



The DOE has a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

2A Objective

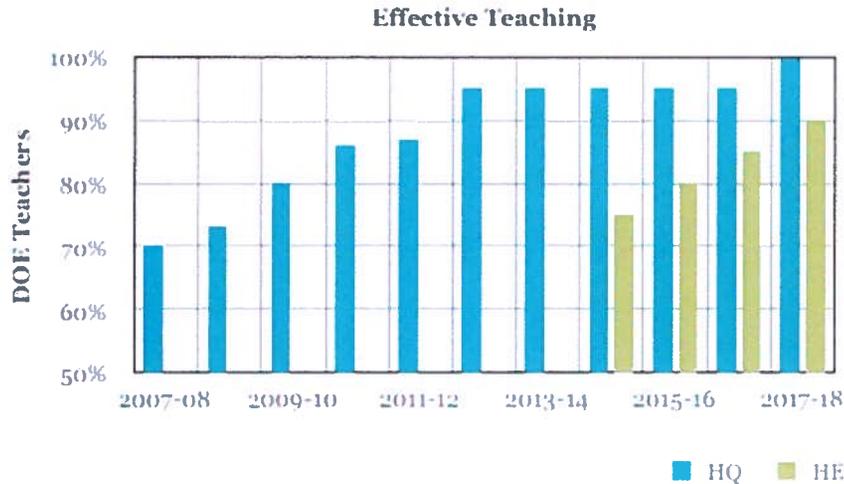
The DOE effectively recruits, retains, and recognizes high-performing employees.

2A Strategies

- I. Revise recruiting policies, practices, and procedures to improve the quantity and quality of DOE job applicants
- II. Develop alternative certification paths for teachers and administrators
- III. Develop programs that recognize and reward deserving employees based on their contribution to student achievement
- IV. Fully implement beginning teacher induction and mentoring standards
- V. Provide effective orientation programs for all non-certificated and classified personnel and supervisory training for all new supervisors

2A Targets

- I. Effective teaching: Increase percentage of highly qualified teachers, and increase percentage of teachers rated as “highly effective” beginning in 2014



- II. Increase percentage of hiring managers reporting they had a candidate pool that allowed them to hire a quality candidate appropriate for position



- III. Training and support: 100% of new teachers receive induction and mentoring support, and 100% of new non-certificated employees receive effective orientation training by 2015



- IV. Reduce voluntary employee turnover (Measure TBD and will include data on retention of teaching faculty and administrative employees)



2B Objective

Training and professional development for all DOE employees supports student learning and school improvement.

2B Strategies

- I. Provide all teachers with evaluation and feedback based on student growth and teaching practice that guide professional development opportunities designed to support student achievement and learning
- II. Provide all administrators with information and feedback based on student growth and school effectiveness that guide performance improvement opportunities designed to support student achievement and school improvement
- III. Develop the new Professional Development Management System (PDMS) to manage professional development activities across the DOE

2B Targets

- I. 100% of teachers receive rating on performance evaluation and establish improvement plan by 2014



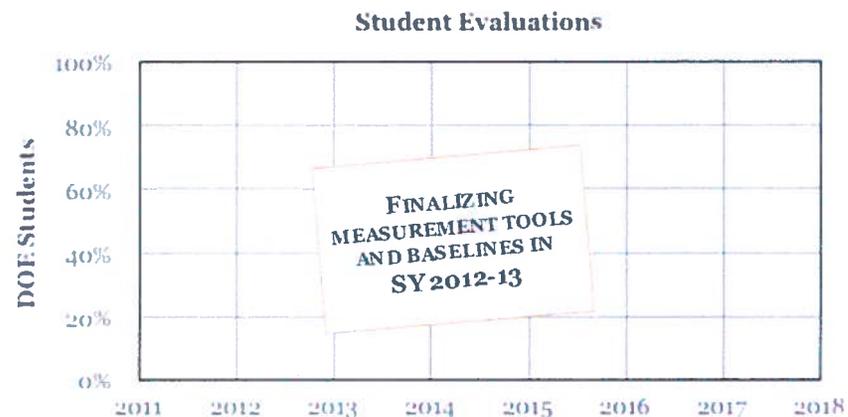
II. 100% of administrators receive rating on performance evaluation and establish improvement plan by 2014



III. 100% of professional development (PD) courses are aligned to support student achievement and school effectiveness as reported in pre- and post-course evaluations by 2013



IV. Increase the number and percentage of students that rate their learning experience as exceptional



2C Objective

Leadership across the DOE has the capacity to implement systemic change, including adapting and innovating; modeling optimism and fairness; overseeing school transformation, and student success.

2C Strategies

- I. Develop a “grow your own” career ladder program for future leaders that identifies, prepares, and places leaders in positions to support student success at an organizational level
- II. Build leadership capacity within the DOE by providing targeted professional development, including change management training
- III. Fully implement and support school-based teams of teachers and leaders (academic review teams) that guide instructional development strategies at the school and Complex levels

2C Targets

- I. Increase number of participants in pilot career development/ladder system



- II. Increase number of participants successfully placed in leadership positions



- III. 100% of DOE leadership will be trained on leadership skills, including change management skills, that support the success of all students and schools



- IV. 100% of DOE schools have academic review team in place.



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Hawaii Department of Education System Scorecard Overview

Introduction

The Scorecard grew out of the Board of Education's 2012 update to the 2011-2018 strategic plan, which outlined a series of desired outcomes, organized under three major goal areas:

- 1) Student Success
- 2) Staff Success
- 3) Successful Systems of Support

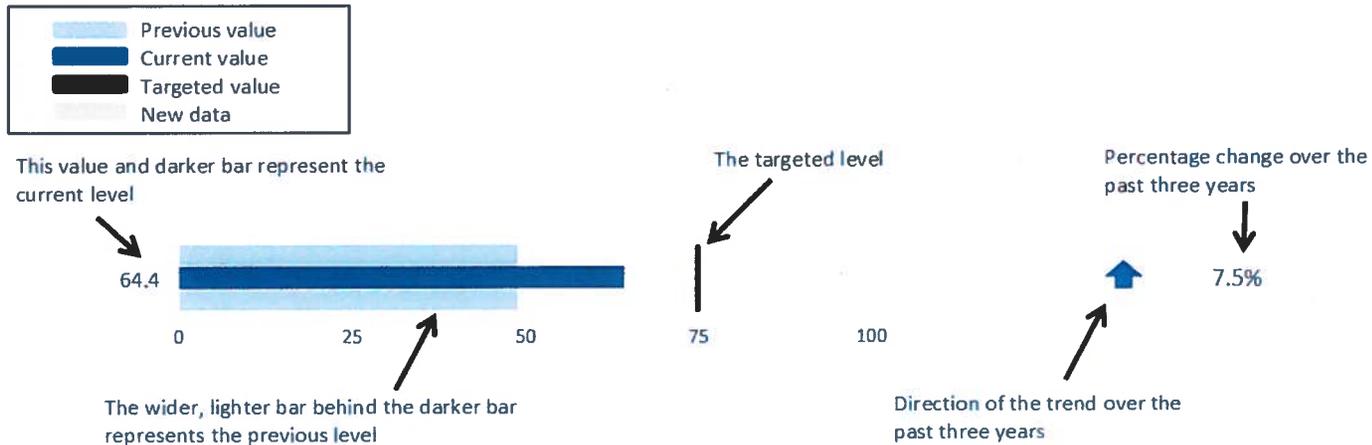
The Department of Education aims to measure progress against each of these outcomes and summarize that progress in this document. The document contains all the metrics for which we currently have data.

Guide

Each metric is presented as a chart with several data points represented on the same figure and have several specific characteristics:

- All are scaled from 0-100% for ease of comparison
- The most current value is represented by the darker colored bar and is labeled just to the left of the chart
- The past value is represented by a wider, lighter bar behind the darker bar
- The targeted value for the upcoming year is represented by the vertical black bar
- The change over the past three years is also represented as a percentage and with an arrow indicating the direction of the change

Because data are available at varying frequencies the data presented are not all from the same year, but the "current" value represents the most recent data that are available, and the previous value represents the value from the previous reporting period.



Goal 2: Staff Success



Definitions

Goal 2: Staff Success

| Metric | Definition | Data Frequency | Note |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highly qualified teachers | Percentage of all teachers deemed highly qualified according to federal standards. A teacher who holds at least a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in the core academic subjects he or she teaches is designated highly qualified. | Annually | More information here: http://goo.gl/xJovQ |
| Beginning teachers receiving training and support | Percentage of first year teachers who reported meeting with a mentor for at least one hour, four times per month | Annually | Data from beginning teacher survey, which began in 2012-13. Targets begin in 2014-15. |
| Employee retention | Percentage of Hawaii Department of Education employees employed on Oct. 1st who separated from the department during the school year. | Annually | The Oct. 1st count excludes charter employees, student helpers and 89 day hires, but includes all other employees regardless of status. Separations due to death, retirement, never appearing for work and leaving to take another DOE position are not included. |
| Leadership development | The number of participants in the Administrator Certification for Excellence (ACE) program as well as the Alternative Certification for School Administration program which both identify and train beginning school administrators. | Annually, each January | Targets begin in 2014-15. |
| Leadership placement | The number of ACE program and Alternative Certification program participants who earn either a full, temporary or provisional Initial School Administrator Certificate and then become vice principals in department schools. | Annually, each January | The first cohort of vice principals from the Alternative Certification program will enter schools in 2013-14 and will be reflected then. Targets begin in 2013-14. |
| Schools with academic review teams | Percentage of schools implementing Academic Review Teams as reported by Complex Area Superintendents | Quarterly | |

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Review of the Strategic Plan Scorecard Metrics

Introduction

The Department of Education (Department) and Board of Education (Board) established a joint strategic plan for 2011-2018 that sets a clear vision for success grounded in college and career readiness and that establishes a culture of reflection and improvement at every level of the system. It articulates a series of desired outcomes, organized under three overarching goals: 1) Student Success, 2) Staff Success, and 3) Successful Systems of Support. (See Strategic Plan: <http://www.hawaiipublicschools.org/DOE%20Forms/Advancing%20Education/StrategicPlan.pdf>)

The Strategic Plan also includes specific measurable targets: “the long term results we strive for, and a way to assess how our efforts add up over time.” The Department regularly reports on these targets through the Strategic Plan Scorecard, which is posted on the Department’s website and discussed at Board meetings. (See Strategic Plan Scorecard: <http://www.hawaiipublicschools.org/DOE%20Forms/Scorecards/scorecard.pdf>)

The 2012 update to the Strategic Plan noted that, in some cases, we did not yet have the data necessary to track and monitor progress. For this and other reasons, the Department has recommended that the Scorecard be reviewed annually and adjusted to ensure that we are using the best-available metrics to provide timely, actionable, and appropriate assessment of our progress.

This document details the recommended revisions to the Scorecard metrics and associated definitions. In instances, there are recommendations to revise the Targets in the Strategic Plan as well. It is organized by Strategic Plan Target with proposed changes noted as in-line comments.

Goal 2: Staff Success

| Strategic Plan Target | Metric Name | Metric Definition | Recommendation | Rational for Change/Note |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------|
| 2AI - Effective teaching: Increase percentage of highly qualified teachers, and increase percentage of teachers rated as “highly effective” beginning in 2014 | Highly qualified teachers | Percentage of all teachers deemed highly qualified according to federal standards. A teacher who holds at least a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in the core academic subjects he or she teaches is designated highly qualified. | No change | |
| | Highly effective | | Creating the | Definition currently being developed to |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | teachers | | definition | coincide with the reporting of the baseline data. Baseline data will be available for SY2013-14. |
| 2AII - Increase percentage of hiring managers reporting they had a candidate pool that allowed them to hire a quality candidate appropriate for position | Sufficient hiring pool | | Creating the definition | HR is developing the data collection process and associated definition. To be complete in Summer 2014. |
| 2AIII - Training and support: 100% of new teachers receive induction and mentoring support, and 100% of new non-certificated employees receive effective orientation training by 2015 | New teachers receiving training and support | Percentage of first year teachers who reported meeting with a mentor for at least one hour, four times per month | No change | |
| | <u>New non-certificated employees receive effective orientation training</u> | | New metric and definition | This metric is being added to meet the Target. HR is developing the data collection process and associated definition. To be complete in Summer 2014. |
| 2AIV - Reduce voluntary employee turnover (Measure TBD and will include data on retention of teaching faculty and administrative employees) | Employee retention | Percentage of Hawaii Department of Education employees employed on Oct. 1st who separated from the department during the school year. | No change | |
| 2BI - 100% of teachers receive rating on performance evaluation and establish improvement plan by 2014 | Teacher ratings and improvement plans | | Creating the definition | Definition currently being developed to coincide with the reporting of the baseline data. Baseline data for teacher ratings will be available for SY2013-14. |
| 2BII - 100% of administrators receive rating on performance evaluation and establish improvement plan by 2014 | Administrator ratings and improvement plans | | Creating the definition | Definition currently being developed to coincide with the reporting of the baseline data. Baseline data for administrator ratings will be available for SY2013-14. |
| 2BIII - 100% of professional development (PD) courses are aligned to support student achievement and school effectiveness as reported in pre- and post-course evaluations by 2013 | Professional development alignment | | Creating the definition | Definition currently being developed to coincide with the reporting of the baseline data. Baseline data will be available starting SY2014-15. |
| 2BIV - Increase the number and percentage of students that rate their learning experience as exceptional | Student perception of the learning experience | | For future review | The SQS is being revised for SY 14-15 and will include this question so that we can gather the baseline data and begin reporting. SQS questions, and relevant Strategic Plan metrics, need to be |

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| | | | | considered in the context of the Tripod Student Perceptions survey that is now implemented for EES. |
| 2CI - Increase number of participants in pilot career development/ ladder system | Leadership development (# of participants) | The number of participants in the Administrator Certification for Excellence (ACE) program as well as the Alternative Certification for School Administration program which both identify and train beginning school administrators. | No change | |
| 2CII - Increase number of participants successfully placed in leadership positions | Leadership placement (# ACE and alt. cert. placements) | The number of ACE program and Alternative Certification program participants who earn either a full, temporary or provisional Initial School Administrator Certificate and then become vice principals in department schools. | No change | |
| 2CIII - 100% of DOE leadership will be trained on leadership skills, including change management skills, that support the success of all students and schools | Leadership skills training | | For future review | The DOE does not have the capacity to collect the data necessary to measure leadership skills training at this time. It requires further research and discussion with stakeholders who are working on this issue to develop options for reporting. |
| 2CIV - 100% of DOE schools have academic review team in place. | Schools with academic review teams | Percentage of schools implementing Academic Review Teams as reported by Complex Area Superintendents | No change | |