# Pennsylvania
Department of Education
Teacher and Principal Evaluation Information
Individual LEA Data
For the 2013-14 Rating Period

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Name of LEQ or Charter School:</th>
<th>ASPIRA Bilingual Cyber Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUN Number:</td>
<td>181519176</td>
</tr>
<tr>
<td>Address of LEA or Charter School:</td>
<td>4322 N 5th Street, 3rd Floor Philadelphia, PA 19140</td>
</tr>
<tr>
<td>Name Superintendent or Chief School Administrator:</td>
<td>Dr. Lucila Paramo</td>
</tr>
<tr>
<td>For Information Contact:</td>
<td>Lisette Agosto Cintron</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:lagosto-cintron@olney.aspirapa.org">lagosto-cintron@olney.aspirapa.org</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>215-455-1300 - 126</td>
</tr>
</tbody>
</table>

## TEACHER INFORMATION

If the LEA does not use their teacher evaluation system as a basis for the following, their decision criteria is provided:

- a. Professional Development?
- b. Teacher Compensation?
  - Compensation is based on years of service and number of degrees and/or credits post graduation.
- c. Teacher Advancement/Promotions?
d. Teacher Retention and Removal?

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

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

Yes

In the ASPIRE System of Professional Development, all teachers are informally evaluated 8-10 years per year (walkthroughs). Formal observations are conducted twice per year by administrators and teacher coaches. All announced observations begin with a preconference, and a postconference follows the actual formal observation. An area of refinement and an area of reinforcement is identified during the postconference. Certified ASPIRE evaluators use a Professional Instructional Rubric with specific indicators and descriptors that are based on the Charlotte Danielson Framework to evaluate classroom teachers. Some of the indicators are relative to Designing and Planning Instruction such as: instructional and assessment plans, while other indicators apply to the Implementation of Instruction such as: standards and objectives, presenting instructional content, learning activities and materials, learning groups, academic feedback and questions, and lesson structure.

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**Does the LEA teacher evaluation system described above include the following as evaluation criterion: (Charter Schools Only)**

a. Student Achievement Outcomes?

Yes

b. Student Growth Data?

Yes

The school's administration uses data from high stakes tests such as the PSSA and Keystones and periodic benchmarks to develop a school plan. The purpose of this plan is to increase the likelihood that teachers are implementing specific and effective classroom interventions and that they can directly link changes in student achievement to those interventions for increased student achievement.

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

a. Temporary Professionals (Less than 3 Years)?

Twice a year

b. Professionals (More than 3 Years)?

Twice a year

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**LEA Teacher Evaluations Summary:**

<table>
<thead>
<tr>
<th></th>
<th>Number Rated</th>
<th>Number Not Rated</th>
<th>Total Number Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

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**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>Unsatisfactory</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Denominator)</td>
<td>(Numerator)</td>
<td>%</td>
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Describe the LEA's system used to evaluate the performance of your Principals:

Principals are evaluated by the Chief Academic Officer twice per year. Assistant Principals are evaluated by the Principal also twice per year. Evaluators received training on the form and the rubric used. Those Principals who do not achieve a satisfactory rating must follow an action plan until the next evaluation (usually 90 days). Below is a sample of how the evaluation tool works.

Directions: All categories in this form must be assessed as well as all sources of evidence. Place a check mark in the column that best describes the principal's performance as it relates to each indicator ("Significantly Above Expectation (SE)", "Above Expectation (AE)", "Meets Expectation (ME)", or "Below Expectation (BE)"), there are points associated with each level of performance (see below). At the end of each category, add the number of check marks in each column and multiply the total number by the points assigned to the performance level. An Improvement Plan must be developed to address area(s) identified as Below Expectation. Evaluator must complete an overall assessment, which must clearly indicate the principal's performance standing. Example: PRINCIPAL'S PERFORMANCE DEMONSTRATES: SE AE ME BE 1 Knowledge of content and pedagogy 2 Knowledge of Pennsylvania’s Academic Standards 3 Knowledge of students and how to use this knowledge to inform instruction 4 Clear and appropriate instructional goals that reflect content standards and high expectations for students Score: SE(4 points) x 2 = 8, AE(3 points) x 1 = 3, ME(2 points) x 1 = 2, BE(1 point) x 1 = 1 Total = 14

DEFINITIONS: Significantly Above Expectation (SE) 4 points The candidate extensively demonstrates indicators of performance. Above Expectation (AE) 3 points The candidate consistently demonstrates indicators of performance. Meets Expectation (ME) 2 points The candidate adequately demonstrates indicators of performance. Below Expectation (BE) 1 point The candidate rarely demonstrates indicators of performance.

If the LEA does not use their principal evaluation system as a basis for the following, their decision criteria is provided:

a. Principal Development?

b. Principal Compensation?

Principals are compensated like teachers. It is based on experience and amount of education.

c. Principal Promotions?

Those assistant principals who consistently score ‘above expectations’ are the first to be considered for any open principal position or director position at the district level.

d. Principal Retention and Removal?

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)?
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.
Yes
Principals are rated in six categories: Instructional Leadership & Management, Organizational Climate & Morale, Personnel Management, Student & Community Relationships, Personal/Professional Development, and Professional Behavior & Ethics. The rubric's ratings are calculated as follows: Significantly Above Expectation [SE] 4 points, Above Expectation [AE] 3 points, Meets Expectation [ME] 2 points, and Below Expectation [BE] 1 point. A minimum of 80 points must be earned to be considered a satisfactory rating. The rubric is made to match the teacher evaluation tool which is based on the Charlotte Danielson model.

Does your LEA have at least one Principal position?
Yes

Does your LEA have a Standarized Principal Evaluation System?
Yes

LEA Principal Evaluations Summary:

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<tbody>
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</tr>
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<tbody>
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</tr>
</tbody>
</table>

Unsatisfactory/Satisfactory

Unsatisfactory

Satisfactory

Satisfactory

NA

Satisfactory

Totals

*  *  %

*  * %

*  * %

*  * %

*  * %

*  * %

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