



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

October 20, 2015

TO: The Honorable Brian De Lima
Chairperson, Human Resources Committee

FROM: 
Kathryn S. Matayoshi
Superintendent

SUBJECT: **Presentation on the Educator Effectiveness System (the Department of Education's Teacher Evaluation System): Report for the 2014-2015 School Year**

1. DESCRIPTION

The Educator Effectiveness System (EES) is the performance evaluation system for the Department's teachers. The EES is a comprehensive system that sets clear expectations for effective teaching, provides educators with quality feedback and support to improve their effectiveness with students, and informs professional development.

2. REPORT

The Office of Human Resources and Deputy Superintendent will report on the SY 2014-2015 implementation, results and positive impact of the EES on teachers and students.

KSM:BAK:je
Attachment

c: Deputy Superintendent
Office of Human Resources

**Presentation on the
Educator Effectiveness System (the Department
of Education's teacher evaluation system):
Report for the 2014-2015 School Year**

**Board of Education
Human Resources Committee
October 20, 2015**

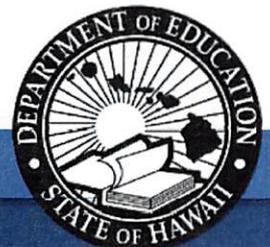
HAWAII STATE DEPARTMENT OF EDUCATION

HawaiiPublicSchools.org



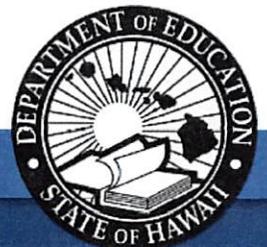
Agenda

- ❖ EES history and structure
- ❖ Current status
- ❖ SY 14/15 EES final ratings and results
- ❖ Positive impacts on teacher practice



EES's Origin

- ❖ Two part genesis: *Race to the Top (RttT) initiatives* & in line with the department's *2011-2018 Strategic Plan*.
- ❖ Geared at *raising student achievement & enhancing teacher effectiveness* based on annual performance evaluations.
- ❖ Hawaii's 2010 RttT application, the DOE & HSTA agreed to negotiate toward an evaluation system whose criteria consisted of *50% weight on student gains & 50% weight on teacher practice*.



BOE Policy #203.4

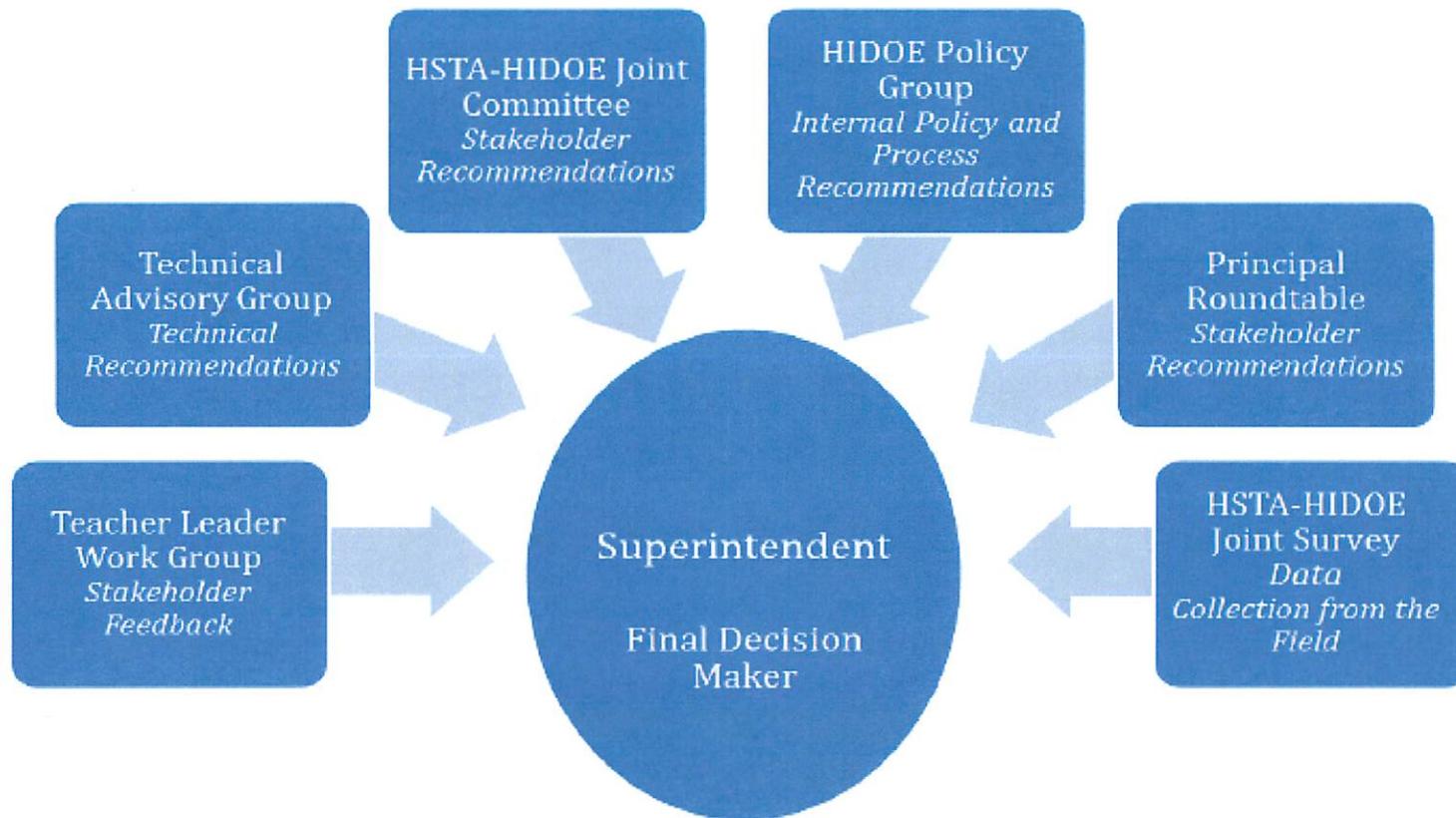
(Teacher Performance Evaluation Policy)

The evaluation system shall have *two major components*, each of which counts towards *50 percent* of the evaluation rating:

- 1. *Teacher Practice:*** The measurements of teacher practice may include classroom observations, stakeholder surveys, and evidence of reflective practice.
- 2. *Student Learning and Growth:*** The measurements of students' academic learning and growth must consist of multiple measures to include statewide assessment and other relevant student learning objectives.



EES's Input & Feedback Collaborators



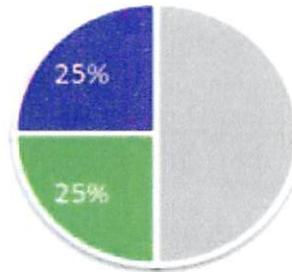
EES Components

Student Growth & Learning	Teacher Practice
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Teacher MGP Available:

1 SLO or SSIO (25%)

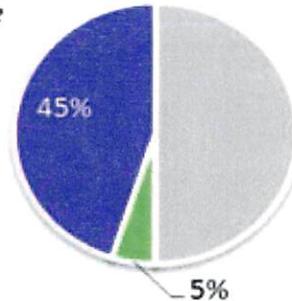
Teacher MGP (25%)



No Teacher MGP Available, Schoolwide ELA MGP Available:

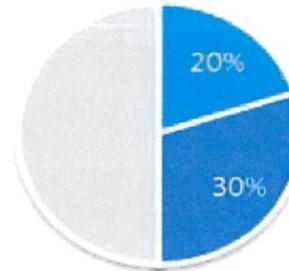
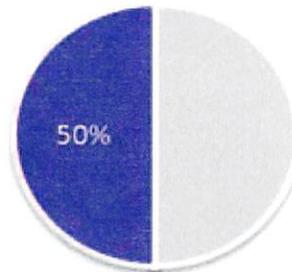
1 SLO or SSIO (45%)

School-wide MGP (5%)



No Teacher MGP Available, No Schoolwide ELA MGP Available:

1 SLO or SSIO (50%)



Core Professionalism with Tripod Reflection (20%)

Observations or Working Portfolio (30%)



Final Effectiveness Rating

Student Growth and Learning

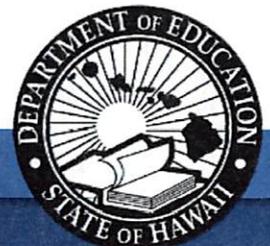
Unsatisfactory 0-1	Marginal 2	Effective 3	Highly Effective 4	
Marginal	Effective	Effective	Highly Effective	Highly Effective 4
Marginal	Effective	Effective	Effective	Effective 3
Marginal	Marginal	Effective	Effective	Marginal 2
Unsatisfactory	Marginal	Marginal	Marginal	Unsatisfactory 0-1

Teacher Practice



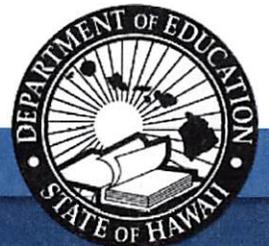
EES Implementation

- **SY 09/10 & SY 10/11:** EES in development
- **SY 11/12 & SY 12/13:** Zones of School Innovation (clusters of lower performing schools needing targeted interventions) and up to 81 schools piloted a precursor to the EES.
- **SY 13/14:** Statewide implementation of complete system (no adverse personnel actions for tenured teachers based on overall EES rating)
- **SY 14/15:** Statewide implementation (no limits)

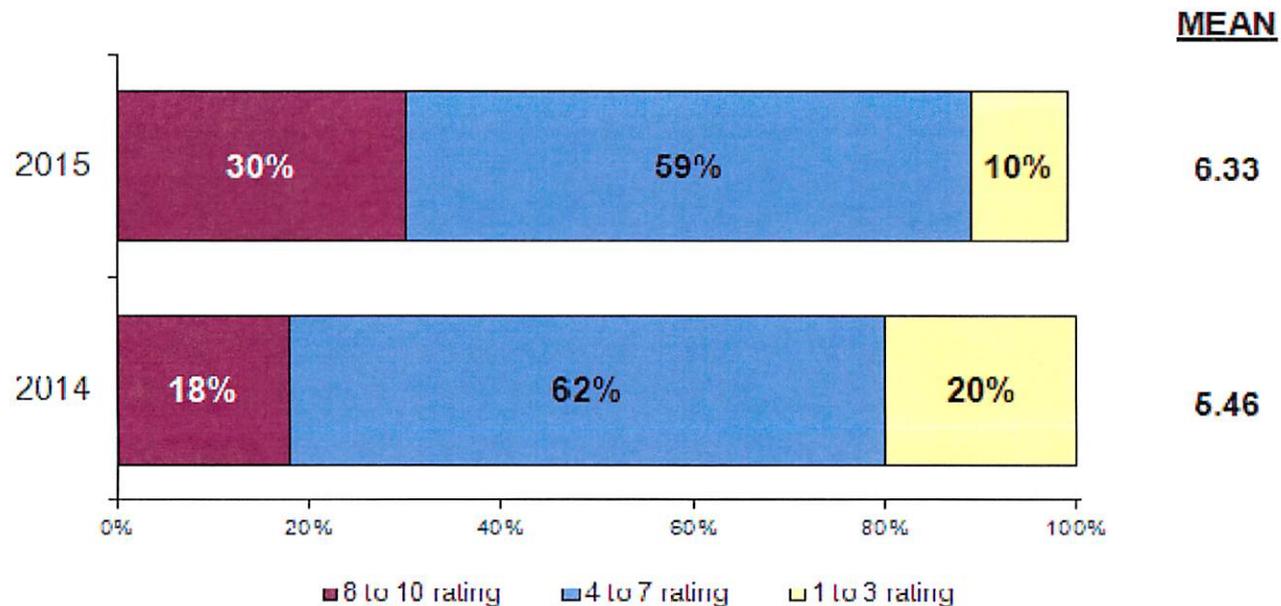


**Teachers' understanding
of the EES is improving**

[Ward Research survey]



Overall Understanding of the EES



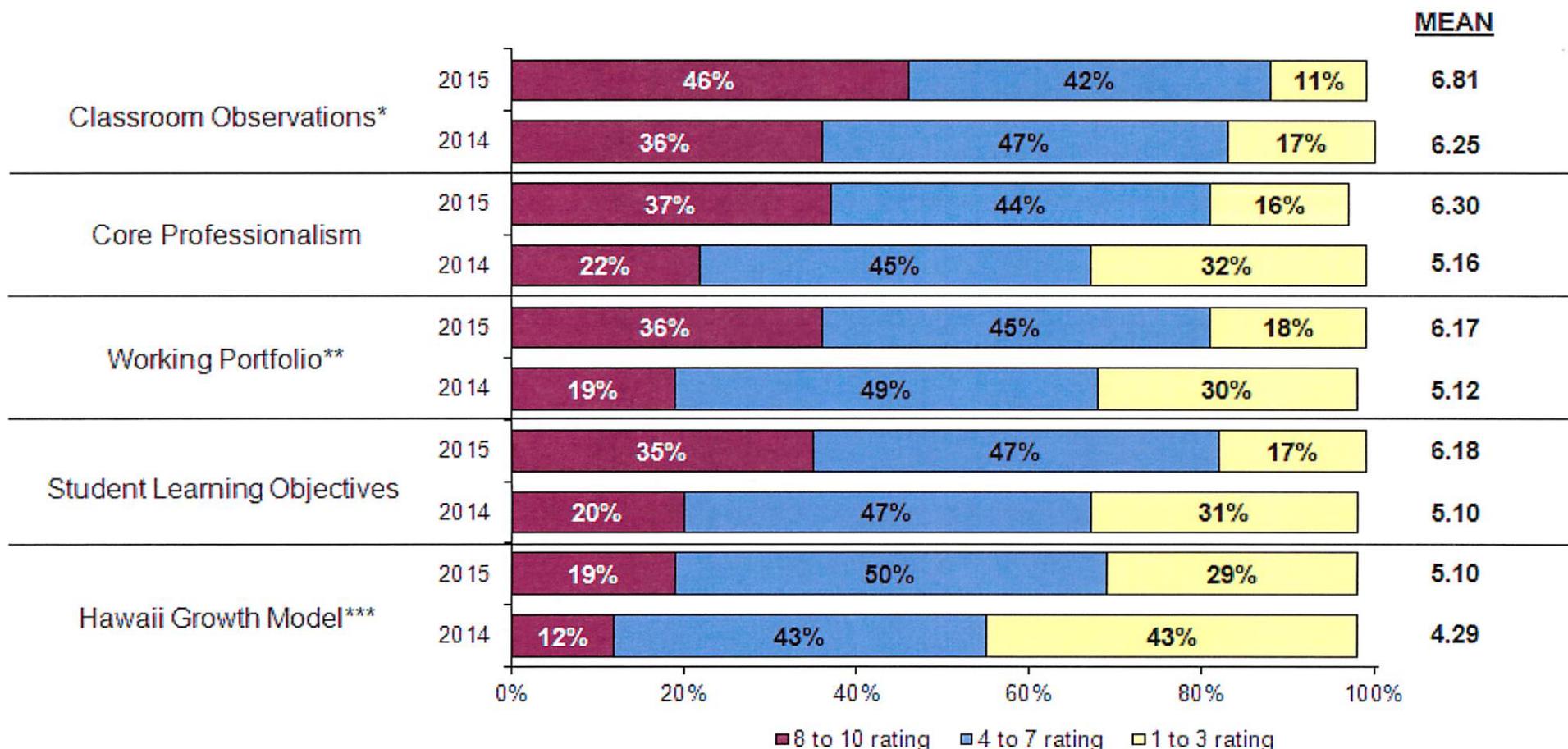
Base: 2015-4225; 2014-4280

Q. On the scale of 1 to 10, where 10=completely understand and 1=do not understand at all, please indicate your overall level of understanding of the EES.

Ward Research, Inc. • 820 Fort Street, Suite 210 • Honolulu, Hawaii 96813 • Phone: (800) 522-5123 • Fax: (800) 522-5127



Understanding the EES Measures



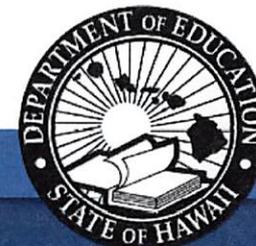
* Only classroom teachers were asked to rate this statement

** Only non-classroom teachers were asked to rate this statement

*** Only classroom teachers and school-level non-classroom teachers were asked to rate this statement

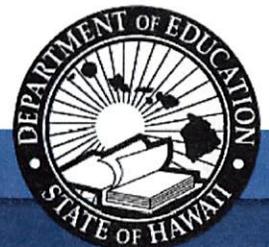
Base: 2015=4225 (3420 classroom teachers; 790 non-classroom teachers; 4081 classroom teachers and school-level non-classroom teachers)

Base: 2014=4280 (3382 classroom teachers; 878 non-classroom teachers; 4116 classroom teachers and school-level non-classroom teachers)



Principals' understanding of the EES is improving

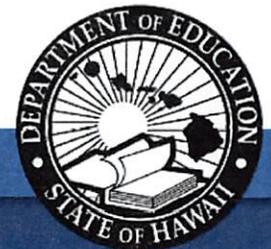
Educator Leadership Institute surveys			
Statement	2013 ELI - % agreement	2014 ELI- % agreement	2015 ELI- % agreement
I have the resources I need to implement the strategies associated with the Educator Effectiveness System	32% of principals	55% of principals	71% of principals
I understand my role and what I must do to implement the Educator Effectiveness System	81% of principals	92% of principals	95% of principals



SY 14/15 EES Final Ratings

	Total	Percent
Highly Effective	4,206	35%
Effective	7,478	62%
Marginal	69	<1%
Unsatisfactory	18	<1%
No Rating	381	3%
Total	12,152*	

*Does not include 155 teachers evaluated under PEP-T



Expedited Appeal Results

Tenured Marginal Teachers Eligible for Expedited Appeal	41
Scheduled Expedited Appeal Hearings	13
Expedited Appeal Results	
Rating Overturned to Effective	10
Marginal Rating Upheld	2
Appeal Withdrawn	1



Expedited Appeal Results

- All cases overturned due to procedural errors, e.g.
 - Principal was not the administrator to communicate the final overall rating
 - Administrator missed deadlines
 - SLO approved without expected targets



Positive Impacts on Teacher Practice

- ❖ Teachers set learning goals
- ❖ Progress is monitored
- ❖ High professional standards
- ❖ Improved instructional effectiveness



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