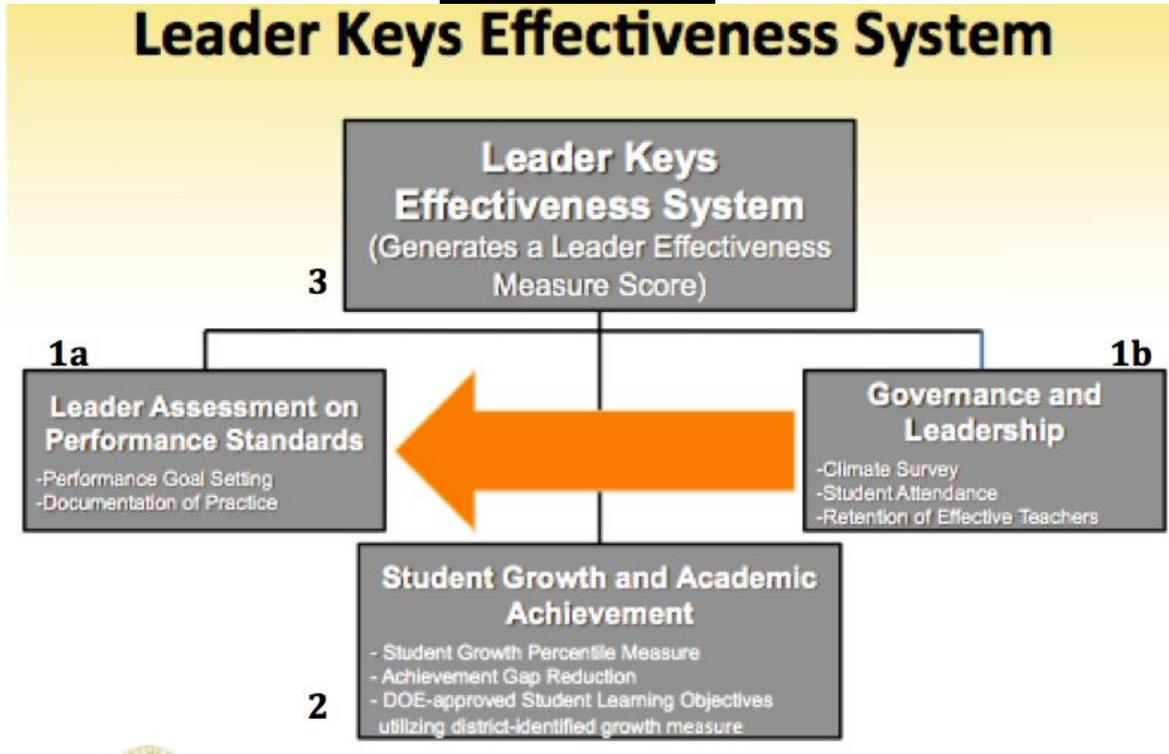




Georgia Department of Education Leader Keys Effectiveness System Executive Summary



The Leader Keys Effectiveness System is a system of multiple measures, which together provide a stronger assessment of building leader effectiveness than each of the measures alone and than existing measures.

One major component is the Leader Assessment on Performance Standards (LAPS), which includes school observations and documentation of leader practice to determine proficiency on the eight LAPS standards (1a). The staff-completed Climate Surveys provide perception data that is used by evaluators to inform ratings of building leader performance on the standards (1b). Student attendance data and data on the Retention of Effective Teachers will be used in a similar manner, to inform ratings on the appropriate aligned performance standards.

The second major component of the Leader Keys Effectiveness System (LKES) is measures of student growth and achievement (2). These measures include Student Growth Percentiles (SGPs) for teachers of courses that have state assessments and Student Learning Objectives (SLOs) for teachers of courses that do not have state assessments. These measures are designed to assess a teacher’s effectiveness in increasing student learning in a specific course; they will be calculated at the school level to provide a measure of the building leader’s influence and impact on student growth and learning. In addition, a measure of the Achievement Gap Reduction will be calculated at the school level and weighted in the building leader’s student growth score.

The overall Leader Effectiveness Measure (LEM) (3) will be determined using a weighted combination of performance on the LAPS ratings and on the student growth measures. The combined student growth measures will be weighted as 50%, achievement gap reduction will be weighted as 20%, and the LAPS will be weighted as 30% of the overall LEM.

Over time, as district and school personnel gain proficiency with this system, we expect to observe several changes in culture, in practice, and in the resulting data.

- Lower performing leaders will be more consistently identified and then provided with professional development to support improving performance in areas of concern.
- More leaders will become more effective as a result of this type of individually targeted, effective professional development.
- Fewer lower performing building leaders will be hired and/or retained in districts.