

Pennsylvania  
Department of Education  
Teacher and Principal Evaluation Information  
Individual LEA Data  
For the 2011-12 Rating Period

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GENERAL INFORMATION

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**LEA Name:**

Commonwealth Connections Academy CS

**AUN Number:**

115220002

**Address:**

4050 Crums Mill Rd. Harrisburg, PA, 17112

**Name Superintendent or Chief School Administrator:**

Dr. Maurice Flurie

**For Information Contact:**

Jennifer Clarke

**Email:**

JClarke@connectionseducation.com

**Phone:**

(717) 651-7200

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TEACHER INFORMATION

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

**PURPOSE OF PERFORMANCE EVALUATION SYSTEM**The purpose of the performance evaluation system is to create a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals (as determined by the school management in collaboration with the board, authorizers, and management), rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development.

**REVIEW CYCLE**Employees receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. Employees also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module.

**COMPONENTS OF REVIEW**All employees are evaluated based on a combination of competencies and goals. The competencies are professional competencies aligning with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education), or administrative position (e.g. Principal). The goals are based on student and school achievement. Competencies and goals are reviewed with employees at the beginning of the school year, and are available to employees for viewing and comment throughout the school year on the Human Resources Information System's Performance Management module.

**COMPETENCIES**The core teaching competencies include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction
- Personalize students' programs
- Monitor student performance and provide timely feedback and intervention
- Monitor student participation
- Communicate frequently; Conduct and document all required contacts
- Collaborate and develop professionally

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using the following scale, and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

**GOALS**The goals are aligned with student achievement metrics and may include any of the following:

- Self evaluation
- Student input
- Parent feedback
- Supervisor observations
- Statewide assessment results
- School assessment results
- Student participation/completion

Goals are evaluated using the following scale, and include comments from the supervisor:

- Exceeded goal
- Met goal
- Partially met goal
- Did not meet goal

**OVERALL INDIVIDUAL RATING**Employees receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. The rating levels are Highly Effective, Effective, Needs Improvement, or Ineffective.

**PERFORMANCE-BASED COMPENSATION**All compensation after an employee's initial salary offer is based on performance. Employees may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

**INFLUENCE OF EVALUATIONS ON STAFFING DECISIONS**The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. An employee with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

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

a. Teacher Development? Yes

The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. An employee with a rating of Needs Improvement or Ineffective will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

b. Teacher Compensation? Yes

All compensation after an employee's initial salary offer is based on performance. Employees may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

c. Teacher Promotions? Yes

The outcome of an individual's evaluation will affect future decisions regarding promotional opportunities.

d. Teacher Retention and Removal? Yes

The outcome of an individual's evaluation will affect future decisions regarding staff retention.

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

a. Student Achievement Outcomes? Yes

b. Student Growth Data? Yes

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

**How often does the LEA formally evaluate:**

a. New Teachers (Less than 3 Years)? 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          | 213 |
| Number Not Rated      | 0   |
| Total Number Employed | 213 |

**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  | Satisfactory     | Satisfactory  |               | Satisfactory  |
| Commonwealth Connections A  | 213            | 0 0%          | 0 0%           | 6 2.8%        | 190 89.2%        | 17 8%         | 0 0%          | 0 0%          |
| <b>Totals</b>               | <b>213</b>     | <b>0 0%</b>   | <b>0 0%</b>    | <b>6 2.8%</b> | <b>190 89.2%</b> | <b>17 8%</b>  | <b>0 0%</b>   | <b>0 0%</b>   |

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

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## PRINCIPAL INFORMATION

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

**PURPOSE OF PERFORMANCE EVALUATION SYSTEM**The purpose of the performance evaluation system is to create a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals (as determined by the school management in collaboration with the board, authorizers, and management), rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development.

**REVIEW CYCLE**Employees receive a formal mid-year review in December or January, and a formal end-of-year review in May or June. Employees also receive periodic feedback both formally and informally from their manager throughout the school year, via the Human Resources Information System's Performance Management module.

**COMPONENTS OF REVIEW**All employees are evaluated based on a combination of competencies and goals. The competencies are professional competencies aligning with the core standards for teaching, and may vary by type of teaching position (e.g. Special Education), or administrative position (e.g. Principal). The goals are based on student and school achievement. Competencies and goals are reviewed with employees at the beginning of the school year, and are available to employees for viewing and comment throughout the school year on the Human Resources Information System's Performance Management module.

**COMPETENCIES**The core teaching competencies include the following (additional competencies may be assigned based on position, responsibilities, and job level):

- Ensure high quality instruction
- Personalize students' programs
- Monitor student performance and provide timely feedback and intervention
- Monitor student participation
- Communicate frequently; Conduct and document all required contacts
- Collaborate and develop professionally

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. Competencies are evaluated using the following scale, and include comments from the supervisor:

- Highly Effective
- Effective
- Needs Improvement
- Ineffective

**GOALS**The goals are aligned with student achievement metrics and may include any of the following:

- Self evaluation
- Student input
- Parent feedback
- Supervisor observations
- Statewide assessment results
- School assessment results
- Student participation/completion

Goals are evaluated using the following scale, and include comments from the supervisor:

- Exceeded goal
- Met goal
- Partially met goal
- Did not meet goal

**OVERALL INDIVIDUAL RATING**Employees receive an Overall Individual Rating on the end-of-year review based on evaluation of the competencies and goals. The rating levels are Highly Effective, Effective, Needs Improvement, or Ineffective.

**PERFORMANCE-BASED COMPENSATION**All compensation after an employee's initial salary offer is based on performance. Employees may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

**INFLUENCE OF EVALUATIONS ON STAFFING DECISIONS**The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. An employee with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

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

a. Principal Development? Yes

The outcome of an individual's evaluation will affect future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. An employee with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.

b. Principal Compensation? Yes

All compensation after an employee's initial salary offer is based on performance. Employees may receive an annual merit increase and may be eligible for an annual bonus incentive, both based on evaluation of competencies and goals, and the Overall Individual Rating.

c. Principal Promotions? Yes

The outcome of an individual's evaluation will affect future decisions regarding promotional opportunities.

d. Principal Retention and Removal? Yes

The outcome of an individual's evaluation will affect future decisions regarding staff retention and termination decisions.

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

a. Student Achievement Outcomes? Yes

b. Student Growth Data? Yes

Competencies are evaluated in the context of the school's goals, which evaluate student growth and achievement metrics, and observations of an employee's proficiency within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data.

**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 Standardized Principal Evaluation System?** Yes

**LEA Principal Evaluations Summary:**

|                       |                 |
|-----------------------|-----------------|
| Number Rated          | 7               |
| Number Not Rated      | <u>0</u>        |
| Total Number Employed | <u><u>7</u></u> |

**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  | Satisfactory  | Satisfactory  | NA            | Satisfactory  |

|               |          |             |             |             |                 |                 |             |             |
|---------------|----------|-------------|-------------|-------------|-----------------|-----------------|-------------|-------------|
| <b>Totals</b> | <b>7</b> | <b>0 0%</b> | <b>0 0%</b> | <b>0 0%</b> | <b>4 57.1 %</b> | <b>3 42.9 %</b> | <b>0 0%</b> | <b>0 0%</b> |
|---------------|----------|-------------|-------------|-------------|-----------------|-----------------|-------------|-------------|

Note: - All Total percentages are the result of dividing the total number of ratings at each level (Numberator) 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**