

FY 2020 Student Class Data Collection Delivery Models Document



July 01, 2019



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This spreadsheet summarizes how the four ‘Delivery Model’ data elements in Student Class, which describe how special instruction or service is delivered to individual students in a class, should be coded. For the In-Field application, this is a brief summary of how the data from Student Class is used. In general, the **COURSE TEACHER CODE** in SC, will be evaluated on the content of the course which comes from the first two digits of the **COURSE NUMBER**. If there is a Delivery Model indicated on a course record for a student, and the Delivery Model requires that the service is delivered by an additional teacher or other personnel, as indicated in the ‘Additional Teacher’ column, then the In Field application will look for the **ADDITIONAL COURSE TEACHER CODE 1** to be qualified in the service.

There are several guiding principles for delivery of these services:

A teacher can deliver content and a service at the same time. For example, a teacher can deliver Life Science content and modify the delivery to serve some gifted students in the class. A teacher cannot deliver two services in the same classroom, such as ESOL and gifted services.

A teacher cannot be listed as the primary / content teacher (the **COURSE TEACHER**) and as the **ADDITIONAL COURSE TEACHER 1, 2, or 3**.

The focus of service and the FTE funding of that service needs to be for an appropriate amount of time, specified by State Board Rule or program specific guidelines. A student should not be scheduled to receive two services at the same time so there should not be two different delivery models on the same class record for a student.

Note: The information provided in this document was developed to assist with coding data for Student Class. It does not replace or override any documentation provided by the program area.

Revision Date	Comment
6/5/2019	Added column ' INCLUSION CODE ' to help clarify how Special Ed Delivery Models should be coded. Added note that INCLUSION CODE must be '9' for Special Ed DM '5'.
8/13/2019	Added a new alternative teacher ID, 616161616, to be used for the primary teacher only when a non-public school PK class is reported with a public-school Special Education teacher as the ADDITIONAL COURSE TEACHER . Added E7002 – COURSE TEACHER CODE 616161616 is only valid for PK.9010000 – PK Special Ed Literacy and PK.902 – PK Special Ed Numeracy.
9/27/2019	For Special Education Delivery Models allow content area course number for the class is xx.0., xx.1, xx.2, xx.3 and xx.4.
12/16/2019	Modified Special Ed Delivery Model #7 – Content certified teacher should be reported as the COURSE TEACHER CODE , and Special Education certified teacher should be reported as the ADDITIONAL COURSE TEACHER CODE .

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ESOL	Pull-Out	1	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher. NOTE: When pulling out EL students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this course. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number	
ESOL	Push-In	2	Course teacher with content appropriate certification	ESOL Teacher with ESOL certification / endorsement	EL students remain in their core academic class (reading, language arts, mathematics, science, or social studies) where they receive content instruction from their content area teacher along with targeted language instruction from an ESOL teacher. The delivery model is assigned to the EL student(s) receiving language instruction in this class. IF a separate ESOL class roster is created, do not report the separate ESOL class in Student Class.	Content Area Course Number	
ESOL	Resource Center/Lab	4	ESOL Teacher with ESOL certification / endorsement	No	EL students receive language assistance in a group setting supplemented by multimedia materials.	ESOL Course Number (55.x)	
ESOL	Scheduled Class Period (Scheduled Language Acquisition)	5	ESOL Teacher with ESOL certification / endorsement.	No	In a class composed only of ELs, EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x)	

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ESOL	Scheduled Class Period (Scheduled Language Acquisition) at a Newcomer Program	A	ESOL Teacher with ESOL certification / endorsement	No	EL students are participating in a Newcomer Program for recently-arrived immigrants, in a class composed only of ELs. EL students receive instruction in foundational social and instructional English as well as in the academic languages of content. This model can be used for EL students scheduled for a full segment of English language support. A content course number is not used since instruction is focused primarily on learning English for academic purposes. The ESOL teacher should be skilled in using grade-level content as a medium for building language skills; content certification is not required.	ESOL Course Number (55.x)	
ESOL	Innovative Delivery Model	6	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	To be determined based on design of approved model. Approved in advance by the Georgia Department of Education for traditional LEAs only.	Locally-designed in SWSS/Charter LEAs. TBD for Traditional LEAs	
ESOL	Sheltered Content	8	Course teacher who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x.	

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ESOL	Sheltered Content at a Newcomer Program	B	Course teacher who is also ESOL endorsed/certified.	No	EL students at the middle and high school levels receive language assistance and content instruction in a class composed only of EL students. The teacher must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number with a locally-defined digit to indicate Sheltered Content (Includes 23.09100-23.09400 for the English ESOL I-IV Courses). COURSE NUMBER cannot be 55.x.	
ESOL	Dual Language Immersion	9	ELA Content Teacher who is also ESOL endorsed/certified.	No	EL students receive language assistance through immersion in a dual language setting. The class includes EL students and non-EL students. The ESOL teacher must be the instructor during the "English portion" of the school day and must have the appropriate content area certification and the ESOL endorsement or ESOL certification.	Content Area Course Number	

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EIP	Augmented	1	Course teacher with content appropriate certification	Yes - EIP Teacher with content appropriate certification	The augmented model incorporates EIP services into the regular class by providing an additional appropriately-certified teacher to reduce the teacher/pupil ratio while providing EIP services to EIP eligible students. In this model, the classroom teacher and EIP teacher are partners in working with the student. The EIP teacher provides additional instruction for EIP students and provides additional data for the classroom teacher to support report card grades.	Content Area Course Number w/EIP instruction (xx.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (xx.0)	
EIP	Self-Contained	2	Course teacher with content appropriate certification	No	This model is used to reduce the class size in order to provide more emphasis on instruction and increased academic achievement. The classroom teacher provides content and EIP services.	Content Area Course Number w/EIP instruction (xx.1) for all of the students.'	
EIP	Pull-Out	3	Course teacher with content appropriate certification	Yes - EIP Teacher with content appropriate certification	The classroom teacher and EIP teacher are partners in working with the student. EIP students are removed from the general education classroom for instruction by an additional certified teacher. NOTE: When pulling out EIP students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EIP student(s) receiving additional instruction. IF a separate EIP class roster is created, do not report the separate EIP class in Student Class.	Content Area Course Number w/EIP instruction (xx.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (xx.0)	
EIP	Reduced Class Model	4	Course teacher with content appropriate certification	No	This EIP delivery model allows for the combination of EIP students with general education students in smaller classes. The classroom teacher provides EIP services and may be a general education or EIP teacher. The smaller the class size, the more EIP students can be placed and served in the class. See the Class Size Board Rule for more information.	Content Area Course Number w/EIP instruction (xx.1) for the students receiving EIP services. For non -EIP students Content Area Course Number (xx.0)	

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EIP	Reading Recovery	5	Course teacher with content appropriate certification	Yes - EIP Teacher with content appropriate certification for Reading.	The classroom teacher and Reading Recovery teacher are partners in working with the student(s). The Reading Recovery teacher provides additional data for the classroom teacher to support report card grades. Student(s) 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. NOTE: When pulling out EIP students out of content area courses, the students will remain on the content area course roster with the general education teacher. The delivery model is assigned to the EIP student(s) receiving additional EIP instruction in this course. IF a separate EIP class roster is created, do not report the separate EIP class in Student Class.	Content Area Course Number w/EIP instruction (xx.1). For non - EIP students Content Area Course Number (xx.0)	
EIP	Innovative Model	6	Course teacher with content appropriate certification	possible	To be determined based on design of the model. The course teacher must have content appropriate certification.	Content Area Course Number w/EIP instruction (xx.1).	

Program Area	Delivery Model	Delivery Model Code #	COURSE TEACHER CODE	ADDITIONAL TEACHER 1-3	Comments - Description	COURSE NUMBER	INCLUSION CODE
Special Education	Additional Supportive Service to the Student	1	Course teacher with content appropriate certification	No, if INCLUSION CODE = '4', '5', '6', or '7'. Yes, if INCLUSION CODE = '8'.	Students with disabilities (SWD) receive Special Education services from personnel: paraprofessional, interpreter, job coach, other assistive personnel, or other certified teacher, in addition to the regular education content area teacher. The personnel providing this inclusion service is NOT a special education teacher. NOTE: If SPECIAL EDUCATION DELIVERY MODEL '1' is indicated for class record, then the data element INCLUSION CODE (in both FTE & SC) must be one of the following valid values: '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction)	Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4.	Yes. Valid values are: '4' Paraprofessional '5' Interpreter '6' Job Coach '7' Assistive or Other personnel '8' Teacher-Not a Special Education teacher (Not providing direct instruction)
Special Education	Additional Supportive Service to the Teacher	2	Course teacher with content appropriate certification	NO	A special education teacher provides supportive services to the primary, content teacher. No direct service is provided to the SWD in this class. This class is reported with a general education Program Code.	Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4..	None
Special Education	Direct Service: Consultative	3	Course teacher with content appropriate certification	Yes - Report special education teacher with appropriate special education certification	A special education teacher provides direct services to identified SWD within the general education classroom, amount of time is according to the IEP. Report INCLUSION CODE = '9'. (Consultative service is funded in FTE only if the service is for at least one segment a month, and provided for the majority of the segment on Count Day.)	Content Area Course Number for the class is xx.0, xx.1, xx.2, xx.3 or xx.4. for student receiving Consultative Special Education services.	INCLUSION CODE must = '9'.
Special Education	Direct Service: Collaborative	4	Course teacher with content appropriate certification	Report special education teacher with appropriate special education certification	A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom each time the class meets, for less than full segment. INCLUSION CODE must be: '9' Certified Special Education Teacher	Content Area Course Number w/Special Education instruction (xx.9) for student receiving Special Education services. The .9 is only used for SWD.	INCLUSION CODE must = '9'.

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Special Education	Direct Service: Co-teaching	5	Course teacher with content appropriate certification	Report special education teacher with appropriate special education certification	<p>A special education teacher provides services to identified SWD and works with the general education teacher within the general education classroom for the entire segment, each time the class meets.</p> <p>INCLUSION CODE must be: '9' Certified Special Education Teacher</p> <p>A Special Education co-teacher <i>may be reported for all students</i> in a co-taught, inclusion class. This is a local decision. If the district decides to report the Special Education co-teacher on all students in the class, then the data for the general education students needs to conform to these rules: the general education students are reported with a xx.0 course number, the CO-TEACHER flag must be 'N' (because this data element is specific to Special Education service delivered by a co-teacher), <i>there is no delivery model</i> on the students that are general education / they not receiving a special service, no PRIMARY AREA, and INCLUSION CODE is blank. The co-teacher <i>may</i> be reported as ADDITIONAL TEACHER if the CO-TEACHER flag is 'N'. If there is no delivery model on the individual record, the Additional Teacher is not tested in the In-Field system.</p> <p>For the SWDs who are receiving services in the class, the co-teacher must be reported when the CO-TEACHER flag is 'Y', and the Special Education teacher is reported as ADDITIONAL TEACHER.</p>	Content Area Course Number special education instruction (xx.9) for students receiving Special Education services. The xx.9 course number is only used for SWD.	INCLUSION CODE must = '9'.
Special Education	Specialized Placement (Outside General Ed) / Individual or Small Group)	6	Course teacher has appropriate special education certification and content certification	No	<p>The special education teacher provides instruction to students with disabilities in a separate classroom, outside the regular classroom.</p> <p>This model would also be reported for students in a separate day school or program, home-based, residential (if residential setting is all SWD), and hospital homebound if the HHB instruction is individual.</p> <p>No additional teacher; no INCLUSION CODE.</p>	Content Area Course Number w/Sped Separate Class instruction (xx.8)	None

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Special Education	Specialized Placement (Outside General Ed) / Individual or Small Group with both a content certified teacher and a Special Education certified teacher.	7	Course teacher with content appropriate certification	Additional course teacher has appropriate Special Education certification	This scenario occurs in a small group setting outside the regular education classroom and includes both a content certified teacher and a Special Education certified teacher. This is not co-teaching as the instruction is occurring outside the regular education classroom. Report the content certified teacher in the COURSE TEACHER CODE field and the Special Education certified teacher in the ADDITIONAL COURSE TEACHER CODE field. No INCLUSION CODE .	Content Area Course Number with xx.8	None

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Gifted Education	Resource Class	1	Course teacher with content appropriate certification and GaPSC-approved gifted certification or endorsement	No	All students must have been identified as gifted by SBOE criteria. This is an interdisciplinary course taught in a separate classroom.	Resource Course Number - 71.2	
Gifted Education	Advanced Content (not AP or IB)	2	Course teacher with content appropriate certification and GaPSC-approved gifted certification or endorsement	No	NOT FOR AP or IB. Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.	Content Area Course Number. For students identified as gifted, use (xx.2).	
Gifted Education	Cluster Grouping	3	Course teacher with content appropriate certification and GaPSC-approved gifted certification or endorsement	No	Identified gifted students are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level.	Content Area Course Number. For students identified as gifted, use (xx.2).	
Gifted Education	Collaborative	4	Course teacher with content appropriate certification	Yes - Gifted Teacher has GaPSC-approved gifted certification or endorsement	A maximum of eight identified gifted students are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the students' regular classroom teacher who collaborates with a designated gifted teacher. There must be substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted teacher.	Content Area Course Number. For students identified as gifted, use (xx.2).	

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Gifted Education	Internship/Mentorship	5	Course teacher with content appropriate certification and GaPSC-approved gifted certification or endorsement	No	A gifted student works with a mentor to explore a profession of interest. The gifted program internship teacher assigned to supervise the internship/mentorship program 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 which are based on the approved Georgia standards-based curriculum.	Content Area Course Number w/gifted instruction designation (xx.2)	
Gifted Education	Innovative Models	7	Course teacher with content appropriate certification. A teacher, either the COURSE TEACHER CODE or ADDITIONAL COURSE TEACHER , must have the GaPSC-approved gifted certification or endorsement.	Yes, if applicable to the model	The GaDOE encourages the development of innovative programs for gifted students which are clearly in accordance with the needs of the gifted learners and the philosophy of the district.	Content Area Course Number w/gifted instruction designation (xx.2)	

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Gifted Education	Advanced Placement (AP)	8	Course teacher with content appropriate certification AND one of the following: A. The teacher has a current GaPSC-approved gifted certification or endorsement OR B. The teacher has completed the appropriate APSI training by the College Board for that specific AP course and has completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted learners.	No	Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in Advanced Placement classes.	Content Area Course Number. For students identified as gifted, use (xx.2). COURSE NUMBER must be identified as an Advanced Placement course in the state course list.	

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Gifted Education	International Baccalaureate (IB)	9	Course teacher with appropriate content area GaPSC approved certification in the specific content area AND one of the following: A. The teacher has a current GaPSC issued gifted certification or endorsement OR B. The teacher has completed the appropriate training by IB for that specific IB diploma course and must have completed a 10-clock hour professional development course in characteristics of gifted learners and curriculum differentiation for gifted students.	No	Students are homogeneously grouped on the basis of achievement and interests (Career, Technical and Agricultural Education, English language arts, fine arts, mathematics, science, social studies, and world languages). The district may elect to include students who are not identified as gifted, but who demonstrate exceptional ability and motivation in a particular content area. The local district must establish criteria and guidelines that identify gifted and regular education students who will be successful in advanced content classes.	Content Area Course Number. For students identified as gifted, use (xx.2). COURSE NUMBER must be identified as an International Baccalaureate course in the state course list.	

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