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

Each employee completes a self-evaluation of their general performance characteristics (Part I). Five equally weighted domains make up the general performance characteristics. Part I will count 20% toward the overall evaluation. This part of the process speaks primarily to effort. Each employee completes a self-evaluation of their performance relative to the specific responsibilities identified in their job description (Part II). The weighting for each of the responsibilities in Part II will be determined in advance. Part II will count 80% toward the overall evaluation. This part of the process speaks primarily to results. Each employee completes Part III which includes a section for identifying opportunities for improvement and calculates the overall rating. The self-evaluations are given to the supervisor who then meets with each employee, completes parts I, II and III for the employee and forwards the documents to either the principal or the C.E.O. The principal or C.E.O. either approves the supervisor's rating of the employee or sends it back for revision. The end result will be a numeric rating up to 5. The percentage increase that corresponds to each numeric rating will depend on the range of raises allowed for in the annual budget. If the range of base salary increases is up to 5% then each rating point on the five point scale would be worth 1%. Thus a 3.1 rating would yield a 3.1% increase. If the range is up to 6% then each rating point is worth 1.2% and a 3.1 rating would yield a 3.72% raise.
Does the LEA use the results of the teacher evaluation system described above in decisions regarding:

- Teacher Development? Yes
  The teacher performance evaluation system informs professional development plans in two ways. The first is by identifying any staff performance weaknesses that become evident through the review process (e.g. classroom management, differentiated instruction, etc.). The second is by requiring each teacher during the self evaluation process to list several opportunities for professional improvement. These represent potential professional development activities for groups of teachers or individually.

- Teacher Compensation? Yes
  In the budget development process an allocation is made for salary increases and this forms the basis for determining the range of potential raises yielded through the performance review process. For example, a dollar allocation in the budget may equate to salary increase of up to 5% earned on a merit basis. The performance review system yields a numeric rating for each teacher which is then scaled to the range of potential salary increases. For example, a teacher earning a rating of 8 on a scale of 10 (80%) would receive a salary increase of 4% if the range was up to 5% (80% of 5%).

- Teacher Promotions? No

- Teacher Retention and Removal? Yes
  A lowly rated teacher could lose their position but this would be considered in the context of other relevant issues.

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

- Student Achievement Outcomes? No

- Student Growth Data? No

NA

How often does the LEA formally evaluate:

- New Teachers (Less than 3 Years)? Annually

- Experienced Teachers (More than 3 Years)? Annually

NA

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

- Yes or No? If Yes, describe background and process. Yes
  Updated job descriptions were developed for all teaching positions with input from each teacher. The administration prioritized the teacher responsibilities that had been delineated in the job descriptions and weighted these responsibilities. The weighting formula was shared with the teaching staff and revised when deemed appropriate based on their input.

Does the LEA publicly report teacher evaluation data by school?

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

NA

LEA Teacher Evaluations Summary:

Number Rated 32
LEA Teacher Evaluations Detail:

<table>
<thead>
<tr>
<th>Total Employed</th>
<th>Not Rated</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<tbody>
<tr>
<td>(Denominator)</td>
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<td>(Numerator) %</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
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<td>(Numerator) %</td>
<td>(Numerator) %</td>
</tr>
<tr>
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<td>0 0 %</td>
<td>4 12.5 %</td>
<td>16 50 %</td>
<td>10 31.3 %</td>
<td>2 6.3 %</td>
</tr>
<tr>
<td>Totals</td>
<td>32</td>
<td>0 0 %</td>
<td>0 0 %</td>
<td>4 12.5 %</td>
<td>16 50 %</td>
<td>10 31.3 %</td>
<td>2 6.3 %</td>
</tr>
</tbody>
</table>

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 cannot 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

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

Each employee completes a self-evaluation of their general performance characteristics (Part 1). Five equally weighted domains make up the general performance characteristics. Part I will count 20% toward the overall evaluation. This part of the process speaks primarily to effort. Each employee completes a self-evaluation of their performance relative to the specific responsibilities identified in their job description (Part II). The weighting for each of the responsibilities in Part II will be determined in advance. Part II will count 80% toward the overall evaluation. This part of the process speaks primarily to results. Each employee completes Part III which includes a section for identifying opportunities for improvement and calculates the overall rating. The self-evaluations are given to the supervisor who then meets with each employee, completes parts I, II and III for the employee and forwards the documents to either the principal or the C.E.O. The principal or C.E.O. either approves the supervisor’s rating of the employee or sends it back for revision. The end result will be a numeric rating up to 5. The percentage increase that corresponds to each numeric rating will depend on the range of raises allowed for in the annual budget. If the range of base salary increases is up to 5% then each rating point on the five point scale would be worth 1%. Thus a 3.1 rating would yield a 3.1% increase. If the range is up to 6% then each rating point is worth 1.2% and a 3.1 rating would yield a 3.72% raise.

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

a. Principal Development?
   Yes
   The principal performance evaluation informs professional development plans in two ways. The first is by identifying any performance weaknesses that became evident through the review process. The second is by requiring the principal to list several opportunities for professional improvement. These represent potential professional development activities.

b. Principal Compensation?
   Yes
In the budget development process an allocation is made for salary increases and this forms the basis for determining the range of potential raises yielded through the performance review process. For example, a dollar allocation in the budget may equate to salary increase of up to 5% earned on a merit basis. The performance review system yields a numeric rating for each teacher which is then scaled to the range of potential salary increases. For example, a teacher earning a rating of 8 on a scale of 10 (80%) would receive a salary increase of 4% if the range was up to 5% (80% of 5%).

c. Principal Promotions?  No

d. Principal Retention and Removal?  Yes

A low rating could result in the principal being demoted or terminated but other factors would also be considered.

Does the LEA principal 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 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

An updated job description was developed for the principal’s position with input from the current principal. The C.E.O. prioritized the responsibilities that had been delineated in the job description and gave weight to each. The weighting formula was shared with the principal and modified as needed.

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:

<p>| | |</p>
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<thead>
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<tbody>
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<tr>
<td>Number Not Rated</td>
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<tr>
<td>Total Number Employed</td>
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</table>
**LEA Principal Evaluation Detail:**

<table>
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<tr>
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<td>*</td>
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Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numerator) by the overall total (Denominator).

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