

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2012-13 Rating Period

GENERAL INFORMATION

LEA Name:

Academy CS

AUN Number:

102020003

Address:

900 Agnew Rd Pittsburgh, PA 15227

Name Superintendent or Chief School Administrator:

William Styche

For Information Contact:

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TEACHER INFORMATION

Describe the LEA's system used to evaluate the performance of your teachers:

At the Academy Charter School we use a variety methods to observe our teachers. Learning Walk Faculty Preparation The principal provides an orientation to the faculty about: 1) the Learning Walk process, 2) the focus of the Learning Walk, 3) the participants in the Learning Walk, 4) the expected behaviors of the participants. The participants will visit 4 to 6 classrooms for 5 to 10 minutes each. The participants will debrief for 2 to 4 minutes between visits. Participant Preparation On the day of the Learning Walk, the participants will meet in the principal's office or conference room. The principal will share information on the faculty's most recent professional development initiatives and ask participants to focus upon those areas. Learning Walk Observation Feedback Forms (See Appendix J) will be reviewed and distributed. Classroom Visits The participants visit the classrooms and use the forms to document what they see and hear. Special emphasis should be made relative to the identified focus areas. Participants are to observe teacher-student interaction, student-to-student interaction, student work, classroom displays, and the teacher's lesson. The participants may ask students questions so as to gain an understanding of whether students know what they are learning and why they are learning it. Participants may also ask students how their work is assessed and how they could earn a higher score. Students could be asked to explain classroom wall displays and charts. Participants can ask teachers questions relating to their teaching. Hallway Debriefs After visiting the classroom, the participants will convene briefly (2 to 4 minutes) to share what they saw and heard in the classroom. The leader will ask participants to post a thought-provoking question or comment that is supportive to the teaching-learning process. Debriefing/Feedback Session After completing the classroom visits, the participants reconvene in a common meeting area to discuss the observations and help the principal determine the next steps for working with the teachers to better support student learning. Each participant is asked to write one statement for each class about what they observed in that class citing

evidence to support their statement and highlight key points from the Visitation Observation Feedback Form. Next Step After hearing feedback and questions from the participants, the principal will collect the Feedback Forms and summarize the information to determine the direction of upcoming professional development activities, focused observations, and school improvement initiatives. Feedback to Faculty The principal will provide feedback to the faculty in one of several ways; 1) The teacher may receive a verbal acknowledgement of the results of the visit, 2) The teacher may receive a written copy of the Learning Walk Feedback Form(s) 3) The teacher may be asked to attend a post-observation conference to review the Learning Walk Feedback Form(s) and 4) The faculty may receive a letter describing what the participants observed, questions for reflection, and suggestions for enhancing student learning. The principal will emphasize that future Learning Walk visits will focus on the questions for reflection, suggestions for enhancing student learning, and current professional development initiatives. Please see Appendix J for the Learning Walk Observation Feedback Form. Curriculum Observations Since our curriculum is fairly new, we will be monitoring all subjects this year at different levels. All teachers will receive one-two curriculum observations throughout the school year. Using the Curriculum Observation Form (See Appendix K), we will not only be able to monitor the teacher, but also, we will be able to find areas of success and areas that need improvement within the curriculum to be utilized, adapted, or modified. Our curriculum cycle concentrates on the subjects with the most needs and rotates on a five year schedule as shown below: Curriculum Cycle: 5 year rotation: Subject 1- Intense Subject 2- Observe and Teacher Suggests Subject 3- Observe and Teacher Suggests Subject 4- 1/3 months talks Subject 5- Complete Plan Our Cycle for 2010-2011: Subject 1- Science Subject 2- Math Subject 3- English Subject 4- History Subject 5- PE/Health Formal Observations For formal observations, we follow the Charlotte Danielson Framework for Teaching. The pre-observation component of the clinical supervision cycle consists of sharing information about the lesson and classroom. The observation component is when the principal, or designee, comes into the teacher's classroom and observes the lesson. The last part of the clinical supervision cycle consists of the post-observation. During this part of the process, the principal, or designee, meets with the teacher and they discuss different aspects of the lesson, including what went well, what could be improved upon, how you know, and what could you do differently. The goal of the clinical supervision cycle is to improve delivery of instruction and to increase student achievement. Please refer to Appendix L for forms relating to the Clinical Supervision Cycle.

Does the LEA use the results of the teacher evaluation system described above in decisions regarding:

- a. Teacher Development? Yes
- b. Teacher Compensation? No
- c. Teacher Promotions? No
- d. Teacher Retention and Removal? Yes

Based on teacher performance evaluations administration will plan Professional Development to meet the needs of all teachers and any struggling teacher. Each teacher is also given a needs assessment every year to identify their personal professional development needs.

Yes based on teacher performance evaluations will have an effect on if their certification will move to a level II certification. A teacher must have three years of successful teaching to become level II certified. Performance evaluations and subsequent ratings are used to determine the need for an Improvement Plan for teachers. In the event that a developed and implemented Teacher Improvement Plan does not sufficiently enhance performance, the plan may be revised /and or extended. However, if improvement does not occur to an overall satisfactory level the course of two consecutive summative ratings, a teacher may be recommended for termination.

Does the LEA teacher evaluation system described above include the following as evaluation criterion:

- a. Student Achievement Outcomes? No
- b. Student Growth Data? No

We are moving towards using student achievement as an evaluation criterion. Our first step in this process is implementing a school-wide progress monitoring system to measure student growth.

How often does the LEA formally evaluate:

- a. New Teachers (Less than 3 Years)? More than twice a year
- b. Experienced Teachers (More than 3 Years)? Twice a year

Does the LEA use weighting formula(e) and/or rubric(s) to guide teacher evaluators?

- a. Yes or No? If Yes, describe background and process. No

Does the LEA publicly report teacher evaluation data by school?

a. Yes or No? (Web link provided if applicable.) No

LEA Teacher Evaluations Summary:

Number Rated		30	
Number Not Rated		0	
Total Number Employed		30	

LEA Teacher Evaluations Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %
Unsatisfactory/Satisfactory			Unsatisfactory	NA				Satisfactory
Academy CS	30	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	30 100%
Totals	30	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	30 100%

Note: - All Building percentages are the result of dividing the number of ratings at each level (Numerator) by the building total (Denominator)
 - All Total percentages are the result of dividing the total number of ratings at each level (Numerator) by the overall total (Denominator)

***In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5**

PRINCIPAL INFORMATION

Describe the LEA's system used to evaluate the performance of your Principals:

Academy Charter School principal evaluations will be based on specific performance and student achievement. The developed Administrative Performance Appraisal is an evaluation instrument for Administrators, Assistant Principals, and Principals. Student achievement data will count for 40 percent of a principal's effectiveness score. The performance measure takes into account six key areas: the performance rubric, system review, improving teacher effectiveness, congruence between teacher performance and student achievement, student enrollment or student attendance, and parent climate survey. We feel that our leaders should follow the following standards: 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. 2) 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. 3) Promotes success of every student by ensuring management of organization, operation, and resources for a safe, efficient, and effective school. 4) Promotes success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. 5) Promotes success of every student by acting with integrity, fairness, and in ethical manner. 6) Promotes success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. The goal of the Administrator being evaluated would establish a minimum of 4 and a Professional Development Goal with the guidance and assistance of Administrators supervisor. The evaluation will be reviewed at the mid-point in the year and again at the end of the year. Revisions and Recommendations can be made at this time to the plan/evaluation. The focus of the Personal Professional Development Goal will be the completion of the (PIL) Pennsylvania Inspired Leadership program thru PDE. Prior to the conclusion of the school year an annual review of the Administrative Evaluation is

conducted and a performance appraisal rating is completed for the Administrator being evaluated. The ratings that one can achieve include Outstanding, Exceeds Expectations, and Unsatisfactory. The annual performance evaluations are determined connected back to the 6 performance indicators and transferred over to a PDE -5501 Professional Performance Rating form. A professional improvement plan will be established if an Administrator is rated "unsatisfactory".

Does the LEA use the results of the principal evaluation system described above in decisions regarding:

a. Principal Development? Yes

Based on the needs of administration professional development needs are met. We outsource to outside agencies to provide professional development in the areas of need.

b. Principal Compensation? Yes

Principal performance evaluation will be used towards decision of compensation based on the principal performance and effectiveness.

c. Principal Promotions? Yes

Yes, based on the principal performance advancement can advance in their position and role within the school.

d. Principal Retention and Removal? Yes

Based on the performance of the principal will effect if we continue on with the principal and remove. If a principal would struggle we would put them on an improvement plan first and provide professional development in the areas of need.

Does the LEA principal evaluation system described above include the following as evaluation criterion:

a. Student Achievement Outcomes? No

b. Student Growth Data? No

We are moving towards using student achievement as an evaluation criterion. Our first step in this process is implementing a school-wide progress monitoring system to measure student growth. We will also start to look at PSSA and Keystone scores.

How often does the LEA formally evaluate:

a. New Principals (Less than 3 Years)? More than twice a year

b. Experienced Principals (More than 3 Years)? Every other year

Does the LEA use weighting formula(e) and/or rubric(s) to guide principal evaluators?

a. Yes or No? If Yes, describe background and process. No

Does the LEA publicly report principal evaluation data by school?

a. Yes or No? (Web link provided if applicable.) No

Does your LEA have at least one Principal position? Yes

Does your LEA have at Standardized Principal Evaluation System? Yes

LEA Principal Evaluations Summary:

Number Rated

Number Not Rated

_____ 0

Total Number Employed

_____ 2

LEA Principal Evaluation Detail:

	Total Employed	Not Rated	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	(Denominator)	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %	(Numerator) %
Unsatisfactory/Satisfactory			Unsatisfactory					Satisfactory
Totals	*	* %	* %	* %	* %	* %	* %	* %

Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numerator) by the overall total (Denominator)

***In order to ensure that individual ratings can not be deduced , we have not reported any Teacher or Principal information if building level or LEA level data is less than or equal to 5**