

# Georgia's Leader Keys Effectiveness System

*Meaningful Feedback | Professional Growth | Flexibility to Innovate*



Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

## Implementation Handbook

Georgia Department of Education

Office of School Improvement

Teacher and Leader Keys Effectiveness Division

## Georgia Department of Education Leader Keys Effectiveness System

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### *Acknowledgments*

The Georgia Department of Education's (GaDOE) Leader Keys Effectiveness System (LKES) Handbook was developed with the thoughtful contributions of the Georgia State Evaluation Steering Committees, each of which focused on one component of the evaluation system. We wish to express our appreciation for their conscientious and insightful efforts.

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### *Leader Keys Effectiveness System Usage Statement*

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*The contents of this handbook were developed under a grant from the U. S. Department of Education. However, those contents do not necessarily represent the policy of the U. S. Department of Education, and one should not assume endorsement by the Federal Government.*

## **Georgia Department of Education Leader Keys Effectiveness System**

Every child in every community deserves excellent, effective principals, and assistant principals. Georgia developed the Leader Keys Effectiveness System (LKES) to provide leaders with more meaningful feedback and support so they can achieve the goal of increasing the effective teaching practices of teachers and increasing academic learning and achievement for all students. We believe students have the greatest chance to succeed when teachers receive support from highly effective and knowledgeable school leaders. Ongoing feedback and targeted professional development help leaders meet the changing needs of their schools. We believe LKES provides leaders with meaningful information about how their practice impacts teacher performance and student learning. LKES acknowledges the central role of school leaders and provides the opportunity to refine their practice to continually and effectively meet the needs of all teachers and students.

In 2016, Senate Bill 364 was passed by the legislature and signed into law by Governor Nathan Deal. This law helped change the landscape of Georgia education by reducing the number of state-mandated tests students must take and by reducing the percentage that student test scores count for TKES and LKES evaluations. This law will allow our teachers and leaders to focus their attention on sound classroom and school practices.

Some of the major changes include:

- Weight of student test scores on LKES reduced from 70% to 40%, with the remaining 10% coming from the school climate rating.
- Number of state-administered assessments reduced from 32 to 24, freeing up schools to focus on literacy and numeracy in the early grades, giving students a better foundation for success.
- Tiered observations for our best teachers, freeing up school leaders to spend more time with new or weaker teachers while giving teachers who receive high evaluation scores the benefit of fewer observations and more flexibility in the classroom.
- Teacher surveys are now an optional part of LKES rather than a requirement.

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### Components of the Leaders Keys Effectiveness System (LKES)

The Leader Keys Effectiveness System (LKES) is comprised of four components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Student Growth, CCRPI School Climate Star Rating Survey, and a Combination of Additional Data (Achievement Gap Reduction, Beat The Odds and CCRPI Data).

#### 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 assistant principal or principal of the evaluation measures and any specific indicators that will be used for evaluation purposes.** This notification must be completed in the 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 Leader 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 LKES.**

#### Leader Assessment on Performance Standards (LAPS):

- LAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality Performance Standards.
- Performance goal setting, documentation of practice, and observations by a credentialed evaluator, if applicable, shall inform one *Formative Assessment* and one *Summative Performance Evaluation* each year completed by a credentialed evaluator.
- All eight LAPS Performance Standards shall be rated on each *Formative Assessment* and *Summative Performance Evaluation*.

#### Student Growth:

- **School Mean Growth Percentile Measure:** The grand mean of SGP performance for all SGP Grades and Courses taught in the school will constitute the School Mean Growth Percentile.
- Student Growth data shall be a lagging measure; when available, the prior year's growth measures will inform the current annual *Summative Performance Evaluation*.

#### CCRPI School Climate Star Rating Survey:

- CCRPI Five-Star School Climate Star Rating provides school climate information to school and district leaders as a leading indicator of achievement.

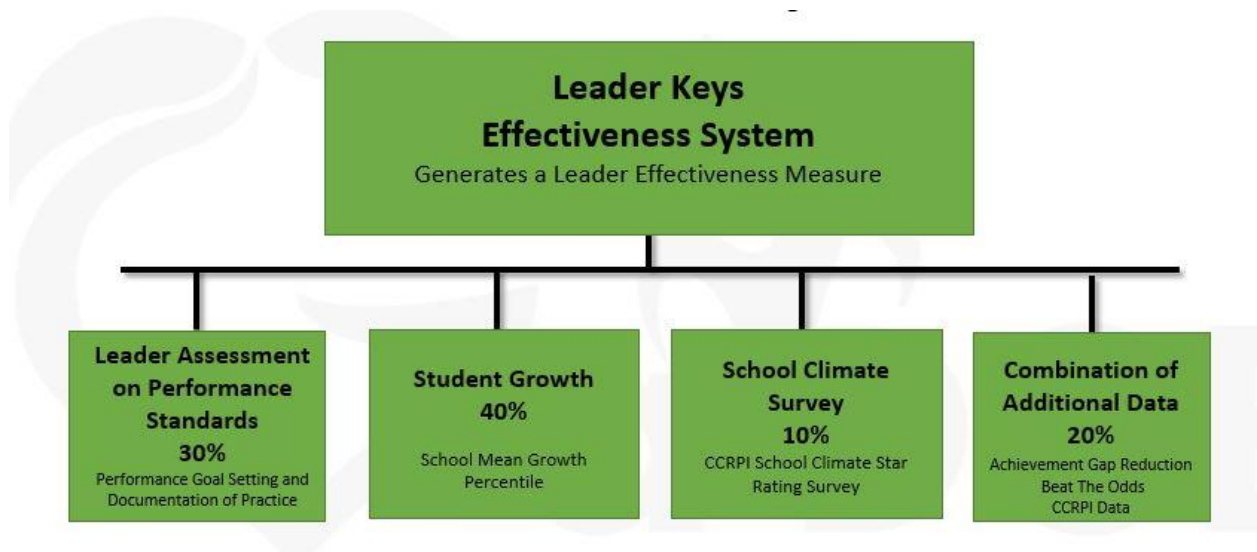
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## Combination of Additional Data:

The guidance for this component will be determined during the 2016-2017 school year. This component will consist of Achievement Gap Reduction, Beat The Odds, and CCRPI data.

The Leader Keys Effectiveness System is depicted in Figure 1.

*Figure 1: Leader Keys Effectiveness System*



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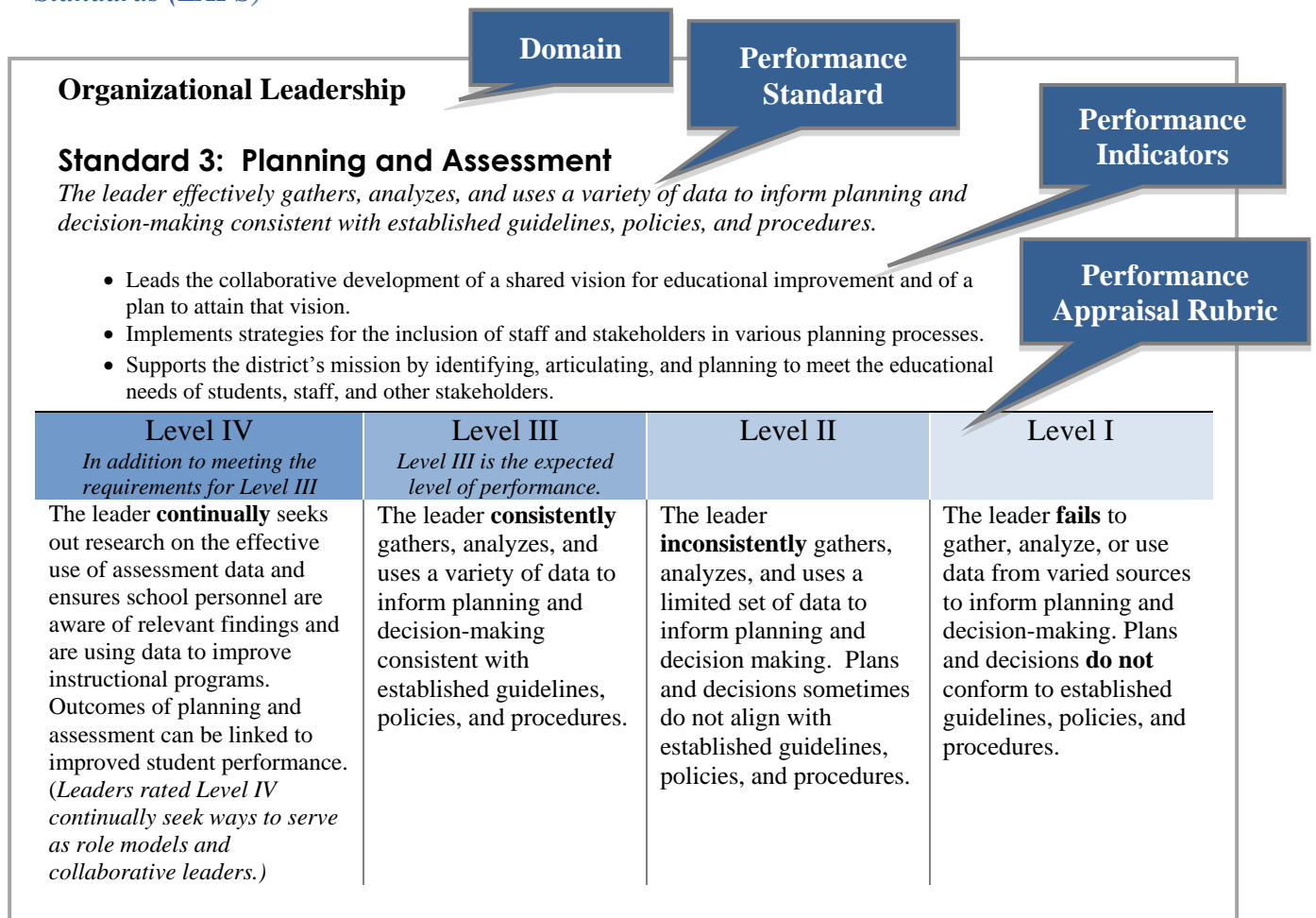
**Part I: Leader Assessment on Performance Standards (LAPS) – 30%**

A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both leaders and evaluators will fully understand their job expectations. Clearly defined professional responsibilities for leaders constitute the foundation for LAPS. Evaluators shall be appropriately trained and credentialed.

The Leader Assessment on Performance Standards (LAPS) component of the Leader Keys Effectiveness System (LKES) provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality Performance Standards.

LAPS is a three-tiered approach which defines the expectations for leader performance consisting of 4 domains, 8 Performance Standards (See Figure 2.)

*Figure 2: Relationship between Essential Parts of the Leader Assessment on Performance Standards (LAPS)*



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## Domains and Performance Standards

Performance Standards refer to the major duties performed by a leader. There are eight Performance Standards that serve as the basis for the evaluation. Figure 3 shows the four domains and the associated standards that comprise the LAPS components of LKES.

Evaluators should always refer to the Performance Standards when rating a leader.

*Figure 3: LKES Domains and Performance Standards*

<b>School Leadership</b>
<b>1. Instructional Leadership</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.
<b>2. School Climate</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.
<b>Organizational Leadership</b>
<b>3. Planning and Assessment</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.
<b>4. Organizational Management</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
<b>Human Resources Leadership</b>
<b>5. Human Resources Management</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
<b>6. Teacher/Staff Evaluation</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
<b>Professionalism and Communication</b>
<b>7. Professionalism</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
<b>8. Communication and Community Relations</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.



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### Performance Indicators

Performance Indicators provide examples of observable, tangible behaviors for each standard. The Performance Indicators are examples of the types of performance that will occur if a standard is being successfully met. While it is likely the evaluator will observe many of the indicators during an observation, the list of Performance Indicators is not exhaustive. The evaluator may also observe many appropriate Performance Indicators that are not listed. The complete list of LAPS Standards and Indicators can be found in the Appendix.

### Performance Appraisal Rubrics

In addition, leaders shall be rated using the Performance Appraisal Rubrics. The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of leaders and provides a qualitative description of performance at each level. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. The description provided for Level III of the performance appraisal rubric is the actual performance standard, thus Level III is the expected level of performance. Leaders who earn a Level IV rating must meet the requirements for Level III and go beyond. The Appendix includes rubrics related to each performance standard.

The specific language in the LAPS rubrics should be used to determine the rating for each standard. Figure 4 gives some general guidance related to specific terms like “Consistently” and “Continually”. There are distinct differences. When thinking about Instructional Leadership, a leader who continually demonstrates instructional leadership would do this every day. Continually demonstrating Planning and Assessment might be at intervals that exceed every day. In this situation, the evaluator must look at how the leader uses data for planning and determine if the regularity is appropriate.

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### LAPS Process Flow

The process by which participating school districts shall implement the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 5. This flow chart provides broad guidance for the LAPS process, but districts should consider developing internal timelines for completion of steps at the district and school level.

*Figure 5: Leader Assessment on Performance Standard Process Flow*



The steps below outline the LAPS process.

#### Step 1: Orientation

To ensure both leaders and evaluators have a clear understanding of expectations; evaluators shall conduct a Leader Assessment on Performance Standards (LAPS) *Orientation* prior to the *Pre-Evaluation Conference*. This orientation should be conducted annually. Resources are available within the GaDOE TLE Electronic Platform which will assist with the LAPS *Orientation*. After the orientation is completed, leader sign off is required within the GaDOE TLE Electronic Platform or a GaDOE approved data system.

#### Step 2: Familiarization

After leaders have completed the LAPS *Orientation* for the Leader Keys Effectiveness System, it is important to provide additional opportunities to become more familiar with the LKES process. The familiarization process is not intended to be a single event.

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Ongoing familiarization dialogue and professional learning opportunities will increase understanding of the LAPS/LKES process. Professional learning resources are located on the GaDOE TLE Electronic Platform and the Teacher Resource Link in the Georgia Statewide Longitudinal Data System (SLDS).

### Step 3: Self-Assessment

Reflecting on professional practice is an important step in the LAPS process. Leaders will complete a *Self-Assessment* prior to the *Pre-Evaluation Conference*. The eight Performance Standards will be used to determine professional strengths and areas for growth. The *Self-Assessment*, located on the GaDOE TLE Electronic Platform, will be available to both the leader and the evaluator for review and professional learning planning.

### Step 4: Performance Goal Setting

The first required data source for the LAPS component is *Performance Goal Setting*. Leaders are encouraged to collaborate with evaluators throughout this process. Leaders shall set a minimum of two Performance Goals. Evaluators and leaders will determine the focus of the goals. Leaders are encouraged to consider linking at least one Performance Goal to the School Improvement Plan. Evaluators may also determine Performance Goal(s) for the leader. These goals should be created using SMART criteria; that is, they should be specific, measurable, attainable, realistic, and time-bound.

Leaders may use several sources in setting the Performance Goals including the school improvement plan, system priorities, student achievement data, self-assessment areas for growth, and the leader's professional development goals. Leaders should complete the *Performance Goal Setting* within the GaDOE TLE Electronic Platform or a GaDOE approved data system and submit two Performance Goals to their evaluator. Goals will be finalized during the pre-evaluation conference.

Please note, additional resources for Performance Goal Setting are available in the GaDOE TLE Electronic Platform ([www.tle.gadoe.org](http://www.tle.gadoe.org)) and the Teacher Resource Link in the Georgia Statewide Longitudinal Data System (SLDS).

### Step 5: Pre-Evaluation Conference

Evaluators shall conduct a *Pre-Evaluation Conference* for all LKES evaluated leaders. The conference follows the *Orientation*, *Self-Assessment*, and the leader's development of two *Performance Goals*. The conference shall be used to inform the individual being evaluated of performance expectations. The Performance Standards, Performance Indicators, and Performance Appraisal Rubrics shall be included in the *Pre-Evaluation Conference* discussion.

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Please note, additional resources for conducting Pre-Evaluation Conferences are available in the GaDOE TLE Electronic Platform ([www.tle.gadoe.org](http://www.tle.gadoe.org)) and the Teacher Resource Link in the Georgia Statewide Longitudinal Data System (SLDS).

The Leader Assessment on Performance Standards (LAPS) focuses on two data sources, **Documentation of Practice** and **Performance Goal Setting**. At this conference, Performance Goals will be finalized and documentation for all eight standards will be determined. Leaders are responsible for submitting documentation to the evaluators. Evaluators may also collect additional documentation. Professional learning opportunities which align to the leader's needs should also be addressed during the conference.

The *Pre-Evaluation Conference* should be held individually. The conference shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

### Step 6: Formative Assessment

The *Formative Assessment* process allows evaluators to document progress and to provide ongoing feedback to leaders. Evaluators shall complete one *Formative Assessment* for each leader. Evaluators shall provide a performance rating on each of the eight standards using appraisal rubrics.

The results of the *Formative Assessment* shall be recorded in the GaDOE TLE Electronic Platform or GaDOE approved data system. These results will be reviewed and discussed during the *Mid-Year Conference*.

### Formative Assessment Process

The *Formative Assessment* will be directly tied to the **Documentation of Practice** and progress toward the attainment of the **Performance Goals**. Documentation submitted by the leader as well as documentation by the evaluator shall be considered when rating all eight Performance Standards using the Performance Appraisal Rubrics. Sources of documentation and evidence will vary and may include data gathered through observation.

Performance Appraisal Rubrics are behavioral summary scales that describe acceptable performance levels for each Performance Standard. Ratings of *Level IV*, *Level III*, *Level II*, or *Level I* shall be provided for each of the eight Performance Standards on the *Formative Assessment*. The *Formative Assessment* ratings are based on the **totality of evidence and consistency of practice**.

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It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as Level II or Level I ratings for any of the eight Performance Standards. Commentary should include specific feedback that will promote professional growth.

### Step 7: Mid-Year Conference

The *Mid-Year Conference* shall be held to review the results of the *Formative Assessment*, including discussions regarding effective implementation of Performance Standards, progress toward Performance Goal attainment on the leader's *Performance Goals*, most recent school wide Student Growth data. Based on feedback from the *Formative Assessment*, leaders and evaluators may submit additional documentation prior to the *Summative Performance Evaluation*.

The *Mid-Year Conference* should be held individually and shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Please note, additional resources for conducting Mid-Year Conferences are available in the GaDOE TLE Electronic Platform ([www.tle.gadoe.org](http://www.tle.gadoe.org)) and the Teacher Resource Link in the Georgia Statewide Longitudinal Data System (SLDS).

### Step 8: Summative Performance Evaluation

The *Summative Performance Evaluation* shall be based on the *Formative Assessment*, additional documentation and progress toward attainment of *Performance Goals*.

#### Summative Evaluation Process

A *Summative Performance Evaluation* shall be completed for each leader which establishes a final rating on all eight Performance Standards. These ratings shall take into account ALL available data sources.

Ratings of *Level IV*, *Level III*, *Level II*, or *Level I* shall be provided for each of the eight Performance Standards using the Performance Appraisal Rubrics. The evaluator will rate each of the eight Performance Standards based on the **totality of evidence and consistency of practice**.

Evaluators shall document the *Summative Performance Evaluation* using the GaDOE TLE Electronic Platform or another GaDOE approved data system.

### Step 9: Summative Conference

The *Summative Conference* shall be used to inform individuals of their *Summative Performance Evaluation* results. Leader Assessment on Performance Standards, CCRPI School Climate Star Rating Survey results, Student Growth and the Combination of Additional Data (Achievement Gap Reduction, Beat The Odds, and CCRPI data) will be included in the *Summative Conference*

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discussion. Professional learning experiences based on the leader's needs should be addressed during the conference.

The *Summative Conference* is designed to be held individually so that specific feedback can be provided. It shall be recorded electronically via the GaDOE TLE Electronic Platform or a GaDOE approved data system.

Please note, additional resources for conducting Summative Conferences are available in the GaDOE TLE Electronic Platform ([www.tle.gadoe.org](http://www.tle.gadoe.org)) and the Teacher Resource Link in the Georgia Statewide Longitudinal Data System (SLDS).

### Part II: Student Growth- 40%

The second component of the Leader Keys Effectiveness System is Student Growth which is comprised of Student Growth Percentiles (SGP) for students of SGP Grades and Courses which shall be calculated annually for student growth based on state assessment data.

Student Growth Percentiles (SGPs) shall be used as the student growth component of the Leader Effectiveness Measure (LEM) for students of SGP Grades and Courses. SGPs describe a student's growth relative to academically-similar students - other students with similar prior achievement on state tests (*i.e.*, those with similar history of scores). A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. All students of all prior achievement levels have the opportunity to demonstrate all levels of growth. Annual calculations of student growth for SGP Grades and Courses are based on state assessment data (Georgia Milestones EOGs – grades 4-8 ELA/Reading and Math and EOCs ELA and Math).

SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and subject areas and describes growth in terms of how a student performed in the current year relative to other students who have a similar academic history.

The growth model uses two years of prior test data as pretest scores (one year is used when multiple years are not available). For example, growth percentiles for 5<sup>th</sup> grade students on the 5<sup>th</sup> grade state assessment are generated using 3<sup>rd</sup> and 4<sup>th</sup> grade state assessment results as priors. At least one prior test score is necessary to model growth. Therefore, students in grades 4-8 ELA/Reading and Math and in EOC ELA and Math courses can receive growth scores. Students in 3<sup>rd</sup> grade will not have a prior year state assessment score to determine a growth percentile.

Students shall attend 90% of the instructional length of the course in order for the student's data to be included in the growth score for evaluation.

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The SGP model will provide a wealth of student, classroom, school, LEA, and state growth information based on state assessments. SGPs capture the progress students make throughout the course of an academic year and provide Georgia with a comprehensive indicator system that can be used at multiple levels (class, school, system, and state).

**PART III: CCRPI School Climate Star Rating Survey -10%**

CCRPI Five Star School Climate Star Rating Survey provides school climate information to school and district leaders as a leading indicator of achievement. Points on the survey are awarded for each dimension. Additional information regarding the CCRPI School Climate Star Rating Survey may be found at: <http://gosa.georgia.gov/overview-gadoes-school-climate-star-rating>.

The rubric below will be used to determine the rating level for this component.

*Figure 6: LKES CCRPI School Climate Star Rating Survey*

Level IV	Level III	Level II	Level I
The school earned 4 or 5 Stars in the CCRPI School Climate Star Rating Survey.	The school earned 3 Stars in the CCRPI School Climate Star Rating Survey.	The school earned 2 Stars in the CCRPI School Climate Star Rating Survey.	The school earned 1 Star in the CCRPI School Climate Star Rating Survey.

**PART IV: Combination of Additional Data (Achievement Gap Reduction, Beat The Odds, CCRPI Data) – 20%**

The guidance for this component will be determined during the 2016-2017 school year. This component will consist of Achievement Gap Reduction, Beat The Odds, and CCRPI data.

**Achievement Gap Reduction**

This calculation measures a school’s progress in closing or having small or nonexistent achievement gaps on state tests between a school’s lowest 25% of achievers and the state mean performance. Gap size is calculated by finding the difference in standardized average scores on state tests between the school’s lowest 25% of achievers and the state’s mean performance. The gap change compares the gap size for the prior year to the current year.

Additional information regarding Achievement Gap Reduction may be found at: <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Student-Growth-Percentiles.aspx>.

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### Beat The Odds

To complete the *Beating the Odds* analysis, an annual unique cross-sectional dataset is created using information from the College and Career Ready Performance Index (CCRPI), the Governor's Office of Student Achievement's Report Card, and the Georgia Department of Education's Student Record. Data are matched across data sources using the unique concatenation of system ID and school ID variables that are captured within each of the databases.

Schools that Beat the Odds are those with a higher CCRPI than similar schools serving similar students in Georgia. The Beating the Odds analysis predicts a range within which each school's CCRPI is statistically expected to fall – given the school's size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility. If an individual school's actual CCRPI is above the predicted range, then that school Beat the Odds.

Additional information regarding Beat The Odds may be found at:

<http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Documents/BTO%20Overview%20-%202015-09-23.pdf> .

### CCRPI Data

The College and Career Ready Performance Index (CCRPI) is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that promotes college and career readiness for all Georgia public school students. CCRPI reports are designed to provide information on the performance and progress of Georgia schools, districts, and the state on an easy-to-understand 100-point scale. CCRPI is Georgia's accountability system that meets state and federal accountability requirements.

Additional information regarding CCRPI may be found at:

<http://www.gadoe.org/CCRPI/Pages/default.aspx>.

### Part V: Leader Effectiveness Measure (LEM)

The Leader Effectiveness Measure (LEM) is the annual evaluation for principals and assistant principals. Leaders, both principals and assistant principals, shall receive a LEM based on documentation and data from all four components of the LKES. The components of the LEM are: (1) Leader Assessment on Performance Standards (LAPS), (2) CCRPI School Climate Star Rating Survey, (3) Student Growth, and a (4) Combination of Additional Data (Achievement Gap Reduction, Beat the Odds, and CCRPI data). The weights of each component are as follows:

- LAPS-30%
- CCRPI School Climate Star Rating Survey-10%



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- Student Growth-40%
- Combination of Additional Data-20%

Leaders shall receive one of the four rating levels that are designated as *Exemplary*, *Proficient*, *Needs Development*, and *Ineffective* on the LEM. A Remediation Plan will be required if the Leaders' Effectiveness Measure (LEM) is *Needs Development* or *Ineffective*. A template for the Remediation Plan is available in the GaDOE TLE Electronic Platform ([www.tle.gadoe.org](http://www.tle.gadoe.org)).

The LEM for a school leader will be determined by multiplying the rating level of each component by the respective weight; this result will be compared to the rubric below. Standard rounding rules will be used where applicable. See Figure 10 for an example of how a leader's LEM would be calculated.

**Figure 10: LEM Rating Rubric**

LEM Rating	Sum of Component Parts
Exemplary	$\geq 3.5$
Proficient	$\geq 2.5$ and $< 3.5$
Needs Development	$\geq 1.5$ and $< 2.5$
Ineffective	$< 1.5$

**Figure 11: LEM Determination Example**

LAPS Rating	Level III	CCRPI School Climate Star Rating	Level III	Student Growth Rating	Level II	Combination of Additional Data Rating	Level IV
LAPS Weight	30%	CCRPI School Climate Star Rating Weight	10%	Student Growth Weight	40%	Combination of Additional Data Rating Weight*	20%
Calculations	$3 \times 0.3$	Calculations	$3 \times 0.1$	Calculations	$2 \times 0.4$	Calculations	$4 \times 0.2$
Results	0.9	Results	0.3	Results	0.8	Results	0.8
Sum of Component Parts		$0.9 + 0.3 + 0.8 + 0.8$					
LEM Determination			2.8			Proficient	

\*The weights of each component of Combination of Additional Data must be determined by the district/LEA. Additional guidance for this component will be determined during the 2016-2017 school year.

### Components of the LEM

- **LAPS (30%)**- The LAPS component of LKES provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure a leader's performance related to eight quality Performance Standards that are scored from 0 to 3 (summative score can range from 0-24). An overall LAPS score is calculated by adding the point values for each of the 8 Performance Standards and comparing the sum (0-24) to the established ranges to determine a final rating.

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*Figure 12: LAPS Summative Score Ranges*

Final Ratings	LAPS Sum Score Ranges
Level I	0-5
Level II	6-13
Level III	14-21
Level IV	22-24

- **CCRPI School Climate Star Rating Survey (10%)**-The CCRPI School Climate Star Rating Survey component shall be a lagging measure (based on previous year’s survey results).

*Figure 13: CCRPI School Climate Star Rating Survey*

Final Ratings	Number of Stars
Level I	1
Level II	2
Level III	3
Level IV	4-5

- **Student Growth (40%) – SGP Grades and Courses:** Only SGP Grades and Courses will be applied to the Student Growth component of a school leader’s LEM. No other Student Growth data will be included. Student Growth is only based on student scores on the SGP Grades and Courses EOGs 4 – 8 ELA/Reading and Math and EOCs ELA and Math state assessments. Student Growth shall not include the test scores of any student who has not been in attendance for at least 90% of the instructional days of the assessed course.

The Student Growth component of the LKES shall be a lagging measure (based on previous year’s data); when available, the prior year’s growth measures will inform the current annual Summative Performance Evaluation.

- **Student Growth Percentiles (SGPs)** – The measure of student growth for SGP Grades and Courses. A growth percentile can range from 1 to 99. SGPs are produced for the Georgia Milestones (EOGs 4 – 8 ELA/Reading and Math and EOCs ELA and Math). The mean of SGP performance for all SGP Grades and Courses taught in the school will be used in calculating the school’s Mean Growth Percentile (MGP).
- **Schools without Student Growth Percentiles (SGPs)**-The district/LEA will determine the student growth measure that will be utilized for this component. If the K-2 students matriculate to one elementary school, the leader may utilize that school’s MGP. However, if the K-2 students matriculate to multiple elementary schools, the leader must utilize the district’s MGP.

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*Figure 14: Student Growth Percentile Levels (school level and district)*

MeanGP Growth Rating Levels	MeanGP Score Range
Level I	MeanGP <35
Level II	MeanGP $\geq 35$ and $\leq 45$
Level III	MeanGP $> 45$ and $\leq 60$
Level IV	MeanGP $> 60$

\*Denotes Mean Growth Percentile

- **Combination of Additional Data Rating (20%)** – The guidance for this component will be determined during the 2016-2017 school year.

### Part VI: LKES Logistics

#### Positions to be Evaluated

The Leader Keys Effectiveness System is designed for use with all principals and assistant principals PreK-12 who are full-time or part-time. Assistant principals are educators who are charged with assisting the principal in coordinating and directing school activities. Principals serve as the administrative head of a school and are responsible for the coordination and direction of all school activities. A decision about the implementation plan for a leader who serves in a dual position as both a part-time leader and a part-time teacher will be made by the LEA.

A decision about the LAPS implementation for a leader who serves multiple schools will be made by the LEA. The LAPS process (*Formative Assessment* and *Summative Performance Evaluations*) may be conducted by a primary evaluator or through a collaborative model of multiple evaluators.

### Part VII: GaDOE TLE Electronic Platform

The *GaDOE TLE Electronic Platform* shall provide web-based access to multiple components of the Leader Keys Effectiveness System. The GaDOE TLE Electronic Platform will be provided to school LEAs and schools; however, a school LEA may choose to use a GaDOE approved data system.

The GaDOE TLE Electronic Platform can be accessed at <https://tle.gadoe.org>. The User Guide Tab provides detailed instructions for both teachers and evaluators to utilize the platform to effectively complete the LKES process.

In the platform, the following will be provided.

- LAPS Formative and Summative Evaluation ratings

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- CCRPI School Star Climate Survey ratings
- Student Growth Percentile (SGP) summary results
- Leader Effectiveness Measure (Annual Evaluation)
- Conference Tools (Pre-Conference, Mid-Year Conference, Summative Conference)
- Professional Learning Opportunities

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## Appendix: LAPS Performance Standards and Performance Appraisal Rubrics

### Performance Standard 1: Instructional Leadership

*The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district’s strategic plan.
  - Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
  - Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.
  - Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.
  - Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.
  - Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.
  - Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- Provides the focus for continued learning of all members of the school community.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>actively and continually</b> employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. <i>(Leaders rated Level IV continually seek ways to serve as role</i>	The leader <b>consistently</b> fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader <b>inconsistently</b> fosters the success of students by facilitating the development, communication, implementation, <b>or</b> evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader <b>does not</b> foster the success of all students by facilitating the development, communication, implementation, <b>or</b> evaluation of a shared vision of teaching and learning that leads to school improvement.

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*models and collaborative leaders.)*

## Performance Standard 2: School Climate

*The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The leader:

- Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.
- Maintains a collegial environment and supports the staff through the stages of the change process.
- Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.
- Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment, which reflects state, district, and local school rules, policies, and procedures.
- Develops and/or implements best practices in school-wide behavior management that are effective within the school community.  
Communicates behavior management expectations regarding behavior to students, teachers, and parents.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>continually</b> seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i>	The leader <b>consistently</b> promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader <b>inconsistently</b> promotes the success of all students by developing, advocating, <b>or</b> sustaining an academically rigorous, positive, <b>or</b> safe school climate for all stakeholders.	The leader <b>does not</b> promote the success of all students by developing, advocating, <b>or</b> sustaining an academically rigorous, positive, <b>or</b> safe school climate for all stakeholders.

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### Performance Standard 3: Planning and Assessment

*The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes.
- Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district’s strategic plan.
- Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.
- Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.
- Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.
- Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.

Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
The leader <b>continually</b> seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i>	The leader <b>consistently</b> gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader <b>inconsistently</b> gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader <b>fails</b> to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions <b>do not</b> conform to established guidelines, policies, and procedures.

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### Performance Standard 4: Organizational Management

*The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- Identifies potential problems and deals with them in a timely, consistent, and effective manner.
- Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- Reviews fiscal records regularly to ensure accountability for all funds.
- Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- Follows federal, state, and local policies with regard to finances and school accountability and reporting.
- Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>continually</b> exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i>	The leader <b>consistently</b> fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader <b>inconsistently</b> supports, manages, <b>or</b> oversees the school's organization, operation, <b>or</b> use of resources.	The leader <b>inadequately</b> supports, manages, <b>or</b> oversees the school's organization, operation, <b>or</b> use of resources.



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### Performance Standard 5: Human Resources Management

*The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.
- Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.
- Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.
- Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.  
Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
<p>The leader <b>continually</b> demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g. highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i></p>	<p>The leader <b>consistently</b> fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</p>	<p>The leader <b>inconsistently</b> selects, inducts, supports, <b>or</b> retains quality instructional and support personnel.</p>	<p>The leader <b>inadequately</b> selects, inducts, supports, <b>or</b> retains quality instructional and support personnel.</p>

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### Performance Standard 6: Teacher and Staff Evaluation

*The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.
  - Provides support, resources, and remediation for teachers and staff to improve job performance.
  - Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.
  - Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation records.
  - Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.
- Involves teachers and staff in designing and implementing Professional Development Plans.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>continually</b> provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i>	The leader <b>consistently</b> and fairly evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but <b>inconsistently</b> follows state and district guidelines. Feedback is not consistent, timely, constructive, <b>or</b> focused on improved student learning.	The leader <b>does not</b> fairly evaluate school personnel <b>or</b> does not follow state or district guidelines. Feedback fails to be either timely, constructive, <b>or</b> focused on improved student learning.

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### Performance Standard 7: Professionalism

*The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

##### The leader:

- Models respect, understanding, sensitivity, and appreciation.
  - Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.
  - Maintains a professional appearance and demeanor.
  - Models self-efficacy to staff.
  - Maintains confidentiality and a positive and forthright attitude.
  - Provides leadership in sharing ideas and information with staff and other professionals.
  - Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
  - Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
  - Evaluates the impact professional development has on the staff/school/district improvement and student achievement.
  - Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
  - Remains current with research related to educational issues, trends, and practices.
  - Maintains a high level of technical and professional knowledge.
- Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>continually</b> demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). ( <i>Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.</i> )	The leader <b>consistently</b> fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader <b>inconsistently</b> demonstrates professional standards, engages in continuous professional development, <b>or</b> makes contributions to the profession.	The leader <b>shows disregard</b> for professional standards and ethics, engaging in continuous professional development, <b>or</b> making contributions to the profession.

**Across all levels, leaders are expected to abide by the Code of Ethics**  
(<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

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**Performance Standard 8: Communication and Community Relations**

*The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The leader:**

- Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- Provides a variety of opportunities for parent and family involvement in school activities.  
Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The leader <b>continually</b> seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. <i>(Leaders rated Level IV continually seek ways to serve as role models and collaborative leaders.)</i>	The leader <b>consistently</b> fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader <b>inconsistently</b> communicates <b>or</b> infrequently collaborates on issues of importance to stakeholders.	The leader <b>demonstrates inadequate or detrimental</b> communication <b>or</b> collaboration with stakeholders.