

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

Teacher and Leader Support and Development Division

Georgia Department of Education Leader Keys Effectiveness System

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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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, O.C.G.A. §20-2-210 was passed by the legislature and signed into law by Governor Nathan Deal. This law reduced the number of state-mandated tests students must take and by reducing the percentage that student test scores count for TKES evaluations.

Some of the major changes include:

- Weight of student test scores on TKES reduced from 50% to 30%, with the remaining 20% coming from Professional Growth, allowing the evaluation system to become more of a coaching tool.
- Students must be in attendance in class 90% of the instructional days of the course in order to count toward a teacher's evaluation (previous version was only 65% enrollment).
- Modified observations for some teachers, allowing administrators to spend more time with teachers who need more assistance while giving teachers who receive high evaluation scores the benefit of fewer observations and more flexibility in the classroom.
- One growth measure per teacher required instead of two, decreasing the number of tests that must be administered.

In 2020, Senate Bill 367, which was codified as O.C.G.A. § 20-2-281, was passed by the legislature and signed into law by Governor Brian Kemp. This law further helped change the landscape of Georgia education by reducing the number of state-mandated tests students must take. The number of state-administered assessments was reduced from 32 to 19, allowing schools to focus on literacy and numeracy in the early grades, giving students a better foundation for success.

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Components of the Leader 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, and a Combination of Additional Data (Achievement Gap Reduction, Beating 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.
- 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; the prior year's growth measures will inform the current annual *Summative Performance Evaluation*, when available.

CCRPI School Climate Star Rating:

- The CCRPI School Climate Star Rating shows how well a school is fostering an atmosphere where students feel welcomed, safe, and respected.

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Combination of Additional Data:

This component will consist of Achievement Gap Reduction, Beating the Odds, and/or CCRPI data.

The guidance for this component is currently under review. If you need immediate assistance, please email your Evaluation System Specialist.

The Leader Keys Effectiveness System is depicted in Figure 1.

Figure 1: Leader Keys Effectiveness System



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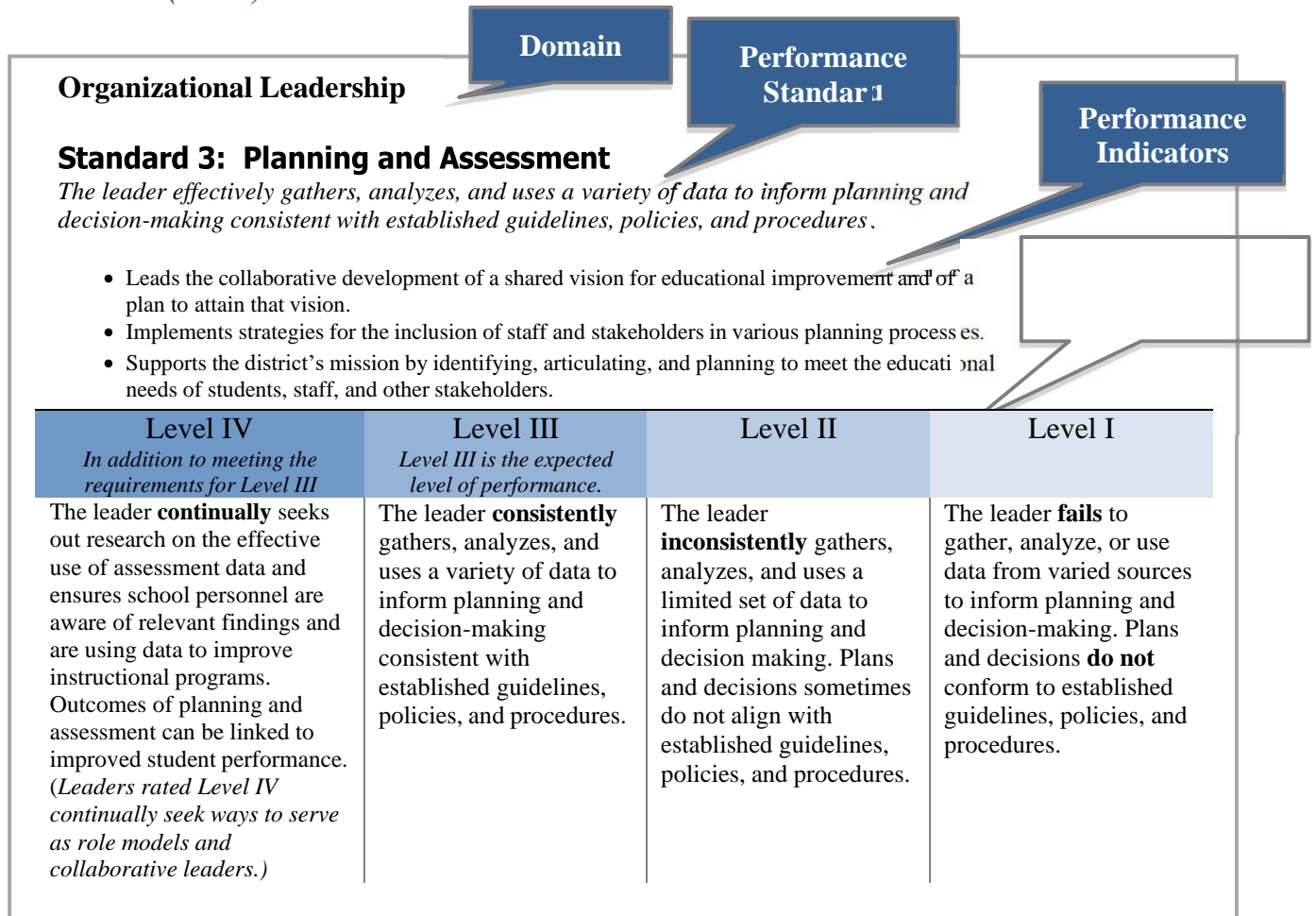
Part I: Leader Assessment on Performance Standards (LAPS) – 30%

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 and 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 8 Performance Standards that serve as the basis for the evaluation. Figure 3 shows the 4 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 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.

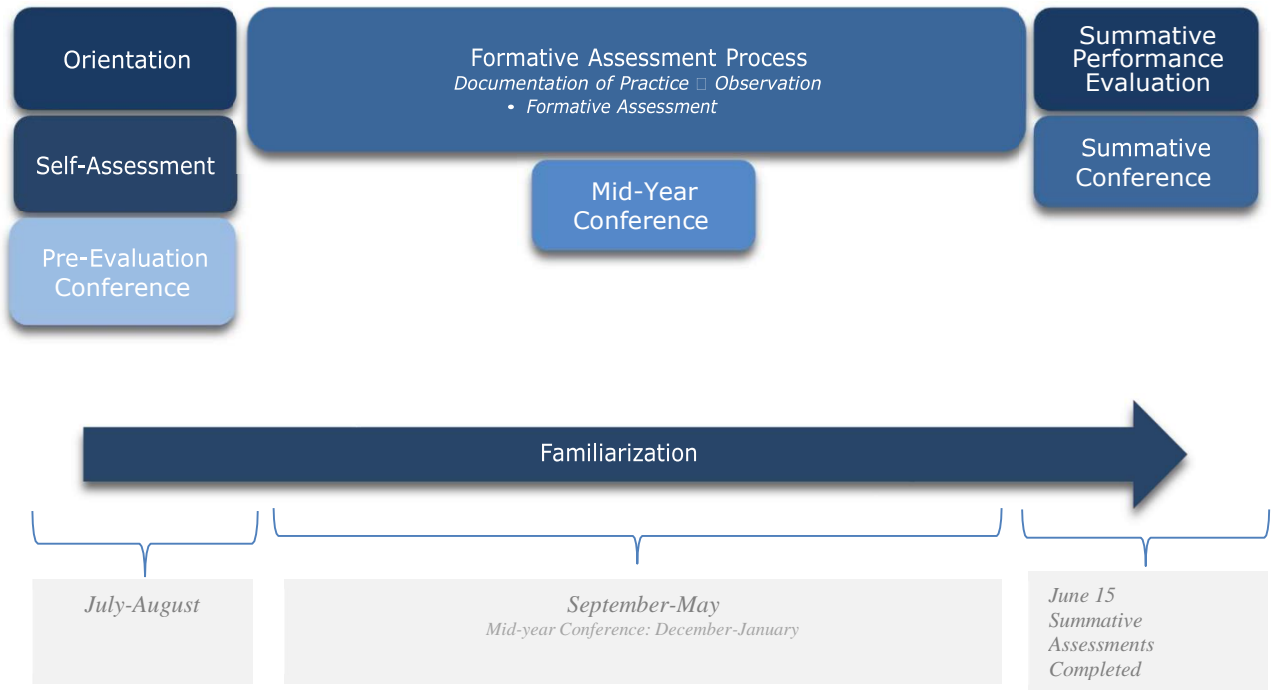
The specific language in the LAPS rubrics should be used to determine the rating for each standard. There are distinct differences in the terms “Consistently” and “Continually”. For example, when thinking about Performance Standard 1 - Instructional Leadership, a leader who *continually* demonstrates instructional leadership would do this every day. *Continually* demonstrating Performance Standard 3 - 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 TLSD Electronic Platform which will assist with the LAPS *Orientation*. After the Orientation is completed, leader sign off is required within the GaDOE TLSD 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 TLSD 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 TLSD Electronic Platform, will be available to both the leader and the evaluator for review and professional learning planning.

Step 4: Pre-Evaluation Conference

Evaluators shall conduct a *Pre-Evaluation Conference* for all LKES evaluated leaders. The conference follows the *Orientation, Self-Assessment*. 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.

Please note, additional resources for conducting Pre-Evaluation Conferences are available in the GaDOE TLSD Electronic Platform.

The Leader Assessment on Performance Standards (LAPS) focuses on multiple data sources including **Documentation of Practice**. At this conference, documentation for all eight standards will be determined as well as the leader's submission of the required GaPSC Professional Learning Goal(s) or Professional Learning Plan(s). 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. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards.

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

Step 5: 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.

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The results of the *Formative Assessment* shall be recorded in the GaDOE TLSD 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 multiple data sources including **Documentation of Practice**. 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. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards.

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 8 Performance Standards on the *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 8 Performance Standards. Commentary should include specific feedback that will promote professional growth.

Step 6: 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, and 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*. In addition, progress toward or attainment of the leader's GaPSC Professional Growth Goal(s) or Professional Growth Plan(s) should be documented in the TLSD Electronic Platform.

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

Please note, additional resources for conducting Mid-Year Conferences are available in the GaDOE TLSD Electronic Platform.

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Step 7: Summative Performance Evaluation

The *Summative Performance Evaluation* shall be based on the *Formative Assessment* and additional documentation. Progress toward or attainment of the GaPSC Professional Learning Goal(s) or Professional Learning Plan(s) may be used as documentation for a select standard or standards.

Summative Evaluation Process

A *Summative Performance Evaluation* shall be completed for each leader which establishes a final rating on all 8 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 8 Performance Standards using the Performance Appraisal Rubrics. The evaluator will rate each of the 8 Performance Standards based on the **totality of evidence and consistency of practice**.

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

Step 8: 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 results, Student Growth, and the Combination of Additional Data (Achievement Gap Reduction, Beating the Odds, and CCRPI data) will be included in the *Summative Conference* discussion. Professional learning experiences based on the leader's needs should be addressed during the conference. In addition, progress toward or attainment of the leader's GaPSC Professional Growth Goal(s) or Professional Growth Plan(s) should be documented in the TLSD Electronic Platform.

The *Summative Conference* is designed to be held individually so that specific feedback can be provided. It shall be recorded electronically via the GaDOE TLSD Electronic Platform or a GaDOE approved data system. **A Remediation Plan shall be required if a leader earns a Level I or Level II on the LAPS Summative Assessment rating.**

Please note, additional resources for conducting Summative Conferences are available in the GaDOE TLSD Electronic Platform.

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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.

During SY 2021-22, all SGP EOG and EOC courses will be subject to the 90% attendance requirement. The SGP scores of students who meet the 90% attendance requirements will count towards the teachers’/leaders’ SGP or MGP numerical score and rating if both the student and teacher meet or exceed 90% attendance requirements (if applicable) in the School Information System (SIS). For a reference, the list of 2018-19 EOG and EOC courses that considered the 90% attendance requirement were as follows:

EOG Course-to-Subject Table

EOG	Main course ID	Academic Remediation	Academic Enrichment	Connections Remediation	Connections Enrichment
ELA grade 4	23.005				
ELA grade 5	23.006				
ELA grade 6	23.011	23.0111	23.0112	23.0116	23.0117
ELA grade 7	23.012	23.0121	23.0122	23.0126	23.0127
ELA grade 8	23.013	23.0131	23.0132	23.0136	23.0137
ELA (Reading) grade 4	23.0016				
ELA (Reading) grade 5	23.0017				
ELA (Reading) grade 6	23.014	23.0141	23.0142	23.0146	23.0147
ELA (Reading) grade 7	23.015	23.0151	23.0152	23.0156	23.0157
ELA (Reading) grade 8	23.016	23.0161	23.0162	23.0166	23.0167
Math grade 4	27.015				
Math grade 5	27.016				
Math grade 6	27.021	27.0211	27.0212	27.0218	27.0217
Math grade 7	27.0220	27.0221	27.0222	27.0229	27.0227
Math grade 8	27.023	27.0231	27.0232	27.0236	27.0237

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EOC Course-to-Subject Table

EOC	Main course ID	Accelerated	AP/ Macro	AP - Micro	IB	IB	IB
American Lit/Comp	23.051		23.053		23.068	23.0612	23.073
Coordinate Algebra	27.0971	27.0975					
Algebra I	27.099	27.0994					

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 5th grade students on the 5th grade state assessment are generated using 3rd and 4th 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 3rd 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 EOG or EOC SGP courses in order for the student’s data to be included in the growth score for evaluation.

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- 2017-2018 Applicable high school courses only
- 2018-2019 Applicable middle and high school courses only
- 2019-2020 Applicable elementary, middle and high school courses
- 2020-2021 **Applicable elementary, middle and high school courses**
- 2021-2022 **Applicable elementary, middle and high school courses**

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 - 10%

The CCRPI School Climate Star Rating shows how well a school is fostering an atmosphere where students feel welcomed, safe, and respected. Additional information regarding the CCRPI School Climate Star Rating may be found at: <http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-Climate.aspx>

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

Figure 6: LKES CCRPI School Climate Star Rating

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

PART IV: Combination of Additional Data (Achievement Gap Reduction, Beating the Odds, CCRPI Data) – 20%

Combination of Additional Data will not be rated during the 2021-2022 school year due to the adjustments made for the COVID-19 pandemic in 2020-2021.

This component will consist of Achievement Gap Reduction, Beating the Odds, and/or CCRPI data. *Additional guidance for this component is currently under review. Steps to consider and an example from a Georgia LEA has been included to assist with your LEA’s ongoing planning. Note: If you need immediate assistance, please email your Evaluation System Specialist.*

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Steps to Consider before Rating the Combination of Additional Data Component

- Determine which (if not all) subcomponents (Achievement Gap Reduction, Beating the Odds, and/or CCRPI data) will be used by LEA/schools or grade-levels within the LEA
- Determine rating criteria for LEA
- Create rubrics (district determined) after reviewing data from previous years
 - Achievement Gap and CCRPI Data (CCRPI Scoring by Component)
<http://www.gadoe.org/CCRPI/Pages/default.aspx>
 - Beat the Odds Data
<https://gosa.georgia.gov/beating-odds-analysis>
- Rate the component in the TLSD Electronic Platform

EXAMPLE Combination of Additional Data Rating Process (Submitted by a Georgia LEA)

1. The LEA will begin the rating with the total CCRPI for each school. Note: The Example CCRPI Rubric was created by a Georgia LEA. These rubrics can be LEA specific.

Total CCRPI Score Rubric

CCRPI Score	Rubric Rating
<50	Level I
50-59	Level II
60-89	Level III
>90	Level IV

2. The Example LEA will then consider the Beating the Odds and Gap Reduction data (if applicable) for each school. Progress in these two areas (Beating the Odds and Gap Reduction data) could result in higher ratings on the Combination of Additional Data component.

Beat the Odds	Rating Revision
Yes	Increase one Level*
No	Remain the Same

3. If the school Beat the Odds, then increase the CCRPI rating by one level (if not already at Level IV) based on the LEA determined CCRPI Score Rubric, and you are finished. This is the Combination of Additional Data Rating. If the school did not Beat the Odds, then the Gap Reduction score will be considered.

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Closing the Gap Score (Gap reduction)	Rating Revision
≥ 50	Increase one Level*
≤ 49	Stay the Same

4. Based on Beating the Odds or Gap Reduction, schools may increase only one level based on the original CCRPI Score scale.

Achievement Gap Reduction

Additional information regarding Achievement Gap Reduction may be found at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Resdesigned%20CCRPI%20Support%20Documents/Redesigned%20CCRPI%20Overview%20011918.pdf>

Beating 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 *Beating the Odds* may be found at:

<https://gosa.georgia.gov/beating-odds-analysis>

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.

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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, (3) Student Growth, and a (4) Combination of Additional Data (Achievement Gap Reduction, Beating the Odds, and CCRPI data). The weights of each component are as follows:

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

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	≥ 3.5
Proficient	≥ 2.5 and < 3.5
Needs Development	≥ 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 Weight*	20%
Calculations	3×0.3	Calculations	3×0.1	Calculations	2×0.4	Calculations	4×0.2
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.

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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.

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

Level I ratings = 0 Level II ratings = 1 Level III ratings = 2 Level IV ratings = 3

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

Figure 13: CCRPI School Climate Star Rating

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

- Student Growth (40%)** – 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. 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.
 - 2017-2018 Applicable high school courses only
 - 2018-2019 Applicable middle and high school courses
 - 2019-2020 Applicable elementary, middle, and high school courses
 - 2020-2021 **Applicable elementary, middle, and high school courses**

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.

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- **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.

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

MeanGP Growth Rating Levels	MeanGP Score Range
Level I	MeanGP <35
Level II	MeanGP ≥35 and ≤45
Level III	MeanGP >45 and ≤ 60
Level IV	MeanGP > 60

*Denotes Mean Growth Percentile

Combination of Additional Data Rating (20%) – Combination of Additional Data will not be rated during the 2021-2022 school year due to the adjustments made for the COVID-19 pandemic in 2020-2021.

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 TLSD Electronic Platform

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The *GaDOE TLSD Electronic Platform* shall provide web-based access to multiple components of the Leader Keys Effectiveness System. The GaDOE TLSD 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 TLSD Electronic Platform can be accessed through the GaDOE Statewide Longitudinal Data System. 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
- 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	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 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, 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	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 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
<i>In addition to meeting the requirements for Level III</i>	<i>Level III is the expected level of performance.</i>		
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>	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, or retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, or retains quality instructional and support personnel.

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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	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 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	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 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.