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

Our school uses PDE forms 426, 427, and 428 to evaluate our teachers. The PDE forms are based on the Danielson model of effective teaching and supporting research. The school uses the indicators on these forms to help administrators as they evaluate the teachers during annual observations of Instructional II teachers and semi-annual observations of Instructional I teachers. Teachers who are identified as needing improvement are observed regularly with time spent with the teacher to discuss any issues between observations. Attention is focused on those indicators that have been documented as needs improvement or unsatisfactory. Individual professional development is available for teachers who are found to need improvement through the observation process. This training emphasizes how teachers can improve their skills to become better instructors. The school does not use the evaluation system for merit pay, however, unsatisfactory evaluations can lead to a freeze in step and column movement and possible dismissal, per the teacher’s contract.

Does the LEA use the results of the teacher evaluation system described above in decisions regarding:
a. Teacher Development? Yes
Many professional development plans are determined through the evaluation process. The administrator/evaluator meets face-to-face with the teacher and goes over the evaluation and any accompanying professional development plan. This is part of the administrative procedure for the evaluation process. Finally, the plan is then monitored and documented for a specified time period which could vary depending on the circumstances.

b. Teacher Compensation? Yes
Per the teacher contract, teachers must receive a satisfactory rating in order to move on the salary matrix. Any unsatisfactory rating means that the teacher does not move on step (years experience) or column (educational attainment).

c. Teacher Promotions? Yes
Teachers with poor ratings would not be considered for an administrative position.

d. Teacher Retention and Removal? Yes
Our school follows the PA Code and dismisses teachers who have accumulated two (2) consecutive unsatisfactory evaluations. The first unsatisfactory rating would trigger an improvement plan that is closely monitored and documented. A second consecutive unsatisfactory rating would be reason to proceed with dismissal.

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

NA

Does the LEA publicly report teacher evaluation data by school?

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

NA

LEA Teacher Evaluations Summary:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Rated</td>
<td>125</td>
</tr>
<tr>
<td>Number Not Rated</td>
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<tr>
<td>Total Number Employed</td>
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LEA Teacher Evaluations Detail:

Standard Evaluation System:

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<td>124</td>
<td>1</td>
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<td>0%</td>
<td>99.2%</td>
<td>0.8%</td>
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<tr>
<td>Totals</td>
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<td>124</td>
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<td>0%</td>
<td>99.2%</td>
<td>0.8%</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.

- The school uses a rubric that encompasses five (5) areas of school leadership, along with subcategories for each domain. They are: 1. Planning and Administration 2. Leadership and Motivation 3. Problem Solving and Decision Making 4. Communication and Interpersonal Relations 5. Supervision and Staff Development. In addition, there is a section for overall comments (open-ended). The process for this assessment tool is as follows:

- It is the responsibility of the chief school administrator (Administrative Director) to complete and discuss the evaluation with the Principal on an annual basis. The Principal completes a self-evaluation using the same instrument before meeting with the Administrative Director. The Principal submits the self-evaluation to the Administrative Director and the Administrative Director uses this information, along with other data collected throughout the year, to create a final evaluation. After meeting and discussing this final evaluation, both parties (the Principal and Administrative Director). This assessment tool has been adopted from other area schools.

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:

- Principal Development? Yes
- Performance Evaluations can be used to develop professional development goals and opportunities for the principals.
- Principal Compensation? Yes
- The Principal must receive a satisfactory rating or above to receive any increase in pay for the following year.
- Principal Promotions? Yes
- If principals were to receive poor ratings, they would not be considered for promotions.
d. Principal Retention and Removal? Yes

Poorly rated principals would be put on an improvement plan and monitored closely. If improvement is not observed in the concerned area(s), then the principal would be let go.

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

a. Student Achievement Outcomes? No
b. Student Growth Data? No

NA

How often does the LEA formally evaluate:

a. New Principals (Less than 3 Years)? Annually
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

BCTHS uses a rubric that encompasses five (5) areas of school leadership. They are: 1. Planning and Administration 2. Leadership and Motivation 3. Problem Solving and Decision Making 4. Communication and Interpersonal Relations 5. Supervision and Staff Development

In addition, there are sub-categories for each of the five domains along with an overall comment (open-ended) section.

This tool has been adopted from other schools in the region.

Does the LEA publicly report principal evaluation data by school?

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

LEA Principal Evaluations Summary:

Rating System
Number Rated 1
Number Not Rated
Total Number Employed 1
**LEA Principal Evaluation Detail:**

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<td>(Numerator) %</td>
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<td>Satisfactory</td>
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<td></td>
</tr>
<tr>
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<td>*</td>
<td>* %</td>
<td>* %</td>
<td>* %</td>
<td>* %</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 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.