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

See attachment

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

a. Teacher Development? Yes

If a teacher is on a Performance Improvement Plan (PIP) professional development would be included as part of their performance rating and requirement to improve based on the PIP.
b. Teacher Compensation? No

c. Teacher Promotions? No

d. Teacher Retention and Removal? Yes

Prior to the issuance of an unsatisfactory rating, the following steps will be taken: 1. A documented summary of previously cited training, supports, and assistance will be reviewed with the employee and his/her Association Officer. 2. A plan for improvement will be developed and implemented in a timely manner by under the leadership of the employee’s immediate supervisor with input from the employee and Association officer. 3. The plan will include measurable goals, timelines and supports in alignment with the documented summary of training, support, and assistance. 4. Following the completion of the plan, an evaluation with the appropriate rating will be issued. 5. Failure to meet the objectives of the improvement plan will result in an unsatisfactory rating for the employee and appropriate action will be taken by the administration as outlined in Pennsylvania School Code.

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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Number Rated</td>
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</tr>
<tr>
<td>Number Not Rated</td>
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<tr>
<td>Total Number Employed</td>
<td>476</td>
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LEA Teacher Evaluations Detail:
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<th>Level</th>
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<th>Level 3</th>
<th>Level 4</th>
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<th>Level 6</th>
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<tbody>
<tr>
<td></td>
<td>(Denominator)</td>
<td>(Numerator) %</td>
<td>(Numerator) %</td>
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<tr>
<td>Unsatisfactory/Satisfactory</td>
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<td>Satisfactory</td>
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<td>11 2.3%</td>
<td>3 0.6%</td>
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<td>0 0%</td>
<td>0 0%</td>
<td>462 97.1%</td>
</tr>
<tr>
<td>Totals</td>
<td>476</td>
<td>11 2.3%</td>
<td>3 0.6%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>462 97.1%</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 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:

This EVALUATION INSTRUMENT reflects content from the evaluation tools developed by the Pennsylvania Association of School Administrators (PASA) who patterned their evaluation instrument from the Iowa Association of School Administrators, the IU Executive Director’s Evaluation instrument, and other evaluation tools available from various Intermediate Units and Associations nationally. The evaluation instrument is based upon leadership standards consistent with those required for alignment with approved Act 48 professional development credits and appropriate to the role of a leader. To implement the use of the instrument, the supervisor will review the ongoing, expected performance indicators and annually make recommendations to modify, with validation, indicators, as appropriate. I. Leadership Standards II. Overall Job Performance Evaluation Based Upon Job Description III. Annual Performance Goals Evaluation ScaleThe “Evaluation Scale” is built upon a four-point Likert Scale. Philosophically, the intent is to be “excellent” or better in all that we do. “Need for Growth and Development” demonstrates an area where “getting better” is needed but does not preclude a poor performing employee, unless all or a substantial amount of categories/indicators are “Need for Growth and Development” or “Unacceptable.”

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

a. Principal Development? Yes
   - Provide them with suggestions or provide group and individual trainings.
b. Principal Compensation? No
c. Principal Promotions? No
d. Principal Retention and Removal? No

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:

- New Principals (Less than 3 Years)? Annually
- Experienced Principals (More than 3 Years)? Annually

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

- Yes or No? If Yes, describe background and process. No

Does the LEA publicly report principal evaluation data by school?

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

Does your LEA have at least one Principal position?

- Yes

Does your LEA have a Standardized Principal Evaluation System?

- Yes

LEA Principal Evaluations Summary:

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</tr>
<tr>
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LEA Principal Evaluation Detail:

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<th>Level 2</th>
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<th>Level 6</th>
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</tr>
<tr>
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<td>*</td>
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<td>*</td>
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</tbody>
</table>

*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 cannot 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.*