



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Unique Circumstances and Non-traditional Settings Student Growth

Please Remember...

- Student Learning Objectives are tied to the course number and the standards aligned to the course's required curriculum.

Unique Circumstances and Non-Traditional Settings Student Growth	
65% Rule	<ul style="list-style-type: none"> • Student must be enrolled 65% of the course's instructional days in order for the student data to be included in the Teacher Effectiveness Measure (TEM). • Teacher must be employed at least 65% of the course's instructional days in order for student growth data to be applicable. • The student data will apply to the Leader Effectiveness Measure (LEM) if the student is enrolled at the school for 65% of the academic year.
Number of students required to generate student growth used in TEM	<ul style="list-style-type: none"> • The teacher must provide instruction to at least fifteen (15) students in order for student growth to be used to generate a Teacher Effectiveness Measure (TEM). • Students will be combined across multiple grade levels and multiple courses to generate the teacher's combined roster. • This process utilizes the same combining principle as SGPs. A teacher has content specific CRCT data for 4th grade math, ELA/Reading, social studies and science. The single SGP score is the result of the combined content specific data. The combining principle also applies to teachers with less than 15 students in a course. For example, throughout an instructional period an EIP teacher may provide instruction to 5 second grade students in math, 6 third grade students in reading and 5 first grade students. Because each of these courses already have growth measures developed and there are 16 students in all, the SLO data will be combined into one growth score and be applicable in the TEM. • If the teacher provides instruction to less than 15 students, the student data will not be used in Teacher Effective Measure (TEM), but it will be reflected in Leader Effectiveness Measure (LEM).
Advanced Placement® (AP) Classes	<ul style="list-style-type: none"> • LEA developed SLO will be used. • Pre assessment is administered at the beginning of the course. • The Advanced Placement® (AP) Exam may be used as post assessment if 95% of the class participates in the exam. • If student participation numbers don't support utilizing the Advanced Placement® (AP) Exam, a post assessment is required.
Alternative School	<ul style="list-style-type: none"> • Students will have an SLO and/or SGP as determined by the course.



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<p>Alternative Schools (Behavior)</p>	<p>SLO and/or SGP may be applicable if</p> <ul style="list-style-type: none"> • Teacher is responsible for at least 65% of the instruction and the student is enrolled for 65% of the instructional period. • Students will be combined across multiple grade levels and multiple courses to generate the teacher's combined roster. If there are less than 15 students on the teacher's combined roster, the data will not be applicable to the teacher's TEM at the alternative school. • The student data will apply to the LEM of the Site Administrator or Program Director if the student is enrolled at the school or program 65% of the academic year.
<p>Career, Technical, and Agricultural Education (CTAE)</p>	<ul style="list-style-type: none"> • LEA developed SLO will be used.
<p>Career Technical Instruction (CTI)</p>	<p>SLO may be required. Development of CTI SLO will be a LEA decision based on the structure for CTI course.</p> <ul style="list-style-type: none"> • If the teacher exclusively monitors students on worksites, no SLO would be applicable because he/she would be identified as a contributing professional. • If the teacher provides direct instruction to students, then an SLO is applicable. • If the teacher is responsible for direct instruction and monitoring student progress and skill development at worksites, the SLO could reflect both teacher responsibilities.
<p>Connections Classes – Middle School</p>	<ul style="list-style-type: none"> • LEA developed SLO will be used. • The LEA will develop the assessment and set the growth targets to accurately reflect instructional time. For example: If a computer class is taught as a nine week course, the assessment and growth target should reflect the appropriate amount of instruction provided. • The final SLO data set must include all students that were enrolled in the course. For example: All students from the 1st nine weeks, all students from the 2nd nine weeks, all students from the third nine weeks and all students from the 4th nine weeks. • Utilizing a sample of student data is not permissible.
<p>Connections Classes – Middle School</p>	<p>For students who repeat a course taught by the same teacher due to scheduling practices...</p> <ul style="list-style-type: none"> • LEA developed SLO will be used. • All students assigned to the course will take the pre and post assessments. If a student is already reflected in the teacher's data, the additional data will be filtered out as duplicate data at the state level. • The first set of data will be used for the student growth measure.



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<p>Connections Classes – Middle School</p>	<p>For students who repeat a course with a different teacher due to scheduling practices....</p> <ul style="list-style-type: none"> • LEA developed SLO will be used. • Student assessment scores will be attached to both teachers. For example: Student G is assigned to Teacher A for a computer class during the first nine weeks and completes the pre and post assessment. The score on the SLO assessment will be assigned to Teacher A. Student G is then assigned to Teacher B for the same computer course during the third nine weeks. Student G completes the pre and post assessment. The new score on the SLO assessment will be assigned to Teacher B. • Student G’s data will be included in both teachers’ SLO data sets. The SLO pre and post assessment data for Teacher A will be assigned to Teacher A and the SLO pre and post assessment data for Teacher B will be assigned to Teacher B.
<p>Credit Recovery Program</p>	<ul style="list-style-type: none"> • Students will have an SLO and/or SGP as determined by the course. • If the teacher does not provide direct instruction and serves as a facilitator, the teacher is identified as a contributing professional. No SLO is required.
<p>Driver’s Education</p>	<ul style="list-style-type: none"> • SLO is optional. This is a LEA decision.
<p>Early Intervention Program Teachers</p>	<ul style="list-style-type: none"> • LEA developed SLO and/or SGP will be used. • SLO data for all EIP teachers (augmented, pull out or reduced class size) will only include identified EIP students. • EIP teachers must be responsible for at least 65% of the instructional time and the student must be identified as receiving EIP services for 65% of the instructional time. • Please remember all students with growth measures will be combined to generate student growth. • Scenario - Teacher A provides instruction for 1st and 2nd grade reading and math. The EIP students on her roster for 1st and 2nd grade reading and math will be combined to determine the number of students represented in her student growth measure.
<p>English Language Learners</p>	<ul style="list-style-type: none"> • LEA developed SLO should utilize ESOL (WIDA) Standards. Exception: If a teacher of EL students serves as the teacher of record for the academic content of a course the content measure should serve as the student growth measure. • Districts may choose to use ACCESS to measure student growth. • Sample ESOL SLOs utilizing ACCESS as the assessment are available for review on Share Point. • Post assessment score from previous year may serve as the next year’s pre assessment score if ACCESS is utilized.



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<p>Enrichment Courses (Art, Music, PE, etc.)</p>	<ul style="list-style-type: none"> • LEA developed SLO will be used. • The LEA will develop assessments and set growth targets to accurately reflect instructional time. For example, an art teacher provides instruction to 2nd grade students twice a month. The growth target should reflect the appropriate amount of instruction provided.
<p>Enrichment Classes with different instructional times within the district (Art, Music, PE, etc...)</p>	<p>If the same course has different instructional periods within the LEA due to scheduling practice...</p> <ul style="list-style-type: none"> • The LEA growth target must be the same, but the assessment may be adjusted to reflect the instructional time. • Scenario 2nd grade PE is provided daily to students at all elementary schools in the district except for 3 schools where 2nd grade students only receive PE 3 times a week. The assessment for the LEA PE course may be adjusted to reflect the smaller instructional time. The increased items on the longer assessment would account for the increased depth and/or breadth of the standards those students would have access to in the longer course. The LEA will be responsible for submitting a revised Table of Specifications to reflect the modified assessment. In this scenario 2nd grade PE would have the same SLO statement, growth target and two different Tables of Specifications submitted in the TLE platform.
<p>Gifted Classes</p>	<ul style="list-style-type: none"> • LEA developed SLO and/or SGP will be used. • SLO data for all gifted teachers will include identified gifted students only. • Gifted teacher must be responsible for 65% of the instructional time and the student must be identified as receiving gifted services for 65% of the instructional time. • All students with growth measures will be combined to generate the teacher's roster.
<p>The Georgia Network for Educational and Therapeutic Support- GNETS</p>	<p>SLO and/or SGP may be applicable if</p> <ul style="list-style-type: none"> • Teacher is responsible for at least 65% of the instruction and the student is enrolled for 65% of the instructional period. • Fifteen (15) students must be on a teacher's roster to generate a TEM for a teacher. If there are less than 15 students on the teacher's roster the data will not be applicable to the teacher's TEM at the GNETS site. • The student data will apply in the Leader Effectiveness Measure of the Site Coordinator if the student is enrolled at the school or program 65% of the academic year. • The GNETS Director, in collaboration with the Coordinator and a committee consisting of representative LEAs, will determine the most appropriate district SLOs to administer aligning with the curriculum followed at the program site. Points for the committee to consider when determining the most appropriate SLO: Which district has the highest student representation at the GNETS site? What is the physical



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	<p>location of the GNETS site?</p> <ul style="list-style-type: none"> • Scenario: The GNETS facility provides services for 3 districts – District X, Y, Z. The applicable SLOs from District Y will be administered to all students at the GNETS facility regardless of the student’s home district. • The guidance concerning students being assessed using the GAA would also be applicable at the GNETS facility. (See <i>Students who are assessed by the GAA</i> below).
<p>High School Non-tested Courses Taught in A and B Sections</p>	<p>SLO and/or SGP may be applicable if</p> <ul style="list-style-type: none"> • Teacher is responsible for at least 65% of the instruction and the student is enrolled for 65% of the instructional period. • REMINDER - A course is defined by the state course number. The state course number does not reflect the local number used to designate A and B sections of a year-long course. As such, if a teacher does not provide instruction for 65% of the entire course, then student growth will not be applicable. <p>Scenario #1</p> <ul style="list-style-type: none"> • If a teacher provides instruction to students for A and B sections of the same course, 1 SLO covering both A and B sections will be used as the growth measure. <p>Scenario #2</p> <ul style="list-style-type: none"> • If a teacher provides instruction for only one section of the course, no student growth will be applicable because one section of the course only reflects 50% of the course instructional period.
<p>Hospital/Homebound</p>	<p>SLO is not applicable.</p>
<p>International Baccalaureate® (IB) Classes</p>	<p>Two (2) SLOs are applicable.</p> <ul style="list-style-type: none"> • Two LEA developed SLOs may be used: one SLO for year one and a different SLO for year two. • Pre assessment is administered at the beginning of the first year in the course. Post assessment is administered at the end of the first year and may also serve as pre assessment for the second year. • The International Baccalaureate® (IB) exam may be used as post assessment at the end of the second year. • Schools with differing levels (SL and/or HL) should include in their SLO statement information that would allow the school to request the SL version of the SLO and/or the HL version.
<p>JROTC</p>	<ul style="list-style-type: none"> • LEA developed SLO will be used.
<p>Math/Language Support Classes –</p>	<ul style="list-style-type: none"> • Teacher of record and the support class teacher of record may share SLO data and/or teacher of record and the support class teacher of



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Scheduled in conjunction with specific course utilizing the same standards	<p>record may share SGP from CRCT/EOCT.</p> <ul style="list-style-type: none"> For example, Mathematics II: Geometry/Algebra II/Statistics support teacher will be connected with student data for Mathematics II: Geometry/Algebra II/Statistics class if both courses utilize the same standards.
Math/Language Support Classes – not in conjunction with specific course	<ul style="list-style-type: none"> LEA developed SLO will be used. LEA course developed SLO for related course may be modified to address focus during support instruction and reflect appropriately aligned standards identified by district.
Special Needs Pre-Kindergarten and Special Needs 4 and 5 year olds	<ul style="list-style-type: none"> LEA developed SLO will be used. Appropriate assessments include Child Outcomes Summary Form (COSF) or Work Sampling System. LEAs may also develop a rubric based assessment. Three year olds do not participate in the SLO process.
Students who are assessed by the GAA	<ul style="list-style-type: none"> An SLO is applicable. GAA does not generate a SGP and cannot be used as a student growth measure. Two holistic rubrics, developed in conjunction with Division of Special Education Services and Supports will serve as the SLO measure. Districts may choose which rubric to utilize. The rubrics reflect the Comprehension and Collaboration Standards and Reading Literacy Standards and will be applicable to all grade levels (K-12) and content areas. This guidance is for students assessed on GAA or projected to be assessed with GAA. This may include students in grades K-12th grades. The holistic rubric will be the only SLO measure used for a student that is assessed by the GAA. Because of the unique structure of the GAA/SLO assessment development requirements, a Table of Specifications and Criteria Table are not required to be submitted to the GaDOE. It is an LEA decision whether students assessed by GAA or projected to be assessed by GAA participate in other course SLOs such as art, P.E., music, etc.
Virtual School	<p>If the teacher provides direct instruction, an SLO and/or SGP is applicable.</p> <ul style="list-style-type: none"> Students will have an SLO and/or SGP based on the course. If the teacher does not provide direct instruction and serves as a facilitator, the teacher is identified as a contributing professional. No SLO is required.
Work Based Learning	<p>SLO may be required. Development of Work Based Learning SLO will be a LEA decision based on the structure for Work Based Learning course.</p> <ul style="list-style-type: none"> For example, if the teacher provides direct instruction to students, then an SLO is applicable. If the teacher is responsible for direct instruction and monitoring



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	<p>student progress and skill development at worksites, the SLO could reflect both teacher responsibilities.</p> <ul style="list-style-type: none">• If the teacher exclusively monitors students on worksites, no SLO would be applicable because he/she would be identified as a contributing professional.
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