Our evaluation system is continuous, supported by research reflected in educational books, articles and trainings. Our staff do self-assessments, peer assessments and self-monitor through group exchanges with their classroom Parent Advocate/Classroom Assistant. They are assessed by parents, 2 times a year and by students, daily. Staff have formal assessments 3 times a year with feedback from the Head of School. Our staff observe educators in community classroom settings, take part in workshops and classes and are compensated for attendance at educational conventions and classes at a Post Graduate level. Our staff model best practices for college students, community visitors and present mini-workshops to the entire school staff usually based on their participation in outside workshops, seminars and training events. We use the state forms of assessment and enhance them to reflect our “artistic approach” (professionals from the community who provide lessons in yoga, karate, horticultural therapy, swimming, Suzuki violin & guitar, voice, chess, literacy coaching, scouting, Spanish arts & language, African dance & drumming . . . and more) and fully integrated yearly theme divided in 7 week learning modules where teachers have the freedom to develop, implement and assess through multiple intelligences using a "North Star Curriculum Rubric". This teacher/staff model allows for the joy of self-motivation, diversity of approach, continuous assessment and innovation that results in parent satisfaction, student success and teacher retention and pride in accomplishment. When everyone in a school community is a stakeholder and loves what they are engaged in doing, the result is continuous reflection & assessment and innovation happens!
Does the LEA use the results of the teacher evaluation system described above in decisions regarding:

a. Teacher Development? Yes
   Along with the Professional Development workshops given by our more than 24 active school partners, 50% of our staff training activities are directly related to performance evaluations, to include: best classroom practices, research based assessment strategies, articles & papers on specific behavioral issues & continuous interactive presentations and activities to support health and wellness toward a joyful, engaged, health focused staff.

b. Teacher Compensation? Yes
   Compensation is a private affair that is not shared but each teacher knows that performance is reflected in his/her bonus.

c. Teacher Promotions? No
   Advancement is an all school process that is built around the success of the team. We do not have a career ladder but use a business performance model of group achievement based on the economy and current school expenditures.

d. Teacher Retention and Removal? Yes
   Retention or removal inform decisions, along with adherence to school values as reflected in school policies and bylaws.

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

a. Student Achievement Outcomes? Yes
   On those years that we are able to give a bonus to staff, 5% of that bonus reflects student achievement outcomes and student growth data as evaluation criterion.

b. Student Growth Data? Yes

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)? More than 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>Number Rated</td>
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<td>Number Not Rated</td>
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</tr>
<tr>
<td>Total Number Employed</td>
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LEA Teacher Evaluations Detail:

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Chester Co Family Academy C | * | * | * | % | | | | |

Totals | * | * | * | % | | | | |

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:

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

a. Principal Development?
b. Principal Compensation?
c. Principal Promotions?
d. Principal Retention and Removal?

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

a. Student Achievement Outcomes?
b. Student Growth Data?

How often does the LEA formally evaluate:
a. New Principals (Less than 3 Years)?
b. Experienced Principals (More than 3 Years)?

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.

Does the LEA publicly report principal evaluation data by school?
   a. Yes or No? (Web link provided if applicable.)

Does your LEA have at least one Principal position? No

Does your LEA have a Standarized Principal Evaluation System?

LEA Principal Evaluations Summary:

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**LEA Principal Evaluation Detail:**

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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)*

*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*