



Evaluation Notification for Clayton County Public Schools 2026 - 2027

Performance Evaluation Written Notification for LKES

In accordance with Senate Bill 364, at the start of the school term (i.e., the first day students are required to be in attendance), Clayton County Public Schools shall provide a written notice (either electronic or paper) that a performance evaluation will be conducted in that school term with each teacher of record, principal, and assistant principal affected or, if the affected teacher of record, principal, or assistant principal is hired after the start of the school term, then no later than 25 days after the contract is executed. Your annual evaluation for this 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. The written notice shall include:

1. a copy of a staff performance evaluation handbook (**available at www.gadoe.org**) that includes:
 - a. a copy of the evaluation performance appraisal rubric to be used to rate the teacher of record, principal, and assistant principal against identified standards, goals, and other tools to be used to determine a performance evaluation rating;
 - b. a summary of the manner in which measures of student growth and professional practice to be used in the evaluation relate to the performance evaluation ratings of "Level IV", "Level III", "Level II", "Level I", or as set forth in the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) implementation and evaluation handbooks; and
2. a summary of the Clayton County Public Schools' procedures related to the provision of professional learning plan with remediation in the event a teacher of record, principal, or an assistant principal receives a "Level II" or "Level I" rating, respectively, to include evaluation tools to be used during the remediation period.

School Leaders' Evaluation Process	
Who will be evaluated?	The Leader Keys Effectiveness System (LKES) is designed for use with school leaders, both principals and assistant principals, who are full-time or part-time leaders for a given school year. 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 school district. Only fully trained and credentialed LKES evaluators can evaluate school leaders.
What are the components of the evaluation system?	a) Leader Assessment on Performance Standards (LAPS) The below component ratings contribute to the LEM score. LEM scores will not be determined for SY26-27. b) Student Growth c) School Climate Survey d) Combination of Additional Data
What is the Leader Performance Standards (LAPS) process?	• LKES Orientation • LAPS Familiarization (year-long process) • LAPS Self-Assessment • LAPS Formative Assessment • LAPS Required Conferences: Minimum of three (preconference, mid-year conference, and summative evaluation conference) • LAPS Summative Assessment In completing the summative assessment and determining a rubric-based rating on each of the eight performance standards, the evaluator will determine where the totality of evidence and consistency of practice exists for the entire evaluation period. The judgment should be based on observations and progress on each performance standard, documentation of practice and process provided by the leader or collected by the evaluator, progress toward meeting performance goals, and the CCRPI School Climate Star Rating Survey. LEM scores will not be determined for SY26-27.
What are the required conferences and notification procedures?	All principals and assistant principals will have a pre-evaluation conference, mid-year evaluation conference, and a summative conference. All principals and assistant principals will be notified of and have access to the results of any formative observations conducted throughout the school year within ten working days of such evaluation or observations. A principal, assistant principal, or an evaluator of any such individuals may request a conference within ten working days of notice of results of a formative observation and a conference will be provided within ten working days of the request. Conferences will include the individual being evaluated, his or her supervisor, and the evaluator, unless otherwise agreed upon. Leaders are permitted to use the school district's local (Clayton County Public Schools) complaint process to file grievances related to procedural deficiencies on the part of the local school system (Clayton County Public Schools) or charter school in conducting LKES evaluations. A leader's performance rating(s), Professional Learning Plan (PLP) for Remediation, and job performance cannot be disputed through the complaint process.



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When can a leader be placed on a Professional Learning Plan for Remediation (PLP for Remediation)?	The Professional Learning Plan (PLP) for Remediation is an intensive effort toward improvement of leader practice and effectiveness. Therefore, a rating of "Level II" or "Level I" earned at any time may trigger a PLP for Remediation. A PLP for Remediation may also be used when a principal or assistant principal does not meet the professional duties, responsibilities, and expectations required of the leader. A PLP for Remediation may be developed during the conference, as needed, or at any other time during the school year. The evaluator in collaboration with the leader may also develop it. If a leader is placed on a PLP for Remediation, additional conferences should be scheduled as follow-up to the PLP for Remediation and documented.
What are the weights of the LKES Components?	Weighting of LKES components in calculating the Leader Effectiveness Measure (LEM) is as follows: LAPS is weighted 30%; Student Growth 40%; CCRPI School Climate Star Rating Survey 10%; Combination of Additional Data (Achievement Gap Reduction, Beat The Odds and CCRPI Data) 20%.
90% Attendance	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.
What happens when an administrator receives an overall evaluation rating of Level II or Level I?	A rating of "Level I" constitutes evidence of incompetency. The leader/administrator must be placed on a formal Professional Learning Plan for Remediation (PLP for Remediation) if the rating received on the summative assessment is a Level II or Level I. The plan must include specific guidelines and timelines for improvement in the area(s) rated below Level III. Evaluation results will be used to base decisions regarding retention, promotion, compensation, dismissals, and other staffing decisions, including transfers, placements, and preferences in the event of reductions in force.
What is the role of LKES?	The calculations of Student Growth and Academic Achievement within LKES are based on the same student assessments that are used to determine student growth within TKES. Thus, it is not possible to fully implement LKES without the simultaneous full implementation of TKES. Therefore, the teaching positions of those teachers who are supervised by those leaders being evaluated with LKES will be considered.

Acknowledgement: I have received a LKES evaluation handbook and written notification about the evaluation system I will undergo during the school year.

Administrator's
Name: _____

Supervisor's
name: _____

Administrator's
Signature: _____

Supervisor's
Signature: _____

School: _____

Date: _____