

Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2010-11 Rating Period

GENERAL INFORMATION

LEA Name:

Achievement House CS

AUN Number:

125230001

Address:

222 Valley Creek Boulevard Suite 301 Exton, PA 19341

Name Superintendent or Chief School Administrator:

Dr. Timothy H. Daniels

For Information Contact:

Jennifer Vargas

Email:

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Phone:

484-615-6222

TEACHER INFORMATION

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

The process for evaluating teachers at Achievement House Cyber Charter School continues to be based upon using of the appropriate PDE forms 426 and 428 as specified by the Pennsylvania Department of Education Performance and Assessment Process. The particular form is matched with the certification level of each professional employee at Achievement House Cyber Charter School. Non-certified staff is held to the same criteria to establish internal instructional consistency throughout the organization. The foundation of the supervision, observation, evaluation, and rating process at the school follows the professional development model "The Frameworks Model" authored by Charlotte Danielson and the work on teacher evaluation by Danielson and McGreal (2000). This model defines formative supervision as serving the purpose of enhancing the instructional skills of teachers by providing constructive feedback, acknowledging exceptional practices, and giving direction for professional development.

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

a. Teacher Development? Yes

Teachers were involved with the following professional development activities: Act 48 training, in-service days, initial point-of-contact support, yearlong Teacher/Mentor program, and weekly department meetings.

b. Teacher Compensation? No

c. Teacher Promotions? Yes

As the school continues to grow, additional promotional opportunities will avail themselves. For 2010-2011 two Department Head positions and one Director position were filled by teachers achieving high level of overall teaching performance.

d. Teacher Retention and Removal? Yes

Since the school operates in an At-Will capacity, employment decisions can and will be made based, in part, on evaluations and the degree teachers are able to improve their performance. Teacher employment is also based on such areas as student achievement, student engagement in a cyber environment and effective instruction through cyber.

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

a. Student Achievement Outcomes? No

b. Student Growth Data? No

How often does the LEA formally evaluate:

a. New Teachers (Less than 3 Years)? Twice a year

b. Experienced Teachers (More than 3 Years)? Annually

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	32
Number Not Rated	0
Total Number Employed	<hr/> 32 <hr/> <hr/>

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					Satisfactory
Achievement House CS	32	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	32 100%
Totals	32	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	32 100%

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:

All administrators, including the Principal, are evaluated twice a year based on goals individually established by each administrator and the CEO. The Principal goals include the following as outlined in the Principal's job description: Curriculum Development: o Understands Elementary and Secondary school curriculum, ensures teaching of the written curriculum, and helps staff to use curriculum resources. o Participates in and/or leads curriculum development activities commensurate with school and district goals. o Provides opportunities and encouragement for staff to increase professional expertise. o Identifies curricular and extracurricular needs by analyzing current programs and student achievement. o Regularly uses the results of student assessment data to identify problems and implement program improvements. Technology: o Possesses knowledge of Cyber school technology through use of informational software and hardware geared to education. o Commands experience in the use of technology as a tool to research, organize, evaluate and communicate information to students, parents, faculty and staff. o Supports the concepts of distance learning and on-line education and is interested in their future development. o Possesses an understanding of the ethical/legal issues surrounding the use of information. Student Assessment and Monitoring o Emphasizes student achievement as the primary outcome of schooling. o Systematically assesses and monitors student progress using objective and verifiable data. o Works with staff to systematically identify and respond to at-risk students; makes referrals to appropriate school and community agencies as needed. o Provides meaningful information to parents/guardians and others regarding student progress. School and Organization Climate o Models and facilitates good human relations skills; effectively interacts with others. o Solicits information from school personnel and cyber community in gauging the school climate. o Recognizes efforts of students and teachers and promotes student and staff self images. o Fosters collegiality and team building among staff members and encourages their active involvement in the decision making process. o Communicates and promotes expectations for high-level performance to staff and students. o Recognizes excellence in student and staff achievement. Works with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate. o Ensures that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the Student Code of Conduct. Establishing an Effective Workplace o Defines and articulates a school philosophy with vision through board-adopted goals and administrative recommended objectives. o Protects instructional time by minimizing interruptions to the instructional process. o Coordinates teacher and student schedules to promote maximum learning and minimize conflict. o Maintains high cyber visibility in the School. o Provides orientation for newly assigned staff members and assists in their professional development. o Conducts meetings of the staff as necessary for the proper functioning of the School. o Provides instructional resources and materials to support teaching staff in accomplishing instructional goals. o Builds a common vision for school improvement with staff. Directs planning activities and implements programs with staff to ensure attainment of school's mission and core beliefs. o Identifies, analyzes, and applies research findings to promote school improvement. Staff Supervision and Personnel Evaluation o Supervises Professional and Support Staff. o Implements PDE and board-approved personnel evaluation programs. o Demonstrates objectivity in personnel evaluation. o Assists in recruiting, screening, hiring, training, and evaluation of the school's professional and support staff. o Defines expectations for staff performance with regard to instructional strategies and communication with the cyber community. o Observes employee performance, records observations and conducts evaluation conferences with the staff. o Confers with staff regarding their professional growth and helps them develop and accomplish organizational and personal goals. o Makes personnel assignments based on knowledge of employee abilities, qualifications, past performances, and school needs. Communication and Community Relations. o Articulates the school's mission to the cyber community and seeks support in accomplishing the mission. o Listens and responds appropriately to staff, student, and community concerns. o Respects differences of opinion and fosters open communications among staff. o Develops communications that reflect and support the management team's decisions in implementation of school board policies. o Communicates effectively with student individually and in groups. o Speaks and writes effectively. o Keeps the CEO and other appropriate central office administrators informed of school activities and problems. o Communicates and works with central office and other personnel to share ideas, problems, and expertise. o Interacts with parent groups to promote positive outcomes. o Encourages parent involvement in decision making. o Keeps the community informed about school activities through newsletters, new releases, and attendance at parent meeting, etc.

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

a. Principal Development? Yes

Through out the year, the principal was provided ongoing support in areas of instuction, technology and managing staff, by various departments within the school. In addition, an outside Principal mentor was provided.

b. Principal Compensation? No

c. Principal Promotions? No

d. Principal Retention and Removal? Yes

A Principal's continued employment is based on the meeting established goals and reaching performance expectations in the primary areas of instruction, technology and managing staff.

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

a. Student Achievement Outcomes? Yes

b. Student Growth Data? Yes

Principal evaluation is based on goals set for mid-year and year-end. Included in these goals are both teacher and student achievement and teacher and student growth. Achieving both sets of goals are a primary focus for the principal.

How often does the LEA formally evaluate:

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

b. Experienced Principals (More than 3 Years)? Twice a 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 Standarized Principal Evaluation System? Yes

LEA Principal Evaluations Summary:

Number Rated	1
Number Not Rated	<u>0</u>
Total Number Employed	1

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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