



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

OFFICE OF THE SUPERINTENDENT

November 15, 2016

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

FROM:   
Kathryn S. Matayoshi  
Superintendent

SUBJECT: **Committee Action on Salary Adjustments for the Department of Education's Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents**

1. RECOMMENDATION

The Department of Education (Department) requests approval from the Board of Education (Board) of (1) a methodology for salary increases for the Deputy Superintendent, Assistant Superintendents and Complex Area Superintendents based on each individual's performance, and (2) the use of funds in an amount not to exceed \$111,000 for increases effective July 1, 2016 based on performance during the FY 2015-2016.

2. RECOMMENDED EFFECTIVE DATE

July 1, 2016. This date is consistent with the implementation of compensation adjustments for most of the Department's employees and the start of the new fiscal year.

3. DISCUSSION

a. Conditions leading to the recommendation:

The 23 positions covered by this recommendation are not included in, or excluded from, a bargaining unit. Therefore, Board approval of the recommendations is required to effect any compensation adjustments for this group of employees. The employees in these positions have been appointed by the Superintendent and their appointments approved by the Board.

The terms and conditions of employment for the Department's other approximately 22,000 employees, including compensation adjustments, are determined through negotiations with the public employee unions (United Public Workers, Hawaii Government Employees Association (HGEA) and Hawaii State Teachers Association). The respective bargaining agreements provide for various amounts of compensation adjustments during their terms, typically in the form of across-the-board and/or step increases.

b. Previous actions of the Board on the same or similar matters:

A request for approval of a 4.5 percent salary increase for this group of employees was presented to the Human Resources Committee ("Committee") on August 16, 2016. Following testimony and discussion in both open and Executive sessions, the Committee deferred action on the request and identified the need for additional information before making a decision. The Committee indicated a preference for salary adjustments that were not "across the board" in nature or tied to collectively bargained increases and recommended the Department's consideration of compensation adjustment differentiation based on performance.

On June 16, 2015 the Board approved a 4 percent increase effective July 1, 2015 for the positions covered by this request.

c. Proposed methodology for compensation adjustments:

As recommended by the Committee, the Department has considered and proposes a differentiated model for compensation adjustments for employees in leadership positions (e.g. Deputy Superintendent, Assistant Superintendents and Complex Area Superintendents). Under the proposed methodology, any salary adjustments are based entirely on the individual's performance.

The differentiation is based on each employee's annual performance evaluation rating under the EMCP evaluation instrument. The evaluation rating categories are "Exceptional," "Exceeds Expectations," "Fully Meets Expectations," "Needs Improvement" and "Unsatisfactory". The rating is determined based on evaluation of the following categories:

- Strategic Planning and Organizing and Managing Work
- Leading and Managing Change / Flexibility / Adaptability / Creative Thinking / Innovation
- Developing a Successful Team and Managing Human Resources
- Budget Formulation and Fiscal Management
- Problem Solving, Decision Making and Technical Know How
- Customer Focus / Client Orientation
- Communication

- Building Partnerships
- Interpersonal Skills
- Self Starter

The EMCP instrument also provides the option to identify specific goals for incorporation into the evaluation rating. A copy of the EMCP instrument, including samples of relevant goals, is attached as "Attachment A." The detailed evaluation factors in each category are reflected in the attachment.

The leadership team is also held accountable through the delivery plan and "stocktake" process, whereby the individual identifies specific program goals and reports periodically on the progress toward achievement of those goals. This is the formal accountability and problem-solving process through which supervisors are able to ensure that superintendents are on track with their goals and commitments.

The proposed compensation adjustment model consists of an increase based on consumer price index for Hawaii for the relevant fiscal year with additional compensation percentages based on performance levels. The Department will also propose a Master Plan for Compensation for the Board's approval, prior to the end of the fiscal year. The Master Plan will include position descriptions based on established criteria and salary bands for each position determined through a market study of comparable salaries.

To be clear, all compensation adjustments must fundamentally be based on performance.

d. Proposed calculation of FY 2015-2016 compensation adjustments:

The proposed Leadership group adjustments effective July 1, 2016 are as follows:

- 2.4% for executives who attain the "fully meets expectations" level; this is based on the consumer price index for Hawaii for FY 2015-2016.
- 3.4% for executives who attain the "exceeds expectations" level; this is an additional 1% in compensation for the higher level of performance.
- 4.15% for executives who attain the "exceptional" level, or an additional 1.75% over the "meets expectations" and .75% above the "exceeds expectation level.

The aggregate amount of the increases is \$110,675.58, which is significantly less than the Department's projected amount (\$143,247) for this group of employees.

For FY 2015-2016, the breakdown of the Executive Leadership evaluation ratings (by number and percentage of the group) is as follows:

Exceptional:	5 (21.7%)
Exceeds Expectations:	16 (69.6%)
Fully Meets Expectations:	2 (8.7%)

The average percentage increase for these employees is 3.5% and the average dollar increase is \$4,839.

Details regarding the evaluations for these employees and the resulting impact on individual salary recommendations are available for discussion, if desired, in Executive Session.

Upon implementation, the actual salary ranges for these individuals will be:

Deputy and Assistant Superintendents:	\$143,023-\$166,681
Complex Area Superintendents:	\$129,250-\$157,676

e. Other policies affected:

The following section of the Hawaii Revised Statutes governs compensation practices for leadership positions:

§302A-621 Salary; deputy superintendent, assistant superintendents, complex area superintendents. The salaries of the deputy superintendent, assistant superintendents, and complex area superintendents shall be set by the board; provided that the salaries of the deputy superintendent, assistant superintendents, and the complex area superintendents shall not exceed the superintendent's salary.

f. Arguments in support of the recommendation:

The Department's leadership team consists of strong, high-performing and hard-working individuals. The recommended compensation adjustments both acknowledge their accomplishments and incentivize their continued high performance. Appropriate compensation adjustments are an important tool to support the retention of the high-performing leadership employees.

The recommended compensation adjustments will also assist in future recruitments for leadership positions. It is critical for the Department to recruit and retain high quality individuals with the knowledge, skills, and abilities to succeed in the Department's leadership positions and drive advancement in the strategic initiatives. Thus, the compensation for Leadership Group employees must be sufficient to incentivize experienced Educational Officers and others to apply for Leadership positions, to reward effective performance in these positions and to encourage high performing Leadership Group employees to remain in these challenging roles. The adjustments are

supported by BOE Policy 500.6 which states, in part, that “[t]he Board of Education desires that the best candidates are appointed to all of the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel.”

g. Arguments against the recommendation:

Higher compensation requires additional funding, which has been included in the salary projection.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendation:

The topic of executive compensation increases is always controversial. However, these leaders are experts in their respective fields and are driving the change necessary to support student achievement.

i. Educational implications:

The Department’s ability to appropriately compensate individuals in leadership positions will enhance the support of educational services.

j. Financial implications:

The Department has budgeted funds to cover the proposed increases.

4. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

KSM:BAK:je  
Attachment

c: Office of Human Resources



**Form B1 - Performance Objectives and Program Accomplishments**

Name: 0

Rating Period 1/0/1900 to 1/0/1900

<b>1. Objective (Describe. Include base line information if the objective reflects improved operations for the current program.)</b>		
<b>Planned</b> (Complete at beginning of rating period)		<b>Accomplished</b> (Complete at end of rating period)
2a. Target Completion Date	2b. Date Completed _____ <i>OR</i> Percent Completed _____ %	
3a. Costs/Resources Required	3b. Costs/Resources Incurred	
4a. Evaluation Criteria	4b. Attainment of Criteria	
5a. Constraints (if applicable)	5b. How constraints were addressed (if applicable)	
6a. Proposed Points if Result is Attained, and Rationale  <input type="checkbox"/> 300 pts <input type="checkbox"/> 400 pts <input type="checkbox"/> 500 pts	6b. Recommended Point Value, if Complete  <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	
7a. Rater Assessment. Critical Objective, completion essential  <input type="checkbox"/> Yes <input type="checkbox"/> No	7b. Final Categorization/Point Value by Rater  <input type="checkbox"/> 100 <input type="checkbox"/> 200 <input type="checkbox"/> 300 <input type="checkbox"/> 400 <input type="checkbox"/> 500	8. Points  <div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>

Name:

Before proceeding, review the instructions below for checking and scoring Form C

**How to check the boxes**

- \* Check the statements that best reflect the usual behavior of the employee.
- \* Statements in the 5 point column should only be checked if the employee consistently evidences all of the applicable behaviors.
- \* If the employee's behavior is 'better than' one of the statements but not 'as good as' the statement to the right, check the box in between (i.e., "2" or "4").
- \* If a set of statements is not applicable to the employee's work situation do not check any boxes.

**Score the checked statements as follows:**

**Points**

- 1 The majority of the checked behaviors are in the left column; few or no behaviors in other columns are checked.
- 2 The majority of the checks are in the "2" point column (i.e., behaviors are 'better than' the descriptors in the "1" point column but do not match the descriptors in the "3" point column) or the checked behaviors are distributed between "1" and "3."
- 3 The majority of the checked behaviors are in the center column ("3" points).
- 4 The majority of the checks are in the "4" column (i.e., behaviors are better than the descriptors in the "3" point column but do not consistently match the descriptors in the "5" column) or the behaviors are evenly distributed between the "3" and "5" columns.
- 5 All of the relevant behaviors in the right column are checked.

**Weight**

**Points**  
(1,2,3,4,5)

Strategic Planning and Organizing and Managing Work				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Departmental mission and goals inadequately addressed in program plans and operations.  <input type="checkbox"/> Ineffective in planning regular activities.	<input type="checkbox"/>	<input type="checkbox"/> Sets goals and schedules based on departmental mission and goals and relevant facts.  <input type="checkbox"/> Develops realistic short- and long- range plans that are effective in meeting goals.	<input type="checkbox"/>	<input type="checkbox"/> Sets goals and schedules based on departmental mission and goals and relevant facts <b>and</b> Identifies additional contributions organizational unit can make toward departmental mission and goals.  <input type="checkbox"/> Develops realistic short- and long- range plans that are effective in meeting goals <b>and</b> Has defined future mission and goals for the program.
<input type="checkbox"/> Ineffective in organizing and directing regular activities.	<input type="checkbox"/>	<input type="checkbox"/> Establishes courses of action for unit to ensure that work is completed efficiently, monitors operations, and makes adjustments as new developments arise.	<input type="checkbox"/>	<input type="checkbox"/> Establishes courses of action for unit to ensure that work is completed efficiently, monitors operations, and makes adjustments as new developments arise <b>and</b> anticipates emerging needs and acts accordingly.

**Weight**

**Points**

Leading and Managing Change/Flexibility Adaptability/Creative Thinking/Innovation				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Usually relies on past practices, methods, approaches.  <input type="checkbox"/> Does not adapt behavior to current situational needs. Resists change and defends and relies on status quo.	<input type="checkbox"/>	<input type="checkbox"/> Develops new ways to deal with work problems and opportunities.  <input type="checkbox"/> Adapts to changing conditions within the organization and maintains effectiveness of operations.	<input type="checkbox"/>	<input type="checkbox"/> Develops different and <i>novel</i> ways to deal with work problems and opportunities.  <input type="checkbox"/> Adapts to changing conditions within the organization <b>and</b> identifies opportunities and achieves/ facilitates a high level of performance within a newly changed situation or environment <b>and</b> makes changes to improve effectiveness of operations.
<input type="checkbox"/> Communicates change in a negative manner.	<input type="checkbox"/>	<input type="checkbox"/> Promotes acceptance and implementation of change.  <input type="checkbox"/> Encourages others to address problems and opportunities.	<input type="checkbox"/>	<input type="checkbox"/> Promotes acceptance and implementation of change <b>and</b> fosters a culture/work environment of open and ongoing receptivity to change and constant improvement.  <input type="checkbox"/> Encourages others to address problems and opportunities <b>and</b> to seek innovative approaches to addressing problems and opportunities.
<input type="checkbox"/> Flounders in ambiguous situations.	<input type="checkbox"/>	<input type="checkbox"/> Works well in ambiguous situations.	<input type="checkbox"/>	<input type="checkbox"/> Works well in ambiguous situations <b>and</b> Anticipates new situations and work requirements.

Developing a Successful Team and Managing Human Resources

1 point	2	3 points	4	5 points
<input type="checkbox"/> Staff members do not understand vision, objectives and their collective responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> Assures that staff members understand vision, objectives and their collective responsibilities.	<input type="checkbox"/>	<input type="checkbox"/> Assures that staff members understand vision, objectives and their collective responsibilities <b>and</b> promotes positive response.
<input type="checkbox"/> Work assignments reflect a mechanistic or traditional approach.	<input type="checkbox"/>	<input type="checkbox"/> Work assignments reflect appropriate utilization of employee skills.	<input type="checkbox"/>	<input type="checkbox"/> Seeks ways to enable employees to utilize unique skills, interests, attain optimal success within assigned functions and understand higher level job requirements.  Creates and assigns work assignments roles that balance expertise with opportunities for professional development among staff members.
<input type="checkbox"/> Inadequate employee development.	<input type="checkbox"/>	<input type="checkbox"/> Provides for necessary staff development to enable staff to attain success within their assigned functions.	<input type="checkbox"/>	<input type="checkbox"/> Provides for necessary staff development to enable staff to attain success within their assigned functions <b>and</b> develops staff capabilities for current functions and professional growth.
<input type="checkbox"/> Inadequate or inappropriate delegation: insufficient or excessive oversight. Fails to provide sufficient practical direction or micromanages.	<input type="checkbox"/>	<input type="checkbox"/> Delegates effectively.	<input type="checkbox"/>	<input type="checkbox"/> Delegates effectively including maximizing contribution of employees to the organization and minimizing time needed to process the work of the organization.
<input type="checkbox"/> Does not involve employees in decisions.	<input type="checkbox"/>	<input type="checkbox"/> Seeks employee input and/or participation in decision-making. Encourages collaboration among team members.	<input type="checkbox"/>	<input type="checkbox"/> Seeks employee input and/or participation in decision-making <b>and</b> encourages collaboration among team members.
<input type="checkbox"/> Provides little positive leadership.	<input type="checkbox"/>	<input type="checkbox"/> Leads by example.	<input type="checkbox"/>	<input type="checkbox"/> Leads by example <b>and</b> motivates a high level of performance; energizes team.
<input type="checkbox"/> Evaluations of subordinates tend to be overly lenient or harsh; do not distinguish genuine differences in levels of performance. <input type="checkbox"/> Less than 100% completion of PAS for subordinates directly supervised; less than 80% completion for subordinates of subordinate supervisors. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)	<input type="checkbox"/>	<input type="checkbox"/> Evaluates subordinates appropriately and follows up appropriately.  <input type="checkbox"/> 100% completion of PAS for subordinates directly supervised; 80% completion for subordinates of subordinate supervisors. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)	<input type="checkbox"/>	<input type="checkbox"/> Evaluates subordinates appropriately and follows up appropriately despite difficult situations.  <input type="checkbox"/> 100% completion of PAS for all subordinates. (See <i>Special Provisions on Rating Subordinate Employees</i> in the user's manual.)
<input type="checkbox"/> Actions do not always follow requirements of collective bargaining contract provisions, State guidelines and EEO policies/requirements.	<input type="checkbox"/>	<input type="checkbox"/> Complies with collective bargaining contract provisions, State guidelines and EEO policies/requirements in selection, promotion and other actions affecting personnel.		N/A
<input type="checkbox"/> Insufficient attention to safety in the workplace, accidents and injuries.	<input type="checkbox"/>	<input type="checkbox"/> Maintains a safe work environment; monitors environment, accidents and injuries and takes corrective action to prevent or minimize future injuries and accidents.	<input type="checkbox"/>	<input type="checkbox"/> Maintains a safe work environment; monitors environment, accidents and injuries and takes corrective action <b>and</b> acts proactively to minimize or eliminate potential problems; <b>and</b> institutes preventive measures such as training, safety awareness reminders, etc.
<input type="checkbox"/> Insufficient attention to returning injured workers to duty	<input type="checkbox"/>	<input type="checkbox"/> Takes actions necessary to return injured workers to light duty on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Actively participates in department-wide efforts to return injured workers to light duty.

Weight

Points

Budget Formulation and Fiscal Management				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Budget estimates are inflated or inadequate or do not conform to requirements.	<input type="checkbox"/>	<input type="checkbox"/> Budget estimates are realistic and conform to requirements.		N/A
<input type="checkbox"/> Does not track or stay within budget.	<input type="checkbox"/>	<input type="checkbox"/> Expenditures are prudent, within budgeted amounts, and conform to requirements.	<input type="checkbox"/>	<input type="checkbox"/> Expenditures are prudent, within budgeted amounts, and conform to requirements <i>and</i> Maximizes output/services within available resources.
<input type="checkbox"/> Fails to consider cost/benefit adequately in expenditures.	<input type="checkbox"/>	<input type="checkbox"/> Considers cost/benefit appropriately in expenditures.	<input type="checkbox"/>	<input type="checkbox"/> Considers cost/benefit appropriately in expenditures and seeks <i>and</i> Realizes innovative efficiencies, cost containment.
<input type="checkbox"/> Does not actively see efficiencies and cost containment.	<input type="checkbox"/>	<input type="checkbox"/> Efficiencies and cost containment sought.	<input type="checkbox"/>	<input type="checkbox"/> Maximizes resources and minimizes costs in achieving objectives.
<input type="checkbox"/> Does not pursue opportunities for revenue enhancement	<input type="checkbox"/>	<input type="checkbox"/> Capitalizes on sources of revenue	<input type="checkbox"/>	<input type="checkbox"/> Initiates revenue enhancement, e.g., entrepreneurial activities.

Weight

Points

Problem Solving, Decision Making and Technical Know How				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Sometimes makes poor decisions because of failure to gather facts, obtain input from others, consider past/similar experiences, or think through the outcome.	<input type="checkbox"/>	<input type="checkbox"/> Decisions are sound, logical, realistic, effective and consistent with policies.	<input type="checkbox"/>	<input type="checkbox"/> Decisions are sound, logical, realistic, effective and consistent with policies <i>and</i> consistently demonstrates a pattern of quality decisions that reflect objective criteria and organizational needs.
	<input type="checkbox"/>	<input type="checkbox"/> Obtains relevant information from varied sources and individuals.	<input type="checkbox"/>	<input type="checkbox"/> Obtains relevant information from varied sources and individuals <i>and</i> Actively involves others.
<input type="checkbox"/> Neglects or delays making needed decisions or fails to make decisions on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Makes decisions on a timely basis.	<input type="checkbox"/>	<input type="checkbox"/> Makes decisions on a timely basis <i>and</i> Foresees/anticipates the need to address new issues and acts accordingly.
<input type="checkbox"/> Decisions sometimes ignore professional principles.	<input type="checkbox"/>	<input type="checkbox"/> Decisions reflect appropriate knowledge of the subject area.	<input type="checkbox"/>	<input type="checkbox"/> Decisions reflect mastery of the subject area.
<input type="checkbox"/> Does not take reasonable risks and/ or decisions fail to take risk factors into account.	<input type="checkbox"/>	<input type="checkbox"/> Exhibits prudent risk taking.	<input type="checkbox"/>	<input type="checkbox"/> Exhibits prudent risk taking <i>and</i> takes initiative to minimize risk and maximize success.

Weight

Points

Customer Focus/Client Orientation				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Customers are not provided timely and/or quality service.	<input type="checkbox"/>	<input type="checkbox"/> Provides timely, quality services to customers.	<input type="checkbox"/>	<input type="checkbox"/> Provides exceptional services to customers
<input type="checkbox"/> Must be reminded about customer service				
<input type="checkbox"/> Does seek/use customer input or avoids service to customer groups.	<input type="checkbox"/>	<input type="checkbox"/> Establishes positive relationships with customers. <input type="checkbox"/> Uses customer feedback when changing operations	<input type="checkbox"/>	<input type="checkbox"/> Establishes positive relationships with customers <i>and</i> Actively seeks feedback from customers <i>and</i> Acts on information to improve service.
<input type="checkbox"/> Does not initiate changes to meet customer needs.	<input type="checkbox"/>	<input type="checkbox"/> Considers customer needs in planning/changing operations	<input type="checkbox"/>	<input type="checkbox"/> Anticipates customer needs and acts to meet those needs <i>and</i> Eliminates organizational barriers that interfere with providing outstanding customer service.

Weight

Points

<b>Communication</b>				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Causes problems by ineffective communications.	<input type="checkbox"/>	<input type="checkbox"/> Provides clear and effective oral and written communications.  <input type="checkbox"/> Listens effectively.	<input type="checkbox"/>	<input type="checkbox"/> Provides clear and effective oral and written communications <i>and</i> Listens effectively <i>and</i> Clearly conveys information to individuals and groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback.
<input type="checkbox"/> Causes problems by failing to communicate when necessary.	<input type="checkbox"/>	<input type="checkbox"/> Keeps affected parties informed.	<input type="checkbox"/>	<input type="checkbox"/> Keeps affected parties informed and proactively communicates additional information, etc., to positively affect the situation.

Weight

Points

<b>Building Partnerships</b>				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Does not initiate or respond to opportunities to develop outside relationships.  <input type="checkbox"/> Uncooperative with others in working on departmental goals.	<input type="checkbox"/>	<input type="checkbox"/> Develops and maintains effective working relationships with others in the department, legislature, media and customers.  <input type="checkbox"/> Participates in mutually beneficial partnerships.	<input type="checkbox"/>	<input type="checkbox"/> Develops and maintains effective working relationships with others in the department, Legislature, media and customers <i>and</i> Identifies opportunities and takes action to build strategic relationships with other areas, teams, etc., to help achieve business goals <i>and</i> Participates in mutually beneficial partnerships <i>and</i> Identifies and implements partnership opportunities which deliver successful results to all parties <i>and</i> Develops new and unique partnerships which support the goals of the organization.
<input type="checkbox"/> Does not encourage or support staff in external working relationships.	<input type="checkbox"/>	<input type="checkbox"/> Supports staff in the development of partnerships with others outside the organization.	<input type="checkbox"/>	<input type="checkbox"/> Encourages and supports staff in the development of partnerships with others outside the organization.

Weight

Points

<b>Interpersonal Skill</b>				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Uncooperative with others in working on departmental goals.  <input type="checkbox"/> Rude and disrespectful.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates trust, understanding and mutual respect.  <input type="checkbox"/> Demonstrates sensitivity to the feelings and concerns of others.	<input type="checkbox"/>	<input type="checkbox"/> Demonstrates trust, understanding and mutual respect <i>and</i> Demonstrates sensitivity to the feelings and concerns of others <i>and</i> Builds trust and respect in subordinates <i>and</i> Skillful in resolving disputes <i>and</i> Brings conflicts into the open and resolves collaboratively.

Weight

Points

<b>Self Starter</b>				
1 point	2	3 points	4	5 points
<input type="checkbox"/> Coasts, unless prompted or required by circumstances.  <input type="checkbox"/> Complies with/relies on current practices and knowledges.	<input type="checkbox"/>	<input type="checkbox"/> Self motivated.  <input type="checkbox"/> Sets standards of performance for self.  <input type="checkbox"/> Learns from experience and seeks self improvement.	<input type="checkbox"/>	<input type="checkbox"/> Displays a high level of effort and commitment.  <input type="checkbox"/> Sets high standards of performance for self.  <input type="checkbox"/> Seeks self improvement <i>and</i> builds on strengths and works on deficiencies.

**Form B Summary**

Rating Period 7/1/2015 to 6/30/2016

Name: \_\_\_\_\_

This portion of the form displays the Objectives and Points entered on Forms B1 through B3.

<p><b>B1 Objective</b> Average science proficiency for schools is 43%. With the implementation of PLTW in our schools, our goal is to have 50% average proficiency for 2015-2016 SY with increases yearly as full implementation of program occurs. 17/17 schools will have a minimum of one family event/parent night focusing on science/STEM</p>	200
<p><b>B2 Objective</b> Implementation of Common Core ELA and Math curriculums with fidelity will result in an overall increase in ELA and Math SBA achievement scores. 2014-2015 averages are ELA: 46% and Math: 37%</p>	300
<p><b>B3 Objective</b> 50 point increase in SBA over all points for lowest performing schools: Elementary 89 points SY 2014-2015 and Elementary 96 points SY 2014-2015</p>	400

**Final Scoring**

- There are numerous variables that may be considered in determining the score on the the Performance Objectives and Program Accomplishments component.
- The *Results Evaluation Guide* in the user's manual must be used to determine the difficulty/skill/effort level of the objective.
- The factors to be considered in the final rating must have been be discussed at the beginning of the rating period, including (a) what weight will be accorded to the Performance Objectives and Program Accomplishments component; (b) how the results will be evaluated; and (c) the significance of attaining or failing to attain each of the specified results.

The final score must be 100, 200, 300, 400 or 500, consistent with the rating bands.

The following example may be used as a guide to scoring the Performance Objectives and Program Accomplishments component.

		Possible Final Score
Exceptional	At least one 500 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	500
Exceeds Expectations	At least one 400 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	400
Fully Meets	One or more 300 point objectives* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	300
Improvement Needed	<u>Critical</u> results do not meet expectations (e.g., fall off in quantity/quality of essential services, insufficient progress on projects).	200
Unsatisfactory	Objectives not attained; inadequate progress made.	100

\* Based on the *Results Evaluation Guide* in the user's manual.

Final Score (not to exceed 500) 400

**Form B Summary**

Rating Period 7/1/2015 to 6/30/2016

Name: \_\_\_\_\_

This portion of the form displays the Objectives and Points entered on Forms B1 through B3.

<p><b>B1 Objective</b> By June 2016, 80% of all elementary schools in _____ Complex Area will sustain a percentage of 15% or less in chronic absenteeism among students as reported in Strive HI.</p>	400
<p><b>B2 Objective</b> By June 2016, 50% of the schools in the _____ Complex Area will show an increase in their rating (scale 1-4) on the Comprehensive Student Support System/Response to Intervention Implementation Continuum.</p>	400
<p><b>B3 Objective</b> By June 2016, 50% of the schools in the _____ Complex Area will be a level 3 or 4 on the Complex Area rubric for establishing infrastructure for 1:1 implementation.</p>	400

**Final Scoring**

- There are numerous variables that may be considered in determining the score on the the Performance Objectives and Program Accomplishments component.
- The *Results Evaluation Guide* in the user's manual must be used to determine the difficulty/skill/effort level of the objective.
- The factors to be considered in the final rating must have been be discussed at the beginning of the rating period, including (a) what weight will be accorded to the Performance Objectives and Program Accomplishments component; (b) how the results will be evaluated; and (c) the significance of attaining or failing to attain each of the specified results.

The final score must be 100, 200, 300, 400 or 500, consistent with the rating bands.

The following example may be used as a guide to scoring the Performance Objectives and Program Accomplishments component.

		Possible Final Score
Exceptional	At least one 500 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	500
Exceeds Expectations	At least one 400 point objective* completed. Completion or satisfactory progress on all other <u>critical</u> objectives.	400
Fully Meets	One or more 300 point objectives* completed. Completion or satisfactory progress on all other critical objectives.	300
Improvement Needed	<u>Critical</u> results do not meet expectations (e.g., fall off in quantity/quality of essential services, insufficient progress on projects).	200
Unsatisfactory	Objectives not attained; inadequate progress made.	100

\* Based on the *Results Evaluation Guide* in the user's manual.

Final Score (not to exceed 500) 400