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Impact of SB 364 TKES & LKES 2016-2017 Overview

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Today's Learning Targets



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- Develop a broad understanding of TKES & LKES components and their weights
- Review the six items districts now have the flexibility to address as deemed appropriate for the district, schools, leaders, teachers, and students

The BIG Changes - TKES



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- Reduced number of observations
- 30% of the TEM based on Student Growth on only one measure per teacher
- Student growth for non-SGP teachers to be determined and administered by the district
- 20% of the TEM based on Professional Growth
- NO student surveys
- 90% attendance vs. 65% enrollment

Rollout Timeline (continued)

August through December – TLE districts with decisions and development of processes, procedures/ protocols to guide teacher and leader evaluation in the districts; pilot data collections processes to implement 90% attendance rule



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Finalized District Decisions, Procedures and Protocols

January 2017 – All decisions finalized; all processes, procedures and protocols established

- Attendance pilot will still be underway
- More information will follow

Proposed Timeline for TEM and LEM Determination



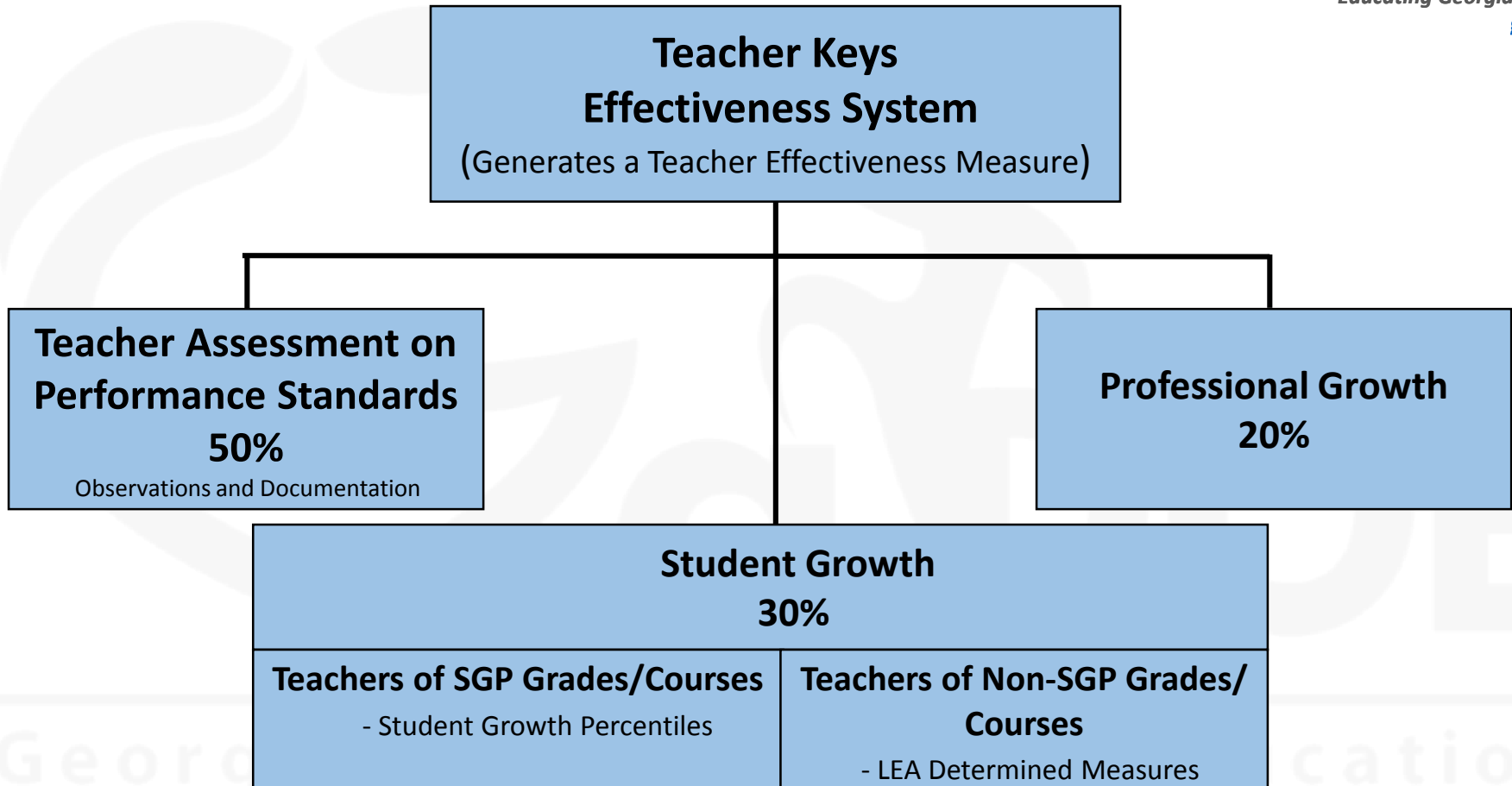
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School Year	TAPS Summative Available (current year)	Prior Year Growth Data Available (lagging data)	Professional Growth Data Available (current year)	90% Attendance Protocols (rule must be applied to lagging growth data)	TEM Determined
2015-2016	Yes	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 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

Teacher Keys Effectiveness System



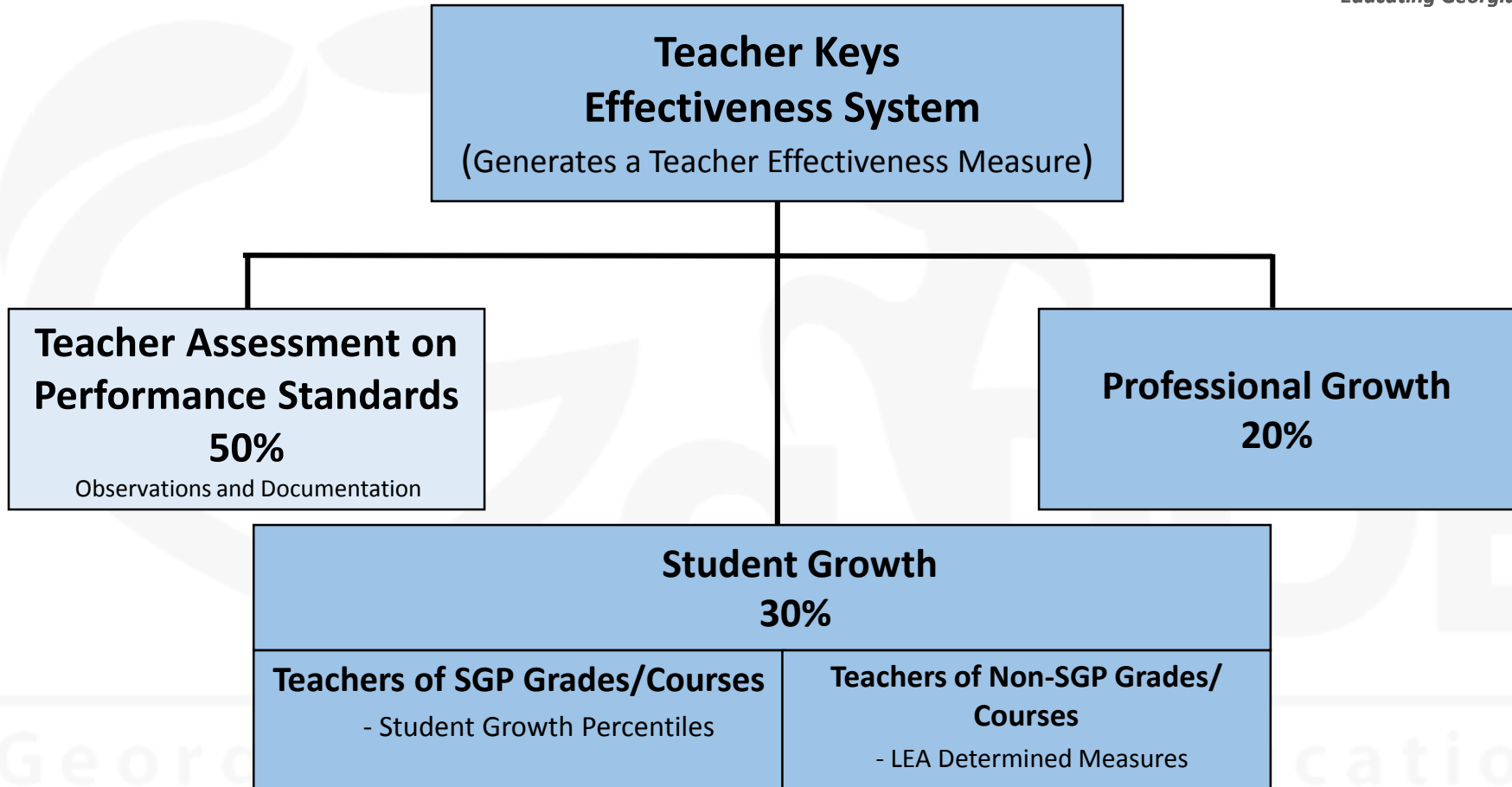
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TAPS Process: Full vs. Flexible



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Full Formative Process

- Orientation
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Formative Assessments – Consisting of four Walk-throughs, two Formative Observations, and documentation
- Summative Assessment

Flexible Process

- Orientation
- Three Conferences (Pre-Evaluation, Mid-year, and Summative)
- Two Observations, at a minimum, as defined by the district
- Summative Assessment

Full TAPS Formative Process

Required for all educators who fall into one of these categories:

- Induction Teachers (three or less years of experience will participate in the full TAPS Formative Process)
- Teaching out-of-field (non-renewable certificate)
- New position
- Out of the profession for a period of time
- Moving into the state
- Evaluation performance of Needs Development or Ineffective



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Flexible TAPS Process

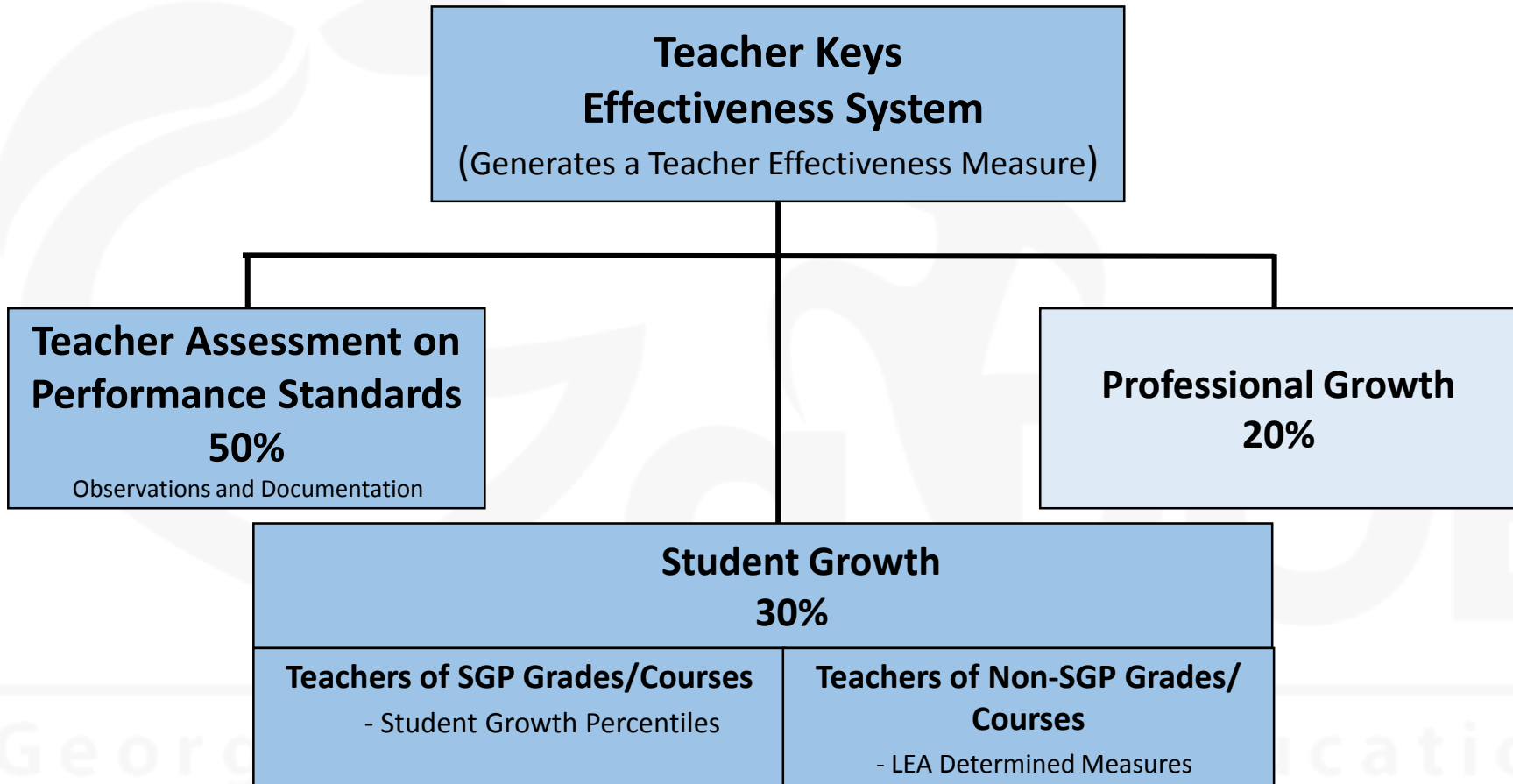
- Teachers with more than three years of experience and earning a Level III or Level IV on the TAPS Summative/TEM
- Consists of a minimum of two observations as defined by the district

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Professional Growth



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Three Options:

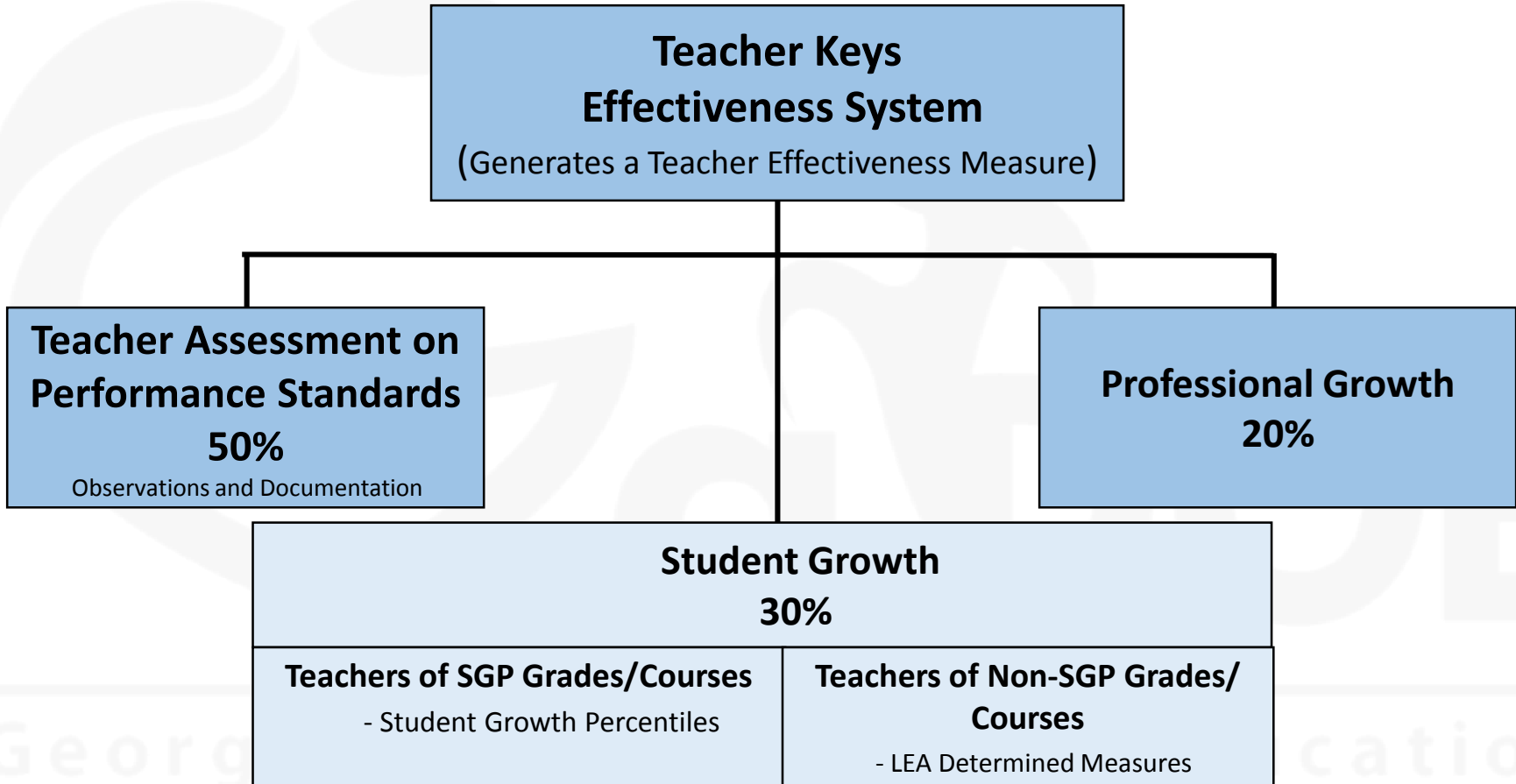
- **Option:** Progress toward or attainment of Professional Growth Goals. *(May or may not be reflective of the GaPSC PL Goals or Plans)*
- **Option:** Student growth rating may be used.
- **Option:** TAPS Summative rating may be used.
- Evaluators will rate this component based on the district expectations/ protocols/procedures.

DISTRICT DECISION

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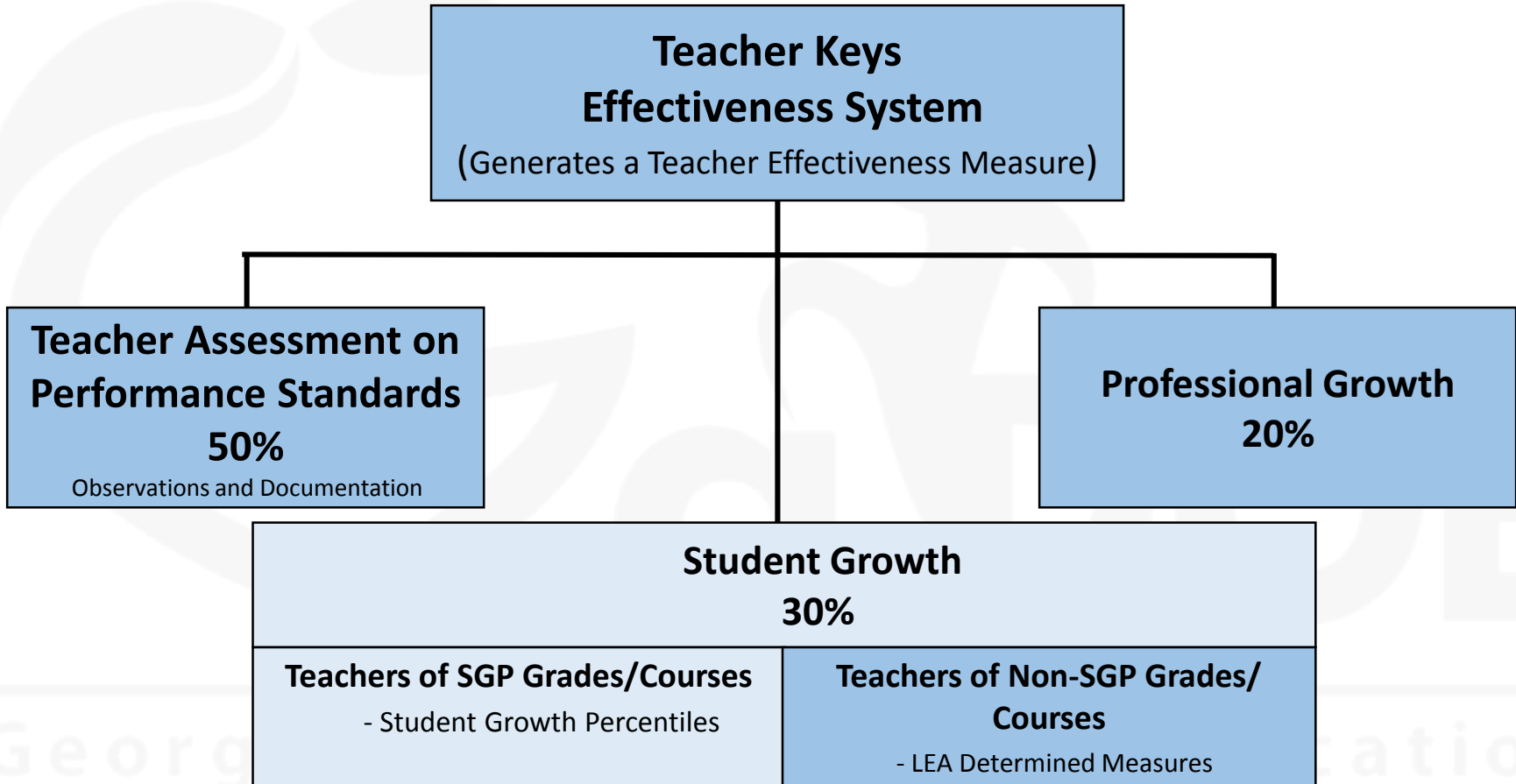
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SGP vs. Non-SGP



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- SB 364 requires assessment in science and social studies **only** at 5th and 8th and in high school
- SGP generated for ELA and math only
- School MGP based on the grand mean of SGPs derived from ELA and Math across the school
- District MGP based on the grand mean of SGPs from ELA and Math across the district

Teachers of SGP Grades and Courses



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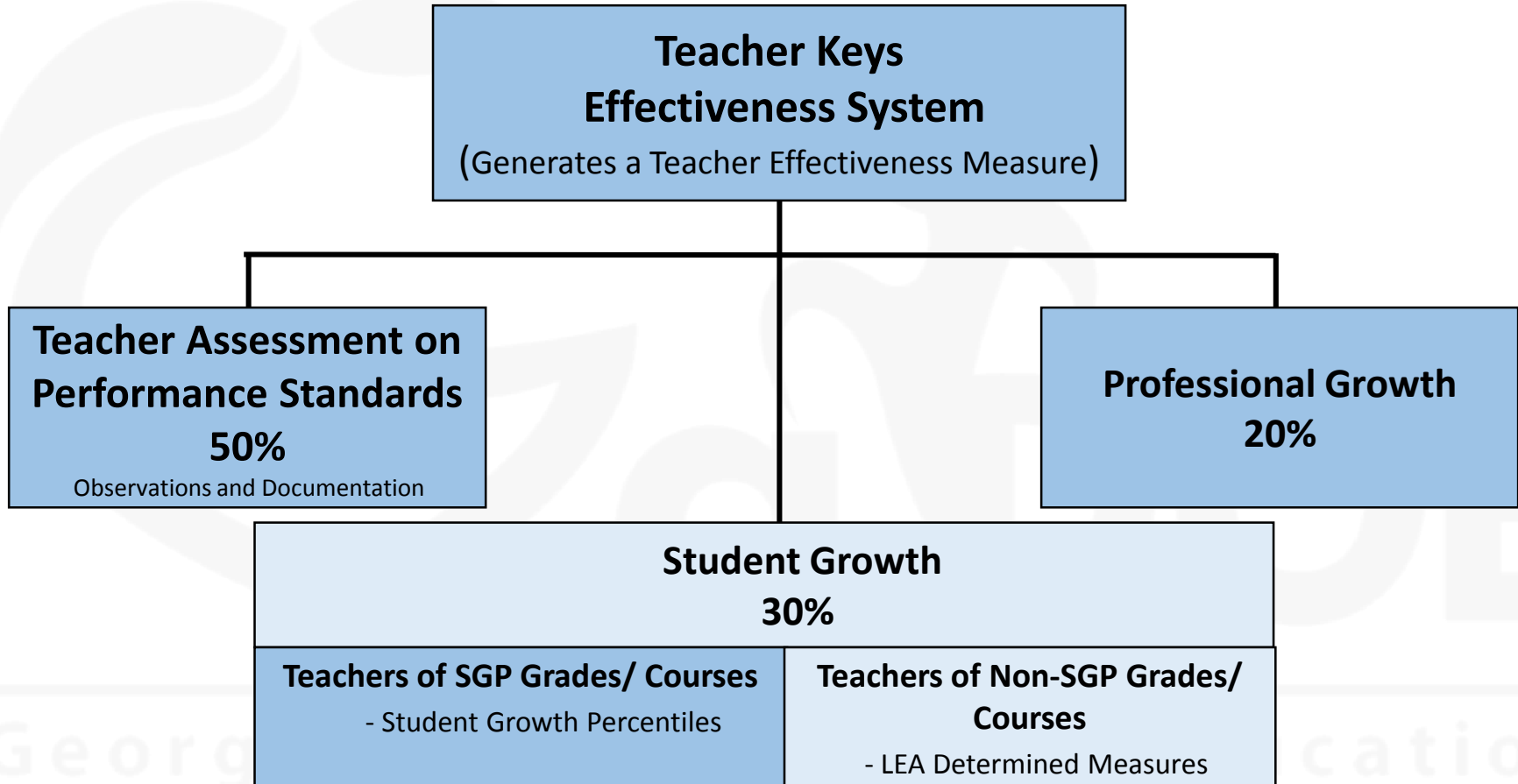
- SB 364 requires use of teacher's mean growth percentile
- Teachers held accountable for the performance of the students they teach

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Teachers of Non-SGP Grades and Courses



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- District determined measures
- Districts have flexibility to choose from three options

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OPTION: School or District Mean Growth Percentile



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- School MGP - the grand mean of SGP performance for all SGP grades and courses taught in the school
- District MGP - the grand mean of SGP performance for all SGP grades and courses taught in the LEA/district

OPTION: Student Learning Objectives /Similar Pre to Post Measures



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- Primary purpose to improve student learning at the classroom level
- Requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment)
- Course specific, grade level learning objectives –
 - Measureable
 - focused on growth in student learning
 - aligned to curriculum standards

OPTION: Additional Measure(s) Identified or Developed and Implemented by the LEA

- Commercial products
- Formative assessments
- Computer adaptive assessments
- Portfolios
- Project based assessments
- Final examinations, etc.



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Must enable measurement of growth

Teacher Effectiveness Measure (TEM)



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TEM determination:

- Multiply the rating in each component by the appropriate percentage
- Results in a weighted rating

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TEM

• TAPS Rating	X	50%
• Student Growth Rating	X	30%
• Professional Growth Rating	X	<u>20%</u>
		100%

The BIG Changes - LKES



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- Student Growth based solely on the Mean Growth Percentile derived from the ELA/Reading and Math Milestones data
- Non-SGP data NOT included
- No climate surveys administered to staff
- CCRPI School Climate Star Rating instead of Teacher Surveys
- 20 % of the LEM based on –
 - CCRPI data
 - Beat the Odds
 - Gap Reduction

Rollout Timeline - LKES



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- **Early July** - release of DRAFT LKES Handbook; feedback will be collected through July 19; more information to follow
- **July through September** – LKES -initial training on the revised version for new evaluators; retraining and re-credentialing of all evaluators trained prior to July 2016
- **Late July** - release the online re-credentialing module and assessment and the reconfigured platform.

Rollout Timeline (continued)

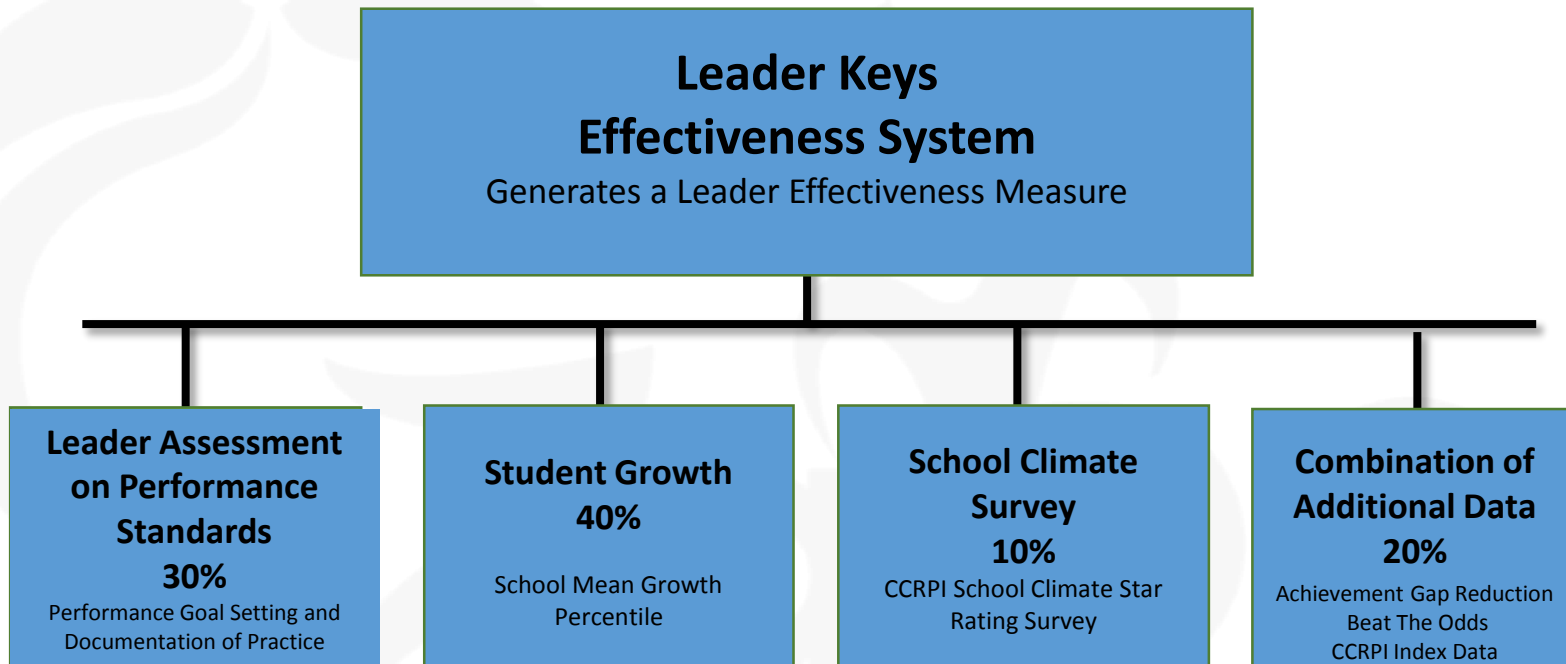
August through December – TLE districts with decisions and development of processes, procedures/ protocols to guide teacher and leader evaluation in the districts; pilot data collections processes to implement 90% attendance rule

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Leader Keys Effectiveness System



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Student Growth

- 40% of the LEM
- Based solely on the mean growth percentile derived from the ELA/Reading and Math Milestones data

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School Climate Survey Data



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- 10% of the LEM
- School Climate Star Rating (more information to follow from GaDOE Policy Division)
- No principal or assistant principal specific surveys will be administered through the TLE Electronic Platform
- Surveys available on Resources tab

Combination of Additional Data



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- This component is under construction and will NOT be rated in 2016-2017.
- 20% of the LEM based on this component
- Includes:
 - Achievement Gap Reduction
 - Beat The Odds – more information to follow
 - CCRPI Index Data

**DISTRICT DECISION
TO BE FINALIZED DURING 2016-2017
FOR USE IN 2017-2018**

Leader Effectiveness Measure (LEM)

- Determined by multiplying the rating in each component by the appropriate percentage
- Results in a weighted rating



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LEM

• LAPS Rating	X	30%
• Student Growth Rating	X	40%
• School Climate Star Rating	X	10%
• CCRPI Index Data, Gap Reduction, and Beat the Odds	X	<u>20%</u>
		100%

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Overarching Changes

- 65% ENROLLMENT changed to 90% ATTENDANCE
 - Students
 - Teachers
- Translates to Data Collections and Roster Verification changes

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90% Attendance



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- Student data may be included ONLY if student is present 90% of the instructional length of the course
- District must address attendance protocols – elementary, field trips, athletic/academic competition, etc. – Begin consideration ONLY
- State attendance protocol pilot to be conducted during 2016-2017; Additional information to follow

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Teacher Attendance Considerations



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- Not required by the legislation but could be an issue; became an issue with the former 65% rule
- Recommend determining a standard teacher attendance protocol as related to the responsibility for student growth

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First Things First ...



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- Review the TKES Handbook upon receipt and provide feedback to the email address that will be provided -
- Determine how you want your evaluators to be re-credentialed – online or face to face- and notify your ESS – list will be sent with webinar link and handbook -
- Determine district definition of “two observations” for teachers in the flexible process -
- Determine district approach to teacher attendance as related to the 90% Attendance Rule -

Remember...



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- Timelines are designed to ensure your ability to make strategic and systematic decisions and develop workable and useful processes, procedures, and protocols ...
- GaDOE and specifically TLE will provide necessary support to ensure districts have the tools and resources for authentic implementation ...
- We are PARTNERS in this work.

Contact Information



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