

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

GENERAL INFORMATION

LEA Name:

Apollo-Ridge SD

AUN Number:

128030603

Address:

PO Box 219 Spring Church, PA 15686-0219

Name Superintendent or Chief School Administrator:

Mrs. Margaret A. DiNinno

For Information Contact:

Mr. Matthew E. Curci

Email:

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Phone:

724-478-6032

TEACHER INFORMATION

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

Our district uses PDE forms 426 and 428 to evaluate our teachers. The PDE forms are based on the Danielson model of effective teaching and supporting research. We use the indicators on these forms to help our principals as they complete annual evaluations of Instructional II teachers and semi-annual evaluations of Instructional I teachers. While principals compile these summative reports, other district administrators such as the Director of Curriculum and the Superintendent may play a role in providing data that will support these evaluations. Our district utilizes full classroom observations as well as a walk-through model to provide feedback and suggestions to teachers regarding their instructional practice. Evaluators use post-conferences to discuss observed lessons as well as written feedback to indicate performance levels to teachers. District teachers are made aware of specific "look-fors" or best practices that should be part of a typical classroom lesson. Such best practices include differentiation of instruction, stating clear objectives, and higher-level questioning techniques. Professional development activities are geared toward supporting teachers in these endeavors, and those who are in need of extra support or training have the opportunity to participate in additional training offered within the district, at the local IU, or through PaTTAN. While our evaluation system may deny a teacher tenure status or lead to dismissal proceedings due to unsatisfactory performance, it does not influence salary decisions.

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

a. Teacher Development? Yes

Teachers who receive either an overall unsatisfactory rating or an unsatisfactory in one of the four domains listed on PDE Forms 426 or 428 may be placed on an improvement plan constructed by district administrators, a component of which includes professional development activities or support geared toward meeting individual needs or areas in need of growth.

b. Teacher Compensation? No

c. Teacher Promotions? No

d. Teacher Retention and Removal? Yes

Teachers who receive either an overall unsatisfactory rating or an unsatisfactory in one of the four domains listed on PDE Forms 426 or 428 may be denied tenure status if they are an inexperienced teacher, placed on an improvement plan regardless of their years of experience, or be recommended for dismissal proceedings.

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	114
Number Not Rated	0
Total Number Employed	114

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
Apollo-Ridge Elem Sch	51	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	51 100%
Apollo-Ridge MS	25	0 0%	1 4%	0 0%	0 0%	0 0%	0 0%	24 96%
Apollo-Ridge HS	38	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	38 100%
Totals	114	0 0%	1 0.9%	0 0%	0 0%	0 0%	0 0%	113 99.1%

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:

The Apollo-Ridge School District uses a self-developed Administrative Evaluation Form that evaluates principals according to performance in several domains. These domains include Relationship with Superintendent and Administration, Educational Leadership, Business and Finance, Staff and Personnel Relationships, Student Responsibilities, Community Relationships, Personal Qualities, and Goals. This multiple domain approach recognizes the current research and literature establishing that principals must employ a variety of strengths and skills in order to serve as effective leaders in their buildings, and that the current climate in education requires that principals are able to function both as educational leaders and building managers. In each of the established categories and on a final overall rating, principals are rated ranging from "Unsatisfactory" to "Exceeds Expectations." Principals perform a self-evaluation, and then meet with the Superintendent to discuss how they were formally evaluated. Principals who are rated as "Needs Improvement" or "Unsatisfactory" are provided specific feedback and planning with regard to how their performance must improve, and provided opportunities for professional development for support. If at the end of the next evaluation period the principal has not improved, dismissal proceedings may follow. As a second component to the evaluation process, principals submit three goals to the superintendent and Board of Education prior to the start of the upcoming school year. One goal has a district-wide focus, the second a building level focus, and the third a personal focus for growth as a professional. The principals provide a monthly update regarding goal progress, and individually meet three times with the superintendent over the course of the school year to discuss progress toward the attainment of goals. At the end of the school year, principals submit a portfolio documenting achievement of the goals. A committee of board members evaluates performance with regard to each goal, providing an additional merit-based component to the principal's evaluation.

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

a. Principal Development? Yes

As opportunities for professional development may become available throughout the year, principals may be made aware of or even required to attend particular conferences, workshops, webinars, etc. that help support the specific job functions or areas of growth the individual may have. If there are particular topics that are appropriate for many administrators or the group as a whole, relevant speakers or consultants may be brought in during the summer months or throughout the school year to address those needs within their relative expertise.

b. Principal Compensation? Yes

Salary adjustments for principals are considered each year via two components. Participating administrators who have demonstrated an overall level of proficiency according to the Administrative Evaluation Form may receive a proficiency-based salary increase from 1% to 2%, determined at the discretion of the Superintendent as it corresponds to the administrators overall performance rating. The Administrative Evaluation Form includes sub-ratings based on the following categories: Relationship with Superintendent and Administration, Educational Leadership, Business and Finance, Staff and Personnel Relationships, Students Responsibilities, Community Relationships, Personal Qualities, and Goals. Each of those categories carries an equal rating of 12.5% of the overall rating. Additionally, principals are eligible to receive a merit-based salary increase determined by proven performance in regard to achievement of the goals and objectives presented to the Board of School Directors for the previous school year. This merit-based salary increase is in addition to the proficiency-based salary increase.

c. Principal Promotions? No

d. Principal Retention and Removal? Yes

Principals who receive unsatisfactory ratings in a particular category or an overall unsatisfactory rating may be subject to an improvement plan indicating the particular concerns brought forth by the evaluator(s) and what steps must be taken to correct those concerns. If improvement is not made in the areas designated, steps toward dismissal may then follow.

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

a. Student Achievement Outcomes? No

b. Student Growth Data? No

NA

How often does the LEA formally evaluate:

a. New Principals (Less than 3 Years)? Annually

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

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. Yes

Our district includes eight categories on the Administrative Evaluation Form. These categories include Relationship with the Superintendent and Administration, Educational Leadership, Business and Finance, Staff and Personnel Relationships, Student Responsibilities, Community Relationships, Personal Qualities, and Goals. For each category, the principal is given a rating of Exceeds Expectations (4 points), Meets Expectations (3 points), Needs Improvement (2 points), or Unsatisfactory (1 point). Each category has an equal weight of 12.5% of the overall evaluation, or a factor of .125. The points earned in each category are multiplied by the .125 factor then added together to yield a value from 1 to 4 points that will correspond to a given performance rating. Additionally, a rubric is utilized by the Board of Education to evaluate performance on annual goals, submitted to the Board at the start of the school year. There are three goals: one district level, one building level, and the other personal. Each goal is assessed on a 0 - 5 point scale assessing how the goal was specified, measured, attained, relevant, and timely (known as a SMART Goal format). The sum of the points awarded is then divided by the possible total of 15 for the overall rating.

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 4

Number Not Rated	0
Total Number Employed	4
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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	Unsatisfactory	NA	NA	Satisfactory	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