Georgia Leader Keys Effectiveness System Implementation Procedures

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"Making Education Work for All Georgians"

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Georgia's Race to the Top (RT3) Overview

The Race to the Top fund is a $4 billion grant opportunity provided in the American Recovery and Reinvestment Act of 2009 (ARRA) to support new approaches to school improvement. The funds are made available in the form of competitive grants to encourage and reward states that are creating conditions for education innovation and reform, specifically implementing ambitious plans in four education reform areas:

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most.
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.
- Building data system that measure student growth and success, and inform teachers and principals about how they can improve instruction.
- Turning around our lowest–achieving schools.

Georgia's vision as set forth in the application:

"To equip all Georgia students, through effective teachers, leaders and through creating the right conditions in Georgia's schools and classrooms, with the knowledge and skills to empower them to 1) graduate from high school, 2) be successful in college and/or professional careers, and 3) be competitive with their peers throughout the United States and the world."

Georgia's application was prepared through a partnership among the Governor's Office, the Georgia Department of Education, and the Governor's Office of Student Achievement and education stakeholders. Four working groups and a fifth critical feedback team consisting of teachers, principals, superintendents, higher education faculty, non–profit and informal education organizations, state policy makers, and members of the business and philanthropic communities developed the ideas for inclusion in the state's winning application. Georgia was awarded $400 million to implement its Race to the Top plan and the State Board of Education has direct accountability for the grant.

Georgia is partnering with 26 school systems around the state. Half of the awarded funds will remain at the state level and half will go directly to partnering local education authorities (LEAs) via their Title I formula. All funds are to be used to implement Georgia's RT3 plan. A Memorandum of Understanding was signed by each LEA's superintendent and board chair. These LEAs make up 40 percent of public school students, 46 percent of Georgia's students in poverty, 53 percent of Georgia's African American students, 48 percent of Hispanics and 68 percent of the state's lowest achieving schools. The Race to the Top districts include: Atlanta Public Schools, Ben Hill, Bibb, Burke, Carrollton City Schools, Chatham, Cherokee, Clayton, Dade, DeKalb, Dougherty, Gainesville City Schools, Gwinnett, Hall, Henry, Meriwether, Muscogee, Peach, Pulaski, Rabun, Richmond, Rockdale, Spalding, Treutlen, Valdosta City

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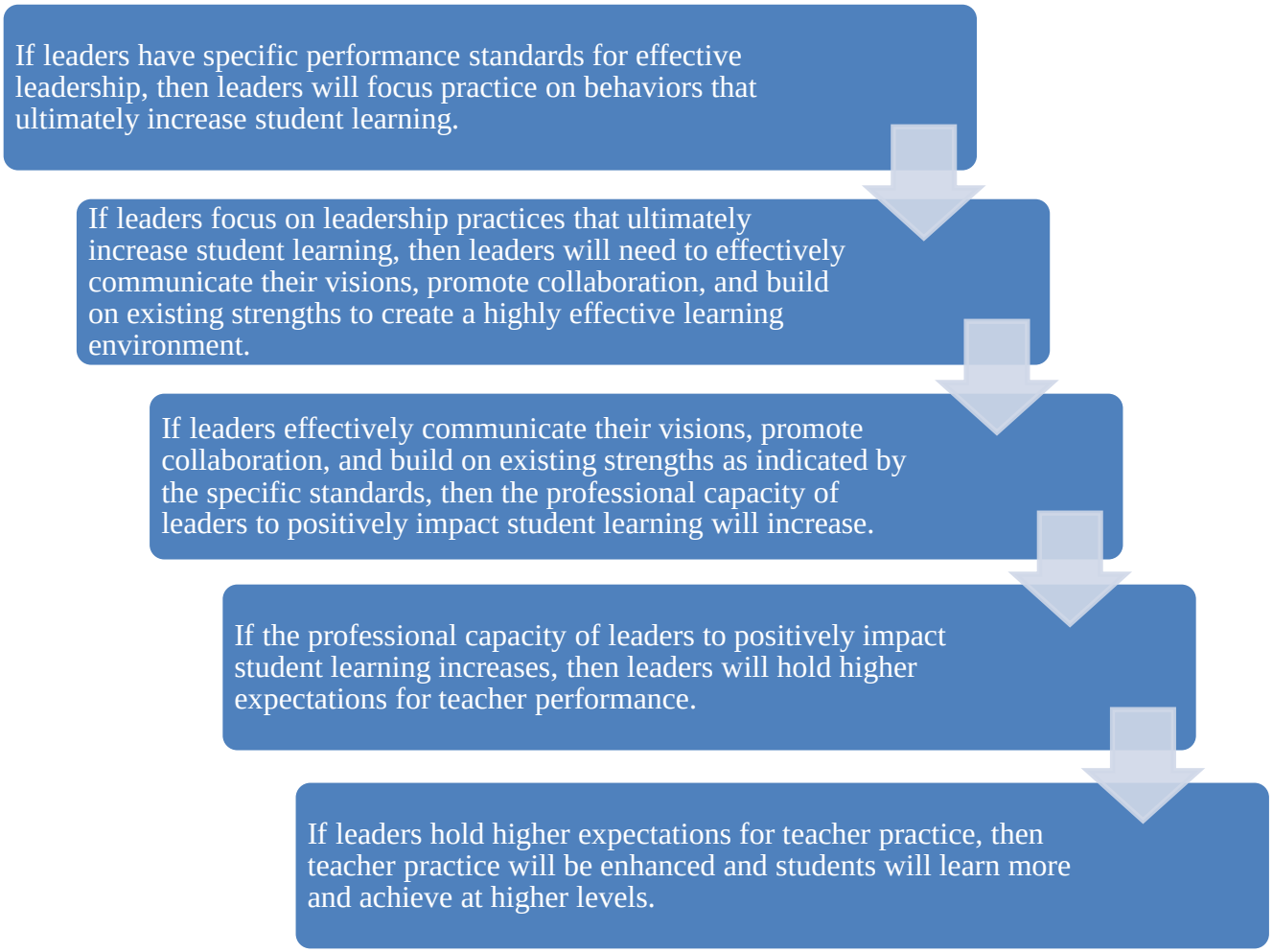
Schools and White. These schools districts will begin full implementation of the Teacher Keys Effectiveness System and Leader Keys Effectiveness System for the 2012-2013 school year.

Though research indicates the most important factor in a student's education is first and foremost, the teacher, today's school leader is expected to lead their school with this ultimate goal of increasing student learning while helping staff to grow professionally. The goal of Georgia's Leader Keys Effectiveness System (LKES) is to provide leaders with meaningful feedback and to support the continuous growth and development of each leader by monitoring, analyzing, and applying pertinent data from multiple sources toward attainment of established performance goals. LKES offers clear and precise indicators and resources to leaders throughout the process. This document outlines the LKES framework, as well as, the initiative's procedures that apply to pilot/full implementation years beginning 2012-2013, unless otherwise specified.

The Theory of Action, found in Figures 1 and 14, outlines the step-by-step process of leader effectiveness, which ultimately leads to the goal of increased student learning.

Figure 1: Theory of Action Part I



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I. GaDOE Leader Keys Effectiveness System (LKES) Introduction

The Georgia Department of Education has designed, in collaboration with the 26 partner districts, the Leader Keys Effectiveness System (LKES) with multiple components that provide data and feedback regarding leader performance from different sources and perspectives. LKES is designed to provide information that will guide professional growth and development for leaders, as well as, to provide information that will be used in the calculation of the annual Leader Effectiveness Measure (LEM). Collection of leader effectiveness data and feedback on performance goal attainment will occur throughout the process. The Leader Keys Effectiveness System provides a common evaluation system that allows the state to ensure consistency across districts, based on a common definition of leader effectiveness.

For procedural purposes, the reference to leader will be used to include the roles of principal and *assistant principal throughout the implementation procedures.*

Primary Purpose of the Leader Keys Effectiveness System

The primary purposes of LKES are to:

- Optimize student learning and academic growth;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools;
- Provide a basis for leadership improvement through productive leader performance appraisal and professional growth; and
- Implement a performance evaluation system that promotes collaboration between the leader and evaluator, and promotes self-growth, leadership effectiveness, and improvement of overall job performance.

II. Leader Effectiveness Measure (LEM) Calculations

General Guidelines for LEM

Leaders will receive a LEM based on data from the components of LKES. Percentages/weighting of LKES components in calculating the LEM is as follows: LAPS weighted 30%; SLOs and SGP growth measures weighted 50%; and Achievement Gap Reduction weighted 20%. The Leader Effectiveness Measure will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*. The Georgia Department of Education (GaDOE) will continue to analyze the 2012 pilot data and make revisions, adjustments, or additions as necessary throughout the 2012-2013 pilot/full implementation year.

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Work will continue on decision tables for leaders, who will have Student Growth and Academic Achievement measures from both Student Learning Objectives (SLO) and Student Growth Percentiles (SGP). Further analysis of data will occur for leaders who have student growth measures from multiple courses with Student Growth Percentile measures, or from both Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teachers have SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

During the full implementation year, Student Growth Percentiles and Student Learning Objectives performance will be weighted at 50% of the LEM. The Student Growth and Academic Achievement Component (SLO, SGP, and Achievement Gap Reduction) of the LKES will be fully implemented during the 2012-2013 school year but will not be used for the purpose of annual evaluation ratings at the district level. These components will be a "hold harmless rating" during the 2012-2013 school year at the district level for Human Resource purposes; however, the results will be calculated into the LEM in July 2013 for feedback to leaders and evaluators.

In calculating a score in Student Growth and Academic Achievement for leaders, only measures that include a minimum of 15 students will be used. If an entire school has fewer than 15 students in a grade level or course calculation for SGP or SLO, those growth measures will not be used in the LEM calculations.

Where more information is required for a decision, evaluators will review all information regarding a leader's performance within the context of the school and any unusual circumstances that should be considered. In determining the appropriate LEM rating, the evaluator will determine if either measure should be considered an aberration given the extenuating circumstances, or if the measure reflects a consistent performance trend. Leaders who receive a Leader Effectiveness Measure of Needs Development or Ineffective must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below Proficient.

Leaders employed for the full school year, or for a minimum time equivalent to 65% of the school year, shall be evaluated using all components of LKES. Data will be collected during the appropriate window of each component of LKES for all leaders employed at the time designated. Leaders who are not employed for a full year, or for a minimum time equivalent to 65% of the school year, will be evaluated using the LKES components as determined by the district to be appropriate, depending upon the time and length of employment.

Leaders employed for the full school year will have a Leader Effectiveness Measure (LEM) Score.

Leaders hired mid-year, or who take leave for more than half of the minimum time equivalent of 65% of the school year, shall receive feedback on the Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Achievement (SGP,

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Achievement Gap Reduction, and SLO) components of LKES. However, they will not receive a LEM.

Leaders who serve more than one school in a district will be designated a home school by the school district. The LKES implementation will require collaboration among school leaders, schools, district personnel, and GaDOE to make appropriate decisions on utilizing the LAPS, Governance and Leadership, and Student Growth and Academic Achievement (SGP, Achievement Gap Reduction, and SLO) in calculating a LEM.

Another consideration for the LEM calculation is the length of time students are enrolled in a school. The following student guidelines will be used in the leader's LEM calculation.

- A Full Student Roster Model, which links students to a school, will be utilized. The growth scores of students who are enrolled in the school school for 65% of the entire school year are incorporated into a leader's LEM.
- Utilizing a Full Student Roster Model, transient students' attendance will be monitored for inclusion according to the LEM guidelines given above.
- Retained students will be weighted the same as a non-retained student.

GaDOE will continue to research the appropriate minimum amount of time a student should be enrolled in a course in order to be included in a teacher's and leader's performance measures for the purpose of determining annual evaluation ratings. Data from the 2012-2013 implementation year will also be used to inform a final decision on this requirement.

III. Leader Keys Effectiveness System (LKES) Process

During the 2012-2013 pilot/full implementation year, leaders will be credentialed and evaluated using the Leader Keys Effectiveness System process within the GaDOE TLE Electronic Platform.

LKES Training and Evaluator Credentialing

The LKES evaluators will be fully trained and credentialed, beginning with the 2012-2013 pilot/full implementation year. The credentialing process will provide calibration and further increase the alignment of evaluation ratings. Additionally, principals may be trained and credentialed as evaluators during the 2012-2013 school year in preparation for the 2013-2014 LKES implementation with assistant principals. Assistant principals will receive LKES Orientation during the 2012-2013 school year, in preparation for the 2013-2014 LKES implementation. The GaDOE recommends that all principals go through evaluator training and credentialing on LKES as soon as possible.

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Positions to be Evaluated

The 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. The implementation plan for a leader who serves as part-time leader and part-time teacher will be a customization agreed upon by GaDOE and the school district. Customization of the evaluation plan should follow the decision-making procedures outlined by the GaDOE.

Principals may be trained and credentialed as LKES evaluators in the 2012-2013 pilot/full implementation year, and they will be evaluated using this instrument. Districts have the option of whether or not to evaluate their assistant principals using LKES during the pilot/full implementation year. Districts will be required to implement LKES for both principals and assistant principal during 2013-2014.

Evaluators

The LKES evaluators should be fully trained and credentialed, beginning with the 2012-2013 pilot/full implementation year, in using the components of LKES. The credentialing process will provide calibration and further increase the alignment of evaluation ratings. Evaluators may include:

School District Superintendents
Area Assistant Superintendents
Regional Assistant Superintendents
Associate Superintendents
Principals

Other evaluators may be determined by the district superintendent or designee.

The district-level evaluator should serve as the model of appropriate evaluation practices, may coordinate all evaluation activities for the principal, and may be given ultimate responsibility for all evaluation activities within the district pertaining to the LKES. Following successful credentialing training, evaluators are encouraged to continue to practice to strengthen inter-rater reliability based on the LAPS performance standards and rubrics.

School districts have the option to include additional credentialed evaluators outside the school as determined appropriate for that district. The district-level evaluator may also assign multiple evaluators to any leader participating in LKES.

LKES Orientation

To ensure both leaders and evaluators understand the LKES process, including the expectations of LAPS and the student growth components, an orientation session will be available as soon as feasible after district staff receive LKES training. A PowerPoint presentation and video will be accessible on the GaDOE TLE Electronic Platform to assist with the orientation. In addition, leaders can access the *LKES Handbook* under LKES Resources on the GaDOE TLE Electronic Platform. The orientation session should stress the importance of the process and the evaluator's

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clear and relevant feedback. Leaders should already be familiar with the basic components of LKES due to their exposure to the Teacher Keys Effectiveness System, so additional familiarization sessions may not be necessary but may be provided if needed.

LKES Self-Assessment

In the 2012-2013 pilot/full implementation year, the leader shall complete a self-assessment of the eight LKES LAPS standards as soon as possible following the orientation. The self-assessment will be completed within the GaDOE TLE Electronic Platform, and it will be available to both the leader and the designated evaluator for review, planning professional learning, and setting performance goals.

LKES Conferences

Conferencing is an integral part of the LKES process. Ongoing dialogue between the evaluator and leader opens opportunities for rich conversation about leader effectiveness, goal attainment, and the performance standards. Evaluators should ask guiding questions that allow leaders to review and reflect on this work, ensuring a balance between accountability for student growth and academic achievement and for professional growth. Effective leaders are those who boost academic achievement for all students, increase the effectiveness of their teaching staffs, and consistently take leadership actions necessary to improve outcomes for students. Face-to-face conferencing provides evaluators and leaders time to develop clear expectations, design appropriate professional growth plans, and address individual performance goals and needs. The Documentation of Conference for the Record template is available in the GaDOE TLE Electronic Platform to use for documenting conferences in the LKES process.

1. A *Pre-Evaluation Conference* (October) is in follow-up to the LKES Orientation and LKES Self-Assessment and may be held during or after the leader's completion of the Performance Goal Setting process. It shall occur before the evaluation process continues with the leader. The pre-evaluation conference should be held individually.

2. The *Mid-Year Formative Assessment Conference* (January/February) will be held to discuss the Formative Assessment Report, progress toward performance goal attainment on both of the leader's performance goals, and school wide Student Growth and Academic Achievement data to date. The conference should be held individually.

3. A *Summative Assessment Conference* (May) will be held to discuss the Summative Assessment Report, performance goal attainment on both of the leader's performance goals, and school wide Student Growth and Academic Achievement data to date. The conference should be held individually.

Figure 2 reflects a suggested timeline for LKES conferences.

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Figure 2: Suggested Timeline for LKES Conferences

Date	Meeting Focus/Materials	Meeting Description
October 2012	**Pre-Evaluation Conference** *Orientation (signed off)* *Self-Assessment* *Performance Goal Setting Form*	Leader and evaluator review Self-Assessment and finalize the leader's two performance goals.
January/February 2013	**Mid-year Formative Assessment Conference** *School wide Student Growth and Academic Achievement data to date reviewed* *Progress on Performance Goals* *Formative Assessment Form* *Documentation (Leader and Evaluator)* *Additional data sources*	Leader and evaluator review the Formative Assessment results and ratings, the progress of two performance goals and any additional documentation needed.
April/May 2013	**Summative Assessment Conference** *School wide Student Growth and Academic Achievement data to date reviewed* *Performance Goals data* *Summative Assessment Form* *Documentation (Leader and Evaluator)* *Observation data (if applicable)* *Additional data sources*	Leader and evaluator review the Summative Assessment results and ratings, all documentation, and attainment of performance goals. Ratings will be used to calculate the LEM.

IV. Components of the Leader Keys Effectiveness System (LKES)

As shown in Figure 3, the Leader Keys Effectiveness System (LKES) consists of three components which contribute to an overall Leader Effectiveness Measure (LEM): Leader Assessment on Performance Standards (LAPS), Student Growth and Academic Achievement, and measures of Governance and Leadership.

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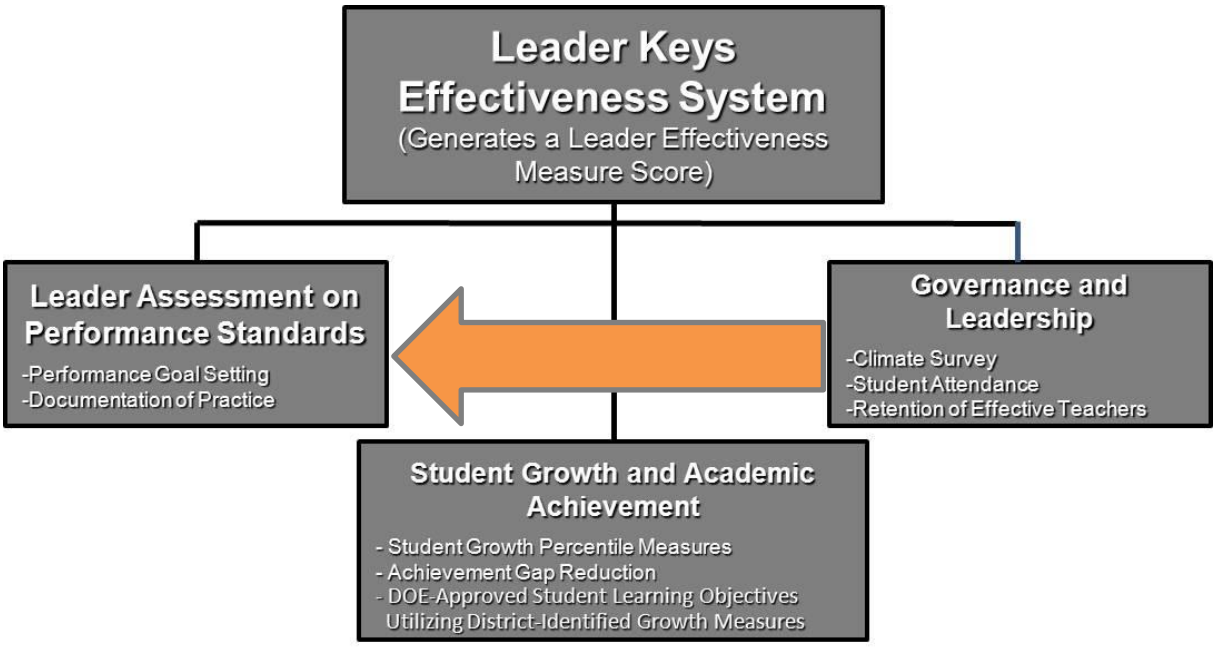
Figure 3: Leader Keys Effectiveness System (LKES) Framework



The three components of the Leader Keys Effectiveness System include:

1. **Leader Assessment on Performance Standards (LAPS)**: Ratings, commentary and documentation on eight performance standards provide evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance and effectiveness. It is prescriptive in defining common purposes and expectations, thereby guiding effective practice. A leader's self-assessment, performance goal setting of two performance goals, and documentation sources provide flexibility while reflecting performance on the eight standards essential to the LAPS.

2. **Student Growth and Academic Achievement:**
   a. **Student Growth Percentile (SGP) Measures:**
   SGP measures describe a student's growth relative to his/her academic peers – other students with similar prior achievement (i.e., similar history of scores). A growth percentile can range from 1 to 99, and is generated for each student which describes his/her "rank" on current achievement relative to other students with similar score histories. Annual calculations of student growth 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 will be included in the LEM.
   b. **Achievement Gap Reduction:**
   An achievement gap is the difference in student performance between a focal group and a reference group. The focal group is the group of interest while the reference group is the target group. An achievement gap reduction is a decrease in the achievement gap from one school year to the next. The goal of measuring achievement gap reduction is to focus on increasing the achievement of schools' focal groups, which are schools' lowest achieving students.

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c. **Student Learning Objective (SLO) Measures:**
SLOs are measures of student growth based on district-determined, GaDOE approved, student learning objectives for courses that are not assessed using state assessments. SLOs are content-specific, grade level learning objectives that are measurable, are focused on growth in student learning, and are aligned to curriculum standards. SLOs give school, district, and state leaders an additional means by which to understand, value, and recognize success in the classroom. The SLO calculations may be considered indicators of a school leader's effectiveness and will be included in the LEM.

3. **Governance and Leadership:** Administration of a climate survey to certified and classified staff will occur during the 2012-2013 pilot/full implementation year. Student attendance data and data gathered on the leader's effectiveness in retention of effective teachers will be collected within the GaDOE TLE Electronic Platform. These measures are considered indicators of leader effectiveness and will be used as documentation to inform the LAPS performance rating. GaDOE will continue to analyze the 2012 pilot data and make revisions, adjustments, or additions as necessary throughout the 2012-2013 pilot/full implementation.

Additional information, timelines, and forms to support the Leader Keys Effectiveness System (LKES) are provided in the Appendices. The LKES timeline is located in Appendix A. Acronyms and Definitions are noted in Appendix B.

LKES Component: Leaders Assessment on Performance Standards (LAPS)

The Leader Assessment on Performance Standards provides evaluators with a qualitative, rubric-based evaluation method by which they can measure leader performance related to quality performance standards. The overarching goal of LKES is to support the continuous growth and development of each leader by monitoring, analyzing, and applying multiple sources of pertinent data compiled within a leader effectiveness system including purposeful feedback. LAPS offers balanced structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective practice.

Distinguishing Characteristics of the Leader Assessment on Performance Standards

The Leader Assessment on Performance Standards component has several distinctive characteristics. It provides:

- A focus on the relationship between professional performance and improved student academic achievement.
- Sample performance indicators for each of the leader performance standards.
- A system for documenting leader performance based on multiple data sources.
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of leaders in the evaluation process.

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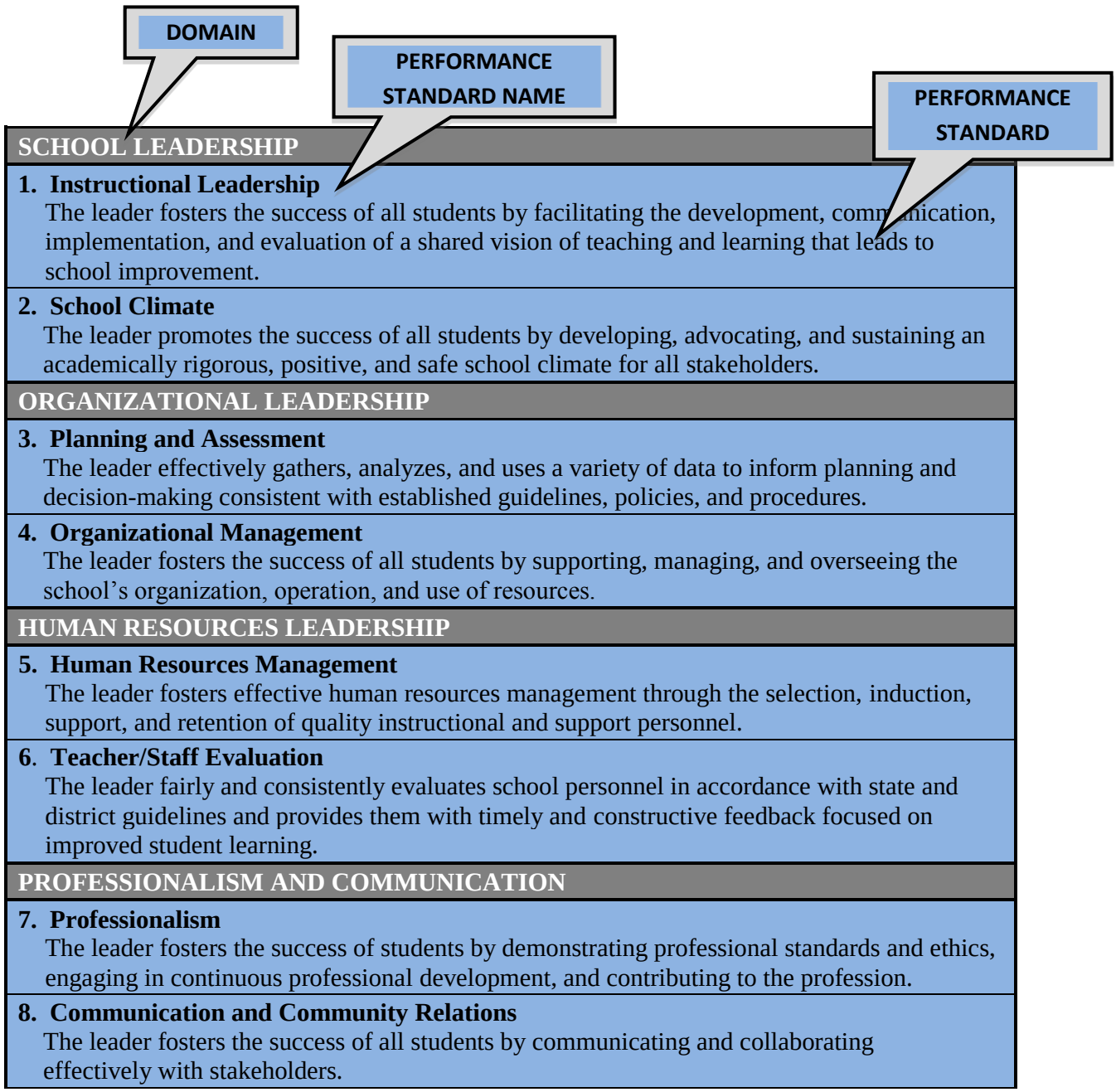
LAPS includes documentation from multiple data sources (observations, walkthroughs, site visits, commentary, conferences, notes, or records) to provide a comprehensive view of a leader's practice utilizing eight rubric-based performance standards and performance goal attainment. These multiple sources guide the formative and summative LAPS assessment during the pilot/full implementation year. The Leader Assessment on Performance Standards component of the LKES, comprising four domains and eight performance standards, is outlined in Figure 4.

Figure 4: Domains and Performance Standards



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LAPS Performance Rating

During the LAPS process, evaluators will be required to complete one formative and one summative assessment on each leader. Formative assessment allows evaluators to provide commentary, review documentation and provide ongoing feedback to leaders. The summative assessment provides evaluators the opportunity for commentary, documentation review, and ratings on the overall success of meeting the performance standards and performance goals. On both the formative and summative assessments, evaluators will be required to make decisions about a leader's effectiveness on the eight performance standards, and achievement of the two performance goals as related to the eight standards, based on the "**totality of evidence and consistency of practice."** The evidence and practice will consist of documentation provided by leaders and evaluators, as well as relevant evaluator commentary, observations, walkthroughs, site visits, records, notes, and conferences. Within the TLE Electronic Platform, evaluators will use the *Formative Assessment Report Form* and the *Summative Assessment Report Form* to write comments and to provide an assessment rating on each of the eight performance standards using the performance appraisal rubrics. Figure 5 provides suggested criteria for each of the LAPS performance rubric ratings, while Figure 6 reviews the frequency of terminology.

Figure 5: LAPS Rating Definitions

Rating Category	Definition
Exemplary Performance The leader performing at this level maintains performance, accomplishments, and behaviors that continually and considerably surpass the established performance standard and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains and continuous school improvement. Additionally, the leader continually seeks ways to serve as a role model and collaborative leader.	Exemplary Performance: • Sustains high performance over a period of time. • Continually seeks ways to serve as a role model and collaborative leader. • Continually exhibits leadership behaviors that have a strong and lasting positive impact on staff performance and student learning. • Continually creates a positive school climate that builds leadership capacity and overall school improvement.
Proficient Performance The leader performing at this level consistently meets the established performance standards and does so in a manner that is consistent with the school's mission and goals and has a positive impact on student learning and school improvement.	Proficient Performance: • Consistently meets the requirements of an effective leader as expressed in the evaluation criteria. • Consistently exhibits leadership behaviors that result in positive staff performance and student growth/learning gains. • Consistently demonstrates willingness to learn and apply new leadership skills. • Consistently creates a positive school climate which fosters overall school improvement.

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Needs Development The leader inconsistently performs at the established level of performance or performs in a manner that is inconsistent with the school's mission and goals and may result in below average student learning gains. The leader may exhibit development toward proficiency in the standard, but has not yet reached the full level of proficiency expected, or the leader's performance is lacking in a particular area.	Needs Development: • Inconsistently meets the requirements of an effective leader as expressed in the evaluation criteria. • Leadership results in inconsistency in staff performance and lower than expected student growth/learning gains. • Inconsistently attains performance goals. • Exhibits an identified need for planned professional development in performance standard(s).
Ineffective Performance The leader performs below the established level of performance for effective leadership or performs in a manner that disregards the school's mission and goals and may result in minimal student learning gains.	Ineffective Performance: • Does not meet the requirements of an effective leader as expressed in the evaluation criteria. • Leadership results in ineffective staff performance and minimal student growth/learning gains. • Does not attain performance goals. • May contribute to a recommendation that the employee is not considered for continued employment.

Figure 6: Frequency Terminology

FREQUENCY TERMINOLOGY		
Terms ranked by degree of frequency	**Definition**	**Example**
Consistently	Occurs at regular intervals	Every week *(Regular intervals will vary depending on the standard and the task.)*
Continually	Occurs with high frequency, appropriately, and over time.	Every day, every setting *(Frequency will vary depending on the standard and the task.)*

***Proficient* is the expected level of performance.** Leaders who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and continually exceed the standard. Leaders who are rated *Exemplary* on a standard will be considered role models and collaborative leaders. The intent of the language found in the *Exemplary* rating is to encourage a leadership role beyond that which is implied in the nature of the position. The exemplary leader shows an initiative to build leadership capacity and leadership growth within those individuals he/she supervises.

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LAPS Documentation

A fair and equitable performance evaluation system for an educational professional acknowledges the multi-faceted role of the leader and the complexities of the job. Multiple data sources are important to provide a comprehensive and authentic *performance portrait* of a leader's work. The Leader Keys Effectiveness System takes into account several data sources. The LAPS process focuses on multiple data sources in particular.

Performance Goal Setting

The first required data source for the LAPS component is Performance Goal Setting. Leaders are required to set two performance goals. Evaluators and leaders will determine the focus of the goals. However, leaders are encouraged to consider linking at least one performance goal to the School Improvement Plan. These goals should be created using SMART criteria; that is, they should be specific, measurable appropriate, realistic, and time-bound. Figure 7 further describes each SMART element.

Figure 7: SMART Elements

Specific:	The goal is focused on school improvement.
Measurable:	An appropriate instrument/measure is selected to assess goal attainment.
Appropriate:	The goal is within the leader's control to effect change and is a worthwhile focus for the school year.
Realistic:	The goal is feasible for the leader to attain.
Time-bound:	The goal is contained within a single school year.

Leaders may use several sources in setting the performance goals. Multiple sources may include: school improvement plan, system priorities, student achievement data, self-assessment areas for growth, or the leader's professional development goals. Leaders should complete the *Performance Goal Setting Form* within the TLE Electronic Platform and submit two performance goals to their evaluator by October 31 during the pilot/full implementation year.

Leaders will identify the performance standard(s) to which each of the goals applies, as well as the strategies and documentation that support the attainment of these goals. Multiple data sources should be identified and baseline data may be included in measuring goal attainment.

Evaluators will conduct a Mid-Year Formative Assessment Conference, which shall include discussions regarding effective implementation of performance standards and progress towards performance goals. These discussions should reflect the effectiveness of the selected strategies and supporting documentation. Modifications may be made as needed throughout the process. During the Summative Assessment Conference, evaluators will discuss

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performance on the standards and all performance goal data used to inform the final summative assessment rating.

Documentation of Practice

Documentation of practice is the second required data source for the LAPS component and provides evaluators with information related to specific standards and goal performance. Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, two-way communication with their evaluators, and frequency of practice. Documentation can confirm a leader's strengths and/or identify areas for growth.

Sources of data to provide a comprehensive and authentic performance portrait of a leader's work may include observations, walkthroughs, site visits, commentary, conferences, notes, or records. Evaluators may maintain or request documentation electronically via the GaDOE TLE Electronic Platform. An *Examples of Documentation Evidence* sheet is provided there for the evaluator's consideration. Leaders are responsible for submitting documentation to the evaluators showing evidence related to each standard for consideration in the formative assessment. Evaluator reviews of all documentation should take place between October and February, or by a date designated by the school district. This initial review should take place before the formative assessment. Based on feedback from the formative assessment, leaders and evaluators may submit additional documentation prior to the summative assessment.

LAPS Formative Assessment

Evaluators will provide a LAPS formative assessment rating on each of the eight performance standards during the Mid-Year Formative Assessment Conference. The formative assessment rating is based on a "**totality of evidence and consistency of practice"** during the formative assessment period. For the LAPS portion of the Leader Keys Effectiveness System, the formative assessment will consist of documentation provided by the leader, as well as the evaluator, commentary, documentation, observations, conference notes or relevant records. Evaluators will rate the leader using the *Formative Assessment Report Form* found on the GaDOE TLE Electronic Platform. Evaluators will offer commentary and provide a formative assessment rating on each of the eight performance standards using the performance appraisal rubrics. The Mid-Year Formative Assessment Conference will also occur at this time regarding effective implementation of performance standards and progress made toward attainment of the performance goals set during the Pre-Evaluation Conference. The formative assessment must be completed by February 1, 2013, during the 2012-2013 pilot/full implementation year.

LAPS Summative Assessment

After collecting multiple data throughout the school year, evaluators will provide a summative assessment rating on each of the eight performance standards during the Summative Assessment

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Conference. Evaluators will use the *Summative Assessment Report Form* found on the GaDOE TLE Electronic Platform to evaluate performance on each standard using the performance appraisal rubrics. The evaluator is required to review all LAPS supporting documentation found in the multiple data sources provided by the leader and the evaluator, including Performance Goal data as it relates to the indicated performance standard.

In completing a summative assessment and determining a rubric-based rating on each of the eight performance standards, the evaluator shall determine where the **"totality of evidence and consistency of practice"** exists for the entire evaluation period. The LAPS summative assessment is based on documentation of practice and process through multiple data sources, including the attainment of two performance goals, along with all data related to measures of Governance and Leadership (climate surveys, student attendance, and retention of effective teachers) aligned to the appropriate performance standards. The summative assessment is due to the GaDOE within the TLE Electronic Platform by May 15, 2013.

In many instances, there may be sources of documentation that support multiple standards. In reaching a decision on using and applying the gathered data, and in determining a summative assessment rating for each performance standard, it will be important to consider to which standard(s) the documentation best aligns.

Leaders will receive an overall LAPS score as determined by the individual ratings on each performance standard at the Summative Assessment Conference. During the pilot/full implementation year, a summative rating of *Exemplary* is 3 points, a summative rating of *Proficient* is 2 points, and a summative rating of *Needs Development* is 1 point. A summative rating of *Ineffective* has no point value. Evaluators will use the GaDOE TLE Electronic Platform to add the point value for all eight standards to produce a final summative LAPS score. The summative assessment is **not** an average of ratings on each of the eight performance standards. Figure 8 provides an example of summative ratings.

Figure 8: Example of Summative Rating

Rating	Point Value	Number of Standards Rated at that Level	Computation
Exemplary	3	1	3 x 1 = 3 pts
Proficient	2	5	2 x 5 = 10 pts
Needs Development	1	1	1 x 1 = 1 pt
Ineffective	0	1	0 x 1 = 0 pts
			Total = 14 pts

The LAPS summative score will be weighted as 30% of the overall Leader Effectiveness Measure (LEM). Evaluators will provide feedback to leaders on the summative assessment at the

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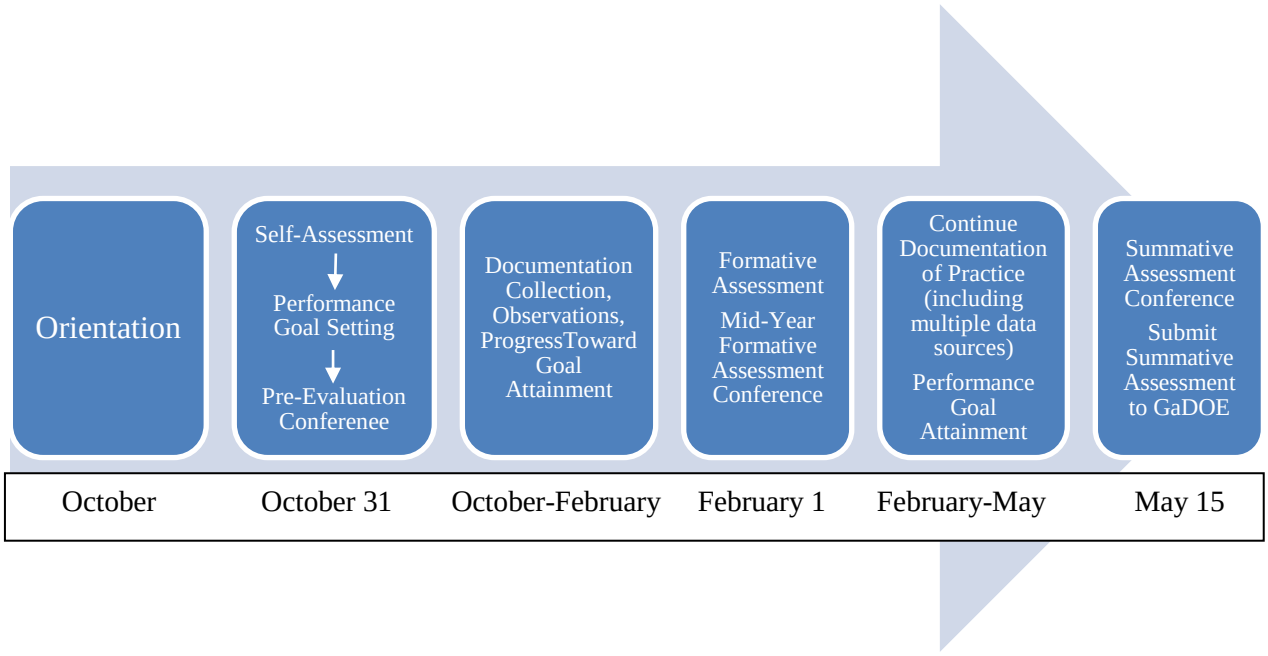
Summative Assessment Conference. The summative assessment is due to the GaDOE by May 15 within the TLE Electronic Platform.

Process for Implementation of the Leader Assessment on Performance Standards

The process by which participating districts and schools will implement the LAPS portion of the Leader Keys Effectiveness System is depicted in Figure 9.

Figure 9: Leader Assessment on Performance Standards Process Flow Chart



LKES Component: Governance and Leadership

The Governance and Leadership component of the Leader Keys Effectiveness System consists of climate surveys, student attendance, and retention of effective teachers.

Climate Surveys

Climate surveys will be one source of data and documentation of leader effectiveness. Surveys provide information on staff perception regarding a leader's performance. An advantage of using a survey design includes the ability to collect perception data and provide feedback directly to the leader for continuous improvement. In LKES, climate surveys will be used as one data source and will provide documentation aligned to specific performance standards. The GaDOE has on-going technical assistance in determining alignment of survey questions to the performance standards. This alignment will be provided in a later edition of the LKES Implementation Procedures.

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The survey documentation must be used to inform the summative assessment rating for those standards and the survey data must be referenced in the summative assessment commentary. If the evaluator's overall summative assessment rating on any of the performance standards differs significantly from the climate survey results, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain the lack of alignment between the performance rating on the standard and the survey data.

To gain valid survey results, a minimum of 15 teachers and/or staff shall complete the survey for the school leader. In order to ensure confidentiality, data will not be disaggregated for groups smaller than 15. However, if a district decides to implement the surveys for less than 15 participants, the data from the survey may be used for professional learning and growth purposes.

The surveys utilized in the pilot/full implementation year will ask staff to report on items they have directly experienced and that are aligned to the appropriate standards. Four versions of the climate survey will be provided for school leaders. Two surveys will address the performance of the principal. One survey will be designed for certified staff and one for classified staff. Two surveys will address the performance of the assistant principal. Again, one will be designed for certified and classified staff. These different versions will be designed to reflect the different interactions between a principal or assistant principal and the 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. Utilization of LKES for assistant principals will be at the districts' discretion during the 2012-2013 pilot/full implementation year.

Administration of the Climate Survey

The window for survey administration will be open from October through April. School staff will be provided a unique access code for survey security and will be instructed to take the survey independently within the GaDOE TLE Electronic Platform. Survey responses will be anonymous to promote honest feedback, and there will be no option to type in comments. The survey can be accessed using any computer with Internet connectivity. District Super Users will monitor the number of surveys completed at each school site. A read aloud option will be provided within the TLE Electronic Platform in 2013.

Districts will be offered the option to use approved climate surveys other than the survey provided by the GaDOE. Reports from approved external surveys shall be uploaded to the appropriate standards as documentation for LAPS. The following characteristics must be met for another survey option to be approved.

- Surveys are utilized as a performance assessment.
- Surveys have documented reliability and validity using accepted testing measures.
- Surveys are accessible to the public for purchasing.
- Surveys are aligned to the Leader Keys Effectiveness System, LAPS, and ISLLC performance standards.
- Survey reporting is in place at the individual leader, school, district, and state level.
- Survey reports will be appropriate for upload into the TLE Electronic Platform.

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The surveys utilized in the pilot/full implementation year will be aligned to and used to inform the ratings of the appropriate performance standards. The table of specifications in Figure 10 illustrates the alignment between the survey items and performance standards. The GaDOE has on-going technical assistance for this work, and completion of this table, indicating appropriate standard alignment of survey items, will be provided in a later edition of the LKES Implementation Procedures.

Figure 10: Table of Specifications (TBD after survey redesign completion.)

Leader Performance Standards	Survey Item #
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	

An example of potential survey questions is shown in Figure 11.

Figure 11: Possible Survey Prompts (TBD after survey redesign completion.)

My leader…	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**

Climate Survey Results

Survey results will be reported to the evaluator and leader at the end of the survey window as a means of feedback and information on appropriate performance standards. A summary of survey results for each question will be provided. Evaluators may conduct multiple surveys as needed.

Documentation of data from the Climate Surveys is required for all related standards. Prior to the closing of the survey window on April 30, but as soon as the administration of the survey for a particular leader is complete, the evaluator should access the survey data report and provide a copy to the leader through the electronic platform. At the close of the survey window, leaders

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will automatically receive a final report of survey results in the GaDOE TLE Electronic Platform. If the use of an external survey is approved by GaDOE, the documentation of that survey data must be uploaded into the document library within the GaDOE TLE Electronic Platform immediately upon completion of the survey for a given leader.

This documentation should be used by evaluators to inform formative assessment ratings and must be used to inform summative assessment ratings for those standards. The use of survey data is recommended for the formative assessment and required for the summative assessment. If the LAPS rating on any of the standards for which survey data is provided differs significantly from the rating that would be indicated by those data, the evaluator is required to provide written justification within the GaDOE TLE Electronic Platform to explain why the performance rating on the standard is not aligned with the survey data. Survey results will be compiled within the GaDOE TLE Electronic Platform, or uploaded in the document library if a different survey is approved by GaDOE, and must be utilized as documentation to support annual performance ratings.

The Survey Results Summary Sheet will include the number of valid responses for each question, as well as the percentages of rating for each question at each level of the response scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*). It will also include a mean and median score and the standard deviation. An example Survey Results Summary Sheet for a leader is shown in Figure 12. This report will be finalized upon completion of the climate survey development currently in progress.

Figure 12: Survey Results Summary Sheet

Survey Results Summary								
		Percentage of Ratings						
Question	**Number of Valid Responses**	***Strongly Agree*** (3 pts)	***Agree*** (2 pts)	***Disagree*** (1 pt)	***Strongly Disagree*** (0 pts)	**Mean**	**Median**	**Standard Deviation**
	60	3%	50%	47%	0%	2.57	3	0.56
	56	0%	25%	68%	7%	2.18	2	0.54

Figure 13: 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**

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Survey data will provide documentation for the Leader Assessment on Performance Standards (LAPS). This documentation must be used to inform summative assessment ratings for those standards.

Student Attendance

The GaDOE regularly collects data on student attendance. This data recording will continue to be updated throughout the pilot/full implementation year and will be used as a source of documentation informing Performance Standard 2, School Climate, in LAPS.

Retention of Effective Teachers

The retention of effective teachers will become a data source used as documentation informing Performance Standard 5, Human Resources Management, in LAPS. It will not be implemented as a data source until valid and reliable data is gathered on teacher effectiveness from the Teacher Keys Effectiveness System.

LKES Component: Student Growth and Academic Achievement

The Student Growth and Academic Achievement component of the Leader Keys Effective System consists of Student Growth Percentiles (SGP) and Student Learning Objectives (SLO). For courses that have state assessments (CRCT 4^{th}-8^{th} and EOCT), an SGP will be used to calculate the student growth component of the LEM. For non-tested courses, district-developed and GaDOE-approved SLOs will be used to calculate the student growth component of the LEM. An achievement gap reduction measure will also be incorporated into the Student Growth and Academic Achievement component for LKES.

The Student Growth and Academic Achievement Components of the LKES (SLOs, SGPs, and Achievement Gap Reduction) will be fully implemented, but will not be used for the purpose of annual evaluation ratings at the district level, in the 2012-2013 pilot/full implementation year. These components will be a *hold-harmless rating* during the 2012-2013 implementation year at the district level for Human Resources purposes. However, the results will be calculated into the LEM in July 2013 for feedback to leaders and evaluators.

The Theory of Action Part II, as depicted in Figure 14, gives further insight into the role of leaders in student learning and conveying a clear understanding of student growth.

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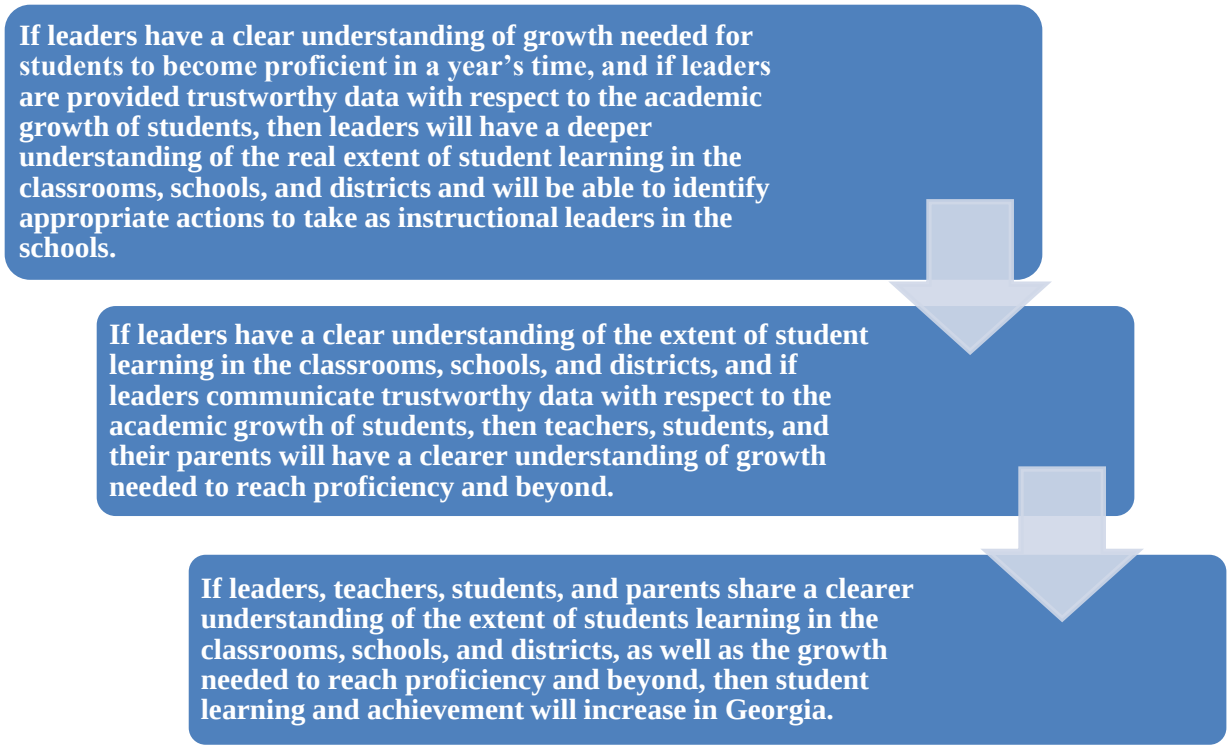
Figure 14: Theory of Action Part II



Student Growth Percentile

SGP measures describe a student's growth relative to his/her academic peers – other students with similar prior achievement (i.e., similar history of scores). A growth percentile is generated for each student which describes his or her "rank" on current achievement relative to other students with similar score histories. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. Annual calculations of student growth 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 will be included in the LEM.

The SGP summary measure that will be used in calculating the LEM is the median growth percentile for all students in the school. The median is obtained by rank ordering the percentiles for all students in the school and selecting the middle percentile (50% of the group would have a higher percentile and 50% a lower percentile). SGPs can be compared across grade levels and across subject areas, meaning summary measures also can be aggregated across grade levels and content areas.

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The Criterion-Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science and social studies and End of Course Tests, (EOCTs) in Biology, Physical Science, 9th Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry will be included in the growth model. As Georgia transitions to the implementation of common assessments developed by the Partnership for Assessment of Readiness for College and Careers (PARCC), the new assessments will be utilized in the growth model.

The growth model uses two years of prior test data as pretest scores (one year is used when two 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. If two years of prior test data is not available, at least one immediate prior test score is necessary to model growth. Therefore, students in grades 4-8 will receive growth scores. Students in 3rd grade do not have a prior year CRCT test score to determine a growth score. Courses with EOCTs will also receive growth scores calculated in a similar manner.

During the 2012-2013 pilot/full implementation year, student growth measures from Student Growth Percentiles and Student Learning Objectives will be weighted 50% in calculating the LEM. GaDOE will continue to work on matrices and/or decision tables for leaders who have school wide student growth measures from multiple courses with Student Growth Percentile measures, or school wide student growth measures from a combination of Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures. GaDOE will continue to analyze the 2012 pilot data, with technical assistance from external experts, making revisions, adjustments, or additions as necessary, and develop detailed processes throughout the 2012-2013 pilot/full implementation year.

Achievement Gap Reduction

Overview of Achievement Gap Reduction

An achievement gap is the difference in student performance between a focal group and a reference group. The focal group is the group of interest while the reference group is the target group. An achievement gap reduction is a decrease in the achievement gap from one school year to the next. The goal of measuring achievement gap reduction is to focus on increasing the achievement of schools' focal groups, which are schools' lowest achieving students.

Whom Are We Comparing?

In this calculation, a focal group will be compared to a reference group. The focal group is schools' 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.

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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 (2011) will be used to calculate z scores for 2010, 2011, 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.

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

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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 a gap size score and a gap change score based on the following rubrics found in Figure 15.

Figure 15: Gap Size Score and Gap Change Score

Gap Size	Score
1.5 or greater	1
1.2 – 1.49	2
0.9 – 1.19	3
Less than 0.9	4

Gap Change	Score
0.05 or greater	1
-0.04 – 0.04	2
-0.15 – -0.05	3
Less than -0.15	4

The final subject score will be the greater of the two scores. This is done in an effort to negate the inherent advantages and disadvantages unintentionally built into the separate gap size and gap change score measures. Gap size will typically advantage high-achieving schools, to the extent that focal groups in these schools are also relatively high achieving. Gap change will typically advantage low-achieving schools, to the extent that focal groups in these schools are also relatively low achieving, as these students have more room to improve on the assessment scale, whereas higher-achieving students encounter ceiling effects (there is little room on the assessment scale for students to improve). By taking the higher of the two scores, high-achieving schools that show small improvements will not be penalized, nor will low-achieving schools that show great improvement. Importantly, schools can demonstrate quality in one of two ways 1) the magnitude of the current year gap between the focal and reference group is small (or non-existent) or 2) the size of the gap compared to the previous year is closing rapidly. The final overall score will be the average of the subject scores. The final SGP score is on a scale of 1 to 4. This score will be incorporated into the TEM calculation.

Student Learning Objectives

Student Learning Objectives (SLOs): SLOs will be used to assess student growth in non-tested courses and will contribute performance data to the calculation of the LEM for leaders in schools where these courses are taught. After all SLOs are phased in, leaders will be evaluated using the district-determined SLO for each non-tested course taught within the school.

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The tested courses are reading, language arts, math, science, and social studies, as tested in grades 4-8 by the CRCT, and the courses tested by the high school End of Course Tests (biology, physical science, 9th grade literature/composition, 11th grade literature/composition, US History, economics/business/free enterprise, Math I, Math II, GPS algebra, GPS geometry). All other courses are considered non-tested courses. Students whose learning progress is evaluated using the GAA or the CRCT-M will be considered enrolled in non-tested courses.

District-determined SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards. SLOs give school leaders, districts, and state leaders a measure of a teacher's impact on student learning and an additional means by which to understand, value, and recognize success in the classroom. The aggregate measure of SLO performance for all non-tested courses taught in the school will be used to calculate the LEM.

Figure 16 indicates the Phase II SLO courses available to schools for the 2012-2013 school year.

Figure 16: Phase II SLO Courses for 2012-2013 School Year

COURSE NUMBER	COURSE DESCRIPTION	MAIN SUBJECT AREA
100.01000	Pre-K Literacy	
100.02000	Pre-K Numeracy	
23.0010000	Kindergarten English Language Arts	23.English Language Arts
23.0011	Kindergarten Reading	23. English Language Arts
27.0110000	Kindergarten Mathematics	27. Mathematics
23.0012	First Grade Reading	23. English Language Arts
27.0120000	First Grade Math	27. Mathematics
23.0020000	First Grade English Language Arts	23. English Language Arts
23.0013	Second Grade Reading	23. English Language Arts
27.0130000	Second Grade Math	27. Mathematics
23.0030000	Second Grade English Language Arts	23. English Language Arts
23.0014	Third Grade Reading	23. English Language Arts
27.0140000	Third Grade Math	27. Mathematics
23.0040000	Third Grade English Language Arts	23. English Language Arts
23.0320000	Journalism I	23. English Language Arts
23.0330000	Journalism II	23. English Language Arts
23.0340000	Advanced Composition	23. English Language Arts
23.430000	AP Language Composition	23. English Language Arts
23.0520000	British Literature/Composition	23. English Language Arts
23.0530000	AP ELA & Composition	23. English Language Arts
23.0620000	Tenth Grade Literature/and Composition	23. English Language Arts
23.0630000	World Literature/Composition	23. English Language Arts
23.0650000	AP Literature/Composition	23. English Language Arts
26.0130000	Biology II	26. Life Sciences
26.0611000	Environmental Science	26. Life Sciences

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26.0710000	Zoology	26. Life Sciences
26.0730000	Human Anatomy/Physiology	26. Life Sciences
27.0624	GPS Pre-Calculus	27. Mathematics
27.0710000	Calculus	27. Mathematics
27.0720000	AP Calculus AB	27. Mathematics
27.0740000	AP Statistics	27. Mathematics
27.0830000	Mathematics III-Advanced Algebra / Statistics	27. Mathematics
27.0840000	Mathematics IV-Pre-Calculus - Trigonometry/Statistics	27. Mathematics
40.0510000	Chemistry I	40. Physical Sciences
40.0520000	Chemistry II	40. Physical Sciences
40.0640000	Earth Systems	40. Physical Sciences
40.0810000	Physics I	40. Physical Sciences
40.0820000	Physics II	40. Physical Sciences
45.0150000	Psychology	45. Social Sciences
45.0160000	AP Psychology	45. Social Sciences
45.0310000	Sociology	45. Social Sciences
45.0520000	AP Government/Politics: USA	45. Social Sciences
45.0530000	AP Government/Politics: Comparative	45. Social Sciences
45.0570000	American Government/Civics	45. Social Sciences
45.0620000	AP Macroeconomics	45. Social Sciences
45.0630000	AP Microeconomics	45. Social Sciences
45.0711000	World Geography	45. Social Sciences
45.0811000	AP World History	45. Social Sciences
45.082000	AP US History	45. Social Sciences
45.0830000	World History	45. Social Sciences
60.0110000	French I	60. Romance Languages
60.0710000	Spanish I	60.Romance Languages

Student Learning Objectives Process: Learning expectations describe how students will grow in their learning of the selected content over the instructional interval, as measured by the pre-assessment(s) and post-assessment(s). The expected growth for students must reflect the learning that would occur over the entire duration of the course. Expectations must be rigorous and attainable. Expected growth is the amount students are expected to grow over the course of the instructional period.

Districts must follow the SLO development process set forth in the GaDOE training materials for TKES, and districts must submit each SLO for GaDOE review before local teachers begin implementation of their SLO plans. Districts will submit SLOs on the District SLO Form for a GaDOE review. GaDOE will review and request revisions, as necessary.

Students' pre-assessment scores, along with other diagnostic information, will be used by teachers consider instructional planning and inform implementation of strategies. Teachers will complete the Teacher SLO instructional planning form within the GaDOE TLE Electronic

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Platform. After the SLO pre-assessment is administered and Teacher SLO Forms are completed, evaluators (the evaluators are likely leaders who are themselves evaluated using LKES) will meet with teachers to review SLO plans, give approval for implementation, and will monitor progress on SLO implementation throughout the school year.

Progress and monitoring on SLO implementation and the pre- and post-assessment data on SLOs may become important documentation for the leader in the LAPS portion of the LKES process. This SLO data may be used as documentation of appropriate performance standards and/or as part of the performance goal strategies and documentation. With this in mind, the leader should continue monitoring of student progress on SLOs during the pilot/full implementation year.

At the end of the instructional period, teachers will administer the SLO post-assessments and data will be compiled into the GaDOE TLE Electronic Platform. The evaluator (likely a leader evaluated using LKES) will review the pre-assessment and post-assessment data presented by each teacher and will assign an end-of-year rating using the evaluation rubric with the following levels: *Exemplary, Proficient, Needs Development*, and *Ineffective* as shown in Figure 17.

Figure 17: Student Learning Objective (SLO) Evaluation Rubric

Exemplary (3 pts)	**Proficient (2 pts)**	**Needs Development (1 pt)**	**Ineffective (0 pts)**
Greater than 50% of students exceeded the Student Learning Objective, at least 40% met the Student Learning Objective, and no more than 10% did not meet the Student Learning Objective.	Greater than or equal to 80% of students met or exceeded the Student Learning Objective and no more than 20% did not meet the Student Learning Objective.	Greater than or equal to 50% of students met or exceeded the Student Learning Objective.	Fewer than 50% of students met or exceeded the Student Learning Objective.
☐	☐	☐	☐
Comments:			

The aggregate measure of SLO performance for all non-tested courses taught in the school will be used to calculate the LEM.

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During the pilot/full implementation year, the combined SLO and SGP performance will be weighted as 50% of the LEM for leaders. A timeline for Student Learning Objectives is noted in Figure 18.

Figure 18: Student Learning Objectives Timeline

Timeline for Student Learning Objectives	
Summer 2012	• The district considers needs of students, demands of grade level standards, and baseline data and creates SLOs, including pre- and post-assessments • Districts may examine public domain SLOs and SLO assessments and adopt them or customize them. Districts may also create their own SLO common assessments or utilize procured or commercial assessment. Customized SLOs must also be submitted to the GaDOE.
August 1, 2012	• The district submits SLOs to the GaDOE for review and approval.
Fall 2012	• Teachers use District SLO to administer pre-assessment during district-determined pre-assessment window(s). Results are recorded in GaDOE TLE Electronic Platform.
Fall 2012 (Specific dates determined by district.)	• Teachers complete a spreadsheet with student pre-assessment scores, analyze the class/group data, complete the district or the GaDOE Teacher Form, and implement teaching strategies. Teachers meet with their evaluators to finalize their SLO plan.
Mid-term or mid-year	• Evaluators [typically school leader(s)] meet with teacher(s) to review interim results and to ascertain if students are on track to meet SLO growth targets.
End-of-course assessment window	• Teachers administer post-assessment during district determined post-assessment window.
District determines date	• Teachers submit class/group data to building level evaluator.
May 15, 2013	• Teacher evaluators complete the SLO Evaluation Rubric and submit SLO information to the GaDOE TLE Electronic Platform.
Summer 2013	• SLO results calculated in GaDOE TLE Electronic Platform and factored into the leader's LEM; however, 2012-2013 is a *hold harmless* year.

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The Leader's Role in the SLO Process

For leaders in schools that utilize Student Learning Objects (SLOs), the SLOs will be used to assess student growth in non-tested courses and will contribute performance data to the calculation of the LEM for leaders in schools where these courses are taught. It is important that leaders understand, support, and monitor the SLO process involved in successful development, implementation, and assessment of SLOs in their school. District leaders, along with school leaders, will determine the format of the Teacher SLO form and what documentation or information should be provided for LKES evaluation conferences in which the SLO(s) will be discussed. LKES evaluators will review and discuss the SLO process, as well as SLO attainment data, with leaders at the Mid-year Formative Assessment Conference and Summative Assessment Conference. This information on SLO implementation, monitoring, and end-of-year rating of will also assist in informing the Leader Effectiveness Measure.

V. GaDOE Electronic Platform for LKES

The GaDOE TLE Electronic Platform for LKES will provide web-based access to multiple components of the Effectiveness System. This platform will include data from Georgia's Certified / Classified Personnel Information (CPI), the Student Longitudinal Data-management System (SLDS), Student Course Profile, and Student Record. The GaDOE TLE Electronic Platform will be provided to all districts and schools using the Teacher Keys and Leader Keys Effectiveness Systems. The LKES portion of the GaDOE TLE Electronic Platform will include the elements listed in Figure 19.

Figure 19: GaDOE TLE Electronic Platform Framework for LKES

Container	Steps
Selection & Orientation	**1. Evaluator Selection** Leader selects their supervisor for participation in the evaluation. If you cannot find your evaluator, please contact your District Super User.
	2. Additional Reviewer(s) Leader selects additional reviewers, as necessary, to allow viewing access. If you cannot find your additional reviewer(s), please contact your District Super User.
	3. Orientation Leader confirms receiving Leader Keys Effectiveness System orientation.
Self-Assessment	**1. Self-Assessment** Leader conducts a self-assessment to reflect on their areas of strength and growth related to each standard. The results are shared with their evaluator and discussed during the Pre-Conference.

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Performance Goal Setting	**1. Performance Goal Setting** Leader sets two Performance Goals which result in both measurable growth in student achievement and progress toward improving leader effectiveness. It is recommended that at least one performance goal directly links to the leader's School Improvement Plan.
Leader Assessment on Performance Standards	**1. Leader's Documentation** Leader uploads documentation to support the performance on the standards and goals.
	2. Documenting Performance Evaluator collects documentation of performance, to inform the formative and summative assessments, which may include observation notes, commentary, conferences, data, reports, plans, etc.
	3. Observation Evaluator may complete observations, site visits, walkthroughs, etc.
	4. Formative Assessment Evaluator will determine performance ratings and provide written commentary on each of the eight standards using all appropriate documentation and observations.
	5. Climate Surveys
	6. Student Attendance
	7. Retention of Effective Teachers
Student Growth and Academic Achievement	**1. School Wide Performance on Non-Tested Subjects and Grades.**
	2. School Wide Performance on Tested Subjects and Grades.
Leader Effectiveness Measure	**1. Summative Assessment Report** Evaluator will determine performance ratings and provide written commentary on each of the eight standards based on goal attainment and all appropriate documentation and observations.
	2. Student Growth and Academic Achievement Rating Evaluator assigns an end-of-year rating using an evaluation rubric.
	3. Achievement Gap Reduction
	3. Leader Effectiveness Measure Report
Conference Tools	**1. Pre-Evaluation Conference** Leader and Evaluator document conversations on Self-Assessment and Goal Setting.
	2. Mid-Year Formative Assessment Conference Leader and Evaluator document the mid-year conference on Formative Assessment of Performance Standards, Goal Setting, Survey Data, Student Growth Data or other LJES processes.
	3. Summative Assessment Conference Leader and Evaluator document the summative evaluation on Summative Assessment of Performance Standards, Goal Setting, Survey Data, Student Growth Data or other LKES processes.

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	4. Documentation of Conferences for the Record Leader and Evaluator document conversations held in areas related to leader's performance, leader effectiveness, or other LKES evaluation processes.
	5. Additional Conferences Leader and Evaluator may use for any additional conferences held in the LKES evaluation process.
	5. Professional Development Plan Leader and Evaluator document conversations on areas of growth and needed improvements in LKES standards and/or goals while developing plans for improvement.

The robust electronic platform for LKES will maintain all data for the evaluation system, including electronic signatures and date/time stamps maintained for all documents and data submissions. The GaDOE TLE Electronic Platform will also provide access to videos, links, and other resources that support the on-going professional learning necessary for the leader's continuous improvement.

VI. LKES Human Resources Guidelines

The Human Resources management guidelines for leaders will be designated by the school district based on the contractual commitments with leaders and the LEA's Board of Education. School districts may use the Professional Development Plan, the LKES Evaluation Cycle Calendar, and the Documentation of Conference for the Record form as deemed appropriate within the district. The PDP and conference forms are available as templates within the TLE Electronic Platform.

LKES Human Resources Management

The school district's Human Resource management plan guidelines for administrators should be reviewed during the LKES orientation. The school district's plan may include the following documents:

Addendum I: Documentation of Conference for the Record: This document will provide written information regarding a conference between an evaluator and leader. If the GaDOE TLE Electronic Platform document is not used by the school district evaluators, then oral and written documentation should be recorded on a school or district developed document and uploaded in the TLE Electronic Platform.

Addendum II: Professional Development Plan (PDP)
A Professional Development Plan (PDP) is a plan mandated by the evaluator. It shall be developed by the evaluator in collaboration other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate

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improvement of leader practice and increased leader effectiveness. The PDP is a more intensive effort toward improvement of leader practice and effectiveness. A PDP may also be used when a leader does not meet the professional duties, responsibilities and ethical expectations required by the leader.

However, at any time, the evaluator may choose to place a leader on a Professional Development Plan (PDP) if there are major issues with professionalism, Georgia Code of Ethics, or a *Needs Development* or *Ineffective* ratings on the formative assessment. The PDP will be mandated for a leader whose summative assessment rating or LEM is *Needs Development* or *Ineffective*.

Evaluators shall supervise and provide guidance to the leader as outlined in the PDP. Leaders beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the appropriate building-level or district-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Leader Assessment on Performance Standards. All components of the PDP must be entered into the electronic LKES Professional Development (PDP) form.

Addendum III: LKES Evaluation Cycle Calendar
This document may be used by the school district to create an evaluation cycle calendar appropriate for the school district's teachers and leaders. Dates may be added as appropriate for the school district. The main components of LKES should be in the school district calendar in addition to other changes/additions as needed by the school district.

LKES Logistical Review: Districts in the pilot/full implementation year should be reassured that the Teacher Keys and Leader Keys Effectiveness Systems can be effectively used for Human Resources decisions for the 2012-2013 school year. New school districts piloting LKES with all or with a percentage of leaders in the district shall use their existing evaluation system parallel to the LKES. School districts, including SIG, Priority, and Relocation schools, entering a full implementation year will use only the TKES and LKES for the 2012-2013 school year.

VII. LKES Specialized School/District Models and Accountability

The following information is designed to assist evaluators in making decisions about the appropriate participation of leaders in the LKES components: LAPS, Surveys, and Student Learning Objectives/Student Growth Percentile, based on their leadership positions in a specialized school/district with unique components. Figures 20-23 illustrate the leader's participation in the components of the LKES in a specialized school/district model.

Charter Schools: Georgia's charter schools are public schools. They receive public funding, cannot charge tuition and must provide fair and open enrollment for all student populations. Autonomy and flexibility distinguish charter schools from traditional public schools. Currently, there are 88 start-up charter schools and 31 conversion charter schools in Georgia. Additionally, 14 charter school systems which include 107 schools operate under the terms of a charter or contract. A charter system is a local district that operates under the terms of a charter between

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the State Board of Education and the local school district. The system receives flexibility from certain state rules and regulations in exchange for greater accountability. Pursuant to the Charter Schools Act, charter schools, as public schools, are subject to the Georgia statewide accountability assessments. Charter schools and systems are subject to all provisions outlined in O.C.G.A. 20-2-2065(b) and may not waive state laws or State Board of Education rules pertaining to accountability provisions.

Figure 20: Charter Schools with Participation Guidelines

Charter Programs	LAPS	Governance and Leadership	SLO/SGP (if SLO is developed)
Charter Systems	Y	Y	Y
Charter Schools	Y	Y	Y

Key: Y indicates participation in LKES Component; N indicates non-participation in LKES Component

International Baccalaureate Schools: The International Baccalaureate® (IB) program strives to develop inquiring, knowledgeable and caring young people who exhibit intercultural understanding and respect.

The IB program focuses on the following areas:

- Development of curriculum.
- Assessment of students.
- Training and professional development of teachers.
- Authorization and evaluation of schools.

In the state of Georgia, IB schools align teaching and learning to the Common Core Georgia Performance Standards (CCGPS). Teachers and staff members are evaluated using the state or system-developed evaluation instrument.

Figure 21: International Baccalaureate Schools with Participation Guidelines

International Baccalaureate Schools	LAPS	Governance and Leadership	SLO/SGP (if SLO is developed)
IB Teachers of Record	Y	Y	Y

Key: Y indicates participation in LKES Component; N indicates non-participation in LKES Component

Virtual Schools: A variety of online learning programs are afforded students in the state of Georgia. These programs include, but are not limited to: virtual online schools and blended learning programs in local districts which occur in a variety of venues and models. Blended learning occurs at the district and school level, where both online and face-to-face classes are offered. At the classroom level, blended learning can occur when online courses are supported with in-class instruction or instructional support.

Another program offered across the state is the Georgia Virtual School (GVS). GVS is a SACS CASI accredited program of the Georgia Department of Education's Office of Technology Services which offers middle school and high school level courses. Georgia Virtual School

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provides a teacher led, virtual classroom environment. Most GVS staff members serve in an adjunct capacity. GVS teachers are currently evaluated using the iNACOL standards rubric.

School districts should consider the iNACOL standards rubric when evaluating on-line teachers, as well as the TKES. When considering the evaluation of on-line learning teachers, all full-time employees will be evaluated using the TKES components as reflected in the chart below. Part-time on-line learning teachers will be evaluated according to the school district's guidelines for evaluation of part-time employees.

Figure 22: Virtual Schools with Participation Guidelines

Virtual Schools	LAPS	Governance and Leadership	SLO/SGP (if SLO is developed)
Georgia Virtual Schools	Y	Y	Y
System-level online learning	Y	Y	Y

Key: Y indicates participation in LKES Component; N indicates non-participation in LKES Component

Investing in Educational Excellence (IE2): IE2 Partnership Contracts provide local school districts with greater governance flexibility as a means of increasing student achievement. As outlined by House Bill 1209 (2008), Local Boards of Education (LBOE) can enter into multi-year contracts with the State Board of Education (SBOE) based on strategic plans developed in partnership with Georgia Department of Education (GaDOE) and Governor's Office of Student Achievement (GOSA). Such plans must identify specific school-level student achievement goals that are in addition to current federal accountability requirements.

Progress towards meeting those goals will be monitored by GOSA on an annual basis and reported to the State Board of Education (SBOE). The role of GaDOE and GOSA with respect to the development of these contracts is to ensure that the school-level student achievement goals are sufficiently rigorous to warrant granting the flexibility requested by the local school district. Strategic plans shall:

1. Demonstrate a proportional relationship between the amount of flexibility being granted and the rigor of the proposed performance goals.
2. Be based on clear, straightforward, independently verifiable state-level data that is meaningful and understandable to all stakeholders.
3. Identify performance goals for the local district that are aligned with the state's student achievement priorities.

IE2 school systems are subject to all provisions outlined in O.C.G.A. 20-2-84.3 and may not waive state laws or State Board of Education rules pertaining to accountability provisions.

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Figure 23: IE2 Systems with Participation Guidelines

Partnership Contracts	LAPS	Governance and Leadership	SLO/SGP (if SLO is developed)
IE2 Systems	Y	Y	Y

Key: Y indicates participation in LKES Component; N indicates non-participation in LKES Component

If there is a questionable LKES Implementation Procedure for the school or program, an LKES Procedures Alternative Proposal Flowchart is provided in for reference in Appendix D.

VII. Leader Effectiveness Measure (LEM) Annual Reports

Districts and leaders will receive LEM results when the data is finalized. In the LKES, all leaders will receive a LEM based on the multiple components of the LKES. If a leader does not receive a score on all components of the LKES, the remaining components will be weighted accordingly.

The following rules and requirements have been established for including Student Growth and Academic Achievement in the LEM calculation:

1. Teachers of tested subjects will be measured by the Georgia Criterion Competency Test (CRCT) and End of Course Test (EOCT). The CRCTs and EOCTs used are grades 4-8 reading, English/language arts, math, science, social studies, and Biology, Physical Science, 9th-Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry.

2. Teachers of Non-tested Subjects will be measured through student attainment of growth expectations outlined by the district-approved SLO for that course. In the pilot/full implementation year, 2012-2013, 52 Public Domain SLOs are in place for implementation.

3. Percentages/weighting of LKES components in calculating the LEM is as follows: LAPS weighted 30%; SLOs and SGP growth measures weighted 50%; and Achievement Gap Reduction weighted 20%. The Leader Effectiveness Measure will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.

Closing

In Georgia, as a Race to the Top State, the development of a comprehensive evaluation system with clear approaches to measuring student growth is a priority. Designing and implementing a rigorous, transparent leader, as well as teacher, evaluation system is the cornerstone for increasing student achievement. Conducting annual evaluations of leaders in a continuous improvement format will allow evaluators to give constructive feedback to school leaders that will inform their ongoing professional development and growth. By doing so, the evaluation process will support the ultimate goal of increased student achievement.

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The Georgia Department of Education has designed the Leader Keys Effectiveness System (LKES) with multiple components that provide data and feedback regarding leader performance from different sources and perspectives. LKES is designed to provide information that will guide professional growth and development for leaders, as well as, to provide information that will be used in the calculation of the annual Leader Effectiveness Measure (LEM) score. Collection of leader effectiveness data and feedback on performance goal attainment will occur throughout the process. The Leader Keys Effectiveness System (LKES) will provide a common evaluation system that will allow the state to ensure consistency across districts, based on a common definition of leader effectiveness.

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Appendix A

Leader Assessment on Performance Standards (LAPS) Timeline

Step	Description	Materials Needed	Timeline
1: Orientation	• LAPS orientation session for leaders will be provided on GaDOE TLE Electronic Platform using the *Orientation* PowerPoint and Video presentation. • Leaders should have access to the *LKES Handbook* and *LKES Implementation Procedures* on the GaDOE TLE Electronica Platform • Leaders should be aware of additional, multiple resources available on the GaDOE TLE Electronic Platform including Fact Sheets and RT3 Frequently Asked Questions.	<u>*Required*</u> • *LAPS Orientation* PowerPoint & Video presentation on the GaDOE TLE Electronic Platform • *LKES Handbook* • *LKES Implementation Procedures* <u>*Optional*</u> • *Fact Sheets* • *RT3 Frequently Asked Questions*	October 2012
2: Self-Assessment	• Leaders will complete the *Self-Assessment* on the GaDOE TLE Electronic Platform to reflect on their areas of strength and growth related to each performance standard. • Leaders should share results of their *Self-Assessment* with his/her evaluator for the purpose of planning and review of the *Performance Goal Setting* to inform their selections of their performance goals, strategies to attain the goals, and for professional growth.	<u>*Required*</u> • *Self-Assessment Form on the GaDOE TLE Electronic Platform*	October 2012

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3. Performance Goal Setting	• Leaders are encouraged to collaborate with evaluators through the performance goal setting process. • Leaders will complete the *Performance Goal Setting Form* on the GaDOE TLE Electronic Platform and must set two performance goals. • Goals should be **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-bound (SMART). • Leaders should consider using at least one school improvement goal as well as a professional growth and development goals. • Performance Goal Setting will be discussed with the evaluator at the Pre-Evaluation Conference. • Leaders will submit the completed *Performance Goal Setting Form* to evaluators on the GaDOE TLE Electronic Platform by October 31, 2012. • Leaders should provide baseline data, if applicable, so that goal achievement may be measured. • Leaders should plan strategies, identify documentation, and create a timeline for achieving their goals. • Evaluators will consider progress toward goal accomplishment during the Mid-Year Formative Assessment Conference (conference form on the GaDOE TLE Electronic Platform) and use goal attainment to inform their summative evaluation rating decisions at the Summative Assessment Conference.	*<u>Required</u>* *Performance Goal Setting Form on the GaDOE TLE Electronic Platform* *Pre-Evaluation Conference on the GaDOE TLE Electronic Platform* *<u>Optional</u>* *Baseline Data*	October 31, 2012

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4. Documentation and Multiple Data Sources	• Documentation provides leaders with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with evaluators. • Leaders and evaluators will determine the necessary documentation to demonstrate, illustrate, and support eight performance standards. • Documentation, identified as part of the school improvement goal setting, will be collected and reviewed in monitoring progress toward goal achievement. • Evaluators may request additional documentation for rating the eight performance standards and may provide any additional documentation to support ratings. • Evaluators must review documentation between October and February 1 for the Formative Assessment. • Based on formative assessment feedback, leaders are responsible for submitting requested, relevant documentation to their evaluators prior to the summative assessment. • Evaluators may include observation as a source of data to support ratings of the eight performance standards. • Evaluators may maintain their own documentation related to administrators' performance in the form of evaluator commentary, observation, notes, conferences or relevant records. • The evaluator's documentation should be considered along with the leader's own documentation when making formative and summative assessments.	<u>*Required*</u> • *Identified documentation to support performance standards and performance goals* • *Additional, requested documentation*	Formative Assessment Document Review by February 1, 2013 Additional documentation review by April 1, 2013 Additional documentation may be provided and reviewed prior to the Summative Assessment

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5. Formative Assessment	• Evaluators will provide a rating to leaders on the eight performance standards based on totality of evidence and consistency of practice from documentation provided by the administrator as well as relevant evaluator-provided documentation and data. • Evaluators will use the *Formative Assessment Report Form* on the GaDOE TLE Electronic Platform *t*o write comments and to provide a formative assessment rating on each performance standard using the performance appraisal rubrics. • The Mid-year Formative Assessment Conference will be held between the leader and evaluator. • Evaluator will review and provide the leader feedback using the *Formative Assessment Report Form* on the GaDOE TLE Electronic Platform. • Progress toward achieving two performance goals will be included in the assessment and may be used as part of documentation. • The formative assessment must take place by February 1, 2013. • Evaluators are responsible for providing formative feedback by appropriate means. (Leaders have the option of attaching comments to the formative assessment).	<u>*Required*</u> • *Mid-year Formative Assessment Conference* • *Formative Assessment Form* • *Performance Goal Setting update* <u>*Optional*</u> • *LAPS Reference Sheets – Standards, Indicators, and Rubrics*	Formative Assessment completed by February 1, 2013

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6. Summative Assessment	• Evaluators will use the "totality of the evidence and consistency of practice" data collected via performance goal setting and documentation to determine summative ratings for administrators in each of the eight performance standards. • Evaluators should strive to provide a comprehensive and authentic "performance portrait" of leaders' work. • Evaluators will use the *Summative Assessment Form* located on the GaDOE TLE Electronic Platform. • Based on the point value assigned to each rating, the GaDOE TLE Electronic Platform will compute an overall LAPS score which will count as part of the Leader Effectiveness Measure (LEM) score. (Leaders have the option of attaching comments to the summative assessment.)	*Required* • *Summative Assessment Conference* • *Summative Assessment Form* *Optional* • *LAPS Reference Sheets-Standards, Indicators, and Rubrics*	Summative Assessment completed by May 15, 2013

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Appendix B

ACRONYMS

GaDOE:	Georgia Department of Education
LAPS:	Leader Assessment on Performance Standards
LDS:	Longitudinal Data System
LKES:	Leader Keys Effectiveness System
LEM:	Leader Effectiveness Measure
PDP:	Professional Development Plan
PLP:	Professional Learning Plan
RT3:	Race to the Top
SGP:	Student Growth Percentile
SIP:	School Improvement Plan
SLO:	Student Learning Objective
TKES:	Teacher Keys Effectiveness System
TLE:	Teacher and Leader Effectiveness

DEFINITIONS

Achievement Gap: An achievement gap is the difference in student performance between a focal group and a reference group.

Credentialing: Credentialing is an assessment process that provides calibration and increased alignment of evaluation ratings.

Documentation (referring to evidence & artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a leader's practice.

Domain*:* Comprehensive categories which describe the major areas of leaders' work. There are four domains in LAPS, each of which includes two leader performance standards (duties and responsibilities).

Focal Group: The focal group is the interest group. The focal group is schools' high-need students, which is defined as the lowest 25 percent of students in the score distribution.

Formative Assessment*:* The LAPS Formative Assessment is a mid-year rating on all eight leader performance standards. The formative assessment rating is based on a "totality of evidence and consistency of practice"**.** Evidence may consist of documentation provided by the leader as well as evaluator commentary, documentation, observations, conference notes or relevant records.

GaDOE TLE Electronic Platform: Georgia Department of Education Teacher and Leader Effectiveness Electronic Platform

Hold-harmless Rating: Refers to circumstance when a rating on a specific component of LKES will not be used during a specified time period at the district level for Human Resources purposes. The ratings and/or scores will be calculated into the LEM for diagnostic and general information.

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LAPS: Leader Assessment on Performance Standards

LEM: Leader Effectiveness Measure

LKES*:* Leader Keys Effectiveness System

Leader: Refers to those individuals evaluated using the Leader Keys Effectiveness System. This includes principals and assistant principals.

Leader Effectiveness*:* Effective leaders possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare all students with a readiness for college and career success. Effective leaders build relationships with students, parents, colleagues and staff. Self-reflection, collaboration with colleagues, and modeling of continuous learning and leadership is seen within the school setting and beyond. They communicate high expectations to all stakeholders and meet the performance standards in a manner that is consistent with the school's mission and goals with a positive impact on student learning and school improvement.

Performance appraisal rubric*:* Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of leaders' performance efficient and accurate, and to help the evaluator explain to the leader and others the rating that is assigned.

Performance indicator*:* Performance indicators provide examples of observable, tangible behaviors for each leader performance standard. They are ***examples*** of the type of performance that may occur if a standard is being successfully met.

Performance portrait*:* Performance portrait is an expression that refers to an inclusive and thorough representation of a leader's effectiveness.

Performance standard*:* Performance standards are the major duties performed by a leader and serve as the basic unit of analysis in the LAPS component of the Leader Keys Effectiveness System. The leader performance standards are well-supported by extant research as the essential elements that constitute leader effectiveness.

Professional Development Plan**:** A Professional Development Plan (PDP) is a plan mandated by the evaluator. It may be developed by the evaluator or by the evaluator in collaboration with the administrator. The PDP provides guidelines and timelines for specific, mandatory professional learning that supports immediate improvement of the administrator's practice and increased administrator's effectiveness. The PDP may be required by the evaluator at any time if the administrator's performance is rated below *Proficient* in any component of the Leader Keys Effectiveness System (LKES) during the formative assessment. During the summative assessment and LEM rated below *Proficient*, the PDP must be implemented.

Purposeful sample*:* A sample that is generated through a non-random method of sampling. Purposeful sampling is often used to select information-rich cases for in-depth study.

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Reference Group: The reference group is the target group. The reference group is a statewide benchmark, defined as the state's mean performance. 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.

Self-Assessment: Self-assessment is a process by which leaders judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

SGP: Student Growth Percentile describes a student's growth relative to his/her academic peers - other students with similar prior achievement.

SLO: Student Learning Objectives are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards.

SMART: SMART is a mnemonic used to set goals and/or objectives. The criteria for meeting the goals should be **S**pecific, **M**easurable, **A**ppropriate, **R**ealistic, and **T**ime-bound

Step-wise progression: A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the eight leader standards are marked by a gradual progression as if step by step.

Stratified random sample: A method of sampling that involves the division of a population into smaller homogeneous subgroups known as strata. The strata are formed based on members' shared attributes or characteristics. A random sample is taken from each stratum that may be proportional to the stratum's size when compared to the total population. These subsets of the random sample are then pooled together. Stratified random sampling is particularly advantageous for a population of diversity.

Summative Assessment: The LAPS Summative Assessment is an end-of-year rating on each of the eight leader performance standards using the "totality of the evidence and consistency of practice." This evidence is based on achievement of the performance goals and the documentation of practice and process provided by the leader as well as other relevant evaluator notes.

Teacher Effectiveness: Effective teachers possess the knowledge, skills, and dedication that ensure optimal learning opportunities and growth for all students. They strive to close achievement gaps and prepare diverse student populations for post-secondary success. Effective teachers build relationships with students, parents, colleagues and staff. They facilitate mastery of content and skill development utilizing effective learning strategies. Effective teachers create differentiated, engaging learning environments. They communicate high expectations to students. Collaboration is routine practice with colleagues, as well as self-reflection, modeling continuous learning and leadership within the school setting and beyond.

TKES: Teacher Keys Evaluation System

TEM: Teacher Effectiveness Measure

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Totality of the evidence and consistency of practice: While using the *Formative Assessment* and *Summative Assessment Report* form to evaluate performance on each leader standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level is most accurate and appropriate to represent a leader's performance on a standard.

Z – Score: Z scores 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, and 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.

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Appendix C

Human Resources Department and Evaluator Documents

The following Addendums are forms which may be used through the TLE Electronic Platform by Human Resources Departments and local school evaluators when working with leader and teacher growth and improvement.

Addendum I: Documentation of Conference for the Record
The document may be used to document the oral counsel that occurs between a evaluatee and evaluator. This counsel is provided as a result of concerns or unacceptable conduct/performance of the evaluatee.

Addendum II: Professional Development Plan (PDP)
A Professional Development Plan (PDP) is a plan mandated by the evaluator. It shall be developed by the evaluator in collaboration other qualified individuals. The PDP provides guidelines and timelines for specific, mandatory professional learning which supports immediate improvement of leader practice and increased leader effectiveness. The PDP is a more intensive effort toward improvement of leader practice and effectiveness. A PDP may also be used when a leader does not meet the professional duties, responsibilities and ethical expectations required by the leader.

However, at any time, the evaluator may choose to place a leader on a Professional Development Plan (PDP) if there are major issues with professionalism, Georgia Code of Ethics, or a *Needs Development* or *Ineffective* ratings on the formative assessment. The PDP will be mandated for a leader whose summative assessment rating or LEM is *Needs Development* or *Ineffective*.

Evaluators shall supervise and provide guidance to the leader as outlined in the PDP. Leaders beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the appropriate building-level or district-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Leader Assessment on Performance Standards. All components of the PDP must be entered into the electronic LKES Professional Development (PDP) form.

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Professional Development Plan		
Leader	**School/District**	
Evaluator	**Beginning Date**	**Projected End Date**
	Performance Standard(s) for Improvement	
	Actions and Expectations	
Actions	**Timeline**	**Support/Resources**
	Data for Consideration	
	Review Dates	
Date	Results	Next Review Date
Leader's Signature		**Date**
Evaluator's Signature		**Date**
Final Results		
The teacher has achieved the Performance Standard/s improvement measures. □ **Check**		**The teacher has not achieved the Performance Standard/s improvement measures.** □ **Check**

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Comments/Next Steps	
Leader's Signature	**Date**
Evaluator's Signature	**Date**

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Addendum III: *LKES Evaluation Cycle Calendar*

The document may be used by the school district to create an evaluation cycle calendar appropriate for the school district's teachers and administrators. Dates may be amended as appropriate for the school district. The main components of LKES should be in the school district calendar in addition to other changes/additions as needed by the school district.

Leader Keys Effectiveness System (LKES) 2012-2013 Evaluation Cycle Suggested Calendar		
This document may be used by a district or school to create an evaluation cycle calendar appropriate for administrators. Dates may be added as appropriate for the school districts. The main components shall be in the school district calendar in addition to the other change/additions as needed.		
Date	**Completed**	**Task**
September/October		
		GaDOE: LKES Training of Trainers (September 26-28 and October 22-24) Orientation provided and completed on GaDOE TLE Electronic Platform for Leader Keys Effectiveness System (LKES). LAPS *Self-Assessment Form* accessed on GaDOE TLE Electronic Platform. Completed in preparation for the Pre-Evaluation Conference and Performance Goal Setting. Leader begins process of Performance Goal Setting – two goals must be set by the leader using multiple data sources to determine selection. Evaluator conducts Pre-Evaluation Conference with leader. Conference may include a collaborative review of Self-Assessment, Performance Goal Setting, School Improvement initiatives, Previous Year's Student Performance Data, and/or Professional Development Plan (PDP) if needed. Evaluator and leader begin the LAPS process including collection and work on documentation, goal setting process, evaluator commentary, site visits/walkthroughs, observations, and conferences.

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		Evaluator develops and monitors Professional Development Plan (PDP) as needed.
October		
		Climate survey window opens. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools. Evaluator and leader continue the LAPS process including collection and work on documentation, goal setting process, evaluator commentary, site visits/ walkthroughs, observations, and conferences. Self-Assessment and Performance Goal Setting complete by October 31.
November		
		Climate survey window remains open. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools. Evaluator and leader continue the LAPS process including collection and work on documentation, goal setting process, evaluator commentary, site visits/ walkthroughs, observations, and conferences. Evaluator continues monitoring Professional Development Plans as needed.
December		
		Climate survey window remains open. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools. Evaluator and leader continue the LAPS process including collection and work on documentation, goal setting process, evaluator commentary, site visits/walkthroughs, observations, and conferences. Evaluator continues monitoring Professional Development Plans if needed.

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		Leader collects data on SGP and SLO progress to date from teachers to share at Mid-Year Formative Assessment Conference.
January		
		Climate survey window remains open. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools. Evaluator completes the LAPS Formative Assessment and conducts the Mid-Year Formative Assessment Conference with the leader. Conference should include: collection and work on LAPS documentation, review of the Performance Goal Setting progress toward attainment, SGP and SLO progress data to date, and any documentation provided by the leader. The evaluator may also submit documentation which may include: commentary, site visits/walkthroughs, observations, and conferences. Additional documentation may be requested by the evaluator following the Mid-Year Formative Assessment Conference. Evaluator continues monitoring Professional Development Plans if needed. Principal notifies in writing the appropriate Human Resources Director regarding possible non-renewal of any leader. Employees whose names are submitted may not be recommended for renewal.
February		
		Mid-Year Formative Assessment Conference completed by February 1. Climate survey window remains open. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools.

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		Evaluator and leader continue the LAPS process following the Mid-Year Formative Assessment Conference including collection and work on documentation, goal setting process, evaluator commentary, site visits/walkthroughs, observations, and conferences Evaluator continues monitoring Professional Development Plans if needed.
March		
		Climate survey window remains open. Planning for administration of surveys using GaDOE TLE Electronic Platform with timing determined by districts and schools Evaluator and leader continue the LAPS process following the Formative Assessment including collection and work on documentation, goal setting process, evaluator commentary, site visits/walkthroughs, observations, and conferences
April		
		Climate survey window closes in April. Evaluator and Leader conduct a final review of the LAPS documentation, goal setting process, evaluator commentary, site visits/walkthroughs, observations, and conferences. Evaluator prepares Summative Assessment and conducts a Summative Assessment Conference in April/early May.
May		
		Evaluator prepares Summative Assessment and conducts a Summative Assessment Conference in April/early May. Completed Summative Assessment to be submitted to GaDOE by May 15.

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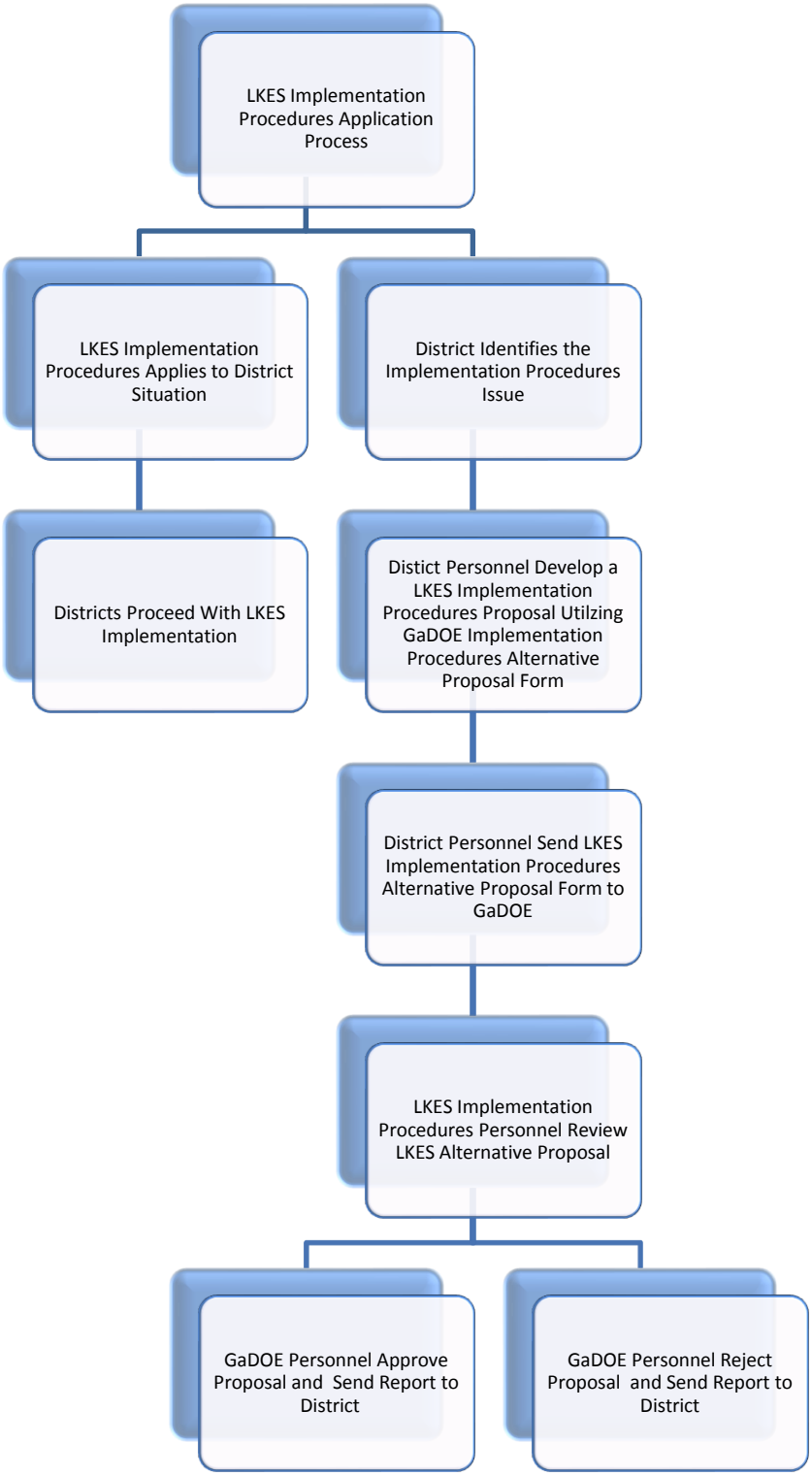
Appendix D

LKES Procedures, Alternative Proposal Flow Chart



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Appendix E

Leader Keys Effectiveness System and Leader Keys[SM] Crosswalk

Recommended Domain	Recommended Standards	*Leader Key #*	Leadership Performance Standards & GLDR
School Leadership	1: Instructional Leadership	C-5	Monitor and evaluate the implementation of a standards-based curriculum.
		SBI-1	Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for learning.
		A-1	Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement.
	2: School Climate	OC-3	Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.
		OC-5	Develop and implement distributed leadership as part of the process of shared governance.
		GLDR 18	Organizes a safe, orderly, and engaging learning environment, including facilities, which reflects state, district, and local school rules, policies, and procedures.
		SBI-5	Lead others in a collaborative process to set high expectations for all learners.

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Recommended Domain	Recommended Standards	*Leader Key #*	Leadership Performance Standards & GLDR
Organizational Leadership	3: Planning and Assessment *(cont.)*	PM& PI-1	Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement.
		PM& PI-4	Monitor the implementation of the school or district improvement plan and its impact on student achievement using an accountability system.
		PM& PI-10	Develop and implement high performance teams, such as school and district improvement teams, to improve processes and performance.
		PM& PI-11	Use improvement results to make recommendations for continuation and/or modification of plans and processes.
		OC-6	Lead staff to accept collective responsibility for school and district improvement and the learning and achievement of all students.
	4: Organizational Management	MO-1	Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students.
		GLDR 15	Manages operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators.
		RD-8	Identify and analyze conflict and implement strategies for managing conflict.
		GLDR 16	Assesses the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues.

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Recommended Domain	Recommended Standards	*Leader Key #*	Leadership Performance Standards & GLDR
Human Resources Leadership	5. Human Resources Management	MO-3	Recruit, select, and hire highly qualified and effective personnel.
		MO-4	Retain effective personnel by ensuring positive working conditions.
		PM& PI-6	Identify and address barriers to leader, faculty, and staff performance.
	6: Teacher/Staff Evaluation	SBI-3	Use techniques such as observation protocols to document that instructional staff use: 1) Student work that reflects achievement of required curriculum standards; 2) Differentiated instruction to accommodate student learning profiles, special needs, and cultural backgrounds; 3) Strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation; 4) Flexible grouping based on effective diagnosis and formative assessment; 5) Innovative strategies to address individual learning needs.
		PM& PI-7	Provide interventions to address underperformance of leaders, faculty, and staff.

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Recommended Domain	Recommended Standards	*Leader Key #*	Leadership Performance Standards & GLDR
Professionalism and Communication	7: Professionalism	PL-4	Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams.
		RD-7	Model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.
		PL-3	Evaluate the implementation and impact of professional learning on staff practices, continuous school and district improvement, and student learning.
		GLDR 17	Organizes a school/district that reflects leadership decisions based on legal and ethical principles to promote educational equity.
		PL-1	Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement.
	8: Communication and Community Relations	RD-2	Actively engage parents, community, and other stakeholders in decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision.

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Leader Keys Effectiveness System and Educational Leadership Policy Standards: ISLLC 2008

Leader Keys Effectiveness System	ISLLC Educational Leadership Policy 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.	**Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. **Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
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.	**Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. **Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

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Leader Keys Effectiveness System	ISLLC Educational Leadership Policy Standards
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.	**Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. **Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. **Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
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.	**Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

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Leader Keys Effectiveness System	ISLLC Educational Leadership Policy Standards
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.	**Standard 3:** An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
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.	**Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. **Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

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Leader Keys Effectiveness System	ISLLC Educational Leadership Policy Standards
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.	**Standard 2:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. **Standard 5:** An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
8. Communication and Community Relations The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	**Standard 4:** An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. **Standard 6:** An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

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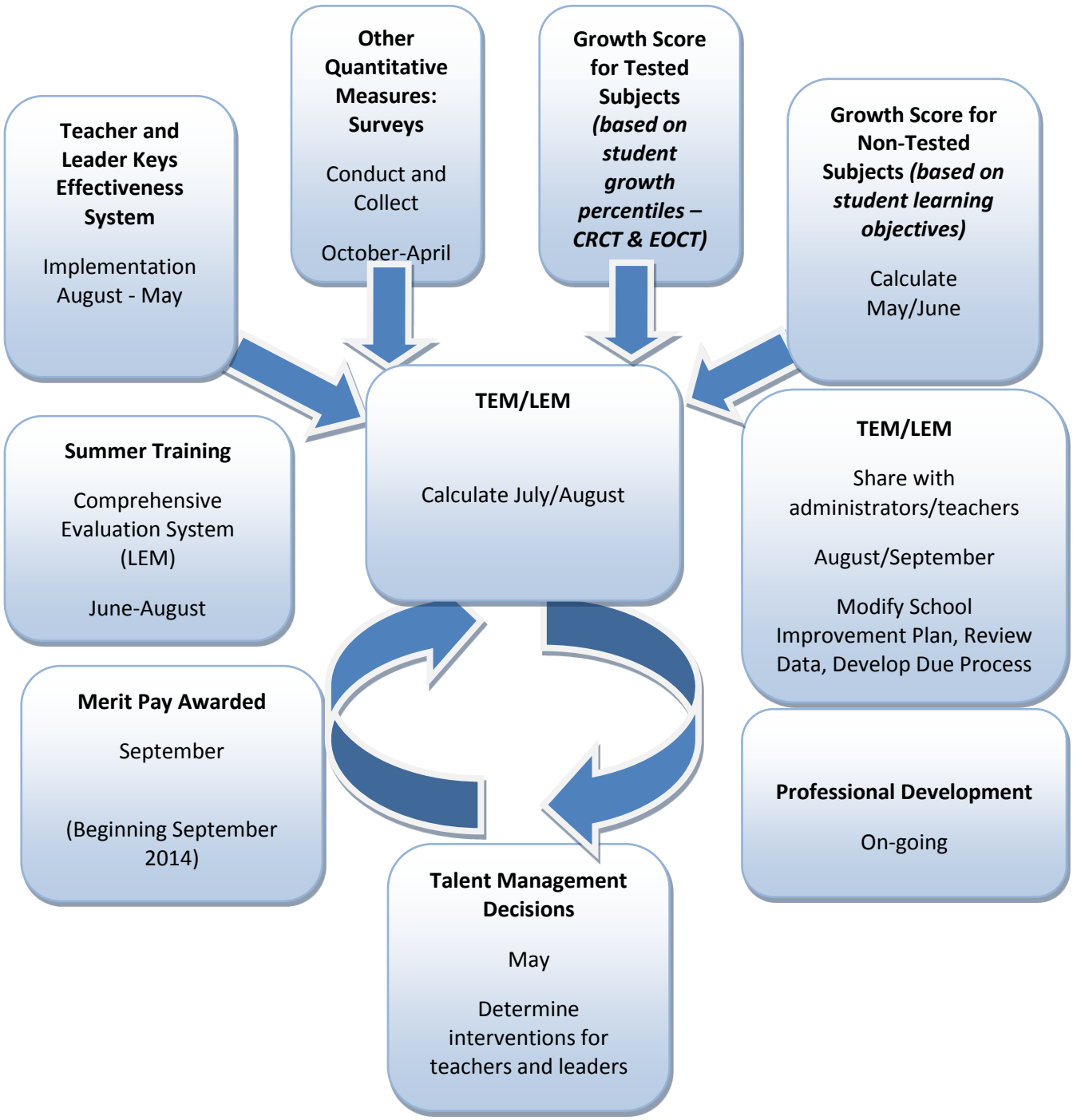
Appendix F

Ongoing Teacher and Leader Effectiveness Cycle



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