

GaPSC Ethics Symposium

August 27, 2019

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | *Educating Georgia's Future*



Welcome and Introductions



*Offering a holistic education to **each and every child** in our state.*



Purposes of Today!

1. Legal requirements in TKES and LKES
2. Implementation of TKES and LKES with fidelity

Real Principals/Teachers in Georgia

Principal Adams

Principal Adams always begins his “Back to School” talk to his teachers with outlining his expectations for the TKES evaluation process. He considers this the Annual Evaluation Notification that is required of each LEA.

Has he met this requirement?

Principal Adams

Annual Evaluation Notification:

Official Code of Georgia 20-2-210 requires that each LEA shall provide **written** notice in advance of each school year to each teacher of record of the evaluation measures and any specific indicators that will be used for evaluation purposes. This notification must be completed in advance of each school year. In order to comply with this, it is suggested that LEAs address this in the contract or an attached document disseminated with the contract. The suggested language follows:

Your annual evaluation for next year will be based on the Teacher Keys Effectiveness System in accordance with Official Code of Georgia 20-2-210, all applicable rules of the State Board of Education, and the Implementation Handbook for TKES.

Principal Smart

Principal Smart gives Level I and II ratings to Ms. Connor. She is really upset.

Can she file a grievance pertaining to these ratings?

Principal Smart

Teachers are permitted to use the school district's local complaint process to file grievances related to procedural deficiencies on the part of the local school system or charter school in conducting TKES evaluations. **The performance ratings** contained in personnel evaluations conducted pursuant to Code Section 20-2-210, professional development plans, and job performance **shall not be subject to complaint** under the provisions of this part; provided, however, this shall not apply to procedural deficiencies on the part of the local school system or charter school in conducting an evaluation pursuant to Code Section 20-2-210.

True or False

O.C.G.A. §20-2-210 allows districts to implement a process that reduces the number of observations for a defined group of teachers. Can a district opt to complete the Full Formative process on **ALL** teachers?

Yes

Ms. Connor

Ms. Connor has been teaching for 10 years and is in the Flexible Process. She calls the Georgia Department of Education complaining that Mr. Smart is picking on her because she has more than two observations.

What does Ms. Moe tell her?

The Flexible Process shall consist of a **minimum** of two classroom observations per teacher. An evaluator can elect to observe a teacher more than two times in the Flexible Process.

Mr. Smart observes Ms. Connor on August 30, 2019 which is a Friday. He “shares” her evaluation ratings with on September 13, 2019.

Does he meet the ten day requirement?

Yes!

A teacher's classroom observation shall be shared within 10 working days from the date of each observation.

Ms. Connor calls the GaDOE and questions the ratings from her February 12th observation. She was **absent** on that day.

What does Ms. Saxon tell her?

Ms. Saxon suggests to the teacher to follow the Human Resources protocol in that district.

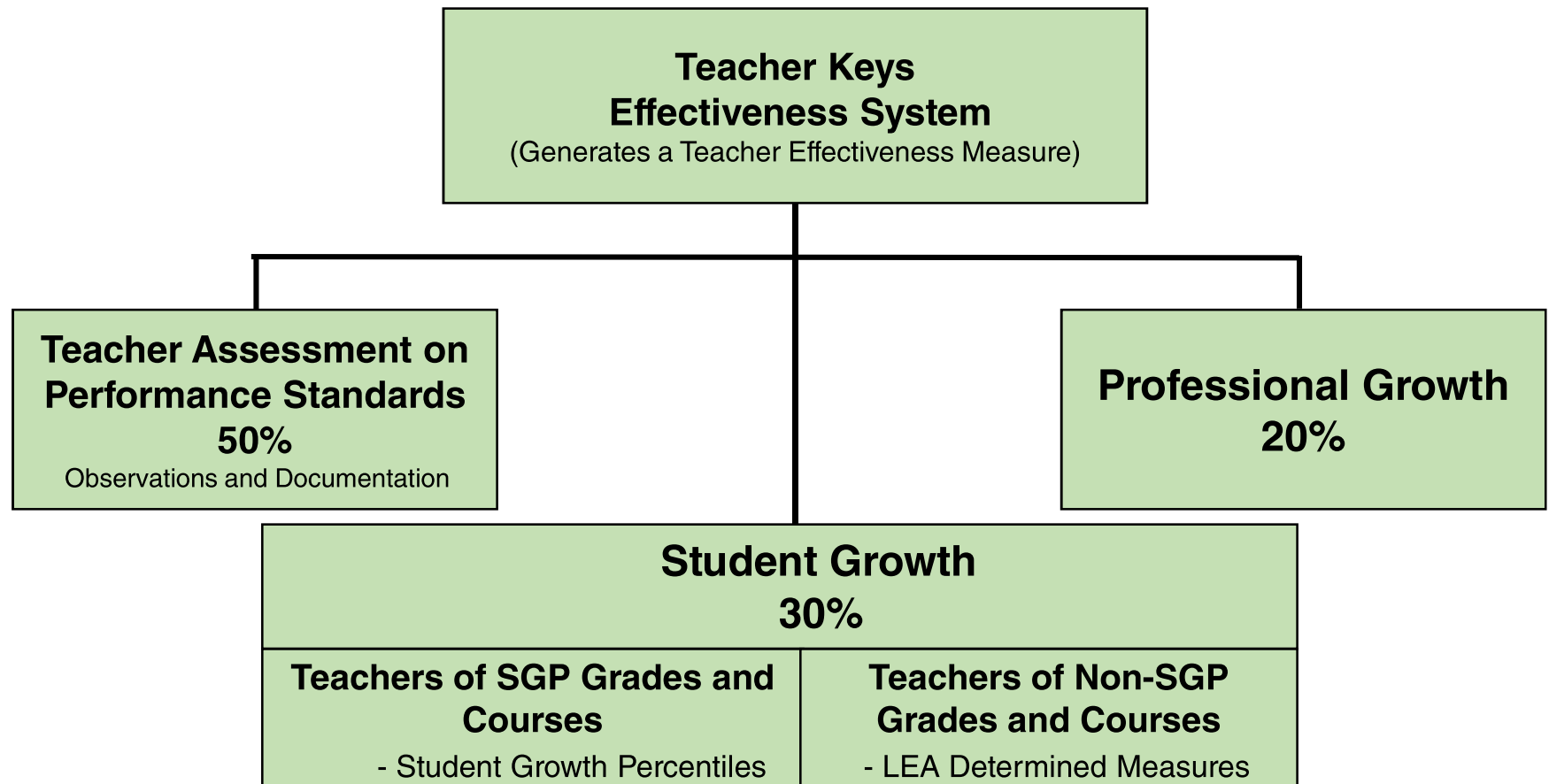
Ms. Connor does not participate in a mid-year conference. She only participated in a beginning of year and summative conference.

Can she file a grievance to have her entire evaluation deleted pertaining to this issue?

Teachers are permitted to use the school district's local complaint process to file grievances related to **procedural deficiencies** on the part of the local school system or charter school in conducting TKES evaluations.

In 2016, O.C.G.A. §20-2-210 was passed by the legislature and signed into law by Governor Nathan Deal.

Teacher Keys Effectiveness System



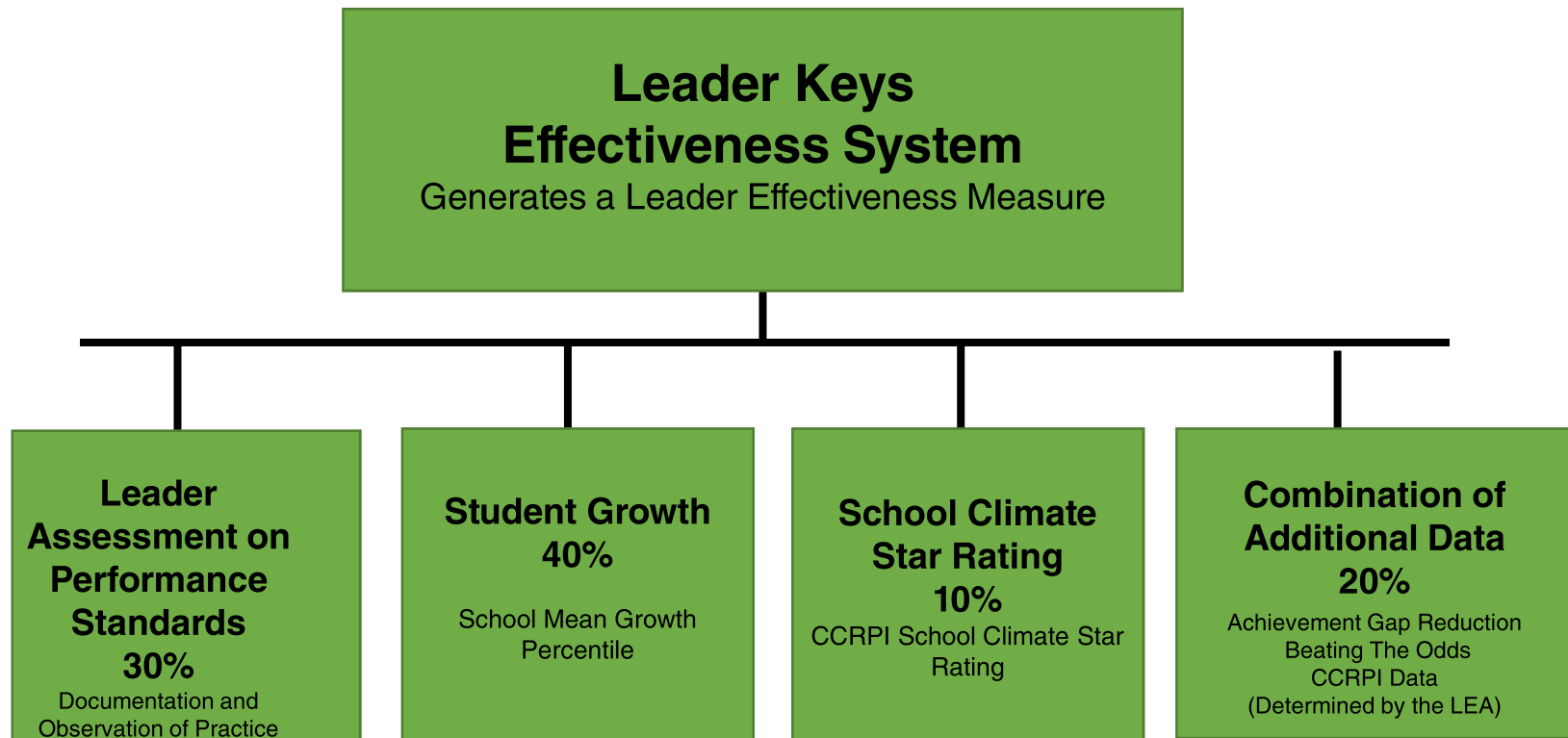
TKES Components

- TAPS (50%)
 - 10 Performance Standards
 - 5 Domains
 - Performance Indicators
 - Rubrics
- Professional Growth (20%)
- Student Growth (30%)
 - Student Growth Percentiles
 - Non-SGP (LEA Determined Measures)

TKES Implementation

- Training
 - Evaluator
 - Teachers
- Implementation
 - Orientation
 - Self-Assessment
 - Familiarization (optional)
 - Conferences – Pre, Mid-Year, Summative
 - Observations – Classroom Walkthroughs, Formatives
 - Feedback (optional)
 - Summative Assessment
- Documentation / Reporting
 - Evidence to support observations
 - Electronic Platform
 - Use of TEM, SGP, TKES data for improvement

Leader Keys Effectiveness System



LKES Components

- LAPS (30%)
 - 8 Performance Standards
 - 4 Domains
 - Performance Indicators
 - Rubrics
- Student Growth (40%)
 - School Mean Growth Percentile
- School Climate Star Rating (10%) (Lagging Data)
 - Data on the CCRPI Report
- Combination of Additional Data (20%) (Lagging Data)
 - Achievement Gap Reduction
 - Beating the Odds
 - CCRPI Data

LKES Implementation

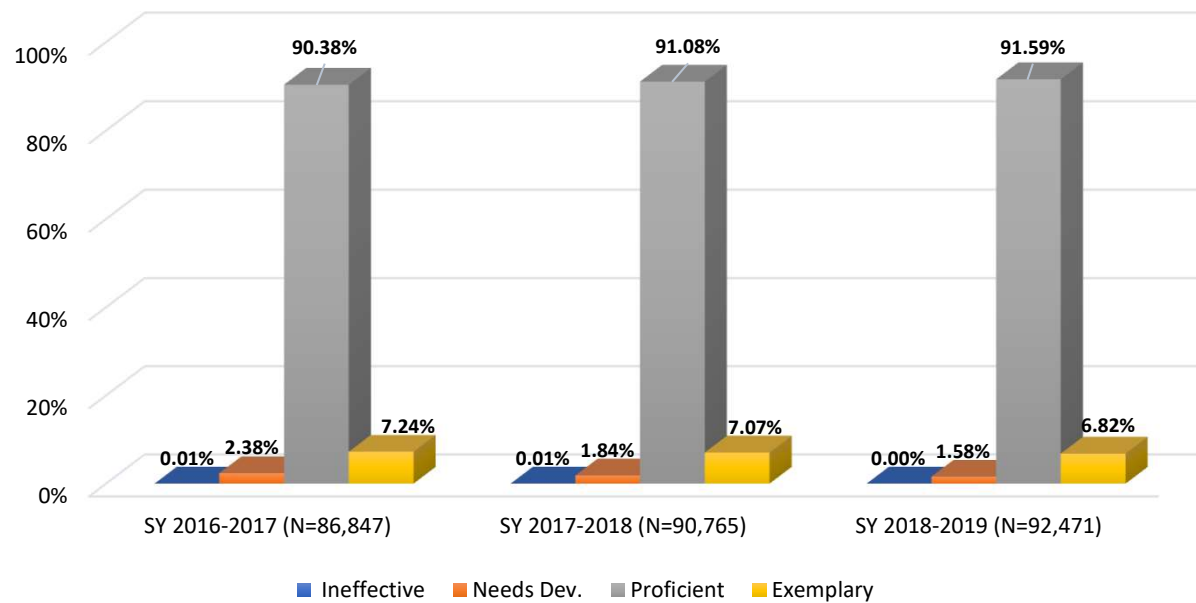
- Training
 - Evaluator
 - Leaders
- Implementation
 - Orientation
 - Self-Assessment
 - Familiarization (optional)
 - Conferences – Pre, Mid-Year, Summative
 - Formative Assessment
 - Feedback (optional)
 - Summative Assessment
- Documentation / Reporting
 - Evidence to support ratings
 - Electronic Platform
 - Use of LEM, SGP, LKES data for improvement

2019 TEM Statewide Distributions

Levels	Percent of Teachers	Number of Teachers
Ineffective	0.00%	4
Needs Development	1.58%	1,465
Proficient	91.59%	84,693
Exemplary	6.82%	6,309
2019 TEM Totals	100%	92,471

TEM Distribution Comparison 2017-2019

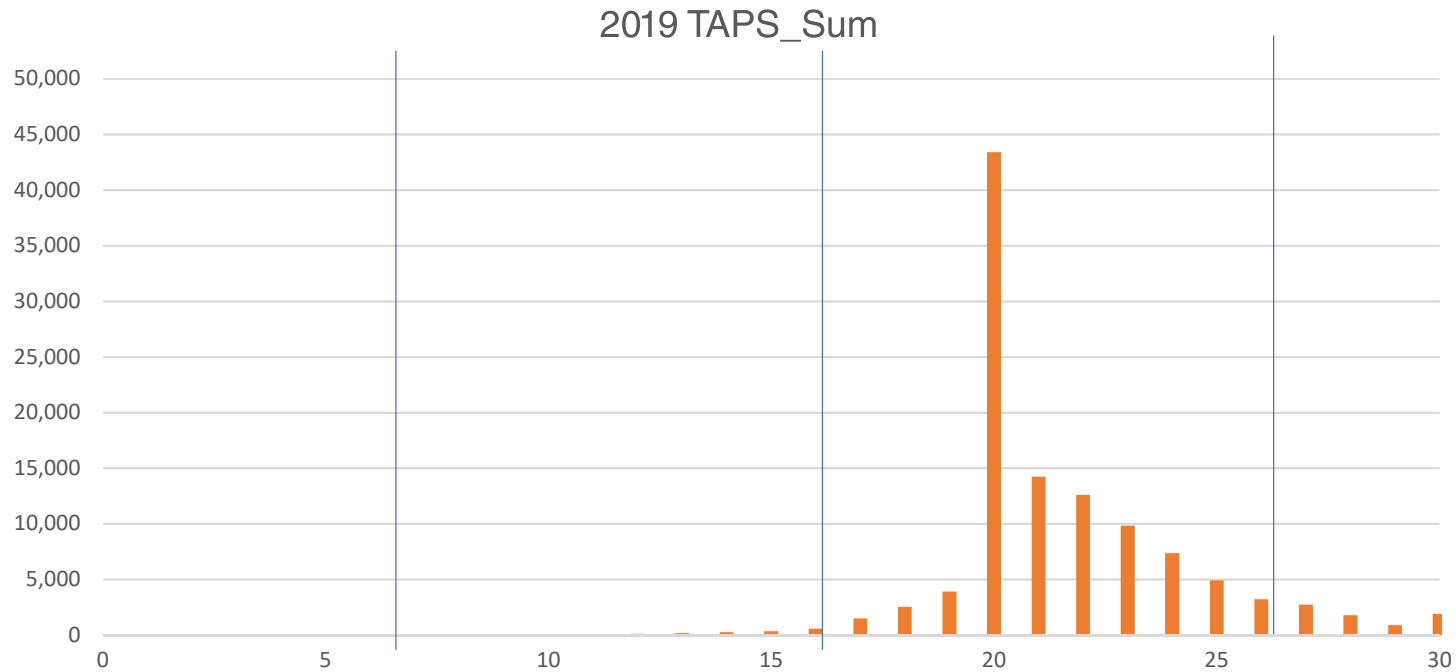
2017-2019 TEM Statewide Distributions



2019 TAPS Statewide Distributions

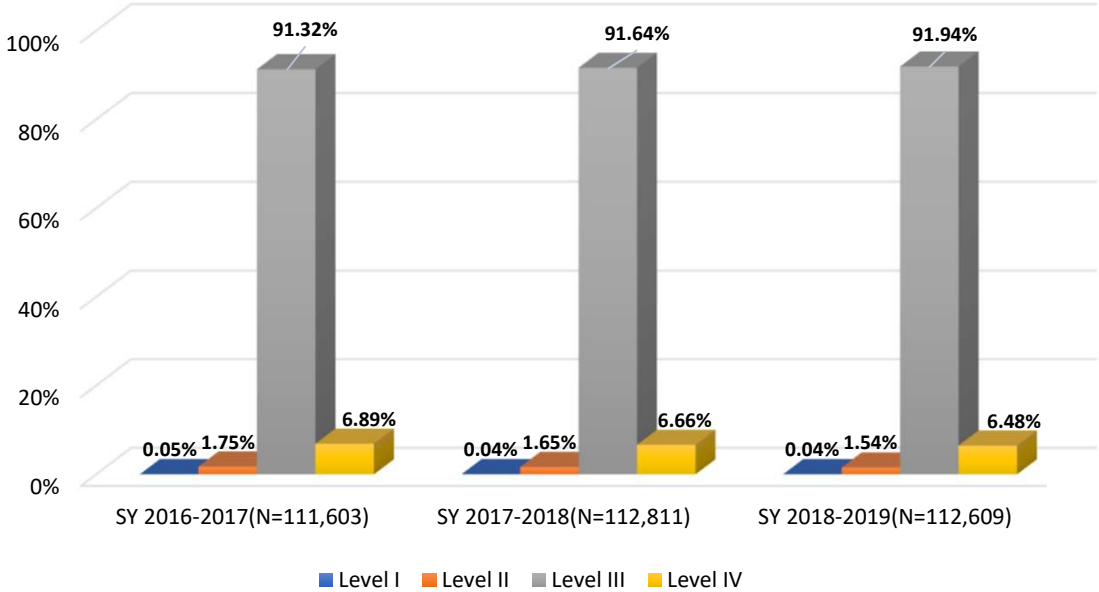
Levels	Percent of Teachers	Number of Teachers
Level I	0.04%	43
Level II	1.54%	1,733
Level III	91.94%	103,537
Level IV	6.48%	7,296
2019 TAPS Totals	100%	112,609

2019 TAPS Summative Ratings



TAPS Distribution Comparison 2017-2019

2017-2019 TAPS Summative Statewide Distributions



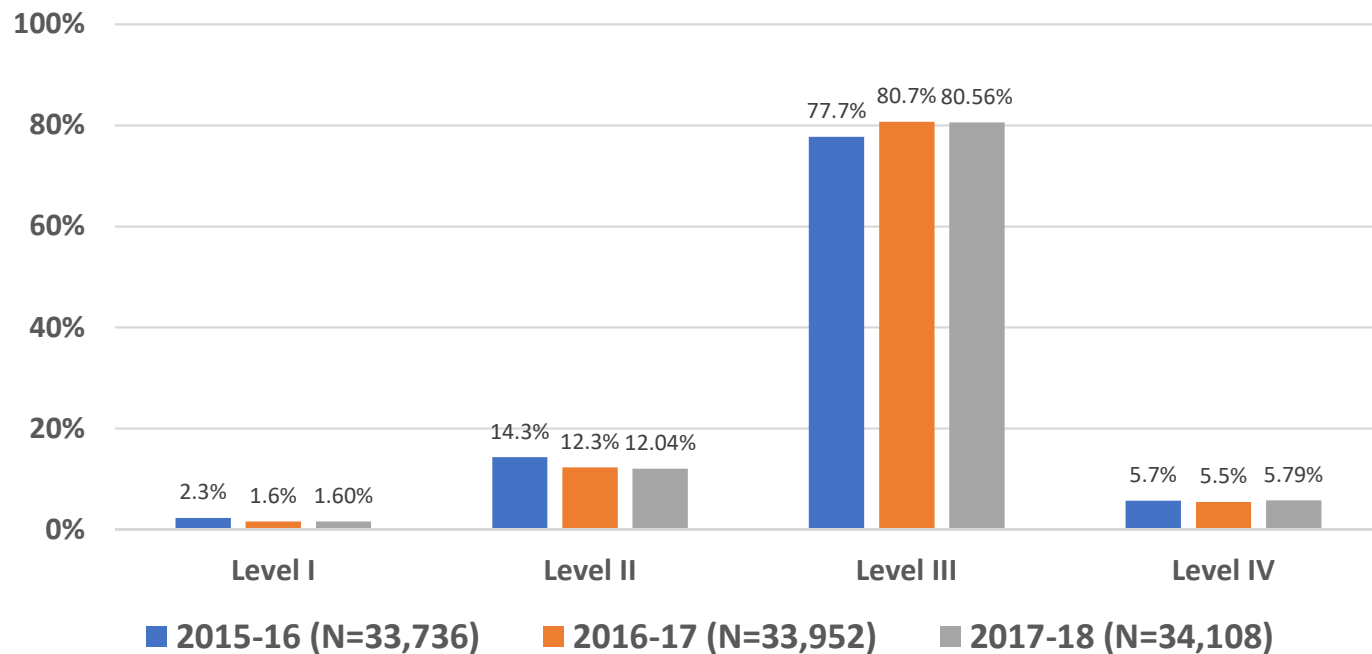
2018 Student Growth SGP Statewide Distributions*

Levels	Percent of Teachers	Number of Teachers
Level I	1.60%	546
Level II	12.04%	4,108
Level III	80.56%	27,478
Level IV	5.79%	1,976
2018 SGP Totals	100%	34,108

* Student Growth SGP data is a lagging measure.

SGP Statewide Comparison 2016-2018

Statewide Teacher SGP Distributions



2019 Student Growth Non-SGP Statewide Distributions*

Levels	Percent of Teachers	Number of Teachers
Level I	0.89%	594
Level II	6.73%	4,474
Level III	87.33%	58,024
Level IV	5.04%	3,349
2019 Non-SGP Totals	100%	66,441

* Non-SGP Student Growth distributions are based on ratings that were pulled from the TLSD Electronic Platform at the close of the 2018-19 school year.

2019 Professional Growth Statewide Distributions

Levels	Percent of Teachers	Number of Teachers
Level I	0.14%	161
Level II	1.36%	1520
Level III	90.93%	101997
Level IV	7.57%	8488
2019 Professional Growth Totals	100%	112166

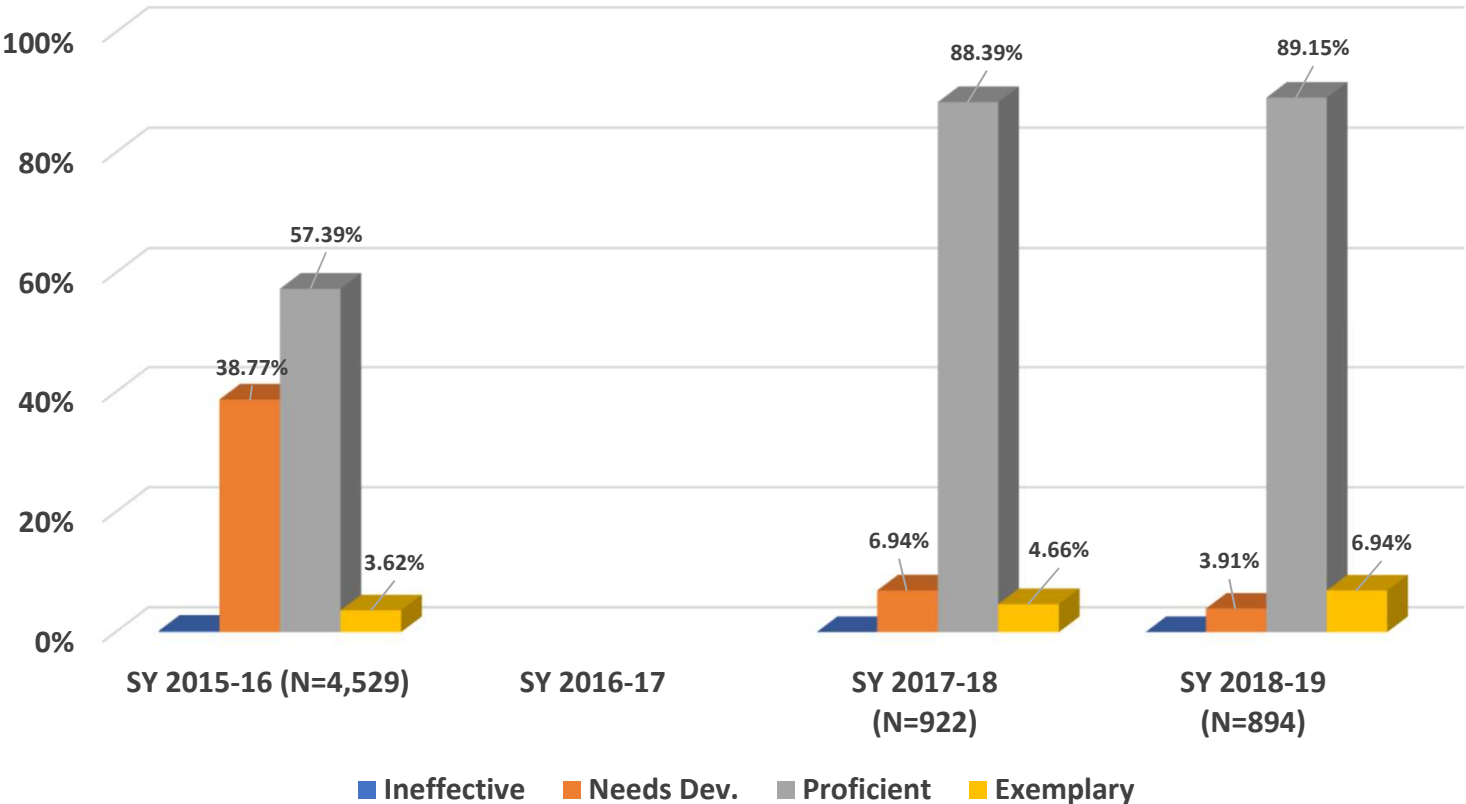
2019 LEM Statewide Distributions*

Levels	Percent of Leaders	Number of Leaders
Ineffective	0.00%	0
Needs Development	3.91%	35
Proficient	89.15%	797
Exemplary	6.94%	62
2019 LEM Totals	100%	894

* The total number of LEM results is minimal due to the fact that the Combination of Additional Data component of the LEM was not a required rating during the 2018-19 SY.

LEM Distribution Comparison 2017-2019

2016 - 2019 LEM Ratings Statewide Distributions

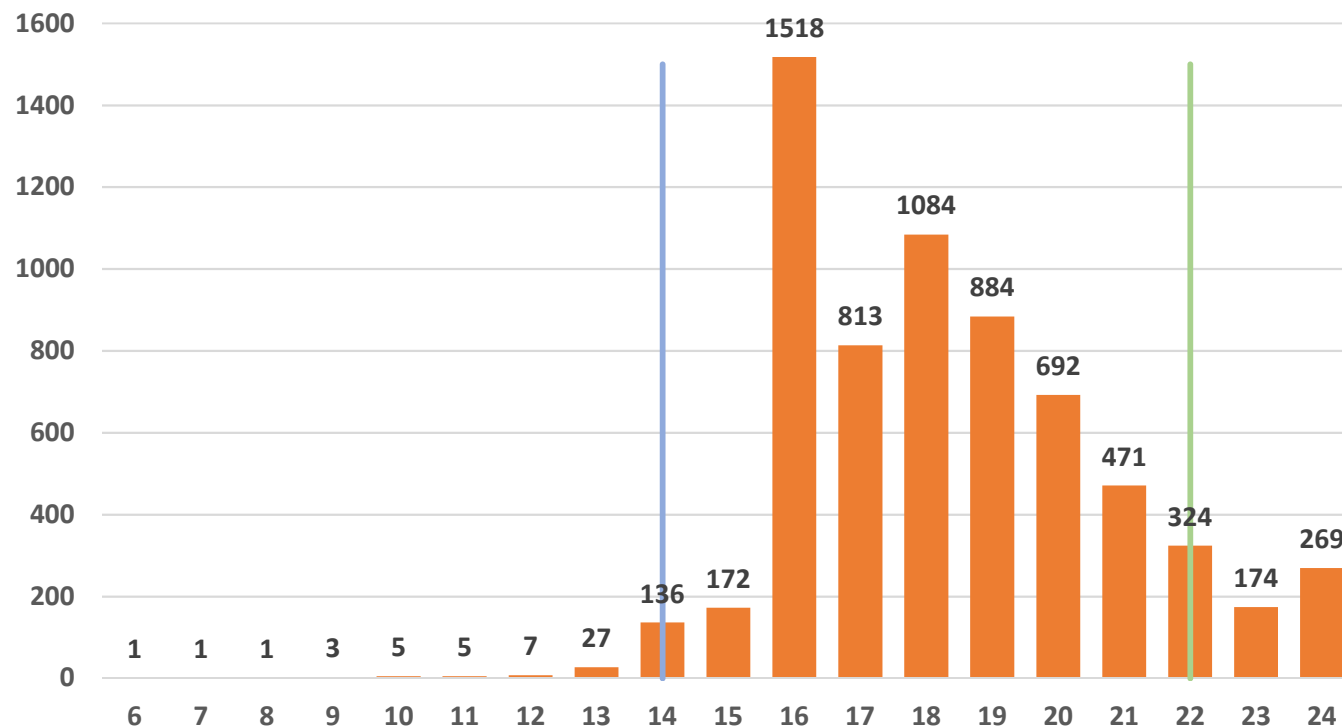


2019 LAPS Summative Ratings

Levels	Percent of Leaders	Number of Leaders
Level I	0.00%	0
Level II	0.76%	50
Level III	87.60%	5,772
Level IV	11.64%	767
2019 LAPS Totals	100%	6,589

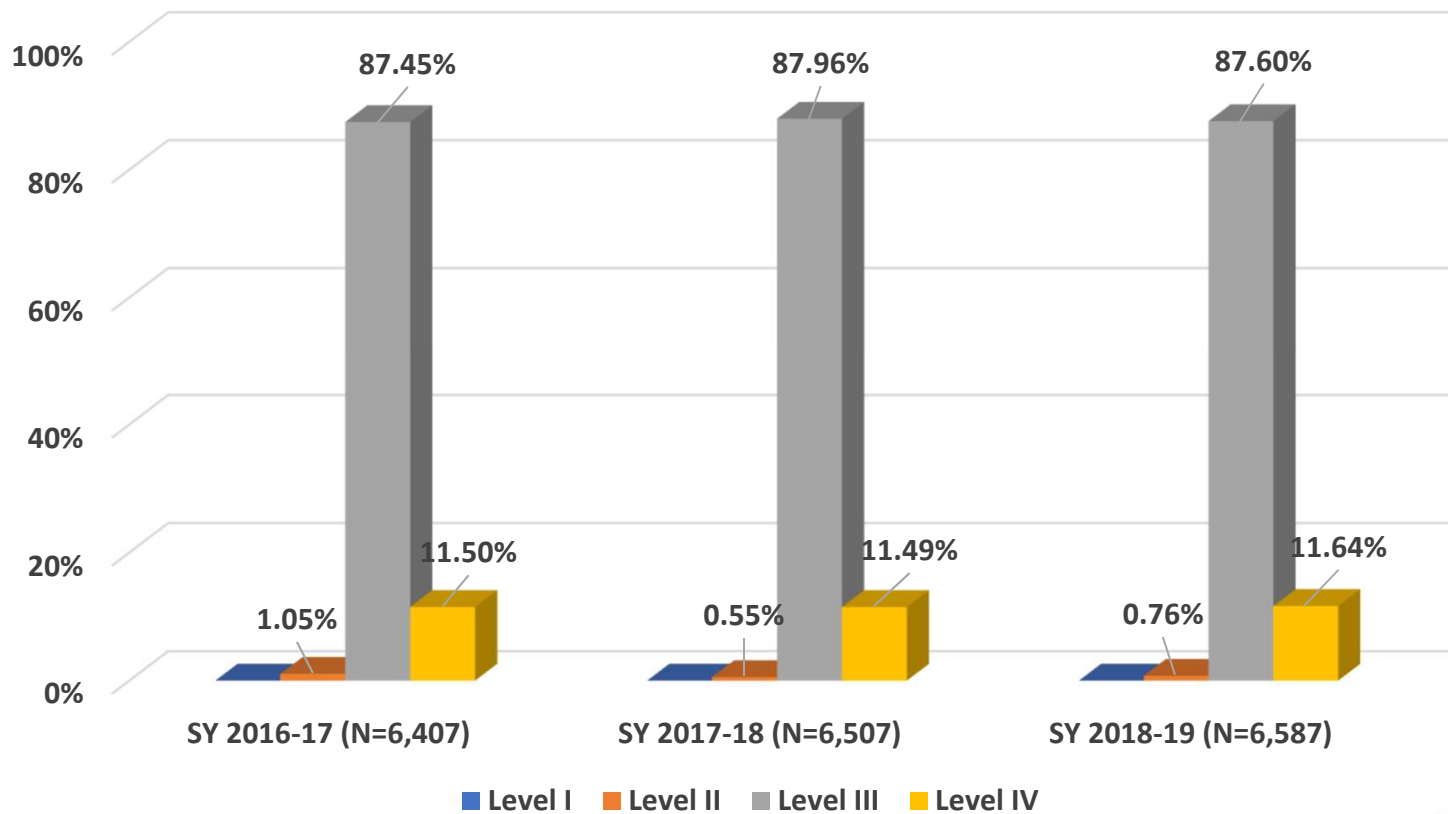
2019 LAPS Summative Ratings

LAPS_Sum 2019 Statewide Distributions



LAPS Distribution Comparison 2017-2019

2017-2019 LAPS Summative Statewide Distributions



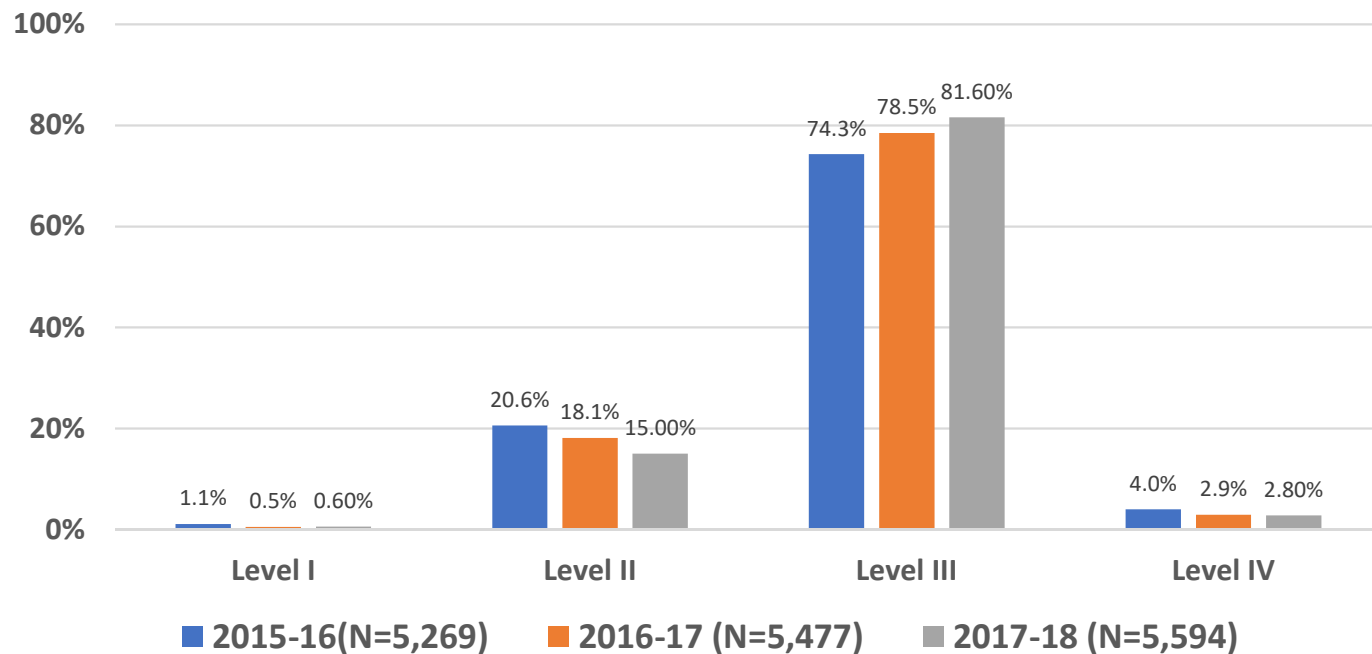
2018 Student Growth MGP Statewide Distributions*

Levels	Percent of Leaders	Number of Leaders
Level I	0.63%	35
Level II	15.02%	840
Level III	81.59%	4,564
Level IV	2.77%	155
2018 MGP Totals	100%	5,594

* Student Growth MGP data is a lagging measure.

SGP Statewide Comparison 2016-2018

Statewide Leader MGP Distributions



2019 Student Growth Non-SGP Statewide Distributions*

Levels	Percent of Leaders	Number of Leaders
Level I	0.17%	2
Level II	6.8%	80
Level III	89.71%	1,055
Level IV	3.32%	39
2019 Non-MGP Totals	100%	1,176

* Non-SGP Student Growth distributions are based on ratings that were pulled from the TLSD Electronic Platform at the close of the 2018-19 school year.

2019 Combination of Additional Data Statewide Distributions

Levels	Percent of Leaders	Number of Leaders
Level I	2.52%	25
Level II	6.65%	66
Level III	68.85%	683
Level IV	21.98%	218
2019 Combination of Additional Data Totals	100%	992

2019 CCRPI Climate Star Rating Survey Statewide Distributions

Levels	Percent of Leaders	Number of Leaders
Level I	1.39%	75
Level II	5.23%	282
Level III	26.59%	1,433
Level IV	66.79%	3,600
2019 Star Rating Totals	100%	5,390

Questions?

Please complete the survey at the link below.
<https://www.surveymonkey.com/r/S3DW3HG>

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