

State Charter Schools Commission of Georgia
Implementing the Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) in State Charter Schools

Frequently Asked Questions

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1. What are TKES and LKES?

The Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) are uniform evaluation systems developed by the Georgia Department of Education (GaDOE) that include multiple measures designed to assess the impact of teachers and leaders in increasing student achievement.

2. Are state charter schools required to implement TKES and LKES?

Yes. Georgia law (O.C.G.A. § 20-2-210(b)(1)) states:

No later than the 2014-2015 school year, each local school system and all charter schools shall implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals.

TKES and LKES are the evaluation systems adopted by the State Board of Education in accordance with O.C.G.A. § 20-2-210(b)(1).

3. What state charter school teachers are required to be evaluated using TKES?

All teachers providing instruction to students in a state charter school must be evaluated by an appropriately credentialed evaluator using TKES.

4. Who is responsible for evaluating teachers in a state charter school?

The state charter school has discretion in selecting personnel to serve as evaluators; however, the SCSC expects all state charter schools to have at least two administrators credentialed in using TKES. The instructional leader of the state charter school (most often the state charter school leader) usually serves as one evaluator. A state charter school may select additional evaluators based on the individual needs and structure of the school. Evaluators may include assistant principals, deans, department heads, or lead teachers. All evaluators, regardless of position or title, must be fully trained and credentialed in using TKES by GaDOE.

5. What state charter school leaders are required to be evaluated using LKES?

All state charter school leaders who have duties of assistant principals or principals must be evaluated by an appropriately credentialed evaluator using LKES. An assistant principal is defined as “a person charged with assisting the principal in the overall administration of a school, including coordinating and directing school activities.” A principal is defined as “the person who serves as the administrative head of a school and who is responsible for the coordination and direction of all school activities.” State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations* outline these definitions of “assistant principal” and “principal.”

Some state charter school leaders may utilize titles other than assistant principal or principal. However, all state charter school leaders whose duties fall under the definitions of assistant principal or principal must be evaluated using LKES regardless of the individual’s actual title.

6. Are state charter schools required to utilize LKES to evaluate school leaders who operate in a dual capacity with some duties similar to a school principal and some duties similar to a local school superintendent?

Yes. If a state charter school leader performs the duties of a principal as defined by State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations*, the leader must be evaluated using LKES even though the individual may have additional duties beyond the traditional scope of a principal.

7. Are state charter schools required to utilize LKES to evaluate school leaders who operate solely in a role with duties similar to a local school superintendent?

No. If a state charter school leader has duties similar to those of a local superintendent and does not meet the definition of a principal as defined by State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations*, the leader does not need to be evaluated using LKES. For example, an executive director who coordinates activities of multiple state charter schools or programs, manages data reporting and compliance, and arranges external community partnerships would not be required to be evaluated using LKES.

The SCSC expects state charter school governing boards to evaluate school leaders who serve as superintendents using an appropriate standardized evaluation tool. Failure of the governing board to properly evaluate a state charter school leader reflects upon the capacity of the board to govern school operations and will negatively impact charter renewal.

8. Who is responsible for evaluating leaders in a state charter school?

Because the SCSC actively holds governing boards accountable for all aspects of school administration and governance, a member of the state charter school's governing board or an individual subject to the authority of the state charter school governing board must evaluate school leaders. The SCSC expects all state charter schools to have at least two individuals credentialed in using LKES. If a state charter school utilizes a multi-tiered school leadership structure, school leaders with supervisory authority may evaluate other school leaders. For example, an executive director who oversees multiple principals may evaluate the principals if the executive director is credentialed in using LKES.

If the most senior state charter school leader must be evaluated using LKES because he or she performs the duties of a principal as defined by State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations*, a member of the governing board of the school must serve as his or her evaluator. The governing board is ultimately responsible for all actions of school administration, including the performance of the school leader. The governing board of a state charter school has the fiduciary duty to ensure that the school operates in accordance with its charter and applicable law. The responsibilities and fiduciary duties of the governing board cannot be delegated to an individual who is not directly employed the governing board or to another entity. As such, it would not be appropriate to delegate the evaluation of a school leader to an individual who is not directly employed by governing board or to another entity. Failure of the governing board to appropriately evaluate a state charter school leader reflects upon the capacity of the board to govern school operations and will negatively impact charter renewal.

All evaluators, regardless of position or title, must be fully trained and credentialed in using LKES by GaDOE.

9. May state charter school leaders who are employees of an educational management organization (EMO) or charter management organization (CMO) be evaluated by supervisors employed by the EMO or CMO?

State charter school leaders who are employees of an educational management organization (EMO) or charter management organization (CMO) may be evaluated by whatever means the EMO or CMO deems appropriate; however, if that employee meets the definition of an assistant principal or principal as defined by State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations*, the school leader must also be evaluated using LKES by appropriately credentialed LKES evaluators who are members or employees of the school's governing board. *In other words, all state charter school leaders who have duties of assistant principals or principals must be evaluated by an appropriately credentialed evaluator using LKES regardless of his or her employer.* An EMO or CMO may choose to utilize additional evaluation tools for its employees, but the administration of an alternate evaluation does not relieve the state charter school of its legal obligation to administer LKES.

If the most senior state charter school leader must be evaluated using LKES because he or she performs the duties of a principal as defined by State Board of Education Rule 160-5-1-.37 *Teacher and Leader Evaluations*, a member of the governing board of the school must serve as his or her evaluator regardless of his or her status as an employee of the EMO or CMO. An employee of the EMO or CMO may not conduct LKES the evaluation. The governing board is ultimately responsible for all actions of school administration, including the performance of its school leader, even if the school leader is an employee of a third party. The governing board of a state charter school has the fiduciary duty to ensure that the school operates in accordance with its charter and applicable law. The responsibilities and fiduciary duties of the governing board cannot be delegated to an individual who is not directly employed by the governing board or to another entity. As such, it would not be appropriate to delegate the evaluation of a school leader to an employee of an EMO or CMO who is not directly employed by school's the governing board. Failure of the governing board to appropriately evaluate a state charter school leader reflects upon the capacity of the board to govern school operations and will negatively impact charter renewal.

10. Where can I find additional resources regarding TKES and LKES?

The Georgia Department of Education's Division for Teacher and Leader Effectiveness provides programs and resources to enhance teacher and leader effectiveness, including the implementation of TKES and LKES. Many resources regarding the implementation of TKES and LKES are available on its website at this link:

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx>