TEACHER INFORMATION

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

Our school uses PDE 426 and 428 to evaluate teachers, but the actual evaluations are done with Danielson's model. Each indicator under each domain is assessed at least once a year for all teachers. New teachers are assessed twice a year. A pre-observation conference is held and teachers complete a self-evaluation on domains 1 and 4 which is part of the pre-observation conference. A post-observation conference is held in which all domains of the model are discussed, focusing on strengths and areas of growth. Any teachers found to be less than proficient in an area develop, in conjunction with instructional coaches, a plan for improvement. This plan becomes the focus of further observations prior to the next formal observation. If a teacher is not able to become proficient in the designated areas, dismissal may result.

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

a. Teacher Development? Yes
Each year's Professional Development is determined by the results of evaluations and the needs of the staff. Recent work has focused on math, inclusion, and co-teaching as these were found to be needs after last year's evaluations.

b. Teacher Compensation? No

c. We have a Competency Based Growth system whereby increases in compensation (outside cost of living) are based on demonstration of proficiency on defined competencies with attached rubrics.

c. Teacher Promotions? No

d. Teacher Retention and Removal? Yes

If a teacher is found to be Unsatisfactory for two straight evaluations, has had a plan for improvement and has not improved, he or she will be released.

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? Yes

Our school uses the Danielson model for evaluations. The domains in Danielson align with PDE 426, 427, and 428. The four areas - Planning and Preparation, the Classroom Environment, Instruction, and Professional Responsibilities - are weighted equally (25 points each) and a score of 90 and above is Excellent, 75-89 is Proficient, 60-74 is Novice, and below 60 is Unsatisfactory.

Does the LEA publicly report teacher evaluation data by school?

a. Yes or No? No

LEA Teacher Evaluations Summary:

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Rated</td>
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<tr>
<td>Number Not Rated</td>
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</tr>
<tr>
<td>Total Number Employed</td>
<td>45</td>
</tr>
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</table>

LEA Teacher Evaluations Detail:
Describe the LEA's system used to evaluate the performance of your Principals:

Principals are evaluated using the School Principal - Professional Review form. This form was developed following a meta-analysis of the current research around evaluating principals and effective leaders. The four areas evaluated are: Leadership of People, Instructional Leadership, School Culture Leadership, and Operations and Support Leadership. The key practices under each area are rated from 1 (needs improvement) to 2, 3, or 4 (increasing proficiency). The CEO evaluates both principals formally at least once a year but has weekly meetings with them throughout the year. At these meetings the CEO discusses informal observations he has made around the four areas and suggests possible professional development for the principals.

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

a. Principal Development? Yes
b. Principal Compensation? No
c. Principal Promotions? No
d. Principal Retention and Removal? Yes

A failure to improve in areas deemed needing growth can lead to dismissal of the principal.

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)? Twice a year
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 professional review for school principals is divided into 4 areas: Leadership of People, Instructional Leadership, School Culture Leadership, and Operations and Support Leadership. Each area is divided into key practices with a list of evidence to consider for each. Based on the evidence a score of 1 (needs to improve performance) 2, 3, or 4 (increasing levels of proficiency) is given. The evaluation was developed after a meta-analysis of best practices in principal evaluations. The results are used to develop growth plans for each principal each year.

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:

<table>
<thead>
<tr>
<th>Number Rated</th>
<th>Number Not Rated</th>
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</thead>
<tbody>
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<td>0</td>
</tr>
<tr>
<td>Total Number Employed</td>
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LEA Principal Evaluation Detail:

<table>
<thead>
<tr>
<th>Total Employed (Denominator)</th>
<th>Not Rated (Numerator) %</th>
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</thead>
<tbody>
<tr>
<td>Unsatisfactory/Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Totals</td>
<td>* * %</td>
</tr>
</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 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.