

Student Learning Objectives



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Operations Manual

Georgia Department of Education
Office of School Improvement
Teacher and Leader Keys Effectiveness Division

**Georgia Department of Education
SLO Operations Manual**

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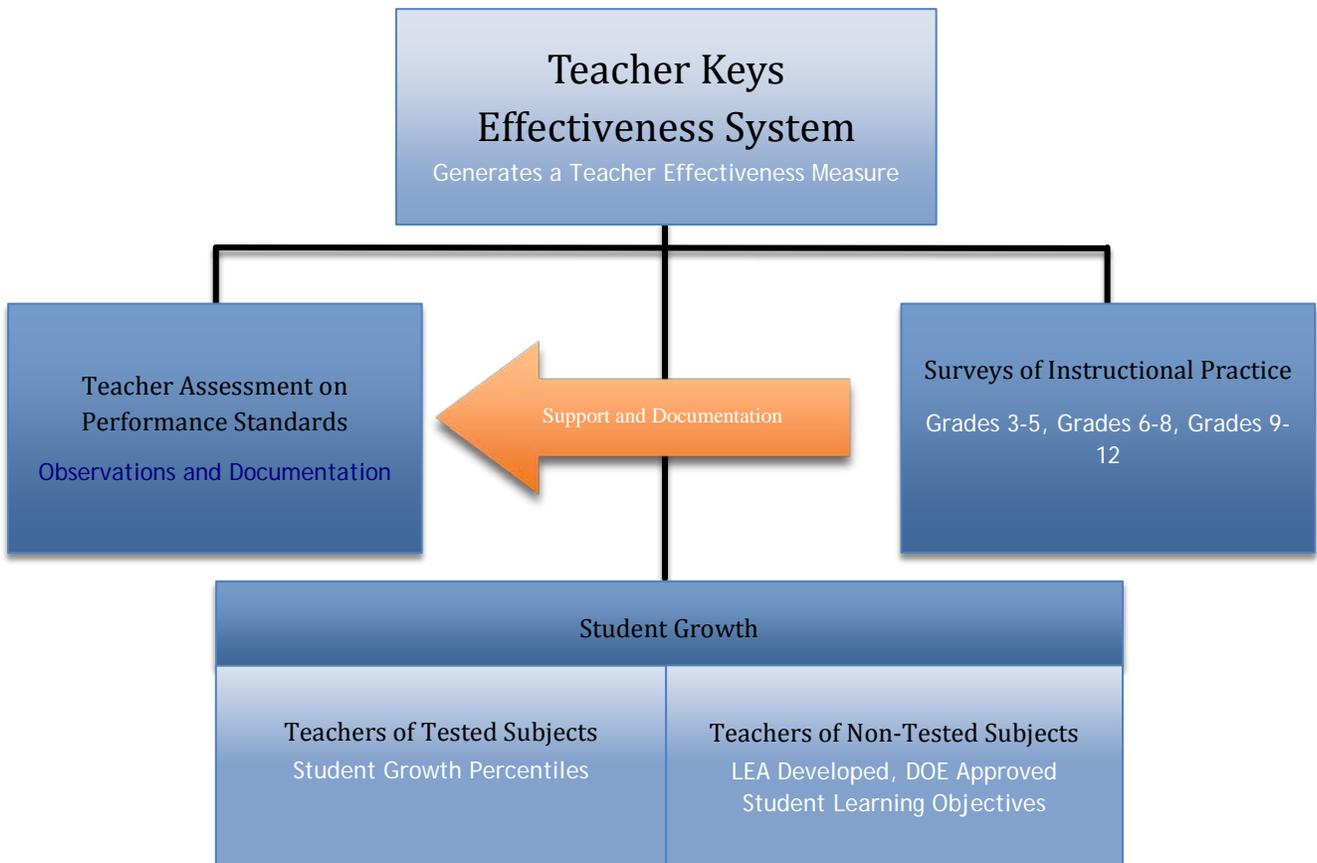
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INTRODUCTION

In an effort to ensure that all schools and classrooms have great leaders and great teachers, Georgia has established the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES). As shown in Figure 1, the TKES Effectiveness System consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and Student Growth and Academic Achievement.

Figure 1: Teacher Keys Effectiveness System



STUDENT GROWTH

Student learning is the ultimate measure of the success of a teacher and an instructional leader. One component of the Teacher Keys Effectiveness System is Student Growth. For teachers of **tested** subjects, this component consists of a student growth percentile measure.

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Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the Georgia Department of Education (DOE) approved Student Learning Objectives (SLO) utilizing local education agency (LEA) identified growth measures.

The professional practice of utilizing SLOs to measure student growth is the cornerstone of the DOE's emphasis on using assessment results to guide instruction. Research indicates that educators who set high quality objectives realize greater improvement in student performance. Establishing this systematic approach requires unprecedented collaboration among state leaders, LEA leaders, and local school staffs. Curriculum, assessment, and technology leaders in the LEA and classrooms collaborate to create SLOs for appropriate courses. Each LEA SLO is submitted to the DOE for audit review and approval.

The focus of this manual is the implementation of the SLO development process. For information concerning all components of the TKES and LKES process, please see the TKES and LKES Implementation Handbook at <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-Keys-Effectiveness-System.aspx>.

STUDENT LEARNING OBJECTIVES OVERVIEW

What is a Student Learning Objective (SLO)?

Teachers providing instruction in courses not subject to annual state assessments will receive growth measures derived from LEA developed DOE approved SLOs. TKES shall include student growth through measures developed by the LEA and approved by DOE for teachers who teach courses that are not subject to annual state assessments.

The primary purpose of SLOs is to improve student performance at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The SLO process requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment).

SLOs are course specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. Expected growth is the amount students are expected to grow over the course of the instructional period. Expectations must be rigorous, yet attainable.

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SLO Process and Procedures

- LEAs shall follow the DOE SLO development and implementation processes.
- SLOs will be utilized for all non-tested subject areas Pre-K through grade 12. Third grade students will participate in the SLO process because there must be at least two years of data to calculate an SGP.
- Each superintendent or his/her designee shall verify that all LEA SLOs are complete prior to submission to the DOE.
- LEAs shall submit SLOs for DOE audit and approval using the DOE TLE Electronic Platform. A separate submission is required for each SLO.
- Teachers may use their students' pre-assessment scores along with other diagnostic information to complete the *Teacher SLO Implementation Plan* within the DOE TLE Electronic Platform. The *Teacher SLO Implementation Plan* is optional for teachers and may be used during the TKES process to guide conferencing and feedback related to student progress towards SLO growth target attainment. LEAs have the discretion to require the *Teacher SLO Implementation Plan*.
- Students shall be enrolled in a course for 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student's data to be included in the SLO results. The LEA should ensure that students meeting the 65% enrollment requirement have the opportunity to take the pre-assessment.
- A teacher must have a minimum of 15 data sources (student scores) to be included in the Teacher Effectiveness Measure (TEM). Please note all student data will be included in the Leader Effectiveness Measure (LEM).
- Each LEA designed SLO will be course specific and will be used in the evaluation process for all teachers of that course within the LEA. SLOs are designed for the course, not individual teachers.
- Teachers will be evaluated using SLOs for their non-tested subjects and using the SGP measure for their tested subjects.
- If a teacher teaches the same course multiple periods/sections during the day or throughout the year, all students are included in the same SLO.
- SLO results are reported at the student and class/group level. LEAs will determine the process of entering SLO student data information with guidance from the DOE.
- SLO data will be collected throughout the LEA's student information system. SLO data submission will be a regular part of statewide data collection.

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ESSENTIAL SLO COMPONENTS

Data Driven Process

Student Learning Objectives require that teachers, principals, and LEAs pay close attention to the annual academic progress made by students in non-tested subjects. LEA developed growth targets within SLOs are determined using baseline data, previous data, or data trends. Before writing SLO growth targets, LEAs should analyze assessment and other qualitative data to inform decisions.

Data sources may include any of the following:

- Formative and summative assessments based on the standards
- Benchmark tests which focus on standards in the SLO
- Grades from SLO course's performance based tasks
- Pass/Fail Rate for SLO course for last two years
- Percentage of students receiving As, Bs, Cs, and Ds in course
- Tutoring and remediation services provided for course
- Acceleration services for SLO course
- State-mandated standardized tests related to the standards in the SLO

Aligned with curriculum standards

SLOs must correlate with the Georgia Performance Standards (GPS), Georgia Standards of Excellence (GSE), or other national standards for the course being taught. Courses that utilize other curricular expectations must also be aligned to those identified expectations.

Scope of SLOs

It is a LEA's decision as to whether the SLO comprehensively addresses all course standards or addresses a prioritized set of standards. If a LEA chooses a set of prioritized standards, teachers are expected to teach all of the standards for the course and not exclude standards not assessed in the SLO.

Interval of instructional period

LEAs determine the pre and post assessment administration windows for each SLO. SLOs should be written for the entire length of the course being taught. For the majority of teachers, the instructional period is the full academic year. However, for teachers with courses that span only part of the academic year, the instructional period will be the duration of that course (e.g., a semester, nine weeks or six weeks). The interval cannot change once approved.

Assessments and measures

An assessment measures student learning of the chosen standards. Appropriate measures of student growth differ substantially based on the learners' grade level and content area. Therefore, the type and format of assessments will vary.

Commercially developed and validated assessments that correlate with the standards selected for each SLO may be used as the assessment to measure the SLO. Externally developed assessments are selected, purchased, and used at each LEA's discretion. The DOE does not recommend any particular assessments nor does the DOE endorse any particular product or assessment. Assessments should be selected and/or developed based on their appropriateness for the grade and content standards chosen for the SLO.

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SMART CRITERIA

SLOs should describe observable behavior and/or measurable results that occur when an objective is achieved. The acronym SMART (Figure 2) summarizes a structure to self-assess an objective's feasibility and worth.

Figure 2: SMART Acronym for Developing Student Learning Objectives

Specific:

The objective is focused by content standards; by learners' needs.
This is reflected in the course name/number and 100% student participation.

Measurable:

An appropriate instrument/measure is selected to assess the objective.
This is reflected in the description and development of the assessment measure.

Attainable:

The objective is within the teacher's control to effect change and is an appropriate focus for the students' academic year.
This is reflected in the growth target and utilization of the data.

Realistic:

The objective is feasible for the teacher and the skill or content to be measured is appropriate.
This is reflected in the identified course standards and the LEA determined growth target.

Time Bound:

The objective is contained within a single school year or instructional period.
This is reflected in the pre and post assessment administration dates or windows.

Considerations when writing SLOs

- SLOs must be growth objectives not achievement objectives. SLOs should be designed and written so that individual student growth between the pre assessment and the post assessment can be determined.
- Growth objectives specify the growth target for all students. Therefore, 100% of the students in the course will be included in the SLO and its growth targets. In contrast, achievement objectives specify a percentage or number of students who would attain a specified level.
- The SLO growth target(s) for students should reflect a realistic but rigorous expected level of growth. SLOs should also include the highest performers in the LEA population.
- SLOs are written so that teachers implementing the SLOs are clear on what to do and when to do it.
- Well-designed and rigorous SLO growth targets will increase student learning and positively impact school and LEA goals.

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ASSESSMENT DEVELOPMENT

Content Alignment Form

The purpose of the content alignment form is to identify the standards to be assessed, the cognitive demand of those standards and the instructional emphasis for the course.

Before developing an assessment, LEAs must analyze the identified standards including the cognitive demand (Depth of Knowledge). The DOE Content Alignment Form is not required for SLO submission. However, the content alignment process must be completed prior to the development of an assessment.

Table of Specifications

The Table of Specifications (TOS) is a “blueprint” that indicates the alignment of the assessment with the standards, content, cognitive demand, instructional emphasis and assessment item types. Item types indicated on the Table of Specifications will include short answer (SA), extended response (ER), performance task (PT), or multiple choice (MC). The submission of the DOE Table of Specification is required unless utilizing a commercially developed assessment.

Criteria Table

The Criteria Table is a rubric designed to guide LEAs through the final step of the assessment development process. LEAs will review the assessment items, formatting, administration, and results. The submission of the DOE Criteria Table is required unless utilizing a commercially developed assessment.

SLO IMPLEMENTATION EXPECTATIONS

Assessment Expectations

LEAs decide on the types and number of assessment items that will comprise the pre and post assessments. Performance tasks and rubrics may also be used for pre and post SLO assessments. A reasonable amount of class time should be allotted for pre and post assessments, typically one to two class periods. The Criteria Table, as well as other sources, can provide guidance with developing and evaluating assessment items.

Data Analysis

The most important step of assessment usage is data analysis. This process informs subsequent planning and instruction for teachers and evaluators. Analyzed data will also be utilized for setting appropriate future growth targets.

Integrity of SLO Process and Results

Opportunities to misrepresent student data or inappropriate interactions with students to affect pre and post assessment results may be minimized by:

- The use of signed assurances
- LEA developed assessment security protocols
- On-going, systematic triangulation of formal and informal data by evaluators. SLO data

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should be reasonably consistent with other student data.

- Use of interchangeable passages, scenarios, numbers, etc. in assessment items
- Use of sampling to ensure consistency of raters
- Use of resources and supports including item bank, assessment resource library, Public Domain Assessments, and DOE Exemplars

SLO Attainment Rubric

The SLO Attainment rubric listed is utilized to identify the expected level of performance.

Figure 3: Example of Student Learning Objective Attainment Rubric

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance</i>	Level II	Level I
<p>The work of the teacher results in exceptional student growth.</p> <p>Ninety percent (90%) or more of students demonstrated expected and/or high growth and thirty percent (30%) or more demonstrated high growth on the SLO.</p>	<p>The work of the teacher results in appropriate student growth.</p> <p>Sixty five percent (65%) to eighty nine percent (89%) percent of students demonstrated expected and/or high growth on the SLO.</p> <p>OR</p> <p>Ninety percent (90%) or more of students demonstrated expected and/or high growth and less than thirty percent (30%) of students demonstrated high growth on the SLO.</p> <p>OR</p> <p>Sixty five percent (65%) to eighty nine percent (89%) of students demonstrated expected and/or high growth and less than thirty percent (30%) demonstrated high growth on the SLO.</p>	<p>The work of the teacher does not result in appropriate student growth.</p> <p>Between sixty four (64%) and fifty percent (50%) of students demonstrated expected and/or high growth on the SLO.</p>	<p>The work of the teacher results in minimal student growth.</p> <p>Forty nine percent (49%) or less of students demonstrated expected and/or high growth on the SLO.</p>

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SAMPLE SLO GROWTH TARGET STATEMENTS

While each SLO must have specific components, the SLO itself may vary. The samples provided below are meant to demonstrate the required components for the SLO. All SLOs may not match these samples, but these models demonstrate the basic structure. Each example demonstrates a different approach to measuring growth (individualized growth and uniform growth). Targets for demonstrating expected and high growth are indicated. SLOs should also include the highest performers in the LEA population.

Individualized Growth Target

The following sample is used when growth targets are individualized for each student based on the pre assessment score. In Figure 4, growth is based on the formula which requires students to grow by increasing 35% of their potential growth.

Figure 4: Sample SLO with Individualized Growth

SLO Statement Example:

From August 2015 to April 2016, 100% of third grade reading students will improve their knowledge of vocabulary and comprehension skills as measured by the Mountain County Schools Third Grade Reading SLO Assessments. Students will increase from their pre-assessment scores to these post-assessment scores as follows:

The minimum expectation for individual student growth is based on the formula which requires each student to grow by increasing his/her score by **35%** of his/her potential growth.

Pre-Assessment Score + [(100 – **Pre-Assessment Score**) * **Expected Growth**] = Target

Example using **40** on a Pre-Assessment:

$$40 + [(100 - 40) * .35]$$

$$40 + [(60) * .35]$$

$$40 + [21] = 61$$

A score of **61** is the expected growth target for the post-assessment.

Students increasing their score by at least **60%** of their potential growth would be demonstrating high growth. A score of **76 or above** is the high growth target.

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Uniform Growth Target

The following sample is used when a uniform growth target is incorporated into the SLO. In Figure 5, all students are expected to increase by one or more levels from the pre assessment to the post assessment. A uniform growth target is sometimes referred to as a rubric growth target.

Figure 5: Sample SLO with Uniform Growth Target

Sample SLO for Grade 6 Intermediate Chorus

From August 2015 to April 2016, 100% of sixth grade Intermediate Chorus students will improve their sight reading and noting music skills as measured by the Mountain County Schools Intermediate Chorus Performance Task. Students will increase from their pre-assessment scores to these post-assessment scores as follows:

- Level 1 will increase to Level 2
- Level 2 will increase to Level 3
- Level 3 will increase to Level 4
- Level 4 will maintain.

Students who increase one level above their expected growth targets would be demonstrating high growth. Students with a pre-assessment score of Level 4 or an expected growth target of Level 4 may complete a developmentally appropriate project or assignment based on the SLO assessment's content.

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Appendix A: Alternative Education Delivery Models

The delivery model descriptions of the following programs are listed alphabetically in chart form on the following pages. Figures 6-16 will indicate the teacher's participation in the components of the TKES.

- Alternative Education Program Models
- Career, Technical and Agricultural Education (CTAE) Program
- Early Intervention Program (EIP) Models
- English Language Learners (ELL) Program Models
- Gifted Program Models
- Remedial Education Program (REP) Models
- Special Education Program Models
- Specialized School/LEA Program Models

Alternative Education Program Models:

Alternative/Non-Traditional Education Program: Alternative/Non-traditional Education Programs operate in affiliation with a school(s). A program does not report Full-Time Equivalent (FTE). Student Growth data for students enrolled in the program are reported back to the school where the student is reported for FTE. It is the responsibility of the district to ensure the administration of the home school and the program work collaboratively during the 65% application process to ensure correct student data linkages. The program may be housed within any school, the same site, or at a different location. Adherence to all requirements as stated in SBOE Rule 160-4-8-17 Case Management Consultation for Agency Placed Transfer Students is required. Programs may include Attendance Recovery, Credit Recovery, Disciplinary Program, Early College, Evening School, and Open Campus.

Alternative/Non-Traditional Education School: An Alternative/Non-traditional Education School has an official school code and serves as the home school for enrolled students.

Attendance Recovery Program: An Attendance Recovery Program designed to allow students the opportunity to make up an absence(s) by attending a program outside the normal school day (e.g., Saturday School).

Community-based Alternative Education/Non-Traditional Program: A Community-based Alternative Education/Non Traditional Program engages students in educationally relevant and meaningful learning experiences in the school and larger community. The academic curriculum is integrated into work-based learning and structured work experiences utilizing partnerships among business, industry, government, community, and school, including Performance Learning Centers.

Credit Recovery Program: A Credit Recovery Program is designed to allow students the opportunity to retake a course for the purpose of earning credits toward graduation.

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Education Management Organization: An Education Management Organization is operated by a private vendor. The program or school may operate on or off campus.

Figure 6: Alternative Education Delivery Models with Participation Guidelines

Delivery Models for Teachers of Alternative Education Programs	TAPS	Survey	Student Growth Measure
Alternative Programs	Y	Y	Y
Alternative Schools	Y	Y	Y
Attendance Recovery Program	N	N	N
Community-Based Alternative Education Program (i.e., Performance Learning Centers)	N	N	N
Credit Recovery Program	Y	Y	Y
Educational Management Organization	N	N	N

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Career, Technical and Agricultural Education Program Models:

Career, Technical and Agricultural Education (CTAE): The Career, Technical and Agricultural Education (CTAE) program provides direction in the development of the CTAE high school and middle school curricula, assessment, work-based learning experiences, professional learning, and instructional resources to enhance student achievement. LEAs will determine TKES participation for work-based learning programs based on the structure of the course. For example, if the teacher provides direct instruction to students, the components of TKES are applicable.

Figure 7: Career, Technical and Agricultural Education (CTAE) Program Participation Guidelines

Delivery Models for CTAE	TAPS	Survey	Student Growth Measure
Career	Y	Y	Y
Technical	Y	Y	Y
Agricultural Education	Y	Y	Y
Work-Based Learning	LEA Decision	LEA Decision	LEA Decision

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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Early Intervention Program (EIP) Delivery Models:

Augmented: The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.

Self-Contained: The self-contained model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement.

Pull-Out: In the pull-out model, EIP students are removed from the classroom for instruction by an additional certified teacher. This model may serve a maximum of 14 students at a time.

Reduced Class Model: The reduced class model allows for the combination of EIP students with regular education students in smaller classes. The reduced class model uses a sliding scale in which the class size reduces as the number of EIP students increases.

Reading Recovery Program: In the Reading Recovery Program students are removed from the classroom for one segment of reading. One segment of Reading Recovery is defined as a minimum of 30 minutes. Students must be served a minimum of 45 days. Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

Figure 8: Early Intervention Program (EIP) Delivery Models with Participation Guidelines

Delivery Models for Teachers of Early Intervention Program (EIP) Students	TAPS	Survey	Student Growth Measure
Augmented	Y	Y	Y
Self-Contained	Y	Y	Y
Pull-out	Y	Y	Y
Reduced Class	Y	Y	Y
Reading Recovery Program	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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English to Speakers of Other Languages (ESOL) Delivery Models:

Language acquisition within the content areas is the major focus of instruction. The specific delivery models include:

*Pull Out Model**: Students are taken out of a non-academic class for the purpose of receiving small group language instruction from the ESOL teacher. ***Separate SLO will be developed for this delivery model.**

*Push in Model**: Students remain in their core academic classes where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher. ***Separate SLO will be developed for delivery model.**

Scheduled Class Model: Students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of English Learners (ELs).

Cluster Center Model: Students from two or more schools are grouped in a center designed to provide intensive language assistance.

Resource Center/Laboratory Model: Students receive language assistance in a group setting supplemented by multimedia materials.

Innovative Delivery Model: Approved in advance by GaDOE through a process described in the ESOL/Title III Resource Guide.

Figure 9: English to Speakers of Languages (ESOL) Delivery Models with Participation Guidelines

Delivery Models for Teachers of English Language Learner Students	TAPS	Survey	Student Growth Measure
Pull-Out	Y	Y	Y* *See definition
Push-In	Y	Y	Y* * See definition
Scheduled Class	Y	Y	Y
Cluster Center	Y	Y	Y
Resource Center Laboratory Model	Y	Y	Y
Innovative Delivery Model Approved by GaDOE	TBD	TBD	TBD

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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Gifted Program Delivery Models:

Advanced Content Class: Students are homogeneously grouped on the basis of achievement and interest in a specific academic content area. The LEA may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area. In that case the local LEA must establish criteria and guidelines that identify students who will be successful with the advanced curriculum to be offered in these classes. These classes include Advanced Placement (AP) courses and International Baccalaureate (IB) courses.

Cluster Grouping: (K-12) Identified gifted students are placed as a group into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.

Collaborative Teaching: (K-12) Direct instruction may be provided by a regular classroom teacher, but there must be substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist (the teacher with the gifted endorsement who is serving as the instructional facilitator).

Mentorship/Internship: (9-12) A gifted student works with a mentor to explore a profession of interest. The gifted education specialist maintains close contact with both the participating student(s) and the selected mentor(s) to ensure acceptable progress toward the student's individual learning goals.

Resource Class: (K-12) All students must have been identified as gifted by GA SBOE criteria. The class size is limited to the maximum size specified in SBOE rules. The teacher must have gifted endorsement.

Figure 10: Gifted Delivery Models with Participation Guidelines

Delivery Models for Teachers of Gifted Program Students	TAPS	Survey	Student Growth Measure
Advanced Content Class	Y	Y	Y
Cluster Grouping	Y	Y	Y
Collaborative Teaching	N	N	N
Mentorship/Internship	N	N	N
Resource Class	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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Remedial Education Program (REP) Delivery Models:

Augmented Class: An additional state certified teacher, referred to as a REP augmented teacher, will work in the same classroom with the regular classroom teacher and provide instruction for 50-60 minutes per segment a day to no more than 15 REP students. Student instruction under this model cannot exceed two instructional segments per day per student. Core credit may be earned at the high school level for this model if the course content follows the 9-12 state adopted curriculum.

Parallel Block Scheduling: In this model, students are provided daily instruction in two-hour (minimum) blocks. These blocks of instruction include the following components:

- Students will be heterogeneously grouped.
- Students are in small groups (15 or fewer) in the extension room or homeroom during one hour of the two-hour block.
- Students receive direct instruction from the state-certified teacher on their instructional level for a minimum of 50-60 minutes in reading/writing or mathematics.

Reduced Class Size: Students receive English or mathematics instruction from a state-certified teacher designated as an REP teacher. High school students participating in Remedial Education Program classes may earn core credit in English or mathematics if a) the class size is reduced to 18 without a paraprofessional and 24 with a paraprofessional, and b) the course content follows the 9-12 state adopted curriculum.

Other School-Design Models: Schools may submit to the GaDOE a school designed model that must include the following components:

- An appropriate and effective program in remediating student deficiencies.
- A plan for the utilization of data in determining program effectiveness.
- Remedial services through a state-certified teacher. A paraprofessional may be added to reduce the class size and serve as an assistant to the teacher.
- The use of REP funds shall provide supplemental instruction above and beyond those services provided by the state.
- Compliance with the remedial maximum class size.

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Figure 11: Remedial Education Program (REP) Delivery Models with Participation Guidelines

Delivery Models for Teachers of Remedial Education Program (REP) Students	TAPS	Survey	Student Growth Measure
Augmented	Y	Y	Y
Parallel Block Scheduling	Y	Y	Y
Reduced Class	Y	Y	Y
Other School-Design Models	TBD	TBD	TBD

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Special Education Program Delivery Models:

Consultation: Students with disabilities receive at least one segment per month of direct service from the special education teacher.

Resource: Individual needs are supported in a resource room as defined by the student’s IEP.

Supportive Instruction: Students with disabilities receive services from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, interpreter, or job coach).

Collaboration: A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).

Collaborative Co-Teaching: The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment daily).

Alternative Placement: The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.

Self-Contained: Located within a regular education school, the self-contained setting is a full day or mostly full day program.

Departmentalized Model: When a student is served through the departmentalized model, the student must receive at least one segment per month from a teacher certified in a student’s primary area of disability. The student receives special education or related services from a certified teacher, but not one who is certified in the student’s area of disability. For example, a student who is deaf/hard of hearing may receive specialized instruction in mathematics, but from a teacher highly qualified in mathematics and not certified in deaf/hard of hearing.

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Hospital/homebound Services: Hospital/homebound instruction may be used for students who have a medically diagnosed condition that will significantly interfere with their education and that requires them to be restricted to home or a hospital for a period of time.

Home-based Services: This may be used as a short term placement option on occasions when the parent and LEA agree and FAPE is provided.

Multiple Setting Services: Multiple setting services which are developmental and corrective based on student needs may be required to support students with disabilities. They are intended to assist students in meeting their instructional education plan goals, to be served in the Least Restrictive Environment, and to experience success in the classroom setting.

Residential Setting: The student lives on campus of a residential facility and school. Programs are highly structured and services are provided 24 hours a day, 7 days a week.

Special Needs Pre-K: Individual needs of the three to four year old students are supported as defined by the student's IEP.

Figure 12: Special Education Delivery Models with Participation Guidelines

Delivery Models for Teachers of Special Education Students	TAPS	Survey	Student Growth Measure
Consultation	N	N	N
Resource	Y	Y	Y
Supportive Instruction	N	N	N
Collaboration (less than full segment daily)	Y	Y	N
Collaborative Co-Teaching (full segment daily)	Y	Y	Y
Alternative Placement			
Self-Contained	Y	Y	Y
Departmentalized			
Hospital Home-Bound	N	N	N
Home-Based Services	N	N	N IEP Committee Decision
Multiple Services	N	N	N
Residential Setting Programs	Y	Y	Y
Special Needs Pre--K	Y	N	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

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Specialized School/LEA Program Models:

Charter Schools: Georgia’s charter schools are public schools. They receive public funding, cannot charge tuition and must provide fair and open enrollment for all student populations. Autonomy and flexibility distinguish charter schools from traditional public schools.

Figure 13: Charter Schools with Participation Guidelines

Charter Programs	TAPS	Survey	Student Growth Measure
Charter Systems	Y	Y	Y
Charter Schools	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

International Baccalaureate Program: The International Baccalaureate® (IB) program strives to develop inquiring, knowledgeable and caring young people who exhibit intercultural understanding and respect.

Figure 14: International Baccalaureate Schools with Participation Guidelines

International Baccalaureate Schools	TAPS	Survey	Student Growth Measure
IB Teachers of Record	Y	Y	Y* *SLO may be developed over a two year period.

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Virtual Schools: A variety of online learning programs are available to students in the state of Georgia. These programs include, but are not limited to: virtual online schools and blended learning programs in local LEAs which occur in a variety of venues and models. If the teacher does not provide direct instruction and serves as a facilitator, the teacher is identified as a contributing professional.

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Figure 15: Virtual Schools with Participation Guidelines

Virtual Schools	TAPS	Survey	Student Growth Measure
Georgia Virtual Schools	Y	Y	Y
System-level online learning	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Investing in Educational Excellence (IE²): The program model, Investing in Educational Excellence (IE²), provides local school LEAs with greater governance flexibility as a means for increasing student achievement.

Figure 16: IE² LEA with Participation Guidelines

Partnership Contracts	TAPS	Survey	Student Growth Measure
IE ² Systems	Y	Y	Y

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component