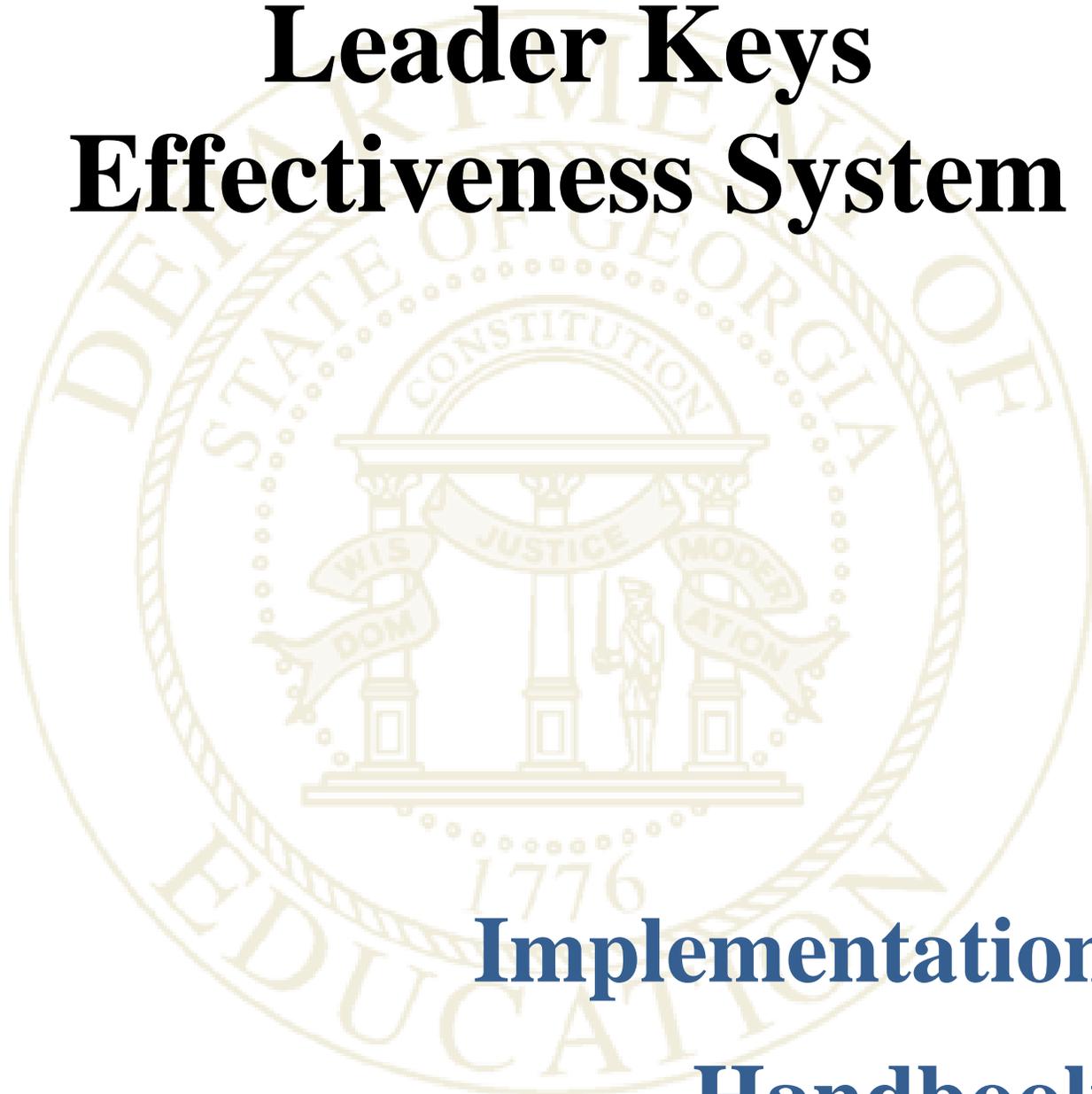


Leader Keys Effectiveness System



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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Leader Keys Effectiveness System Usage Statement

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Components of the Leaders Keys Effectiveness System (LKES)

The Leader Keys Effectiveness System (LKES) is comprised of three components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Governance and Leadership (Climate Surveys, Student Attendance, and Retention of Effective Teachers), and Student Growth and Academic Achievement (SGP, SLO, Achievement Gap Reduction).

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*.

Governance and Leadership:

- Climate surveys shall be administered annually to gather perception data regarding leader practice.
- Climate survey results shall inform the rating of all eight Performance Standards on the *Summative Performance Evaluation*.
- CCRPI student attendance data shall inform Performance Standard 2, School Climate, on the *Summative Performance Evaluation*.
- Retention of effective teacher data, when available, shall inform Performance Standard 5, Human Resources Management, on the *Summative Performance Evaluation*.

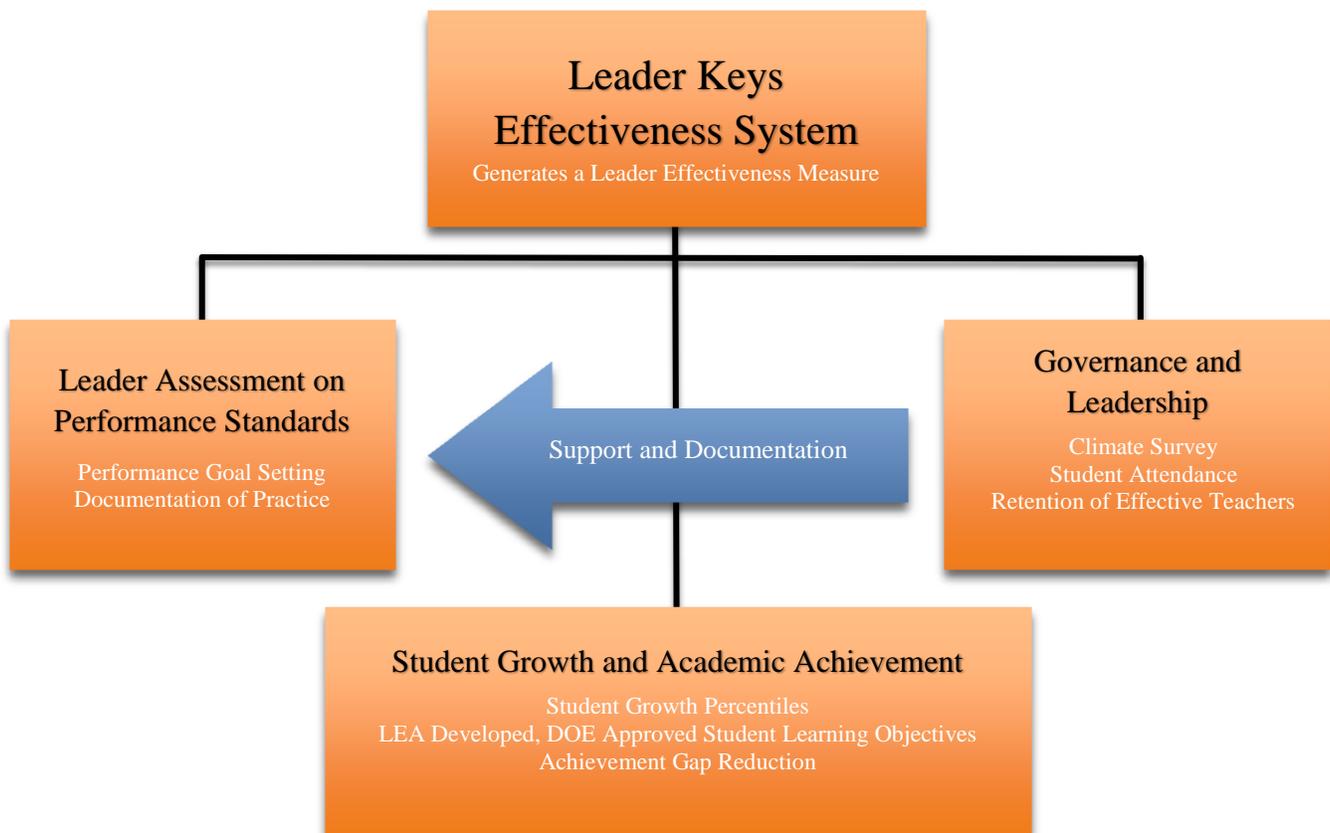
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Student Growth and Academic Achievement (SGP, SLO, Achievement Gap Reduction):

- **Student Growth Percentile:** A state adopted measure for teachers of tested courses.
- **Student Learning Objective:** A LEA developed, DOE approved measure for teachers of non-tested courses.
- **Achievement Gap Reduction:** A measure of a school's progress in closing the achievement gap.
- Student Growth and Academic Achievement Data shall be a lagging measure; when available, the prior year's growth measures will inform the current annual *Summative Performance Evaluation*.

The Leader Keys Effectiveness System is depicted in Figure 1.

Figure 1: Leader Keys Effectiveness System



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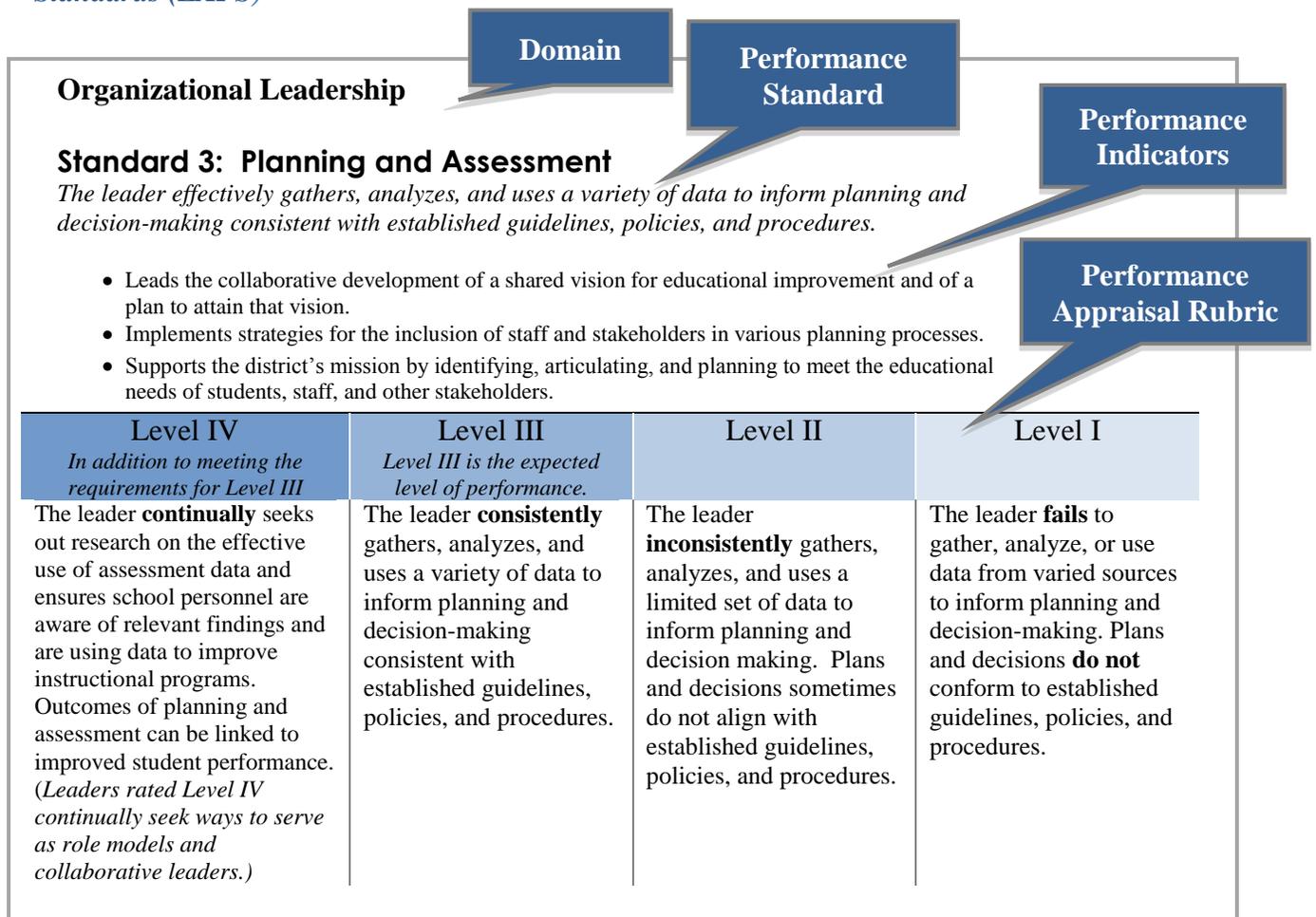
Part I: Leader Assessment on Performance Standards (LAPS)

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

School Leadership
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.
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.
Organizational Leadership
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.
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.
Human Resources Leadership
5. Human Resources Management The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.
6. Teacher/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.
Professionalism and Communication
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.
8. Communication and Community Relations 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 TAPS 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.

Figure 4: Frequency Terminology

Terms ranked by degree of frequency	Definition	Example
Consistently	Occurs at regular intervals	Every Week <i>(Regular intervals will vary depending on the standard and the task.)</i>
Continually	Occurs with high frequency, appropriately, and over time	Every Day <i>(Frequency will vary depending on the standard and the task.)</i>

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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* of the Leader Keys Effectiveness System, it is important they be provided with opportunities to become more familiar with the LKES process.

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The familiarization process is not intended to be a single event. 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.

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, climate survey results, 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.

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.

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.

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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 each *Formative Assessment*. The *Formative Assessment* ratings are based on the **totality of evidence and consistency of practice**.

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 and Academic Achievement data, and Climate Survey results, if available. Based on feedback from the formative assessment, leaders and evaluators may submit additional documentation prior to the *Summative Performance Evaluation*.

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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.

Step 8: Summative Performance Evaluation

The *Summative Performance Evaluation* shall be based on the *Formative Assessment*, additional documentation, progress toward attainment of *Performance Goals*, Climate Survey results, Student Attendance data, and information regarding the Retention of Effective Teachers, if available.

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**.

Commentary referencing the results from the Climate Surveys must be included on all performance standards. It is strongly recommended that evaluators provide specific commentary to acknowledge performance strengths as well as areas for improvement on the eight Performance Standards.

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, Governance and Leadership data (including Climate Survey results), and student growth and academic achievement data will be included in the *Summative Conference* 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.

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Part II: Governance and Leadership

Governance and Leadership is the second component of the Leader Keys Effectiveness System (LKES). Evidence collected within the Governance and Leadership component shall include information from three sources: school climate surveys (completed by staff members), student attendance, and the retention of effective teachers, if available. Each of these three types of evidence will provide additional documentation to the evaluator for use in determining ratings within the Leader Assessment on Performance Standards (LAPS).

School Climate Surveys

Climate surveys shall be used by the evaluator as documentation of leader effectiveness. The climate survey data will be used to inform leaders' ratings on the *Formative Assessment*, if available, and shall be used to inform leaders' *Summative Performance Evaluation* ratings on all Performance Standards. Commentary specifically related to the climate surveys will be included for all Performance Standards in the *Summative Performance Evaluation*. If the LAPS ratings and survey results on any of the standards are inconsistent, the evaluator is required to provide justification.

Versions of the Climate Surveys

All certified and classified staff shall be provided the opportunity to complete climate surveys. Four different surveys have been developed. Two surveys address the performance of the **principal**. One survey is designed for certified staff and the other for classified staff. Two additional versions of the surveys address the performance of the **assistant principal**, one for certified staff, and another for classified staff.

In school sites where there are multiple assistant principals, the principal or designated school administrator will determine the best alignment of staff to assistant principals for survey purposes based on regular working relationships.

LEAs may use an alternative GaDOE approved climate survey. However, the following criteria must be met in order for the survey to be approved and utilized.

- Surveys are utilized as a performance assessment.
- Surveys have documented reliability and validity using accepted testing measures.
- Surveys are accessible to the public for purchase.
- Surveys are aligned to the Leader Keys Effectiveness System, LAPS, and ISLLC performance standards.
- Survey reporting is in place at the individual leader, school, LEA, and state level.

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- Survey reports will be appropriate for upload into the GaDOE TLE Electronic Platform or a GaDOE approved data system.
- Reports from approved external surveys shall be uploaded to the appropriate standards as documentation for LAPS.
- Submit a survey administration protocol.

Administration of the Climate Survey

LEAs will have multiple options for selecting a survey window. Survey responses will be anonymous with no option to comment. A district leader will ensure all teachers and staff have the opportunity to complete the survey by following the Climate Survey Protocol located in the GaDOE TLE Electronic Platform.

Evaluators may conduct multiple surveys as needed. To gain valid survey results, a minimum of fifteen participants shall complete any one survey for the school leader; data cannot be disaggregated for groups smaller than fifteen.

After fifteen survey responses are completed, a survey results summary will be viewable on the GaDOE TLE Electronic Platform including the number of responses for each question, as well as the percentages of ratings for each question (*Strongly Agree, Agree, Disagree, or Strongly Disagree*). An example of a survey results summary sheet for a leader is shown in Figure 6.

It will also include a mean and median score and the standard deviation. Survey Results will also be reported as the average mean for each Standard. An example of this report is shown in Figure 7.

Figure 6: Example Climate Survey Summary

Survey Results Summary											
Item	Number of Valid Responses	Percentage of Ratings				Mean	School Mean	LEA Mean	State Mean	Median	Standard Deviation
		<i>Strongly Agree</i> (3 pts)	<i>Agree</i> (2 pts)	<i>Disagree</i> (1 pts)	<i>Strongly Disagree</i> (0 pt)						
My principal communicates a clear vision of how effective teaching and learning should take place in this school.	60	3%	50%	47%	0%	1.57	1.1	1.2	1.1	1	0.56
My principal takes an active role in improving curriculum and instruction.	56	0%	25%	68%	7%	1.18	1.3	1.3	1.2	1	0.54

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Figure 7: Survey Results for Each Standard by Mean

1. Instructional Leadership	2. School Climate	3. Planning and Assessment	4. Organizational Management	5. Human Resources Management	6. Teacher/Staff Evaluation	7. Professionalism	8. Communication and Community Relations
1.3	2.0	1.9	2.3	0.9	2.1	3.0	1.7

Student Attendance

The GaDOE regularly collects data on student attendance. This data shall be used as a source of documentation informing Performance Standard 2, School Climate, in LAPS. The Student Attendance Rate and the Adjusted Performance on Indicator results from the College and Career Readiness Performance Index (CCRPI) will be used to inform the rating for Standard 2: School Climate. The CCRPI report will be available for schools and districts in October of each year, therefore, the attendance rate will be lagging data. The following criteria will be used to define the attendance rate and will guide the evaluator in using this data source as a means to inform the annual summative rating of this standard. The correlation between the rate of attendance and the risk category is outlined in Figure 8 below.

Figure 8: Student Attendance Rate and Risk Correlation

96-100%	No attendance risk
90-95%	Low attendance risk
85-90%	Moderate attendance risk
84-below%	High attendance risk

The scale reflects a range of attendance rates. The evaluator will locate and use the actual attendance rate associated with a leader’s school through CCRPI. This rate will determine the risk factor that will be used by the evaluator to rate School Climate. The higher the percentage of student attendance indicates a lower risk of negative impact on student achievement. This shall be used as a source of documentation on the *Summative Performance Evaluation*.

Retention of Effective Teachers

The retention of effective teachers shall become a data source used as documentation informing Performance Standard 5, Human Resources Management, on the *Summative Performance Evaluation*. As this data is made available, it will be used as a data source to inform LAPS.

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Part III: Student Growth and Academic Achievement

The third component of the Leaders Keys Effectiveness System is Student Growth and Academic Achievement is comprised of a state adopted measure for teachers of tested subjects (Student Growth Percentile), a state adopted measure for teachers of non-tested courses (Student Learning Objectives), and an Achievement Gap Reduction score which measures a school's progress closing the achievement gap.

Student Growth Percentiles (SGP)

Student Growth Percentiles (SGP) shall be used as the student growth component of the Leader Effectiveness Measure (LEM). SGP describe a student's growth relative to his/her academically similar peers - other students with a similar prior achievement (*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. From the 1st to the 99th percentile, growth is possible for all students regardless of previous achievement scores. Annual calculations of student growth for tested courses are based on state assessment data (grades 4-8 CRCT and high school EOCT). These calculations may be considered as indicators of a school leader's effectiveness and shall be included in the LEM.

SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas and describes growth in terms of how a student performs 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 5th grade students on the 5th grade CRCT are generated using 3rd and 4th grade CRCT results as priors. At least one prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade will not have a prior year CRCT score to determine a growth percentile score. Courses with EOCTs will receive growth percentile scores.

The SGP model will provide a wealth of student, classroom, school, LEA, and state growth information based on Criterion-Referenced Competency Tests (CRCT) and End of Course Tests (EOCT). 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).

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Student Learning Objectives (SLO)

Teachers providing instruction in courses not subject to annual state assessments will receive growth measures derived from LEA developed DOE approved Student Learning Objectives.

The primary purpose of Student Learning Objectives (SLOs) is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The SLO process requires teachers to use assessments to measure student growth using two data points (a pre- to a post-assessment). These calculations will be considered as indicators of a school leader's effectiveness and shall be included in the LEM.

SLOs are course specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. Expected growth is the amount students are expected to grow over the course of the instructional period. Expectations must be rigorous and attainable.

SLO Process and Procedures

- LEAs shall follow the GaDOE SLO development and implementation processes.
- Student Learning Objectives (SLO) will be utilized for non-tested subject areas Pre-K through grade 12. Third grade students will participate in the SLO process.
- Each superintendent or designee shall verify that all district SLOs are complete prior to submission to the GaDOE.
- LEAs shall submit SLOs using the GaDOE TLE Electronic Platform for GaDOE approval.
- Students shall be enrolled in a course for at least 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student's data to be included in the SLO results. The district should ensure that students meeting at least 65% enrollment requirement have the opportunity to take the pre-assessment.

The Leader's Role in the Student Learning Objectives Process

For leaders in schools that utilize Student Learning Objects (SLOs), the SLOs shall be used to assess student growth in non-tested courses and shall contribute performance data to the calculation of the LEM (Annual Evaluation) for leaders in schools where these courses are taught. It is important that leaders understand, support, and monitor the SLO process to ensure successful development, implementation, and assessment of SLOs in their school. LKES evaluators will review and discuss the SLO process, as well as SLO attainment data, with leaders at the *Mid-year Conference* and *Summative Evaluation Conference*.

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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.

Whom Are We Comparing?

In this calculation, a focal group will be compared to a reference group. The focal group is a school's high-need students, which is defined as the lowest 25 percent of students in the score distribution. The reference group is a statewide benchmark, defined as the state's mean performance. This represents an ambitious, yet attainable goal. Using a statewide benchmark as the reference group increases the stability of the measure as well as eliminates the ability to improve on the measure by decreasing the achievement of higher achieving students.

What Are We Comparing?

This measure will compare z scores, which are standardized scale scores. Using z scores instead of scale scores enables the comparison of scores across grades and subject areas. Both CRCT and EOCT scores will be included. Retests will also be included, with the higher of the main and retest score being utilized in the calculation.

Z scores are calculated using the equation

$$z = \frac{x - \mu}{\sigma}$$

where x is a student's scale score in a particular grade/subject/EOCT and μ and σ are the state mean and standard deviation, respectively, for that grade/subject/EOCT. Z represents the distance between the student's score and the state mean in standardized units. Because z scores are standardized units, the scores can be compared across grades and subject areas. Z scores have a mean of 0 and a standard deviation of 1, with 99.7 percent of scores falling between -3 and 3.

In order to create comparable and stable comparisons across years, a baseline year will be utilized. The state mean and standard deviations from the baseline year (2012) will be used to calculate z scores for (2011, 2012), and subsequent years. This ensures that the scale score to z score conversions remain the same each year and are unaffected by changes in the overall score distribution. The GaDOE will monitor the data and evaluate whether or not the baseline and target should be re-normed in future years.

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What Are the Groups' Scores?

The focal group's score will be the mean z score of the school's high-need students (lowest 25 percent of students in the score distribution). This will be calculated for each subject area. Most elementary and middle schools will have five subject areas – reading, ELA, mathematics, science, social studies – corresponding to the components of the CRCT. Most high schools will have four subject areas – ELA, mathematics, science, social studies – corresponding to the subject areas of the EOCTs.

The reference group's score will be the mean z score for the state, which is 0. This will be the benchmark for all subject areas and for all years. This enables meaningful comparisons of the magnitude of gaps across subject areas. This also ensures the gap measure will detect real changes in the academic achievement of students in the focal group in each school with respect to the statewide target (because the target is not moving). The GaDOE will monitor progress in coming years and evaluate whether or not to increase the target.

What Is Being Calculated?

The gap measure includes two components – gap size and gap change. Gap size is defined as the state benchmark (0) minus the mean z score for the school's high-need students. For this component, negative scores and scores close to 0 are desirable as they represent a focal group performing better than or close to the state mean. Gap change is defined as the gap size for the current year minus the gap size for last year. For this component, negative scores are good as they represent a reduction in the gap from last year to this year.

How Are Points Assigned?

For each subject area, schools receive an Achievement Gap Size Score and an Achievement Gap Change Score as depicted in Figure 9.

Figure 9: Achievement Gap Size Score and Achievement Gap Change Score

Achievement Gap Size	Score	Achievement Gap Change	Score
1.2 or greater	1	0.05 or greater	1
0.9 – 1.19	2	-0.04 – 0.04	2
0.5 – 0.89	3	-0.15 – -0.05	3
Less than 0.5	4	Less than -0.15	4

The final subject score will be the greater of the two scores. The final overall score will be the average of the subject scores. The final Achievement Gap reduction score is on a scale of 1 to 4. This score shall be incorporated into the LEM (Annual Evaluation) calculation for both principals and assistant principals.

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Part IV: Leader Effectiveness Measure (LEM)

Leaders, both principals and assistant principals, shall receive a Leader Effectiveness Measure (LEM) based on documentation and data from all three components of the LKES. Leaders shall receive one of the four rating levels that are designated as *Exemplary, Proficient, Needs Development, and Ineffective*.

An overall Leader Effectiveness Measure shall be calculated as follows:

- The Leader Assessment on Performance Standards (LAPS) rating is weighted 30%.
- The Student Growth and Academic Achievement component (SLO and/or SGP) rating is weighted 50%.
- The Achievement Gap Reduction is weighted 20%.

Each LEA shall utilize evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development for leaders as identified by the evaluation. A *Professional Development Plan* will be required if the Leaders' Effectiveness Measure (LEM) is *Needs Development or Ineffective*.

The following bullets relate to the LEM.

- Leaders employed for 65% or more of the school year will receive a LEM.
- Leaders employed less than 65% of the instructional days of their assigned school will receive a full LAPS evaluation and will receive a Summative Performance Evaluation. No LEM (Annual Evaluation) will be generated.
- Student Growth and Academic Achievement: For either student growth measure, Teachers of Tested Subjects (SGP) or Teachers of Non-Tested Subjects (SLOs), a student must be enrolled 65% of the course for the data to be included in the calculation of the leader's LEM.
- Student Growth and Academic Achievement data and Achievement Gap Reduction results will be calculated for each school and will inform the LEM (Annual Evaluation) calculation for all assigned leaders (principal and assistant principal).
- Student Growth and Academic Achievement Data shall be a lagging measure; when available, the prior year's growth measures will inform the current year's LEM (Annual Evaluation).

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Part V: 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.

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Part VI: 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
- Climate Surveys
- Student Growth Percentile (SGP) and Student Learning Objective (SLO) 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 actively and continually 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 models and collaborative leaders.)</i>	The leader consistently 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 inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, or implementation, or evaluation of a shared vision of teaching and learning that leads to school improvement.

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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 continually 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 consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or 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 continually 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 consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently 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 fails to gather, analyze, or use data from varied sources to inform planning and decision-making. Plans and decisions do not 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 continually 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 consistently fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.	The leader inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.	The leader inadequately supports, manages, or oversees the school’s organization, operation, or 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	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III</i></p> <p>The leader continually 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><i>Level III is the expected level of performance.</i></p> <p>The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</p>	<p>The leader inconsistently selects, inducts, supports, or retains quality instructional and support personnel.</p>	<p>The leader inadequately selects, inducts, supports, or 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 continually 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 consistently 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 inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, or focused on improved student learning.	The leader does not fairly evaluate school personnel or does not follow state or district guidelines. Feedback fails to be either timely, constructive, or 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 continually 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 consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader inconsistently demonstrates professional standards, engages in continuous professional development, or makes contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, or 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 continually 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 consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.