



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education Leader Keys Effectiveness System

Leader Keys Effectiveness System

LKES Quick Guide

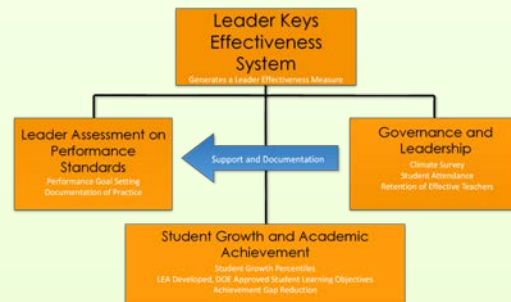
HOW DOES LKES PROMOTE PROFESSIONAL GROWTH AND PERFORMANCE ACCOUNTABILITY?

The Leader Keys Effectiveness System (LKES) is a common evaluation system that allows the state to ensure consistency and comparability across Local Education Agencies (LEAs) based on a common definition of leader effectiveness. LKES focuses on the leader's continued growth and development as it will enable greater student growth and academic achievement. Full implementation of LKES for school level administrators in the state of Georgia is mandated by House Bill 244 beginning the 2014-2015 school year. The three components of LKES are Leader Assessment on Performance Standards (LAPS), Governance and Leadership, and Student Growth and Academic Achievement. The three components of LKES provide a comprehensive evaluation system based on multiple sources of data. Each component contributes to the overall Leader Effectiveness Measure (LEM).

The Leader Assessment on Performance Standards (LAPS) component provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure leader performance related to quality performance standards. LAPS is comprised of four domains which describe the major categories under which a leader's duties and responsibilities fall and eight performance standards which outline the major actions, behaviors, and responsibilities that school leaders demonstrate to be effective. Leaders are rated on each performance standard using a four level performance appraisal rubric with each level intended to be qualitatively superior to all lower levels. *Level III* of the performance appraisal rubric is the actual standard, thus *Level III* is the expected level of performance.

Governance and Leadership, the second component, is comprised of three elements: Climate Surveys, Student Attendance data, and data on the Retention of Effective Teachers. Climate surveys provide information about staff perceptions of a leader's performance. The surveys ask teachers/staff to report on items they have directly experienced. Climate Surveys provide leaders with feedback that can be used as a regular part of reflective practice and to set goals for continuous improvement. Climate surveys are one of multiple sources that may inform the Formative Assessment, if available, but must inform the Summative Assessment ratings.

LKES IMPLEMENTATION



Leader Assessment on Performance Standards (LAPS)

- Four domains and eight performance standards
- Two Performance Goals aligned to performance standards
- Three conferences: Pre-Evaluation Conference, Mid-Year Formative Assessment Conference, and Summative Assessment Conference
- Formative Assessment
- Summative Assessment
- Performance Appraisal Rubric has four levels: *Level IV*, *Level III*, *Level II*, *Level I*

Governance and Leadership

- Climate Survey
 - Administered through the GaDOE TLE Electronic Platform
 - Certified and Classified staff surveys
 - Completed anonymously
 - Minimum of 15 staff members
 - Survey window open from October to March
- Student Attendance
 - Collected by GaDOE
 - Used to inform Performance Standard 2: School Climate
 - Presented in CCRPI report
 - Lagging Data
- Retention of Effective Teachers
 - Collected by GaDOE
 - Used to inform Performance Standard 5: Human Resources Management
 - Not currently implemented

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Student Attendance data is collected by the GaDOE on an ongoing basis throughout the school year. This data is reported to schools and LEAs each year in the October CCRPI report. Student Attendance data will be a lagging source of data, therefore during the summative assessment conference evaluators will review the student attendance data from the previous year. The Retention of Effective Teachers is the final element in Governance and Leadership. This element will not be implemented until sufficient data is collected and analyzed from the Teacher Keys Effectiveness System (TKES) implementation.

The Student Growth and Academic Achievement component takes into account student growth and performance as reported in Student Growth Percentiles, Achievement Gap Reduction, and student performance in relation to Student Learning Objectives. This will be a lagging source of data, therefore, during the Summative Assessment Conference, evaluators will review the leader's student growth and academic achievement data from the previous year.

For tested subjects, a Student Growth Percentile (SGP) is reported for all students who participate on a standardized test. SGPs describe a student's growth relative to his/her academically similar peers – other students with a similar prior achievement. Only a student's actual assessment history is considered, no demographic information is considered. A growth percentile can range from 1 to 99 and all students, regardless of their previous achievement, have the ability to demonstrate all levels of growth. Annual calculations of student growth for tested courses are based on state assessment data.

Achievement Gap Reduction is derived from tested subjects. An achievement gap is the difference in student performance between a focal group and a reference group. The focal group consists of the lowest 25% of students in the school in a given content area, and the reference group is the statewide average by content area. The goal of measuring achievement gap reduction is to focus attention on increasing the achievement of the school's lowest achieving students. In order to establish the achievement gap, the mean score of the focal group will be compared to the mean score of the reference group. When these two numbers move closer together from one year to the next, the achievement gap is being reduced.

Non-tested subjects include all courses without state-mandated tests. These courses consist of LEA-determined SLOs using SMART criteria, are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curricula standards. SLOs focus on growth students make in ALL subjects. SLOs are developed at the LEA level and setting LEA goals for student learning emphasizes student outcomes, rather than inputs.

The overarching goal of Leader Keys Effectiveness System is to support the continuous growth and development of each leader by compiling data within a system of meaningful feedback.

