surveys are eliminated?

Though optional, districts are no longer required to administer the TKES student surveys. CCRPI School Climate Star Rating Survey results will be used in the LKES process.

Will the number of observations/walkthroughs change?

The number of required observations has been reduced to two for teachers who meet the following criteria:

- Have taught for three years in Georgia
- Have received a Proficient or Exemplary rating the prior year

The number of required observations will remain the same for teachers who meet the following criteria:

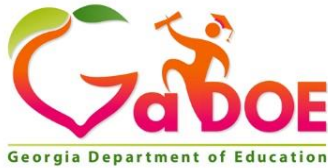
- Induction level educators (teachers with three or less years of teaching experience)
- Educators working on non-renewable certificates
- Educators in new positions
- Those returning after an absence from the profession
- Educators new to the state
- Those with annual performance ratings below Proficient

What tests are eliminated?

SB 364 eliminates eight high-stakes assessments. The science and social studies Georgia Milestones assessments in grades 3, 4, 6, and 7 will not be administered starting the 2016-2017 school year.

How will science and social studies teachers be impacted?

Read the FAQ for Science and Social Studies teachers [here](#).



Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

What tests are added?

SB 364 calls for formative assessments for literacy and numeracy in kindergarten through second grade to ensure that students are on a path to proficiency in these two critical areas. These assessments will not be used for high-stakes purposes, but will be used instead to inform instruction and ensure that all of Georgia's students are on a path to grade-level proficiency. GaDOE is in the planning stages and will work with Georgia educators. As more information becomes available, it will be shared. In the interim, districts are strongly encouraged to utilize formative assessments for literacy and numeracy.

How was the testing weight changed for evaluating teachers and leaders?

The testing weight for TKES was dropped from 50% to 30% and the Student Growth weight for leaders was dropped from 70% to 40%.

What other components were added to the teacher and leader evaluation system?

A professional growth piece worth 20% of the overall rating was added to TKES. GaDOE is recommending that districts align the criteria of this component with the [Georgia Professional Standards Commission's \(PSC\) requirements](#) to renew teaching certificates.

For LKES, the CCRPI School Climate Star Rating Survey component and the Additional Data (CCRPI, Beating the Odds, and Achievement Gap Closure) component were added.

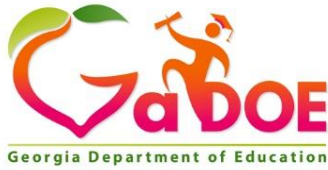
Is there an attendance requirement for students in order for their growth to count toward the TKES and LKES?

In the past, a student was required to be *enrolled* 65% or more of the instructional length of the course in order for that student's growth to count towards a teacher's evaluation. Under Senate Bill 364, a student is required to be in *attendance* 90% of the instructional length of the course for that student to count toward a teacher's evaluation. GaDOE will be piloting this requirement in select districts during the 2016-2017 school year with full implementation planned for the 2017-2018 school year.

A student must be enrolled in a school for 90% of the instructional year in order for the student's growth to be included in the Mean Growth Percentile (MGP) for the school. The school MGP constitutes the Student Growth rating for leaders.

How many growth measures are required for each teacher?

Each teacher is required to have at least one growth measure – the legal *minimum* amount of testing. Districts have maximum flexibility to determine the growth measure for non-SGP teachers.



Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

Is a district able to eliminate SLOs (Student Learning Objectives)?

Yes, districts can decide not to administer SLOs and can opt to administer a district-determined assessment, another pre to post measure, or use the district or school MGP (Mean Growth Percentile).

Why was flexibility given to choose what satisfies the requirement for a growth measure?

Many teachers have expressed a desire for a collaborative approach in working with their colleagues. Flexibility will give districts an option for schools to work as a whole toward improving their overall scores, for cross-content teachers to focus on improving specific critical areas, for schools to utilize their own benchmarks, or to keep administering SLOs.

How can this flexibility help districts address students who have weak literacy and numeracy foundational skills?

SB364 also provides districts flexibility for a renewed emphasis on foundational literacy and numeracy skills, and allows districts to focus their efforts on students meeting grade-level proficiency standards in reading and math. Using the school MGP (Mean Growth Percentile) will allow all teachers to work collaboratively to integrate literacy and numeracy skills across content areas and pursue schoolwide goals to shore up the foundational skills of their students.

What is the timeline for implementation?

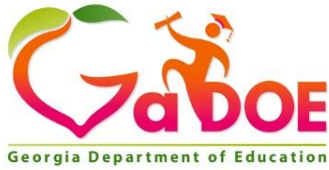
GaDOE is committed to a measured implementation of the refined teacher and leader evaluation systems. This responsible approach will allow stakeholders to become comfortable with the changes and allow GaDOE to provide targeted training and support to districts (*see the Appendix at the end of this document*).

When will TKES/LKES be used for high-stakes decision making?

The total TEM (Teacher Effectiveness Measure) and LEM (Leader Effectiveness Measure) is set to be completed by the 2019-2020 school year.

Are there established teacher or leader ratings quotas for districts or schools?

No, SB 364 specifically states that: Each teacher of record, assistant principal, and principal shall be evaluated on his or her own individual merits and neither the State Board of Education, a local school system, nor a charter school shall impose or require any quota system or predetermined distribution of ratings for teachers of record, assistant principals, or principals.



Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

Does GaDOE require that teachers upload supporting artifacts for the TKES Performance Standards?

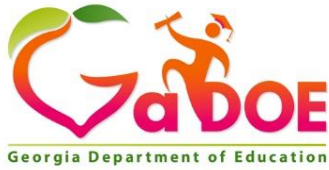
No, GaDOE does not require the uploading of any documentation in evaluation plans. Blanket documentation requirements are discouraged. However, districts and evaluators have the flexibility to request supporting artifacts as needed to rate the standards.

Where can I find additional information related to TKES and LKES?

For more information, go to: www.gadoe.org/TKES and www.gadoe.org/LKES.

Where can I submit feedback regarding TKES and LKES implementation?

GaDOE values your feedback. Please contact tkesfeedback@gadoe.k12.ga.us and lkesfeedback@gadoe.k12.ga.us.



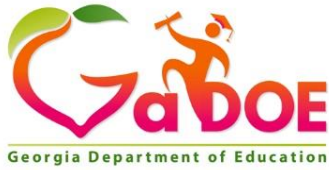
Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

Appendix: Draft Timelines for TEM/LEM Calculations

TEM

School Year	TAPS Summative Available (current year)	Prior Year Growth Data Available (lagging data)	Professional Growth Data Available (current year)	90% Attendance Protocols (rule must be applied to lagging growth data)	TEM Determined
2015-2016	Yes	No (2014-2015 Milestones data waived for students; change in requirements- SB364)	NA	NA (65% Rule applied to 2014-2015 data)	No (GaPSC collecting TAPS/LAPS Summatives Only)
2016-2017	Yes	No (2015-2016 Milestones data waived for students)	No (under development in 2016-2017)	No (under development in 2016-2017)	No
2017-2018	Yes	Yes	Yes	No (first full year of implementation of protocols; testing data collections processes)	No
2018-2019	Yes	Yes	Yes	No Prior year was year of testing data collections processes	No
2019-2020	Yes	Yes	Yes	Yes	Yes



Senate Bill 364's Impact on TKES and LKES

Frequently Asked Questions

LEM

School Year	LAPS Summative Available (current year)	Prior Year School Mean Growth Percentile Available (lagging data)	CCRPI/Beat the Odds/ Gap Reduction	CCRPI Climate Survey	90% Attendance Protocols (rule must be applied to lagging growth data)	LEM Determined
2015-2016	Yes	No (2014-2015 Milestones data waived for students; change in requirements-SB364)	NA	NA	NA (65% Rule applied to 2014-2015 data)	No (GaPSC collecting LAPS Summatives Only)
2016-2017	Yes	No (2015-2016 Milestones data waived for students)	No (under development in 2016-2017)	No (under development in 2016-2017)	No (under development in 2016-2017)	No
2017-2018	Yes	Yes	Yes	Yes	No (first full year of implementation of protocols; testing data collections processes)	No
2018-2019	Yes	Yes	Yes	Yes	No (Prior year was year of testing data collections processes)	No
2019-2020	Yes	Yes	Yes	Yes	Yes	Yes