

Building a system of KPIs

Some might think that building indicators to measure performance is a simple process and only requires selecting an indicator and setting a target value. But the truth is that the process is much bigger than that; if the process of building performance indicators in general and operational performance indicators in particular, it is necessary to complete the following main steps:

1- Data Process

a. Data Availability

Sometimes the data is not found or not appropriately recorded or mixed with other data that is incomplete, so you should make sure that all the requested data is present.

b. Data Reliability

The data may be present but inaccurate or recorded in an unorganized way. Many statistical indicators can help in this aspect.

c. Data Recording

The data may be present and accurate, but it isn't easy to track it down. Suppose there are a million records or a million databases, a different system, or a different term. In that case, confirming the ability to monitor these data with a clear mechanism and capabilities is necessary. The data team and each member's responsibility must be appropriately addressed.

2- KPI Equation

The data should be converted into a performance unit. The indicator equation is critical in reflecting the true picture of performance. It is up to the institution to choose performance units that help them understand their actual performance in a way that suits them and helps them achieve their goals.

3- KPIs boundaries

The target performance ranges are determined from high to low according to the following:

- 1- The indicator, baselines, and strategic targets of the performance indicators.
- 2- Different periods and according to the institution's strategy

4- KPIs exceptions

To determine what periods are not included in the measurement of performance and the cases or data that are not used in measuring the performance process, for example, under crises like covid 19, abnormal data, huge variables, and so on.

5- KPIs Dashboard

Data dashboards are essential to the institution and display critical data and information. They allow you to understand the most valuable data easily, providing insight to answer questions about the business's current performance and areas to improve.

KPIs will include:

1. Test scores: performance in established and respected tests (e.g., MAP, ACT, SAT, China assessments).
2. Parent, faculty, staff, and pupils' satisfaction rates, via surveys, etc.
3. Skills and literacy levels
4. Enrollment and graduates
5. Athletics standings and School ranking
6. The numbers and percentages of pupils who gain places at the World's leading (e.g., top 30, top 50, top 100) universities, or the best specialist colleges (e.g., for theatre, art, design, music).
7. International events, and competitions (e.g., essay-writing, project work, creative and performing arts).
8. Success rates in opening new classes and campuses. (Optional)

A photograph of a female teacher with dark hair, wearing a blue cardigan over a striped shirt, smiling warmly as she leans over a desk. Three young students are seated at the desk, focused on their work. The student on the left is a girl with dark hair and a yellow hair clip, wearing a green shirt. The middle student is a girl with blonde hair and a yellow hair clip, wearing a yellow shirt. The student on the right is a girl with dark hair, wearing a purple shirt. They are all holding yellow pencils and looking at papers on the desk. The background shows a whiteboard with some faint writing. The entire image has a semi-transparent dark blue overlay.

Effective **L**earning **E**nvironments **O**bservation **T**ool[®] (elect[®]):

A tool to drive a learner-centric classroom

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Educational **Q**uality **O**fficial & **L**ead evaluator for **C**ognia, **U**S
Former **A**dvisory **B**oard **M**ember, **C**ambridge **I**nternational, **U**K



Why Learner-Centric?

Sugata Mitra & the hole in the wall





What does it mean to be
LEARNER-CENTRIC?



- Effective Learning Environments Observation Tool
- Developed in 2012
- 200,000+ classroom observations conducted during external reviews and +28,000 observations by school-level app users
- Used for all Cognia (Formally AdvancED) reviews and certifications

- **A**ll items are focused on learners' activities, discussions, experiences, behaviors and dispositions
- **D**eveloped to be an easy to use and intuitive tool for continuous improvement
- **O**riginally developed only for internal use by **Advanced ED**

The elect is used to...

- **O**bserve students in learning contexts
- **P**romote learner-centric classrooms
- **G**ather quantifiable data on classroom environments from the perspective of the learner's experience

Observations are...

- **C**onducted by trained and certified elite observers (inter-rater reliability of **.90** agreement with expert rating on **30** items)
- **20** minutes in length and span all subject areas and grades kindergarten through **12** (last year of secondary school)
- **I**nteractive — that is — observers are encouraged to unobtrusively ask students questions to find out more in order to provide a more accurate rating
- **A** method to gather quantifiable data through direct observation of learners' activities, dispositions, skills, discussions, interactions, modes and engagement



7 Learning Environments

eleot

- **E**quitable **L**earning
- **H**igh **E**xpectations
- **S**upportive **L**earning
- **A**ctive **L**earning
- **P**rogress **M**onitoring and **F**eedback
- **W**ell-**M**anaged
- **D**igital **L**earning

ACTIVITY: Choose a subject, a grade level, and a specific eleot item. Then describe what you see and hear taking into account the rating guidelines below...

When observing in classrooms, consider the following factors as you determine the rating for each eleot item:

- Routine and Systemic
- Quality of Application
- Quantity of Students Applying Item
- Frequency of Application

The factors are listed in order of importance from greatest to least. Thus, the “routine and systemic” category carries more weight than “frequency of application.” The rubric below is intended to provide guidance and is not the simple average of the four factors. Observers should use professional knowledge and judgment in determining the final item rating based on the rubric.

Factors to consider when using eleot:	Very Evident = 4	Evident = 3	Somewhat Evident = 2	Not Observed = 1
Routine and Systemic	Clearly understood, familiar practice and a regular part of the classroom environment	Generally understood practice but not completely routine	Singularly used practice and/or not part of the regular routine	Not observed
Quality of Application	Deep and more complex application of item	Moderate to some complex application of item	Superficial or simple application of item	No application of item
Quantity of Students Applying Item	All or most students are applying item	At least half of students are applying item	Some or only a few students are applying item	No students are applying item
Frequency of Application	The item is observed with high frequency	The item is observed with moderate frequency	The item is observed once or very few times	Not observed

Using data from eleot

- **W**hat insights can you gather?
- **W**hat actions can you take based on your data?
- **H**ow does our school compare with other schools in the **AdvancED Network? Across all schools in your country or region?**

What do the data below reveal about the school?

A. Equitable Learning Environment:

1. Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.25
2. Learners have equal access to classroom discussions, activities, resources, technology, and support	3.18
3. Learners are treated in a fair, clear and consistent manner	3.05
4. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.90

B. High Expectations Environment:

1. Learners strive to meet or are able to articulate the high expectations established by themselves and/ or the teacher	3.00
2. Learners engage in activities and learning that are challenging but attainable	2.98
3. Learners demonstrate and/or are able to describe high quality work	2.18
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.03
5. Learners take responsibility for and are self-directed in their learning	2.78

What do the data below reveal about the school?

C. Supportive Learning Environment:

1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.43
2. Learners take risks in learning (without fear of negative feedback)	3.35
3. Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.05
4. Learners demonstrate a congenial and supportive relationship with their teacher	3.08

D. Active Learning Environment:

1. Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.64
2. Learners make connections from content to real-life experiences	2.18
3. Learners are actively engaged in the learning activities	2.75
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.09

What do the data below reveal about the school?

E. Progress Monitoring and Feedback Environment:	
1. Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.23
2. Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.72
3. Learners demonstrate and/or verbalize understanding of the lesson/content	3.00
4. Learners understand and/or are able to explain how their work is assessed	2.95
F. Well-Managed Learning Environment:	
1. Learners speak and interact respectfully with teacher(s) and each other	3.20
2. Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.57
3. Learners transition smoothly and efficiently from one activity to another	3.28
4. Learners use class time purposefully with minimal wasted time or disruptions	3.17

What do the data below reveal about the school?

G. Digital Learning Environment

1. Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.98
2. Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.62
3. Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.45

Principal Jackson's and the Leadership Team's discoveries:

- Differentiated instruction was not evident across the school
- Expectations were high but targets like high quality exemplars were not being provided
- Students were not connecting learning to real life
- Students were not collaborating with each other for learning
- Overall, the environment at the school was very supportive of learners
- Student use of digital tools was sporadic

After recent school wide elect observations, Middle East Int'l School's principal and Leadership Team discovered some new things about the learning environments at their school.



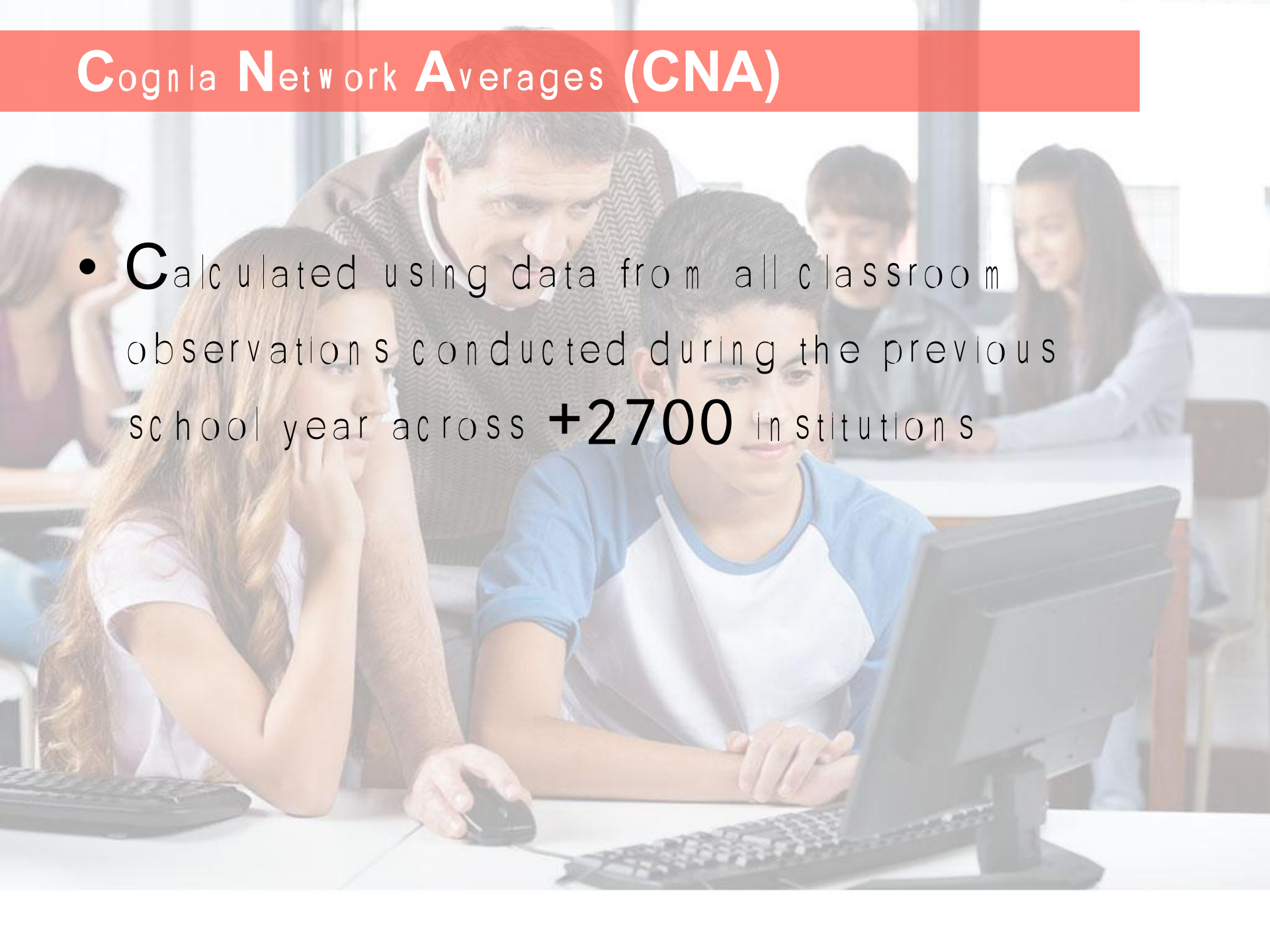
- 1) How can eleot support the Leadership Team in gathering data to drive improvement?
- 2) What professional development and/or instructional coaching supports should Mr. Jackson consider?
- 3) How can the eleot data support teachers during peer observations, professional learning community discussions, and lesson planning?

Summary Results across all schools in the Middle East

Selected Learning Environments	Averages
A: Equitable	2.73
B: High Expectations	2.86
C: Supportive	3.24
D: Active	3.01
E: Progress Monitoring and Feedback	2.64
F: Well-Managed	3.08
G: Digital	1.81

Cognia Network Averages (CNA)

- Calculated using data from all classroom observations conducted during the previous school year across **+2700** institutions



Environment Averages

	Environments	Cognia Network
A	Equitable Learning Environment	2.68
B	High Expectations Environment	2.81
C	Supportive Learning Environment	3.05
D	Active Learning Environment	2.95
E	Progress Monitoring and Feedback Environment	2.76
F	Well-Managed Learning Environment	3.11
G	Digital Learning Environment	1.88

Results by Grade Configurations

	K-5	6-8	9-12
Equitable Learning	2.77	2.64	2.42
High Expectations	2.86	2.76	2.91
Supportive Learning	3.26	3.03	2.43
Active Learning	3.18	2.93	2.92
Progress Monitoring and Feedback	2.83	2.76	2.69
Well-Managed Learning	3.22	3.08	3.05
Digital Learning	1.83	1.90	2.25
Overall elect	3.07	2.77	2.61

Results by Area

	Lang. Arts	Math	Science	Social Studies	World Languages	Special Education	Electives
Equitable	2.71	2.55	2.59	2.70	2.75	2.86	2.77
High Expectations	2.81	2.88	2.81	2.67	2.81	2.69	2.82
Supportive	3.06	3.08	3.00	2.91	3.05	3.22	3.10
Active	2.97	2.77	2.98	2.95	2.96	2.95	3.06
Progress Monitoring & Feedback	2.74	2.87	2.71	2.58	2.82	2.75	2.77
Well- Managed	3.13	3.08	3.10	3.03	3.09	2.95	3.15
Digital	1.78	1.95	1.89	1.89	1.69	1.90	1.98
Overall elect	2.79	2.80	2.77	2.71	2.79	2.80	2.85



9:41 AM

eleot™

Logged in as **Veronica Harts**
Test School

- Observations
- eleot™ Resources
- Manage Users
- Reporting
- Account Settings

powered by **AdvancED**

Instructor Name

Instructor Email

Course Title / Topic

Subject

Grade Level

Lesson Segment *self*

Beginning Middle

Observer Name
Veronica Harts

School
eleot Training School 1
9115 Westside Parkway
Alpharetta GA 30009

Create Observation

9:41 AM

Observe

A Equitable Learning

1. Has differentiated learning opportunities and activities that meet her/his needs

4 Very Evident 3 Evident 2 Somewhat Evident

Clear Entry

technology, and support

Add note

3. Knows that rules and consequences are fair, clear, and consistently applied

Add note

A B C D E F

9:41 AM

Observations

You have 3 observations awaiting submission. Select an observation row to edit or [New](#) to create a new observation.

Filter **New +**

Ms Hardin	3rd Grade	Dec 25, 10:40 AM	English	✓
Ms Hardin	3rd Grade	Dec 25, 7:16 PM	Time	✎
Time Test	1st Grade	Dec 22, 10:39 AM	Math	✓
Test California	Kindergarten	Dec 20, 4:59 PM	System Time Changed	✓

Account Settings

Account Settings
(Desktop Access)

Institution Information

eleot Training School 1

9115 Westside Parkway
Alpharetta, GA, US 30009
678-392-2285

Training & Certification

Please select each user to receive a seat for eleot training and select the Assign button. Those users will receive an email with instructions to access the training. Please note that a training seat can only be assigned one time.

Purchase eleot training

You have 1 registration(s) left to assign.

Assign selected

Name	Email	Training Assigned	Certified	Details
<input type="checkbox"/> Adams, Jean	jadams@cpsb.org			
<input type="checkbox"/> Andrews, Yasmine	yandrews@cpsb.org			
<input type="checkbox"/> Anthony, Becky	banthony@cpsb.org			
<input type="checkbox"/> Arroyo, Carmen	carroyo@aya.yale.edu			
<input type="checkbox"/> Bell, Sharon	sbell@advanc-ed.org			Expires 01/29/2017

Reporting

New Report

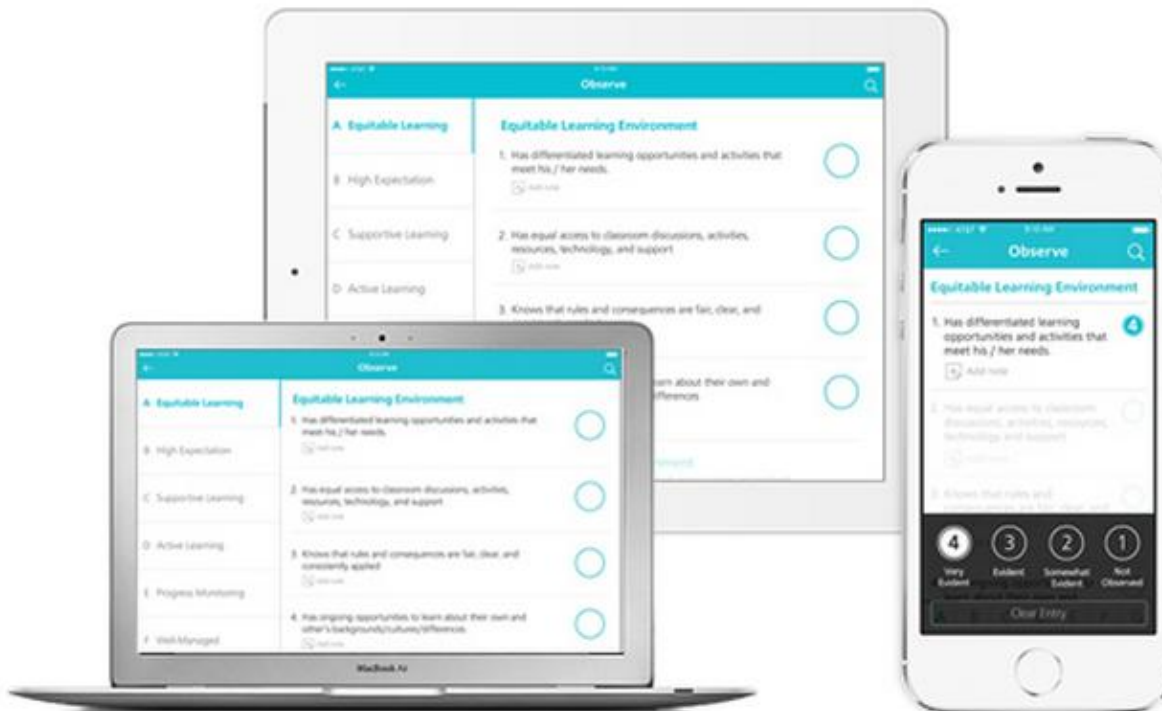
4 Completed Observations, Average Score: 2.53



Reporting (Desktop Access)

Report Name	Created By	Date	Observations	Avg. Score	Actions
School Report - 1st Quarter	Veronica Harts	07/16/2015	4	2.53	⋮
Spring 2015	Manisha Ramakrishnan	06/30/2015	4	2.61	⋮

eleot™





- **R**ate your school on each eleot item — thinking about the classrooms across your school taking into account the rating guide
- **W**here are your areas of strength?
- **W**here are your areas in need of improvement?

Data Analysis

School Name:

School Year: 2020-2021

Cognia Team Leaders: -----

Names of Continuous Improvement Team members	Position
-----	Principal
-----	PK-K Teacher
-----	G1-G2 Teacher
-----	Mandarin Teacher
-----	Secretary
-----	Secretary

Data Analysis

DATA ITEM	Eleot S1 Analysis
ANALYSIS CONDUCTED BY	Continuous Improvement Team Members
METHOD OF ANALYSIS	Qualitative / Quantitative Analysis
RESULTS OF ANALYSIS	<ul style="list-style-type: none">• Strengths:<ul style="list-style-type: none">○ Environment C: Supporting Learning○ Environment F: Well-Managed Learning• Areas needing Improvement:<ul style="list-style-type: none">○ Environment D: Active Learning○ Environment E: Progress Monitoring○ Environment G: Digital Learning <p>Scores above 3:</p> <ul style="list-style-type: none">• A2, A3 // C1, C3, C4 // D3 // F1, F2 <p>Scores below 2:</p> <ul style="list-style-type: none">• A4 // D2, D4 // E4 // G1, G2, G3 <p>Action Plan:</p> <ul style="list-style-type: none">• Active Learning Conversations / Professional Development<ul style="list-style-type: none">○ School Goal• Discussion of Technology in the Classroom; strategies for student use

Data Analysis

DATA ITEM	Eleot S2 Analysis
ANALYSIS CONDUCTED BY	Continuous Improvement Team Members
METHOD OF ANALYSIS	Qualitative / Quantitative Analysis
RESULTS OF ANALYSIS	<ul style="list-style-type: none"> • Strengths: <ul style="list-style-type: none"> ○ Environment C: Supporting Learning (3.16 -> 3.38) ○ Environment F: Well-Managed Learning (3.08 -> 3.27) ○ Environment B: High Expectations (2.49 -> 3.00) • Areas needing Improvement from S1: <ul style="list-style-type: none"> ○ Environment D: Active Learning (2.24 -> 2.98) ○ Environment E: Progress Monitoring (2.27 -> 2.58) ○ Environment G: Digital Learning (1.44 -> 1.50) <p>Scores above 3:</p> <ul style="list-style-type: none"> • A2, A3 // <u>B2, B4 NEW</u> // C1, <u>C2</u>, C3, C4 // <u>D2</u>, D3 // <u>E2, E3</u> // F1, F2, <u>F4</u> <p>Scores below 2:</p> <ul style="list-style-type: none"> • A4 // G1, G2, G3 <ul style="list-style-type: none"> • Conversations around active learning; increasing student engagement are paying off. • Continuing to look for ways of having students use technology in the classroom effectively.

C. School Results (8%)	1	2	3	4	*5
1. Improving the results of mock SAT I/SATII (each 0.5% increase = 1point)	1	2	3	4	5
2. Improvement of the result SAT I/SATII (Each 0.3% increase on the scale=1point)	1	2	3	4	5
3. Top positions SAT I/SATII (each position = 1 point on the scale)	1	2	3	4	5

The increase % is compared with the previous year.

D. Staff Guidance and Management (4 %)	1	2	3	4	*5
4. Assists in interviewing and selection of teachers	1	2	3	4	5
5. Develops and implement policies in the staff handbook	1	2	3	4	5
6. Provides special support and guidance to new teachers	1	2	3	4	5
7. Guides teachers in curriculum implementation	1	2	3	4	5
8. Checks for presence and adherence to lesson plans and schemes of work	1	2	3	4	5
9. Guides staff in their performance of their duties as homeroom teachers	1	2	3	4	5
10. Assists staff in their professional development through training	1	2	3	4	5
11. Encourages a school culture of team work and collective responsibility	1	2	3	4	5
12. Makes and monitors a class cover/substitute system for absent teachers	1	2	3	4	5
13. Makes and supervises staff schedules for pre-school, break, salat, and post-school student supervision	1	2	3	4	5
E. Staff Evaluation (4 %)	1	2	3	4	5
1. Regularly visits classrooms to observe instruction; leads teachers and other staff in observations	1	2	3	4	5
2. Has regular conferences with individual teachers about their practice and provides ongoing constructive feedback	1	2	3	4	5
3. Helps staff devise and monitor individual self-improvement plans	1	2	3	4	5
4. Uses student results and other sources to help evaluate staff performance	1	2	3	4	5
F. Student Guidance, Counseling, and Management (5%)	1	2	3	4	5
1. Develops and implement policies in the school code of conduct	1	2	3	4	5
2. Monitors attendance and punctuality to school and classes	1	2	3	4	5
3. Manages conflict between students	1	2	3	4	5
4. Works with homeroom teachers in counseling students for academic and/or behavior problems in class or school	1	2	3	4	5

I. General School Operations (7%)	1				5
1. Monitors maintenance and cleanliness of all school facilities in his/her area	1	2	3	4	5
2. Maintains health and safety standards throughout his/her area of supervision	1	2	3	4	5
3. Plans and is prepared for handling medical emergencies	1	2	3	4	5
4. Plans and is prepared for fires or other emergencies requiring evacuation of the building	1	2	3	4	5
5. Effectively manages crisis situations	1	2	3	4	5
6. Maintains proper use and conservation of all resources in his/her area of supervision	1	2	3	4	5
7. Ensures that staff has adequate access to the necessary resources for the performance of their duties	1	2	3	4	5
8. Maintains a personal presence and high visibility in his/her area of responsibility throughout the day to monitor student behavior, safety, and security	1	2	3	4	5

J. Personal Conduct and Performance (6%)	1	2	3	4	*5
1. General image, appearance, dress, spirit, cooperation and positivity	1	4	6	8	5
2. Satisfaction of students, staff and parents through surveys/feedback	1	4	6	8	5
3. Relationship , rapport, and cooperation with fellow VPs and other members of the administration	1	4	6	8	5
4. Professionalism, punctuality, firmness, follow up and attendance	1	4	6	8	5

No.	Indicator	Target	Scale					Multip. Factor	Mark
			1	2	3	4	5		
H	Students rate /class 2%	As Per the year						2x	
I	Teacher rate/class 2 %	As Per the year						1x	
K	Admin. Rate / Class 2%	As Per the year						1x	
L	St. Growth rate 5%	As Per the year						3x	

School: _____
Evaluation form for the academic coordinator

Name	Date-----	Employee No.					
		<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>					

No.	Academic Operations	Field	Level	Mark
1	1. Planning 2. Achievement 3. Preparation 4. Curriculum Development 5. Training 15%	1. Sharing in establishing the academic plan by regular/quick feedback in addition to oversee the development, implementation, and monitoring of a comprehensive subject area action plan for each phase of the curriculum cycle including curriculum assessment, program support, co- and extra-curricular activities, and staff development, all should be according to the decided deadlines.	A	3
			B	2
			C	1
		2. oversees activities in the subject area related to its placement on the curriculum cycle and facilitates grade level planning and assessment.	A	2
			B	1
		3. Following up/reviewing all the needed work of the accreditation body (AdvancED) according.	A	2
			B	1
		4. Implement the plan after being approved from the Academic Director and facilitate student activities to support instructional practice.	A	2
			B	1
		5. Effectiveness of training (Suggestions, Selections, Conduction, Assessment, Evaluation and implementation and conducting the TIP)	A	3
			B	2
			C	1
		6. Maintain and/or revise instructional materials and departmental need based on current research and department/school philosophy, utilizing the web-based International Standards Curriculum.	A	2
			B	1
	7. Following up/Achieving the target for all curriculum standards/pacing guide and question banking affairs and being sure from the implementation according to the deadlines.	A	3	
		B	1	
		C	0	
	1. Operationn 2. Program Evaluation /Assessment 3. Resources Management 8%	1. Gather and analyze evidence about the quality of the school program with respect to the criteria and the expected school-wide learning results. In addition to coordination of data gathering, analysis, keeping and reporting the results of self-study for developing an action plan which are all needed for the SIP and all accreditation/reaccreditation affairs.	A	3
			B	2
			C	1
		2. Supervision level for academic affairs and all academic support affairs	A	2
		B	1	
3. Keeping all documentations of the academic affairs in a well-organized form and conducting meeting of regular basis supplemented with meeting minutes.		A	2	
		B	1	
4. Effectiveness 21 st century learning skills and that of digital learning and being sure of the effectiveness of IT tools (MLG, interactive boards ...etc.). In learning process and learning/teaching support.		A	3	
		B	2	
		C	1	
1. Feedback 2. Reporting 7%	1. Provide the administration of the school with a copy of the minutes of all Department/Grade-Level Head meetings.	A	2	
		B	1	
	2. Promote communication between home and school and encourage involvement of all stakeholders in the academic affairs.	A	2	
		B	1	
	3. Teacher and students portfolios are all available in the school. (To be checked by committee of 3 members)	A	3	
		B	2	
		C	1	

2	Results Indicators 30%	Field	Subject	Average of the previous year	Target to inc.	Av. Of this year	The mark	Remarks
		The percentage of change of the results of the subject that the supervisor is responsible for it.	IGCSE		0.2 %			
			AS		0.1 %			
			AL		0.1 %			
			SAT		0.2 %			
Remarks 1. <u>In case of steady results will get 25%</u> 2. <u>In case of achieving the target will get 28%</u> 3. <u>In case of exceeding the target will get 30%</u> 4. <u>In the case of one stream UK or US the results will be distributed for the current stream</u>								
3	IT Implementation 10%	Less than 10%		0				
		From 10% - 49.9 %		2				
		From 50% - 64.9 %		4				
		From 65% - 74.9 %		6				
		From 75% - 84.9 %		8				
		More 85%		10				

No.	Academic Operations	Field	Level	Mark
	COORDINATION-RELATED DUTIES 4%	1- FACILITATING MEETINGS 2- PROMOTING COLLEGIAL SHARING 3- COMMUNICATING INFORMATION WITH ALL STAKEHOLDERS 4- SURVEYS RESULTS 5- REPORTING TO MAARIF 6- FLEXIBILITY AND RESPONSIVENESS 7- Implementing the required actions of IRV	Below The expectations	-
			A	8
			B	5
			C	3

Part Two

ATB According to the benchmark

No.	Indicator	Field	Level	Mark
3	Teacher / Class 5%	According to the target of the branch	Below Target	-
			Target achieved	3
			Above target	5
4	Administrator /class 3 %	According to the target of the branch	Below Target	-
			Target achieved	2
			Above target	3
5	Students growth 7 %	According to the target of the branch	Below Target	-
			Target achieved	5
			Above target	7
6	Learning Environments 3%	According to the target of the branch	Medium	1
			Very good	2
			Excellent	3
7	Cooperation with Ma'arif academic team 4%	According to the target of the branch	Medium	-
			Very good	2
			Excellent	4
8	Level of achieving tasks 4%	According to the target of the branch	Medium	-
			Very good	2
			Excellent	4

Financial and Admin Co.

General Director

ADIS

Key Performance Indicators

Information Technology Positions

SECTION ONE: EMPLOYEE INFORMATION

Employee Name: _____ **Identification Number:** _____ **Department:** _____
Classification Title: _____
Position Number: _____ **Evaluation Period:** _____ **Beginning Date:** _____ **Ending Date:** _____
Salary: (check one) At or Below Control Point Above Control Point **Purpose of Rating:** (check one) Trial Service Annual

SECTION TWO: COMPETENCIES

Competency/Performance Standards	Performance Evaluation (Written evaluation of performance requirements for position)	Rating
TECHNICAL KNOWLEDGE <i>Encompasses those skills and abilities within a specialty area(s) of Information Technology required to deliver products and services that support business processes.</i>	<i>Minimum requirements for competency level regardless of IT classification series: (check each box to indicate employee meets these requirements – all boxes must be checked for “meets standards” or “consistently exceeds standards” rating)</i> <input type="checkbox"/> Uses in-depth/comprehensive knowledge of technology and standard principles within work specialty area(s) to assume overall responsibility for large, complex system(s). <input type="checkbox"/> Serves as high level technical resource or consultant to subordinates and technical peers. <input type="checkbox"/> Uses knowledge of new technology to estimate and advise regarding the impact of same on existing or new systems/services.	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
	<i>Supervisors: Use this space to list other specific Performance Standards required for this position and the written evaluation of same.</i>	
WORK COORDINATION <i>Encompasses those skills and abilities required to organize and prioritize work, respond to conflicting business needs, and work collaboratively with a group of people to produce and deliver a product or service.</i>	<i>Minimum requirements for competency level regardless of IT classification series: (check each box to indicate employee meets these requirements – all boxes must be checked for “meets standards” or “consistently exceeds standards” rating)</i> <input type="checkbox"/> Initiates, manages and coordinates major, complex technology projects. <input type="checkbox"/> Prioritizes own work based on dept. resources, goals, objectives, and customer needs. <input type="checkbox"/> Designs/engineers work processes and provides direction to team members. <input type="checkbox"/> Coordinates well with others on shared projects and often leads multiple team projects/efforts.	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
	<i>Supervisors: Use this space to list other specific Performance Standards required for this position and the written evaluation of same.</i>	

<p>PROBLEM SOLVING/ PREVENTION <i>Encompasses those skills and abilities required to analyze issues within a specialty area(s), evaluate alternatives to achieve quality and technical solutions that support the long and short-term needs of users, departments, and the mission of the University.</i></p>	<p><i>Minimum requirements for competency level regardless of IT classification series: (check each box to indicate employee meets these requirements – all boxes must be checked for “meets standards” or “consistently exceeds standards” rating)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes performance issues of large scale systems at a campus or dept. level and implements technology solutions to address system problems identified. <input type="checkbox"/> Assesses business needs, conducts feasibility studies and prepares formal cost-benefit analyses for new technology recommendations/acquisitions. <input type="checkbox"/> Anticipates problems and develops proactive solutions for resolving system or campus-wide issues. <input type="checkbox"/> Serves as technical lead for large scale (campus or dept. level systems) problem resolution. <input type="checkbox"/> Understands the bigger picture and identifies cross-functional integration and system impacts. <p><i>Supervisors: Use this space to list other specific Performance Standards required for this position and the written evaluation of same.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
<p>COMMUNICATION & SERVICE <i>Encompasses those skills and abilities required to effectively exchange information in order to interpret the needs of customers, respond to those needs, achieve customer satisfaction, and teach varying levels of information technology disciplines to groups and/or individuals.</i></p>	<p><i>Minimum requirements for competency level regardless of IT classification series: (check each box to indicate employee meets these requirements – all boxes must be checked for “meets standards” or “consistently exceeds standards” rating)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates technical issues regularly with network administrators, senior management, outside entities, and across depts. and organizations. <input type="checkbox"/> Functions as technical consultant to various audiences across campus/dept. <input type="checkbox"/> Makes formal presentations to various groups and represents dept./program unit in external meetings. <input type="checkbox"/> Establishes standards for customer services and system(s) reliability. <input type="checkbox"/> Anticipates customer needs, develops technical solutions to meet those needs, implements those solutions, analyzes customer satisfaction, and formulates strategies to increase customer satisfaction. <input type="checkbox"/> Designs training curriculum for new technologies/services and conducts training for staff and/or users. <p><i>Supervisors: Use this space to list other specific Performance Standards required for this position and the written evaluation of same.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
<p>ACCOUNTABILITY <i>Encompasses those skills and abilities required to make decisions and take ownership of and responsibility for work performed.</i></p>	<p><i>Minimum requirements for competency level regardless of IT classification series: (check each box to indicate employee meets these requirements – all boxes must be checked for “meets standards” or “consistently exceeds standards” rating)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommends guidelines for technical resource allocations. <input type="checkbox"/> Understands and reconciles competing demands between conflicting interests. <input type="checkbox"/> Makes decisions concerning interpretation of considerable data, resource determination/allocation, planning of the work, and “post mortem” debriefings necessary to refine methods/techniques for future use. <input type="checkbox"/> Frequently end of technical problem resolution escalation chain and accountable for resolution of system-wide outages/problems/issues. <input type="checkbox"/> Responsible for system and data integrity on campus or dept. wide level. <p><i>Supervisors: Use this space to list other specific Performance Standards required for this position and the written evaluation of same.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient

SECTION THREE: OTHER PERFORMANCE FACTORS/REQUIREMENTS

Factor/Requirement	Performance Evaluation (Written evaluation of performance requirements for position)	Rating
QUALITY OF WORK <i>Overall excellence in workmanship, accuracy, thoroughness, and consistency.</i>		<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
RELIABILITY <i>Overall reliability in punctuality, attendance, and completion of work/projects on time.</i>		<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient
ADAPTABILITY <i>Overall flexibility and ability to manage change, adjust to new work requirements, and respond to changing customer needs.</i>		<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient

SECTION FOUR: PERFORMANCE OBJECTIVES

Past Year's Performance Objectives	Rating	Results/Comments
Objective 1: Varies w/job; please list or describe	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient	
Objective 2: Varies w/job; please list or describe	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient	
Objective 3: Varies w/job; please list or describe	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient	
Objective 4: Varies w/job; please list or describe	<input type="checkbox"/> Consistently Exceeds Standards <input type="checkbox"/> Meets Standards <input type="checkbox"/> Deficient	

Upcoming Year's Performance Objectives	Comments
Objective 1: Varies w/job; please list or describe	
Objective 2: Varies w/job; please list or describe	
Objective 3: Varies w/job; please list or describe	
Objective 4: Varies w/job; please list or describe	

SECTION FIVE: SUMMARY

Summary Rating: (Choose one and indicate % increase)

_____ Consistently Exceeds Standards

_____ Meets Standards

_____ Deficient (0% increase)

_____ % Increase
 (if at or below control pt.: 6.00-7.25% increase)
 (if above control pt.: 3.00-4.00% increase)

_____ % Increase
 (if at or below control pt.: 4.75% increase)
 (if above control pt.: 2.00% increase)

Commentary Supporting Summary Rating:

SECTION SIX: PROFESSIONAL DEVELOPMENT

Recommended professional development plan and reasons why:

Additional resources required to implement plan:

	Form No.----- The Name of the International School ----- Evaluation form for Learning Resources Center Supervisor
Ma'arif ID No. <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px auto; display: flex; justify-content: space-around;"> </div>	Name ----- Date----- Major in -----Date of joining Ma'arif ----- Degree----- Section-----

Student- Counselor-focused Observations	4	3	2	1	Mark
A. Action planning: 16 %					
1. Identifying the areas of development, setting SMART Goals, and preparation for action plans: quarterly and annual.	4	3	2	1	
2. Schedule submitted during the First Term to organize the school classes' visits to address the expectations of the Counseling Program	4	3	2	1	
3. Maintaining a Resource Bank comprising of School Direction & purpose, policies, and Code of Conduct for the students	4	3	2	1	
4. A Calendar prepared at the onset of the session regarding the Counseling Program that meets the needs of the school.	4	3	2	1	
B. Counseling duties : 35 %					
1. Communication with the students, teachers and Parents to resolve problems	4	3	2	1	
2. Offering Orientation session for the student, at the onset of the academic session and for the new students regarding the Disciplinary Policy, ethical code, School Purpose and Direction etc	4	3	2	1	
3. Initiate activities to develop better awareness amongst Parents and Students about School's Purpose and Direction	4	3	2	1	
4. Arranging Guest Speaker Program, to promote values and to motivate.	4	3	2	1	
5. Arranging Field trips which complement teaching.	4	3	2	1	
6. Identifying and addressing common issues through offering content for reading , giving presentations or showing movies and videos	4	3	2	1	
7. Maintaining a desk at the PTMS to meet the Parents, recording their reflections on the functioning of School in general and performance of students in particular.	4	3	2	1	

C. Administrative work related to the School: 20 %				
1. Organize & maintain the record of issues reported and the follow-up..	4	3	2	1
2. Inform teachers, students and parents about any new developments regarding the Counseling Program	4	3	2	1
3. Review and revise policies or give input to improve the Counseling program	4	3	2	1
4. Giving suggestions to curtail issues and violations of policies.	4	3	2	1
5. Should organize and maintain data according to the Ministry requirements.	4	3	2	1
D. Personal performance: 12 %				
1. The general image, spirit, and positivity	4	3	2	1
2. Punctuality, regularity	4	3	2	1
3. Cooperation during working hours, cooperation outside working hours ,	4	3	2	1
4. Impartiality and fairness	4	3	2	1
5. Problem-solving skills	4	3	2	1
D. Professional Conduct: 17 %				
1. Interacts positively with the directives of the school management.	4	3	2	1
2. Positive relationship with colleagues, students and parents.	4	3	2	1
3. Positive interaction in the leadership, supervision and assessment of responsibility and teamwork	4	3	2	1
4. Accept the directives of school management and perform positively	4	3	2	1
5. Maintaining privacy and confidentiality	4	3	2	1

Comments

100

Academic Supervisor

General Director:

Academic Op. Manager

Academic Director

KEY PERFORMANCE INDICATORS INFOGRAPHIC

Learn more. Get certified.



Functional Areas

Accounting
% Billing accuracy
\$ Cost of goods sold
% Client cash net revenue
% Invoices under query
Days in accounts receivable

Compliance and Risk
\$ Loss expectancy
% Operational risk
Corporate governance index
Frequency of inventory audit
Turnaround time for audits

Customer Service
Speed of answer
Complaints received
% Call handling time
% Complaints resolved
% Call abandon rate

Finance
Berry ratio
% Capital acquisition ratio
% Basic earning power ratio
Labor multiplier
% Return on funds employed

HSSE
Lost time injury frequency rate
\$ Energy consumption cost
Hours of OHS training conducted
Operational spills
Lost workdays due to accidents

Human Resources
Employee engagement index
Time to fill a vacant position
% Employee turnover
% Employee satisfaction
Training hours per FTE

Information Technology
% Defects removal efficiency
SDLC exceptions granted
% LAN server availability
Time to market
Time for service request fulfillment

Marketing & Communication
% Brand awareness
% Net promoter score
% Customer retention
\$ Customer acquisition cost
\$ Lifetime value of a customer

Procurement & Distribution
Inventory to sales ratio
% Slow moving stock
% On-time delivery
% Perfect purchase order rate
% Inventory carrying rate

Production
% Production schedule attainment
Units per man-hour
% Maintenance backlog
% Production schedule adherence
% Production uptime

Project Management
Earned man-hours
Schedule performance index
\$ Cost avoidance savings
\$ Profit per project
% Delivery deadlines met

Quality Management
\$ Cost of poor quality
% Scrap rate
% Process efficiency ratio
% Production first time yield
% Rework cost

Research & Development
\$ Cost savings due to R&D
Payback period of new products
% New product success rate
Time to break-even
First to market products

Sales
% Share of wallet
% Sales growth
% Sales quota attainment
% Lead conversion rate
\$ Sales per labor hour

Terminology

KPI

Definition:
A measurable expression for the achievement of a desired level of results in an area relevant to the entity's activity.

SMART Objectives

SMART Objective

- Objective → Increase customers base
- + KPI → % Market share
- + Target → 20%
- + Timeframe → By Financial Year End
- + Responsible → Sales Director

Increase customers base to reach 20% market share by FY end under Sales Director leadership

KPI naming standards
KPIs - start with symbols

Value of \$ Net profit

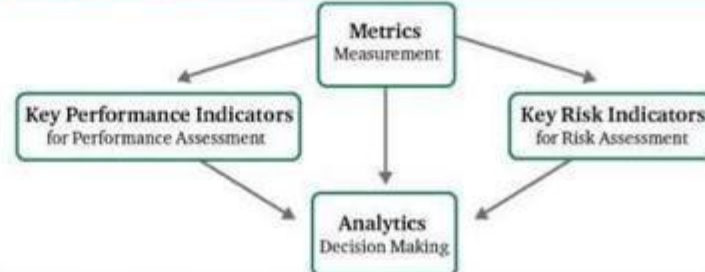
Number of # Defects

Percentage of % Budget variance

Value added by KPIs

- Clarity**
Paint a clear picture of strategy
- Focus**
Focus on what matters / requires attention
- Improvement**
Monitor progress towards the desired state

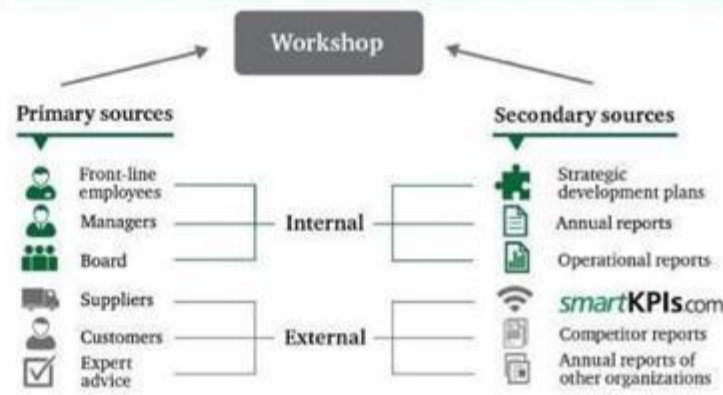
Metrics - KPIs - KRIs - Analytics



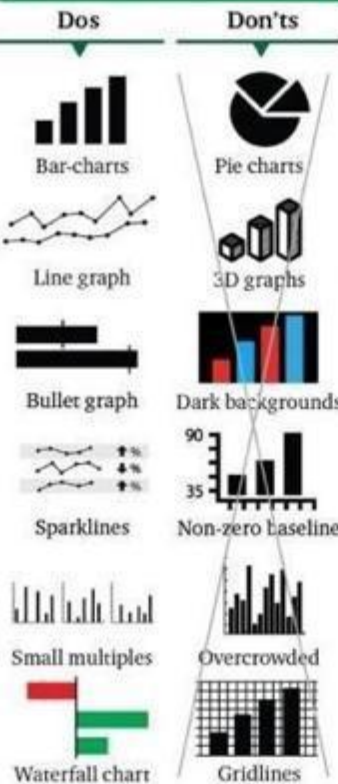
KPI selection criteria

- Relevant**
Aligned with organizational strategy; Significant for the specific domain of services
- Clearly defined**
KPIs should be described by using clear and intelligible terms. Avoid the use of management jargon
- Balanced**
Quality / Quantity; Efficiency / Effectiveness; Subjectivity / Objectivity

KPI selection workshop input



Data visualization



KPI selection technique: Value flow analysis

Objective: Continuously improve skills through learning experience



KPI documentation

Name % Hospital bed occupancy rate

Definition

Measures the percentage of beds in the hospital that are occupied by patients, from overall number of hospital beds.

Calculation

Subordinate measures used for calculation
A = # Hospital beds occupied B = # Hospital beds

Calculation formula (A/B)*100 Formula type Rate Trend is good when Within range

Target

Threshold example
Red: < 80% ; >95% Yellow: 80 - 85% ; 90 - 95% Green: 85 - 90%

Industries

Call Center
% Call setup success rate
% Agent utilization
% Call completion rate
% First call resolution rate
% Call drop rate

Customs
Arrival processing time
Entry clearance referrals
% Work permits issued
Immigration refusals
% Hit rate on high risk cargoes

Education & Training
National examination score
% Attendance rate per course
Students to professor ratio
% Drop-out rate
% Student satisfaction rate

Financial Institutions
Insurance underwriting time
% Insurance claim processing time
% Cash collection rate
% Risk coverage ratio
Liquidity ratio

Government - State/Federal
\$ Gross National Product per capita
Healthy life expectancy
% Unemployment rate
Water scarcity index
% Health insurance coverage

Healthcare
% Hospital bed occupancy rate
Daily census
% Medication error rate
\$ Cost per discharge
Laboratory test turn-around time

Hospitality & Tourism
\$ Revenue per available seat hour
\$ Total revenue per available room
\$ Revenue per available customer
% Capture rate of hotel guests
Length of stay in hotel

Infrastructure Operations
% Berth occupancy rate
Container dwell time
Turnaround time
Container throughput
Arrival processing time

Real Estate/Property
% Rent collection rate
% Cash-on-cash return
% Occupancy rate
% Repairs completed on time
% Capitalization rate

Resources
% Drilling rig utilization rate
% Non productive drilling time
% Drilling success rate
% Mining equipment availability
Carbon dioxide vessel efficiency

Retail
% Same store sales growth
Stock rotations
Reorder point
Safety stock
\$ Sales per unit area

Telecommunications
\$ Subscriber acquisition cost
% Answer seizure ratio
\$ Subscriber retention cost
% Data network availability
% Block error rate

Transportation
\$ Freight cost per tonne shipped
In flight shutdown rate
Revenue tonne kilometers
% Transport capacity utilization
Transit time

Utilities
Power plant load factor
Water quality index
% Electricity demand growth
% Wastewater treated
% Capacity utilization factor