

Attachment A - Enrollment Plan

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2023	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K												
1												
2												
3												
4												
5												
6	100		100		100		100		100		100	
7			100		100		100		100		100	
8					100		100		100		100	
9							100		100		100	
10									100		100	
11											100	
12											100	
Subtotals	100		200		300		400		500		700	
Totals	100		200		300		400		500		700	

Attachment B - Description, citations, or copies of data sources justifying Enrollment Plan

OFFICIAL ENROLLMENT COUNT SY 15-16

School	Regular Education														Special Education				Grand Total	Pre-K	
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K - 6	7 - 8	9 - 12	Total		Sped	RegEd
Campbell-Kapolei																					
251 BARBERS POINT	70	61	86	72	86	81	0	0	0	0	0	0	0	456	40	0	0	40	496	8	0
252 CAMPBELL HI	0	0	0	0	0	0	0	0	0	774	785	654	570	2783	0	0	266	266	3049	0	0
254 EWA BEACH EL	119	67	100	109	108	114	104	0	0	0	0	0	0	721	56	0	0	56	777	16	0
253 EWA EL	149	100	158	167	160	157	139	0	0	0	0	0	0	1030	56	0	0	56	1086	15	0
296 EWA MAKAI MID	0	0	0	0	0	0	0	448	407	0	0	0	0	855	0	73	0	73	928	0	0
280 HOLOMUA	155	108	153	169	190	189	182	0	0	0	0	0	0	1146	85	0	0	85	1231	12	0
293 HOOKELE EL	105	52	83	63	95	34	0	0	0	0	0	0	0	432	21	0	0	21	453	7	0
279 ILIMA INT	0	0	0	0	0	0	0	430	350	0	0	0	0	780	0	93	0	93	873	0	0
256 IROQUOIS POINT	104	71	97	108	93	81	88	0	0	0	0	0	0	642	69	0	0	69	711	18	0
281 KAIMILOA	89	58	94	84	92	105	99	0	0	0	0	0	0	621	42	0	0	42	663	9	0
282 KAPOLEI EL	126	96	151	141	155	145	0	0	0	0	0	0	0	814	80	0	0	80	894	22	0
292 KAPOLEI HI	0	0	0	0	0	0	0	0	0	521	485	415	373	1794	0	0	244	244	2038	0	0
291 KAPOLEI MID	0	0	0	0	0	0	433	407	445	0	0	0	0	1285	44	109	0	153	1438	0	0
294 KEONEULA	129	95	151	123	110	116	142	0	0	0	0	0	0	866	60	0	0	60	926	10	0
259 MAKAKILO	66	64	84	96	90	84	0	0	0	0	0	0	0	484	33	0	0	33	517	13	0
286 MAUKA LANI	88	67	99	94	93	89	0	0	0	0	0	0	0	530	65	0	0	65	595	12	0
269 POHAKEA	69	56	97	80	87	78	84	0	0	0	0	0	0	551	31	0	0	31	582	4	0
Campbell-Kapolei	1269	895	1353	1306	1359	1273	1271	1285	1202	1295	1270	1069	943	15790	682	275	510	1467	17257	146	0

School	Regular Education														Special Education				Grand Total	Pre-K	
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	K - 6	7 - 8	9 - 12	Total		Sped	RegEd
Cambell Subcomplex																					
7 Elementary Schools																					
254 EWA BEACH EL	119	67	100	109	108	114	104	0	0	0	0	0	0	721	56	0	0	56	777	16	0
253 EWA EL	149	100	158	167	160	157	139	0	0	0	0	0	0	1030	56	0	0	56	1086	15	0
256 IROQUOIS POINT	104	71	97	108	93	81	88	0	0	0	0	0	0	642	69	0	0	69	711	18	0
280 HOLOMUA	155	108	153	169	190	189	182	0	0	0	0	0	0	1146	85	0	0	85	1231	12	0
281 KAIMILOA	89	58	94	84	92	105	99	0	0	0	0	0	0	621	42	0	0	42	663	9	0
294 KEONEULA	129	95	151	123	110	116	142	0	0	0	0	0	0	866	60	0	0	60	926	10	0
269 POHAKEA	69	56	97	80	87	78	84	0	0	0	0	0	0	551	31	0	0	31	582	4	0
2 Middle Schools																					
296 EWA MAKAI MID	0	0	0	0	0	0	0	448	407	0	0	0	0	855	0	73	0	73	928	0	0
279 ILIMA INT	0	0	0	0	0	0	0	430	350	0	0	0	0	780	0	93	0	93	873	0	0
1 High School																					
252 CAMPBELL HI	0	0	0	0	0	0	0	0	0	774	785	654	570	2783	0	0	266	266	3049	0	0
Campbell-Kapolei	814	555	850	840	840	840	838	878	757	774	785	654	570	9995	399	166	266	831	10826	84	0

^ DreamHouse Grades

^ DreamHouse Grades*

* Only 6th grade from the K-6 bucket

School Lunch Status by Complex Area for School Year 2015-2016--UPDATED

Complex Area	School code	School Name	Official Enrollment Aug 2014	Total # Certified	Total # Free	Total # Reduced	Total Lunch	Percentage
Campbell-Kapolei								
	281	KAIMILOA	650	237	107	107	451	69.38%
	269	POHAKEA	585	183	104	70	357	61.03%
	253	EWA EL	1143	391	162	130	683	59.76%
	286	MAUKA LANI	585	177	57	88	322	55.04%
	279	ILIMA INT	815	199	127	96	422	51.78%
	252	CAMPBELL HI	3024	559	476	416	1451	47.98%
	259	MAKAKILO	530	148	52	41	241	45.47%
	251	BARBERS POINT	605	176	44	47	267	44.13%
	291	KAPOLEI MID	1435	341	123	160	624	43.48%
	254	EWA BEACH EL	731	163	76	77	316	43.23%
	282	KAPOLEI EL	1086	251	102	98	451	41.53%
	256	IROQUOIS POINT	727	132	75	67	274	37.69%
	280	HOLOMUA	1264	248	98	103	449	35.52%
	296	EWA MAKAI MID	897	143	75	92	310	34.56%
	292	KAPOLEI HI	2024	352	151	119	622	30.73%
	294	KEONEULA	894	114	65	74	253	28.30%
	Total	Campbell-Kapolei	16995	3814	1894	1785	7493	44.09%

Nanakuli-Waianae								
	270	WAIANAE EL	628	438	84	46	568	90.45%
	261	NANAIKAPONO	855	572	119	61	752	87.95%
	262	NANAKULI EL	418	206	107	51	364	87.08%
	258	MAKAHA	582	370	58	57	485	83.33%
	257	MAILI	992	614	125	81	820	82.66%
	273	WAIANAE INT	884	486	125	77	688	77.83%
	271	LEIHOKU	906	429	150	108	687	75.83%
	263	NANAKULI HI & INT	1043	543	146	65	754	72.29%
	272	WAIANAE HI	1789	872	242	120	1234	68.98%
	Total	Nanakuli-Waianae	8097	4530	1156	666	6352	78.45%

Pearl City-Waipahu								
	274	WAIPAHU EL	1086	663	152	76	891	82.04%
	276	HONOWAI	730	280	118	86	484	66.30%
	250	AHRENS	1320	467	225	162	854	64.70%
	278	WAIPAHU INT	1281	381	239	173	793	61.90%
	265	PEARL CITY EL	472	156	62	50	268	56.78%
	277	WAIPAHU HI	2494	598	479	314	1391	55.77%
	268	LEHUA	266	57	49	34	140	52.63%
	288	WAIU	498	117	64	45	226	45.38%
	287	KALEIOPUU	896	197	106	83	386	43.08%
	260	MANANA	441	106	42	29	177	40.14%
	264	PALISADES	424	85	40	33	158	37.26%
	290	WAIKELE	606	111	62	52	225	37.13%
	283	KANOELANI	720	134	54	72	260	36.11%
	255	HIGHLANDS INT	906	164	74	83	321	35.43%
	266	PEARL CITY HI	1683	268	130	102	500	29.71%
	267	PC HIGHLANDS	469	73	44	22	139	29.64%
	285	MOMILANI	427	43	16	16	75	17.56%
	Total	Pearl City-Waipahu	14719	3900	1956	1432	7288	49.51%



Ewa Beach Elementary School

School Code: 254

Grades K-6

School Status and Improvement Report School Year 2014-15

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Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

A kindergarten through grade 6 school located on the southern Ewa Plains, Ewa Beach Elementary serves general education students, special education students (including preschool learning-impaired children, learning disabled, and medically fragile students), and English Language Learner (ELL) students. Our school opened its doors in 1959 and continues to grow in student population as well as physical structures. School year 2013-2014 was the last year as a Title I school, but EBES still continues to provide the Primary School Adjustment Program (PSAP) services, implement strategies of AVID (Advancement Via Individual Determination), provide Character Education, and utilize the newest and best teaching practices for our students.

Ewa Beach Elementary School was formerly known as an America's Choice School Design Model. Although not calling ourselves an America's Choice school, we still utilize many of its best practices, including the standards-based, data-driven, workshop model, and address the areas of English/Language Arts, Mathematics, and Science and Applied Learning. All teachers are generalists (teach all subject areas) focusing on the education of the whole child. Teachers will continue to be in Professional Learning Communities (PLC) and Learning Teams. We continue the practice of school-wide inclusion of special needs and ELL students in general education classes and provide Safety Nets/RTI – response to intervention (in-school and after-school tutoring) for students that may need additional assistance. Students have the opportunity to participate in activities such as 100th day celebration, JPO, Student Council, Spelling Bee, Talent Contest, Read Across America, Jump Rope for Heart, School Carnival, Purple Up Week, Community Parade, Chess Club, Complex Volleyball and Basketball Intramurals, and Track. Parents are also an important part of the education of their children and are welcomed to give feedback, attend parent workshops and volunteer in the classrooms and various school activities.

Our current school status based on Strive HI Performance Index is "Continuous Improvement". Although we did not hit the benchmark scores we had hoped to accomplish, we continue to have student growth and provide the best education for our children. We have been selected as a Hawaii Distinguished School in 2003, 2004, 2007, 2009, and 2010. Ewa Beach Elementary is one of three Hawaii Blue Ribbon Schools for 2009 and a National Blue Ribbon School for 2010. We continuously strive to meet the needs and ensure the success of each and every one of our students so that they are college and career ready.

School Address:

Ewa Beach Elementary School
91-740 Papipi Road
Ewa Beach, Hawaii 96706

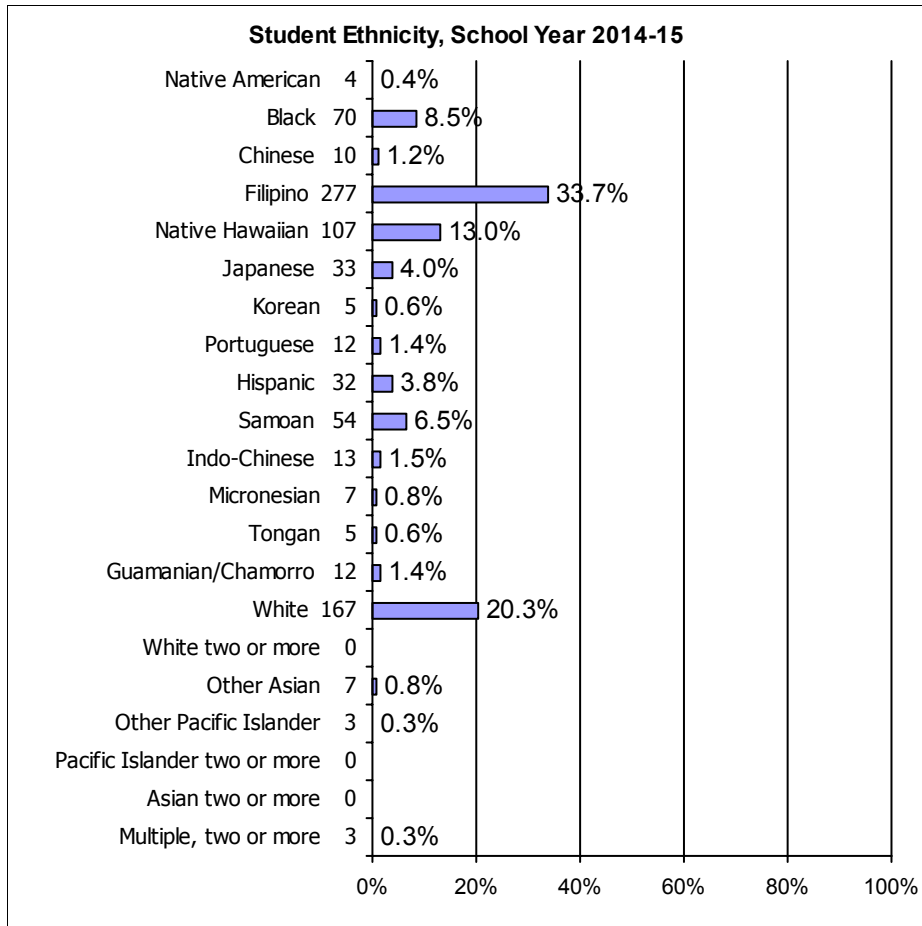
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	709	778	731	Number and percent of students in Special Education programs	59	58	53
					8.3%	7.4%	7.2%
Number and percent of students enrolled for the entire school year	635	701	682	Number and percent of students with limited English proficiency	50	45	37
	89.5%	90.1%	93.2%		7.0%	5.7%	5.0%
Number and percent of students receiving free or reduced-cost lunch	349	350	316	Percent of Kindergartners who attended preschool	52%	46%	--
	49.2%	44.9%	43.2%				

Note. "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



n = 821

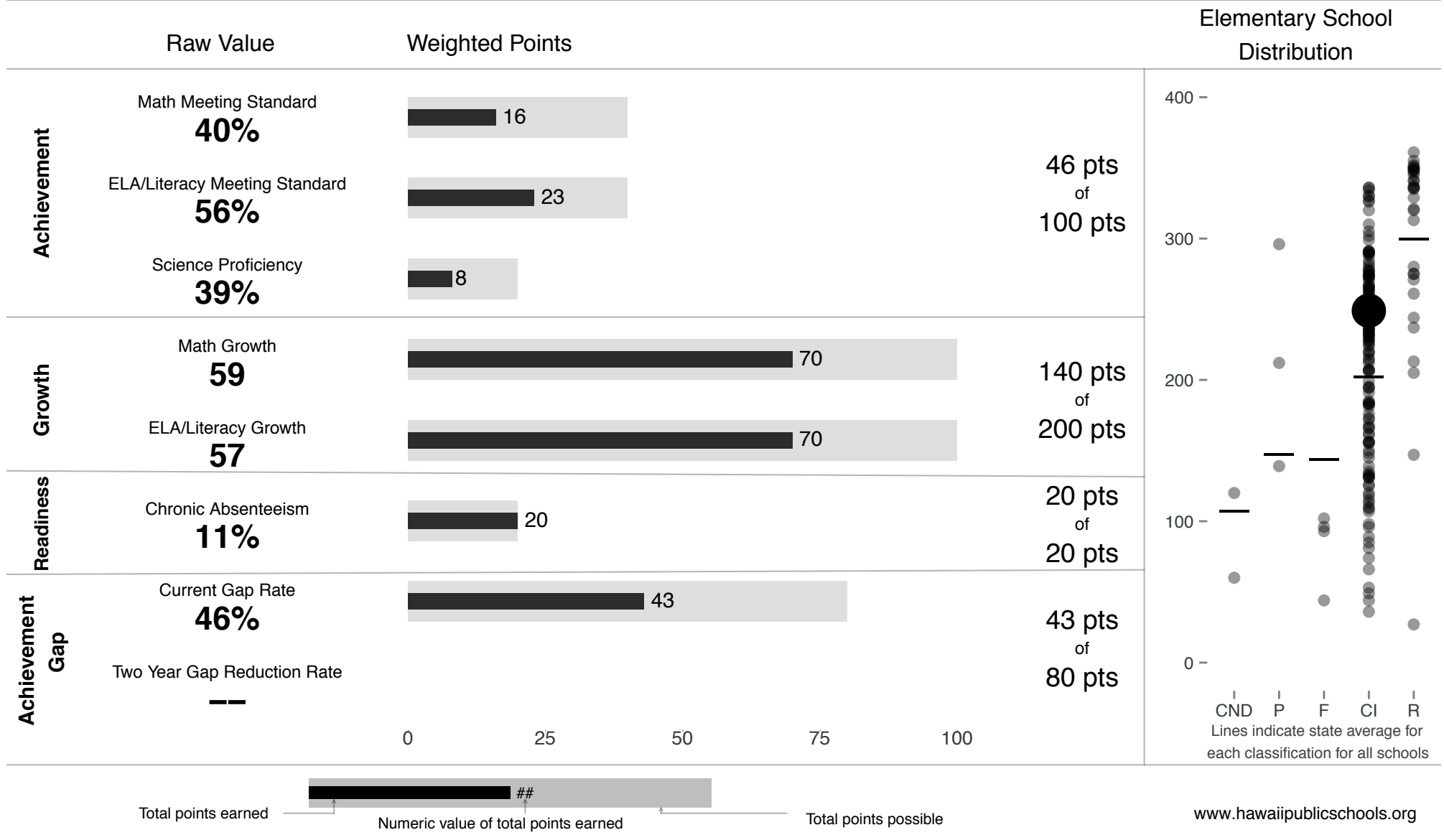
Ewa Beach Elementary

249 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Ewa Elementary School

School Code: 253

Grades K-6

School Status and Improvement Report School Year 2014-15

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- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ewa Elementary School
91-1280 Renton Road
Ewa Beach, Hawaii 96706

Focus On Standards

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This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ewa Elementary School traces its origin back to 1882, making us one of the oldest schools in the Leeward District. Many families are tied to our community through their previous employment by the sugar plantation. In 1890, Mr. James Campbell drilled into an artesian well, which led to the development of sugar lands in this vast area, which now encompasses Ewa, Kapolei and parts of Ewa Beach.

On February 12, 1944, our statue of Abraham Lincoln was unveiled as a gift to the Ewa School and the entire community through the generosity of Ms. Katherine McIntosh Burke, teacher and principal from 1919 to 1927. This year, we held our 71st Annual Lincoln Day Program that reflects his beliefs and values. We again look forward to celebrating the beliefs and values of Abraham Lincoln at our 72nd Annual Lincoln Day Program on February 12, 2016.

During School Year 2014-2015, our School Community Council continued to meet regularly and offered feedback/suggestions for school improvement purposes. We continued Grade Level Parent Meeting Nights, an initial suggestion from the parents and community members of our School Community Council, where classroom teachers share curriculum, instruction and assessment components of our school. At our Spring Showcase, student work was displayed in the Library as a way for parents to view the work of their child and the work that is done by other grade levels. All grade levels had an opportunity to perform at the Spring Showcase.

We also provided our students an opportunity to demonstrate their knowledge and skill through their participation in a variety of activities: Basketball, Volleyball, Constitution Day, Geography Bee, JPO, Jump Rope for Heart, Math Olympics, Open Markets, Pennies for Patients, Science Carnival, Special Olympics, Spelling Bee, Student Council, Library Club, and Track.

Through the support of our parents and families, we raised funds to provide three \$500 scholarships to former Ewa School students graduating from James Campbell High School. We also continued having our 6th Grade Class of 2009 Reunion Dinner where former students were reunited with faculty and staff members who worked with them when they were students at Ewa School.

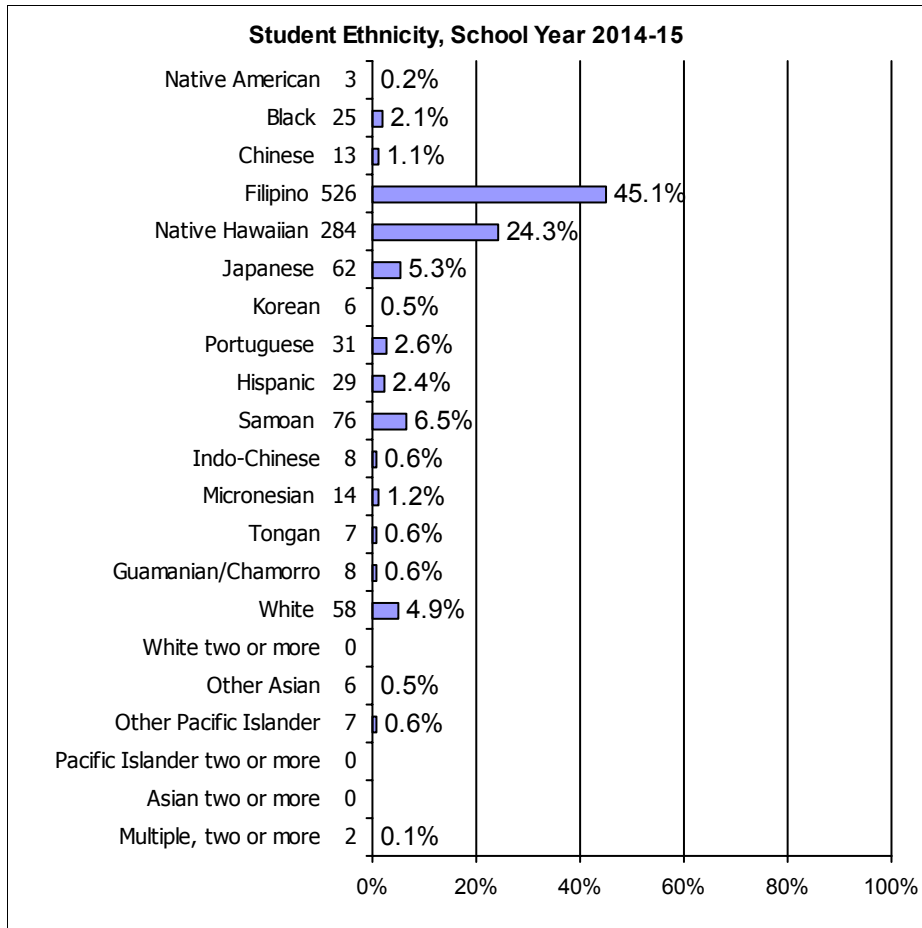
We continue to concentrate resources on improving teacher knowledge and skill, which directly impacts the delivery of instruction to students and results in increased student achievement.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	1109	1131	1143	Number and percent of students in Special Education programs	63	60	58
					5.6%	5.3%	5.0%
Number and percent of students enrolled for the entire school year	1004	1045	1058	Number and percent of students with limited English proficiency	77	61	45
	90.5%	92.3%	92.5%		6.9%	5.3%	3.9%
Number and percent of students receiving free or reduced-cost lunch	611	656	683	Percent of Kindergartners who attended preschool	59%	49%	--
	55.0%	58.0%	59.7%				

Note: "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 1165

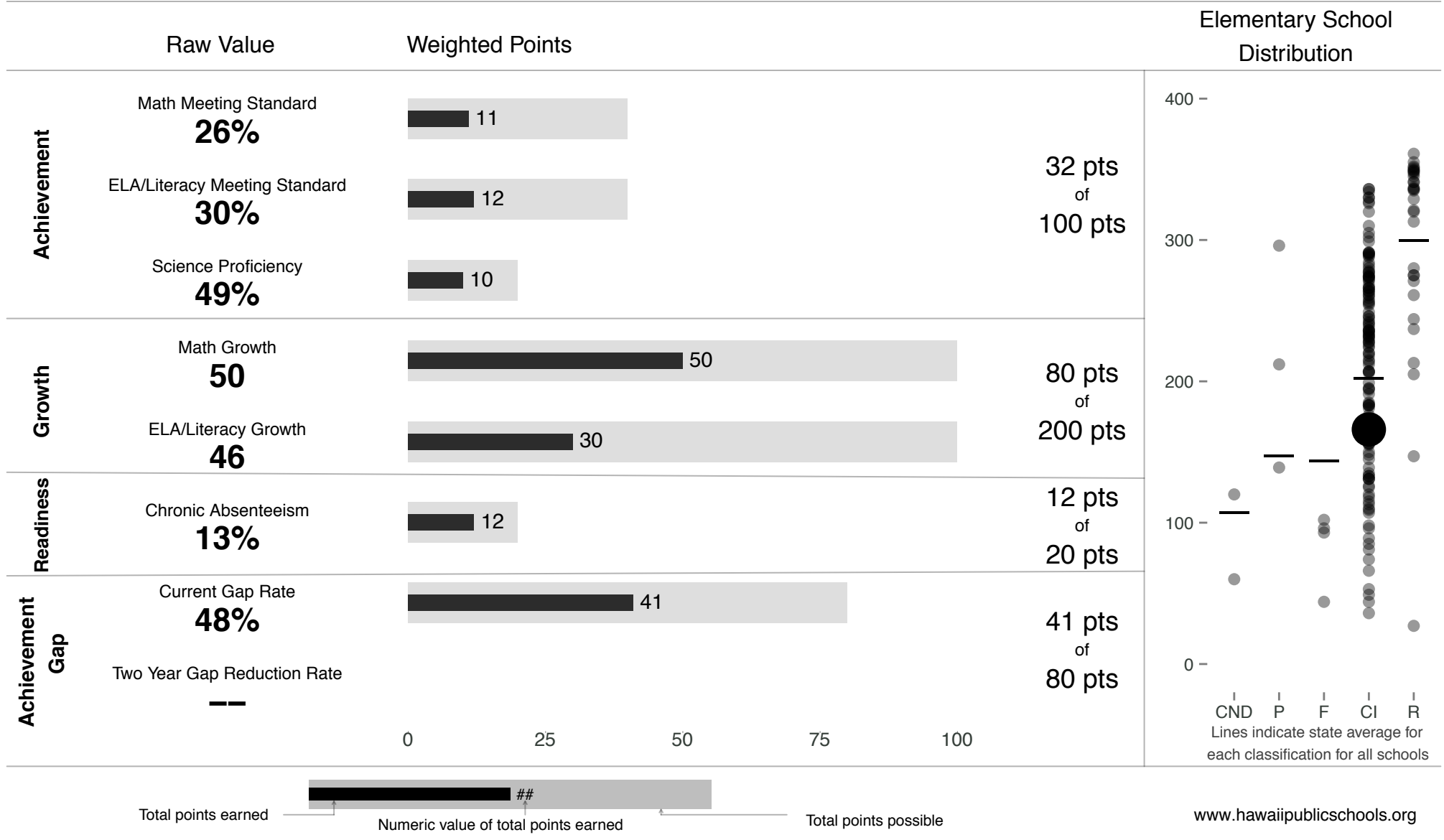
Ewa Elementary

166 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Holomua Elementary School

School Code: 280

Grades K-6

School Status and Improvement Report School Year 2014-15

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- Other School Information

School Address:

Holomua Elementary School
91-1561 Keaunui Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Holomua Elementary School, home of the Voyagers, opened on August 2, 1996 as Leeward's first "high tech" school. Holomua was the first school designed on Oahu as a Year-Round Multi-Track School. We are one of the largest elementary schools in the state with an enrollment of over 1400 students. The school community includes residents from West Loch Estates, West Loch Fairways and Ewa Gentry East.

Our staff has made a commitment to provide a positive environment for learning so all students will reach their potential in academic and personal growth. Our curriculum is grounded within Art Costa's Levels of Questioning, which teaches students to problem solve through higher level thinking skills.

Our students in grades 3-6 utilize the Achieve 3000 program to support reading comprehension while students in kindergarten through grade two use Imagine Learning to address foundational literacy skills. Students in grades 4-6 incorporate the Advancement Via Individual Determination (AVID), which is a college readiness system that will provide them the skills to succeed in life.

Our Holomua writing program is supported by the data team process which provides evidence that supports effective instructional strategies. Teachers use articulation time to analyze their writing data three times a year which assists in enhancing their instruction.

We will be introducing a new math curriculum, Stepping Stones (gr. K-5) and Go Math (gr. 6), to address the Common Core State Standards. Our teachers have created constructed response rubrics and a math curriculum guide for their grade level. Students also have the opportunity to utilize IXL, which is our math web-based supplemental program.

Technology is an integral part of our curriculum. We have three computer labs along with six computers in each classroom. Our teachers have access to utilizing two iPad labs and mobile smartboards to use in their classroom. Our vision is to use technology to support what students have learned.

We continue to build our parent partnerships through a number of activities such as our Ohana Fair, Pumpkin Carving Night, and parent workshops. Through fundraising efforts, we have purchased technological equipment and classroom supplies to support student learning.

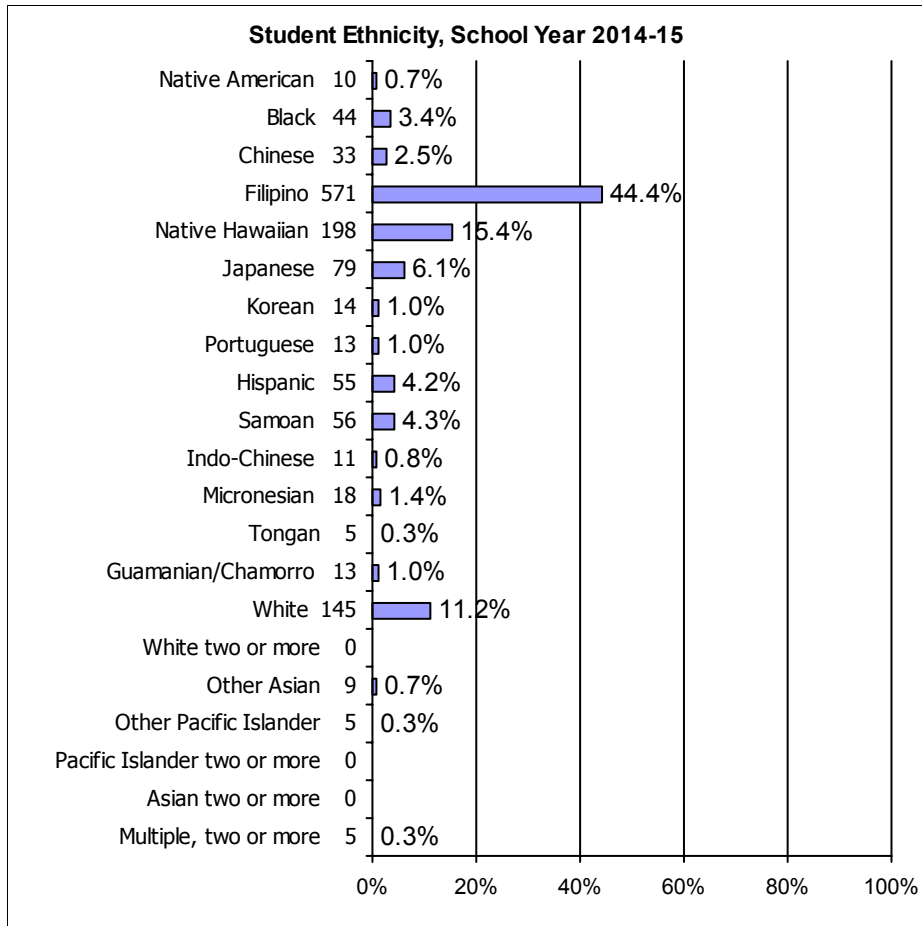
Holomua has a School Community Council in place to ensure that all stakeholders, including community members, have input in the continuous improvement of Holomua Elementary school.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	1383	1361	1264	Number and percent of students in Special Education programs	86 6.2%	87 6.3%	77 6.0%
Number and percent of students enrolled for the entire school year	1290 93.2%	1259 92.5%	1174 92.8%	Number and percent of students with limited English proficiency	78 5.6%	63 4.6%	44 3.4%
Number and percent of students receiving free or reduced-cost lunch	468 33.8%	474 34.8%	449 35.5%	Percent of Kindergartners who attended preschool	41%	53%	--

Note: "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 1284

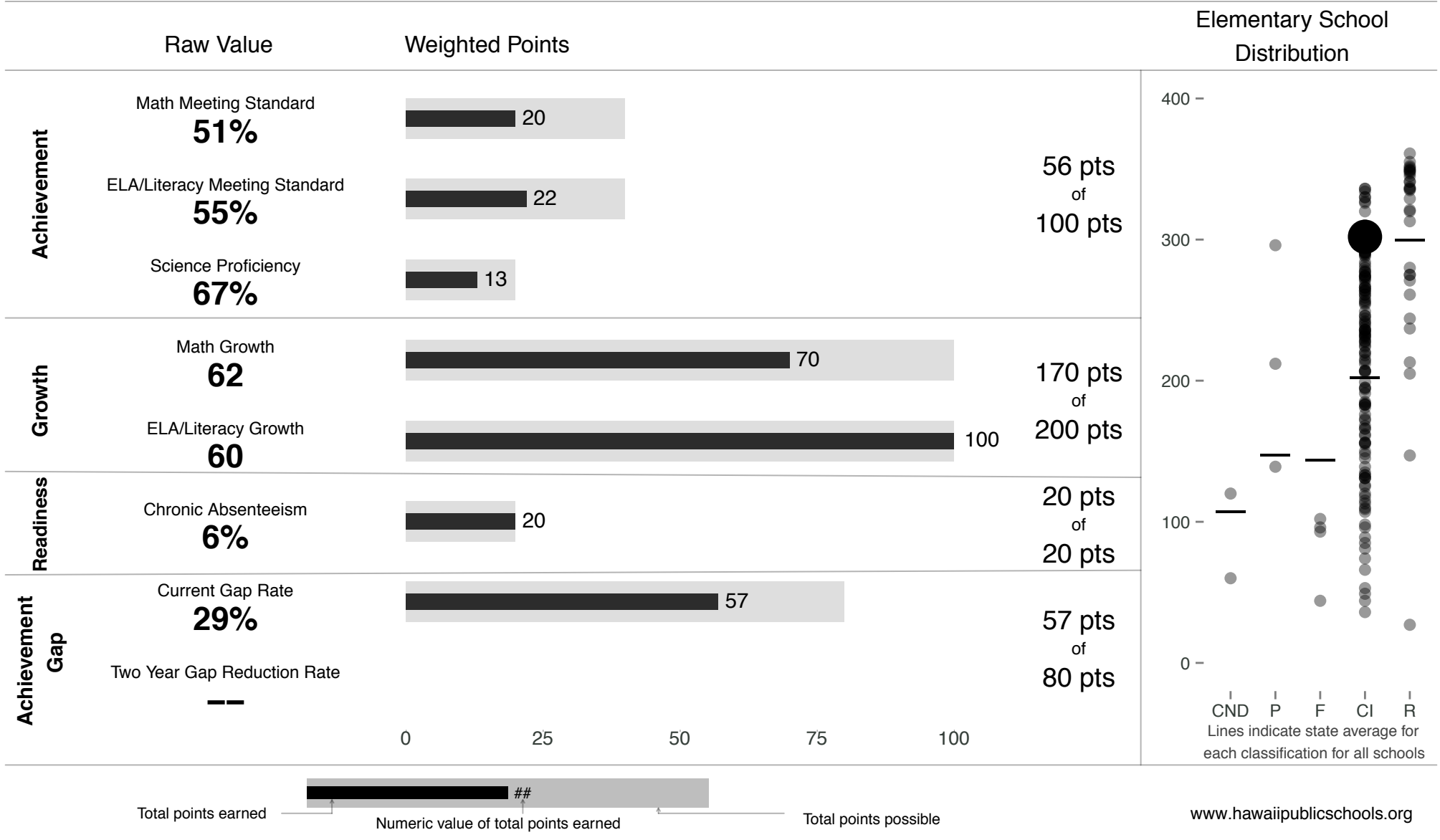
Holomua Elementary

302 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Iroquois Point Elementary School

School Code: 256

Grades K-6

School Status and Improvement Report School Year 2014-15

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- Other School Information

School Address:

Iroquois Point Elementary School
5553 Cormorant Avenue
Ewa Beach, Hawaii 96706

Focus On Standards

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This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Iroquois Point Elementary School (IPES) has been helping children discover the joy of learning since 1960. Located 2.5 miles from the Ewa Beach business district, we serve children and families living in Kapiliina. Our student body is drawn from a combination of military and local families, which reflect the ethnic, cultural, and socioeconomic diversity of Hawai'i.

IPES became an authorized International Baccalaureate (IB) World School in April 2011. We offer the Primary Years Program of the International Baccalaureate Organization. We believe learning is best done when it is authentic, relevant to the "real" world, and transdisciplinary – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them. Following the IB framework helps to ensure that the learning is engaging, relevant, challenging and significant.

All grade levels address the Common Core State Standards within 6 transdisciplinary units throughout the course of the school year. Through this curriculum framework, we emphasize an inquiry-based approach to learning. In addition, we aim to nurture our students to become principled, open-minded, thinkers, balanced, caring, knowledgeable, communicators, risk-takers, reflective, and inquirers. These attributes are reflected in the IB Learner Profile that guides our character development program. Every classroom is equipped with computers and other technological devices. In addition, IPES has "state of the art" computer labs as well as mobile wireless labs.

Recognizing the importance of developing the whole child, IPES offers a variety of programs such as Spanish, music, band, and physical education. Athletic activities at our school are designed to teach fundamental concepts like teamwork and fair play. Our intramural activities include basketball, track, and volleyball.

Because of our strong belief in building partnerships between the school and homes, IPES provides many opportunities for families to gather in the celebration of and support for learning. Activities and meetings are held regularly throughout the year to keep our parents and community informed and involved in our school.

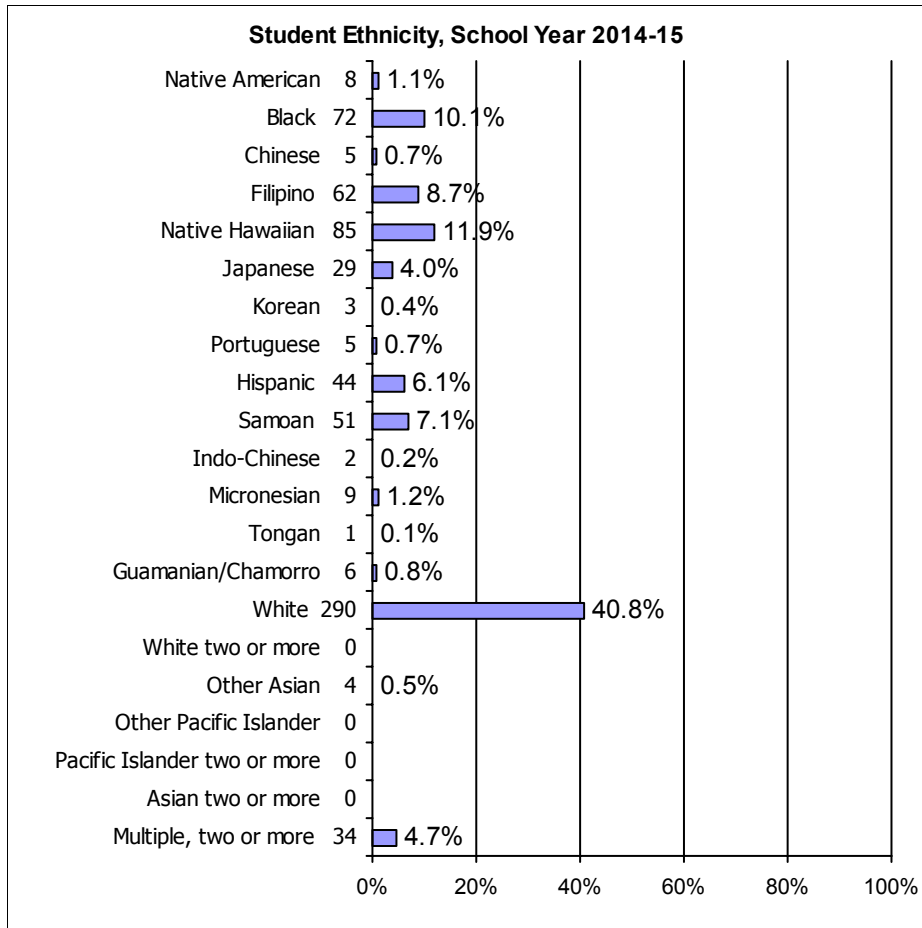
Our school encourages voluntarism and involves parents, teachers, community, and administrators in decision-making through the School Community Council. Our Parent Community Networking Coordinator (PCNC) serves as a liaison between home and school, providing opportunities for families to be engaged in their children's education. Our Transition Center is available to aid all incoming families with a variety of assistance and information. Our dedicated Ohana (Parent Teacher Organization) provides another venue for parent support and advocacy. Our Ohana is extremely active and supportive of school improvement efforts and promoting excellence in all areas.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	762	758	727	Number and percent of students in Special Education programs	69 9.0%	69 9.1%	71 9.7%
Number and percent of students enrolled for the entire school year	619 81.2%	582 76.7%	550 75.6%	Number and percent of students with limited English proficiency	17 2.2%	25 3.2%	24 3.3%
Number and percent of students receiving free or reduced-cost lunch	316 41.4%	301 39.7%	274 37.6%	Percent of Kindergartners who attended preschool	55%	53%	--

Note. "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).



n = 710

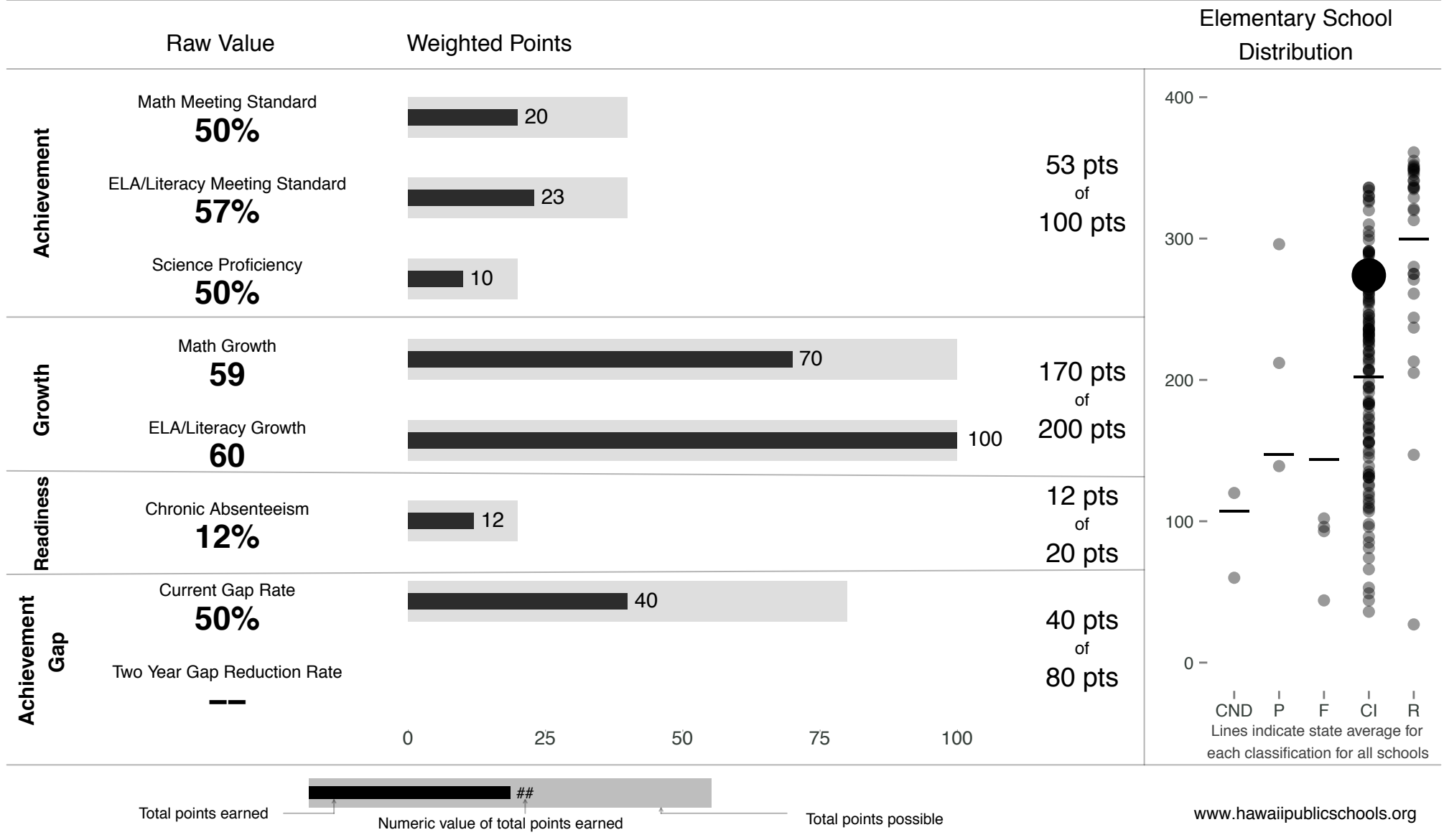
Iroquois Point Elementary

274 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Kaimiloa Elementary School

School Code: 281

Grades K-6

School Status and Improvement Report School Year 2014-15

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School Address:

Kaimiloa Elementary School
 91-1028 Kaunolu Street
 Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Kaimiloa Elementary School, located in Ewa Beach, opened its doors to the community in 1972. Situated in a rural community, the school has an enrollment of 650 students and services Grades K-6 students.

Kaimiloa is committed to providing teachers high quality professional development and curriculum/technical support. Kaimiloa is a Visible Learning School, based on the research and work of John Hattie, and promotes a school culture that has all students actively engaged in their own learning process. The questions Kaimiloa learners ask themselves are "Where am I going? How am I doing? Where to next?" Students as well as adult learners ask these questions of themselves throughout their individual learning process.

PLCs focus on developing teachers' understanding of content standards, developing highly effective teaching strategies, designing common assessments, and analyzing in-depth student work to inform next steps. The focus for the 2015 – 2016 school year will be to continue learning as well as monitoring progress on the following strands in Visible Learning, Visible Learners, Inspired and Passionate Teaching, Feedback and Know thy Impact.

Fundamental to everything the school is working on is based on the "practice" of teaching. All teachers will continue this school year with Visible Learning professional development and will participate in a series of Visible Learning impact cycle processes with their colleagues. This process begins with a teacher gathering evidence on students' learning needs and, of equal importance, asking the second question, which is "What are my learning needs in relation to these student needs?" The mind frame that a teacher's belief and commitments are the greatest influences on student achievement is the basis of John Hattie's work. At Kaimiloa, we believe every teacher can be inspired and passionate, a key attribute to creating visible learners of all our students.

Teachers practice self-reflection and set goals for improving their teaching strategies during regular coaching and mentoring sessions and through impact cycles. Support in the way of coaching and professional development will align with the Danielson Framework and other components in the Educational Effectiveness System.

Kaimiloa believes in the development of the whole child and provides a variety of opportunities for students to participate in, such as Yearbook, Track, Basketball and Technology Classes offered during after-school Cougar Academies. Safety Net Programs are provided for students needing extra assistance in academics. Strong academic emphasis during the school day and a variety of extra-curricular activities held after school is a priority at Kaimiloa.

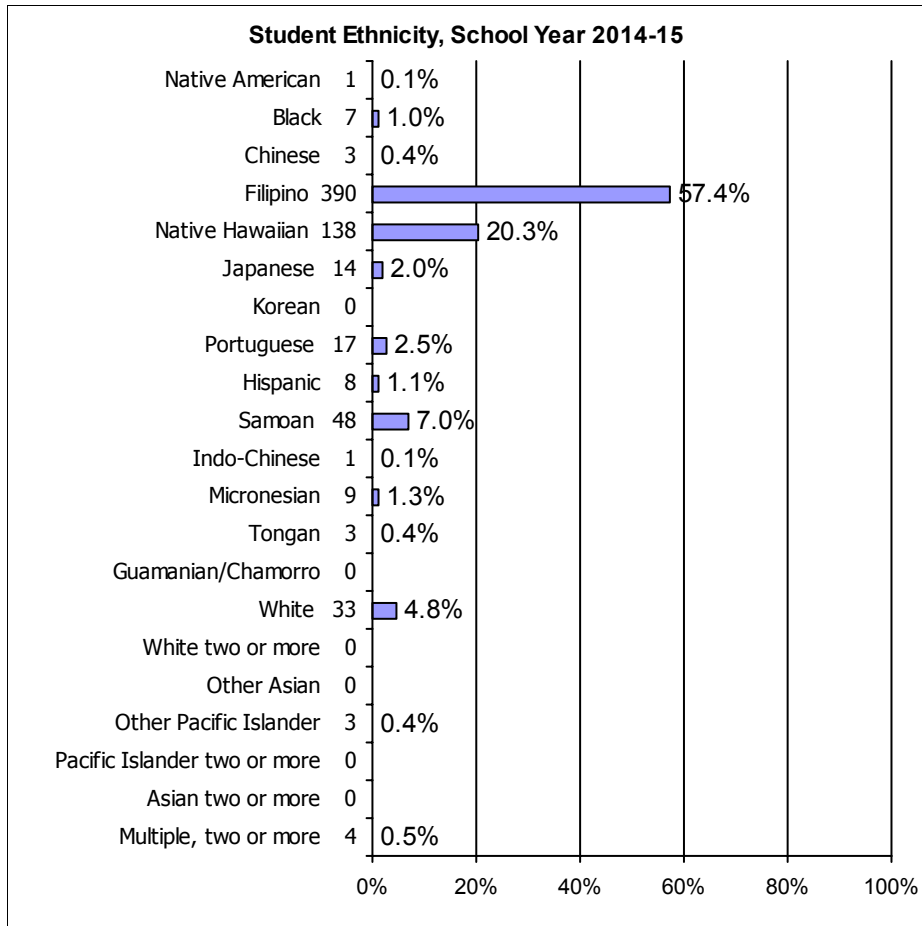
School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	657	690	650	Number and percent of students in Special Education programs	54	63	47
					8.2%	9.1%	7.2%
Number and percent of students enrolled for the entire school year	630	646	612	Number and percent of students with limited English proficiency	102	85	84
	95.8%	93.6%	94.1%		15.5%	12.3%	12.9%
Number and percent of students receiving free or reduced-cost lunch	445	484	451	Percent of Kindergartners who attended preschool	34%	33%	--
	67.7%	70.1%	69.3%				

Note: "--" means missing data.

"*" means data not reported to maintain student confidentiality (see FERPA).



n = 679

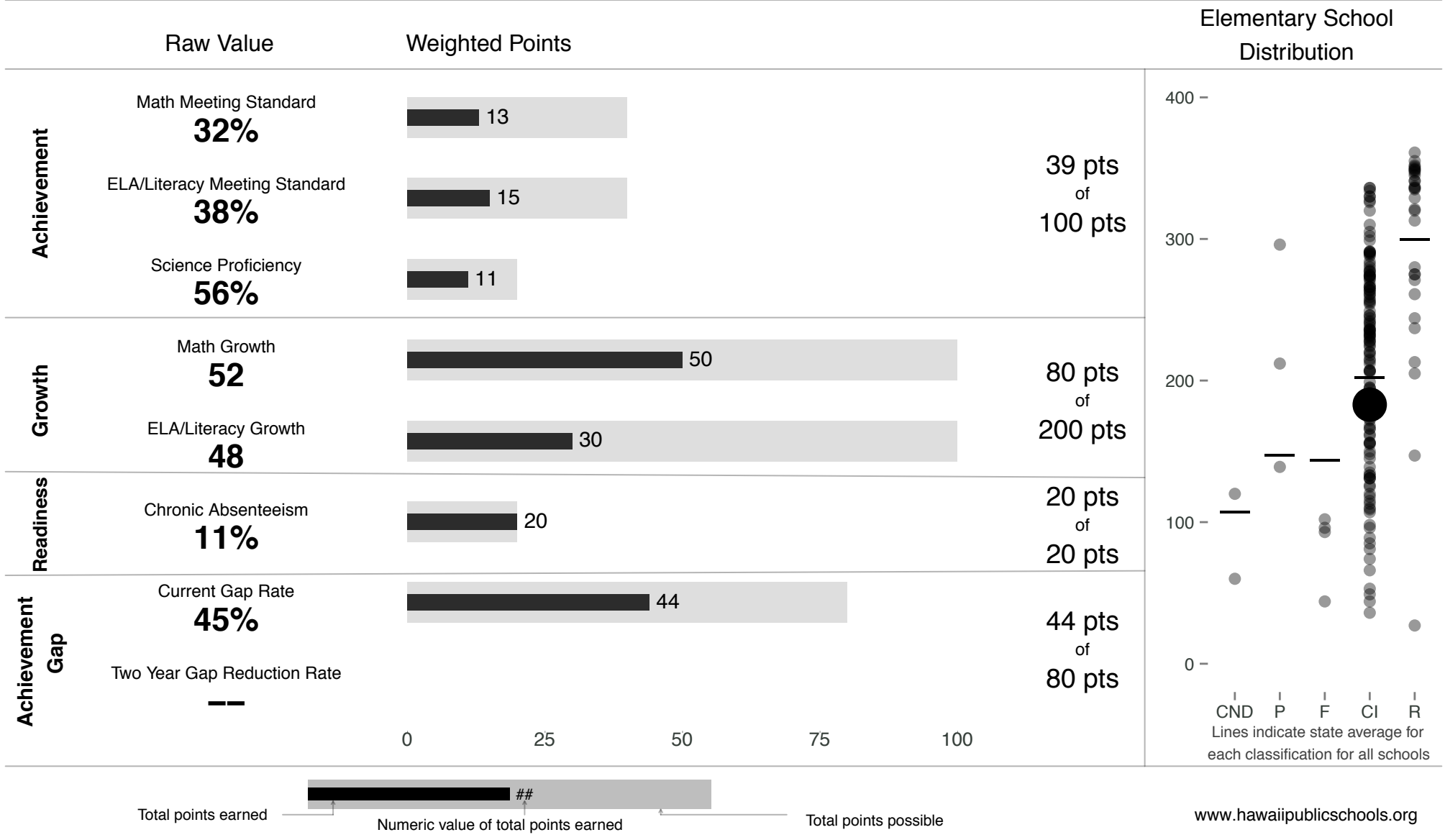
Kaimiloa Elementary

183 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Focus



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Keoneula Elementary School

School Code: 294

Grades K-6

School Status and Improvement Report School Year 2014-15

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- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Keoneula Elementary School
91-970 Kaileolea Drive
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

KES is located in the Ocean Pointe Subdivision on a 12-acre lot donated by HASEKO, Inc. Students reside in designated areas of Ocean Pointe and Ewa by Gentry. HASEKO, Inc, Ewa Beach, has been our business/community partner since we opened in Fall 2006.

Due to the continuous growth of our school, we will total 11 portables for our campus. KES is fully air conditioned. Permanent classrooms have a break-out room which houses computers. The school has two Art/Science Centers, a technology lab, high-ceilinged library, a Student Support Center and a functioning sundial at the center of campus. KES received playground equipment in the summer of 2011. Both lower-grade and upper-grade students enjoy both equipment structures.

Projected enrollment for SY 2015-16 for Pre-School through Grade 6 is 923, although I personally predict an enrollment closer to 1,000. KES incorporates a school-wide Inclusion program for SpEd and ELL students. The new Wonders and Springboard reading program were implemented in SY 2014-15. The Stepping Stones and Go Math! Programs will be implemented in SY 2015-2016. The Full Option Science System (FOSS) is used at our school. KES submitted our application to the International Baccalaureate Organization (IBO) to become an official IB-PYP Authorized World School. We hope to be authorized by summer 2015. A survey conducted in SY 2012-13 indicated preference for the Japanese language; two tutors have been hired to provide instruction for students Kindergarten through grade 6.

We are in our third year of implementing the Advancement Via Individual Determination (AVID) Program for grades 4, 5 and 6. Achieve 3000, an online language arts program is in its 4th year of implementation. Grades 3, 4, 5 and 6 utilize this program.

The Common Core State Standards (CCSS) are implemented in kindergarten through grade 6 in Reading and Mathematics.

As part of the Educator Effectiveness System (EES), the Danielson Framework teacher evaluation will continue to be implemented; Core Professionalism, the Working Portfolio, the Hawaii Growth Percentile, along with the Tripod Survey will continue to be incorporated to improve/strengthen student and teacher performance. Student Learning Objectives (SLOs) will continue in SY 2015-16. The CESSA, Comprehensive Evaluation System for School Leadership, will be utilized to assess leadership personnel, principal and vice principals.

Parent Involvement at KES continues to grow. We have Parent Workshops quarterly. These workshops cover Language Arts, Science, Mathematics, and Safety and Welfare. We have continue to have bi-monthly Parent Coffee Hours to "talk story" with our parents. Parents readily volunteer to support the school during Book Fairs, Family Fun Fair, Flu Clinic, Picture-Taking, Field Day, and making the student Portfolios for each classroom.

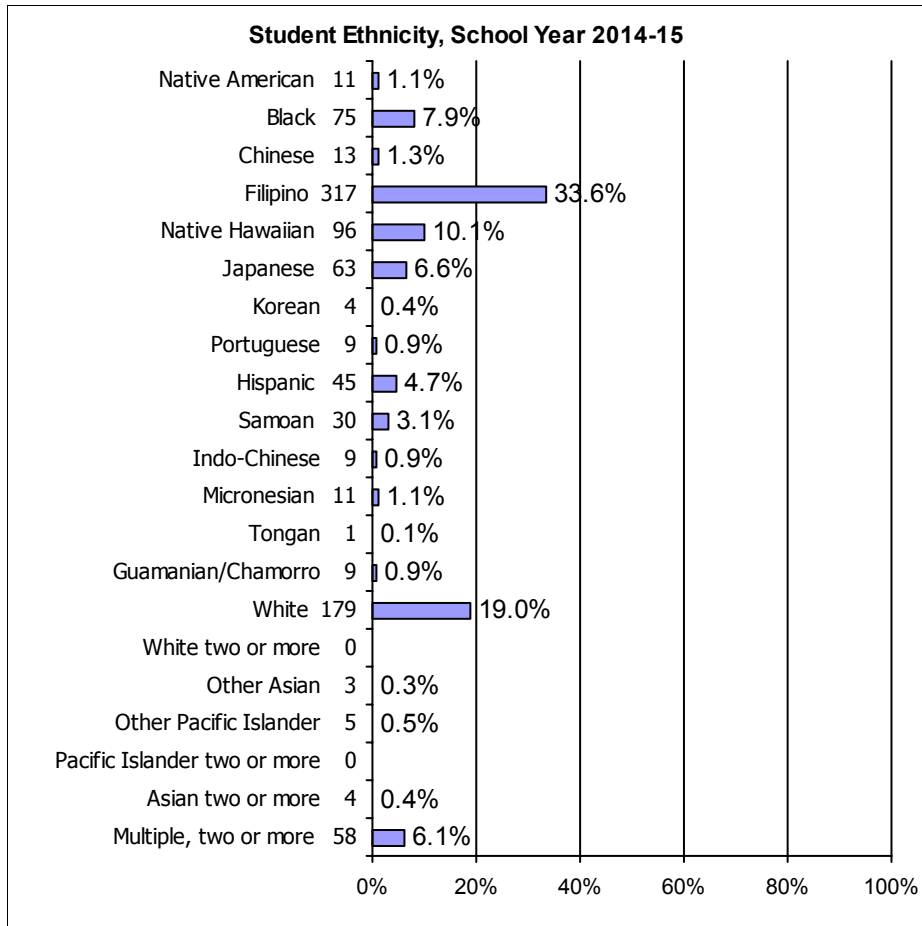
We believe in current best practices to promote high student achievement. For this reason, regularly scheduled teacher training takes place in the school's Professional Learner Center; these sessions are called Teacher Study Group time, or TSG.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	841	917	894	Number and percent of students in Special Education programs	44	49	54
					5.2%	5.3%	6.0%
Number and percent of students enrolled for the entire school year	785 93.3%	811 88.4%	811 90.7%	Number and percent of students with limited English proficiency	27	28	25
					3.2%	3.0%	2.7%
Number and percent of students receiving free or reduced-cost lunch	239 28.4%	240 26.1%	253 28.2%	Percent of Kindergartners who attended preschool	61%	62%	--

Note: "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 942

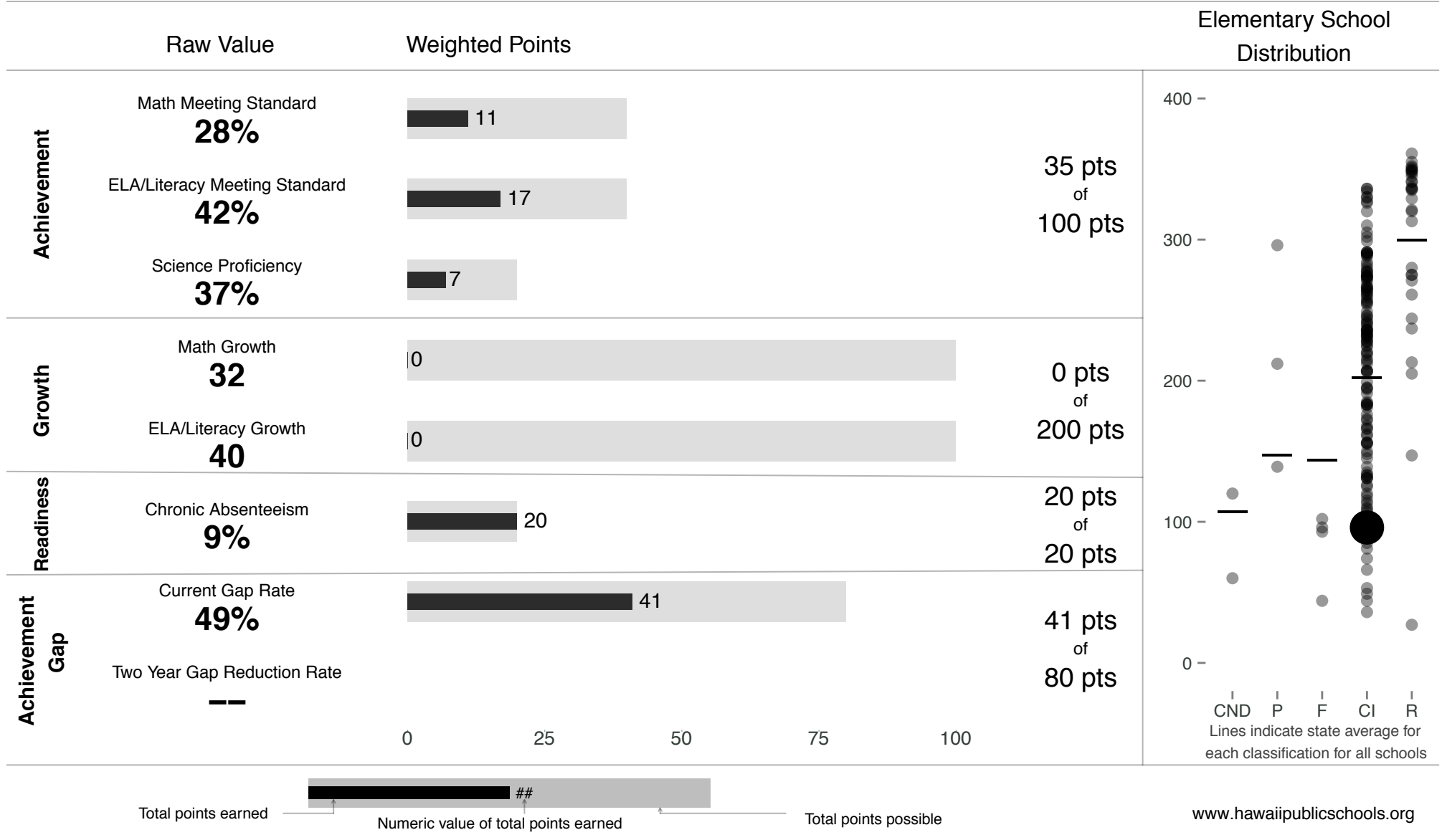
Keoneula Elementary

96 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Pohakea Elementary School

School Code: 269

Grades K-6

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- Other School Information

School Address:

Pohakea Elementary School
91-750 Fort Weaver Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Founded in 1962, Pohakea Elementary School began on the James Campbell High School (JCHS) campus. The current campus was opened in 1965. The school was officially dedicated on April 2, 1974. Pohakea is one of seven elementary schools in the Campbell Complex in Leeward District. The name "Pohakea", comes from two Hawaiian words: "Poha" meaning "to give forth" and "Kea" meaning "light". Pohakea is located on Fort Weaver Road in Ewa Beach, adjacent to Ilima Intermediate and JCHS.

Professional development for the faculty is key to assure every teacher is an effective educator. Through their dedication and hard work, they deliver quality standards-based instruction to all our students. The Common Core State Standards (CCSS) is designed to prepare our 21st century students to be college and career ready. To support this outcome, we expect every student to show significant gains and have opportunity to reach academic proficiency in the core content areas. A system is in place for teacher teams to collaborate regularly to engage in critical professional conversations that focus on improving teaching and learning in every classroom for every student.

Pohakea transitioned to Common Core State Standards (CCSS) curriculum Wonders Reading program for grades K-5 and SpringBoard for grade 6. For Math CCSS, Stepping Stones has been implemented for grades K-5 and GO Math for grade 6. To ensure our students are college and career ready, we continue to refine the development and implementation of these new curricula and continue to engage students in meaningful integration of reading, writing and math through science/STEM and social studies content areas.

In addressing the "whole" child, in body, mind, and spirit, Pohakea provides extra-curricular opportunities for our students to engage in other areas, such as physical education, fine arts, computer skills, etc. each week. *ASPIRE* is our after-school program supported by school funds that provides students extra support in reading and math and offers enrichment activities such as STEM classes, dance and taiko. Grades 5 and 6 students also have opportunity to participate in track, basketball, and volleyball, culminating in friendly competition with our complex area schools.

We continue to build our School Community Council (SCC) that meets quarterly to review the progress of the school and provide input for school improvement. We encourage active parent participation on campus by providing parent workshops and extending invitations to attend SCC meetings. A large number of parents and community supporters help our school through their generous donations of funding, school materials, and time in helping with school events.

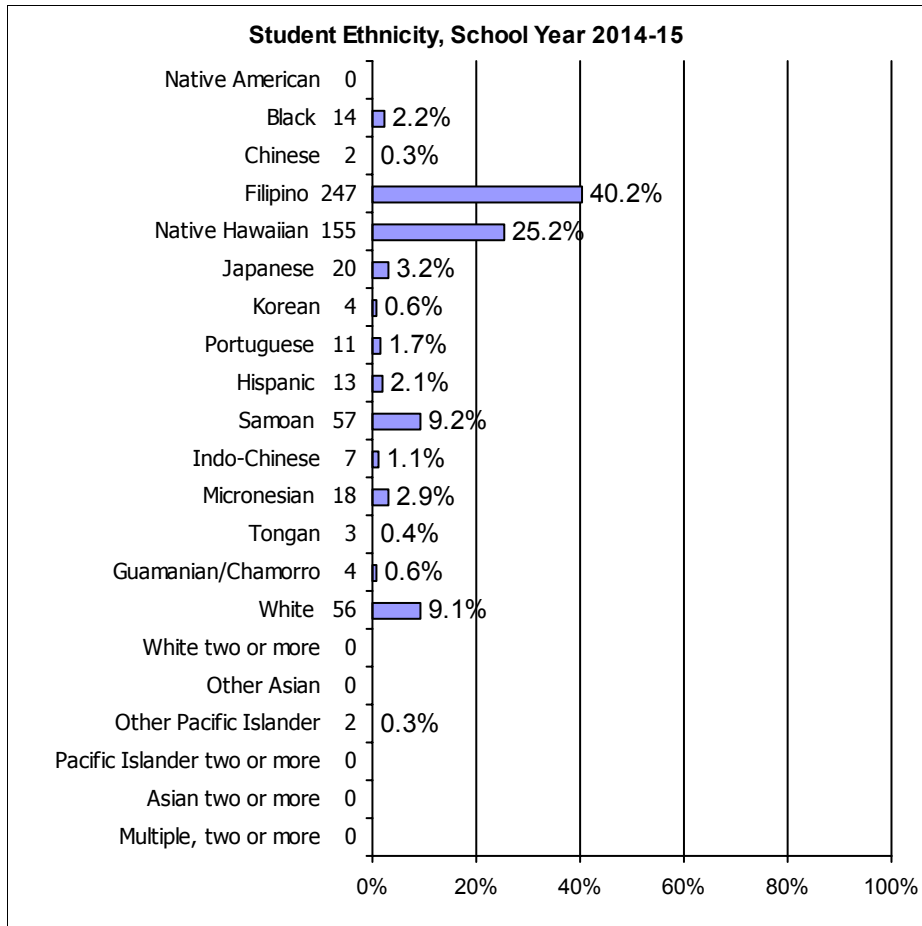
We are focused on providing an education that prepares our 21st century students to be college, career, and citizenship ready.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	590	605	585	Number and percent of students in Special Education programs	36 6.1%	29 4.7%	28 4.7%
Number and percent of students enrolled for the entire school year	523 88.6%	557 92.0%	539 92.1%		Number and percent of students with limited English proficiency	49 8.3%	39 6.4%
Number and percent of students receiving free or reduced-cost lunch	361 61.1%	360 59.5%	357 61.0%	Percent of Kindergartners who attended preschool	43%	34%	--

Note: "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).



n = 613

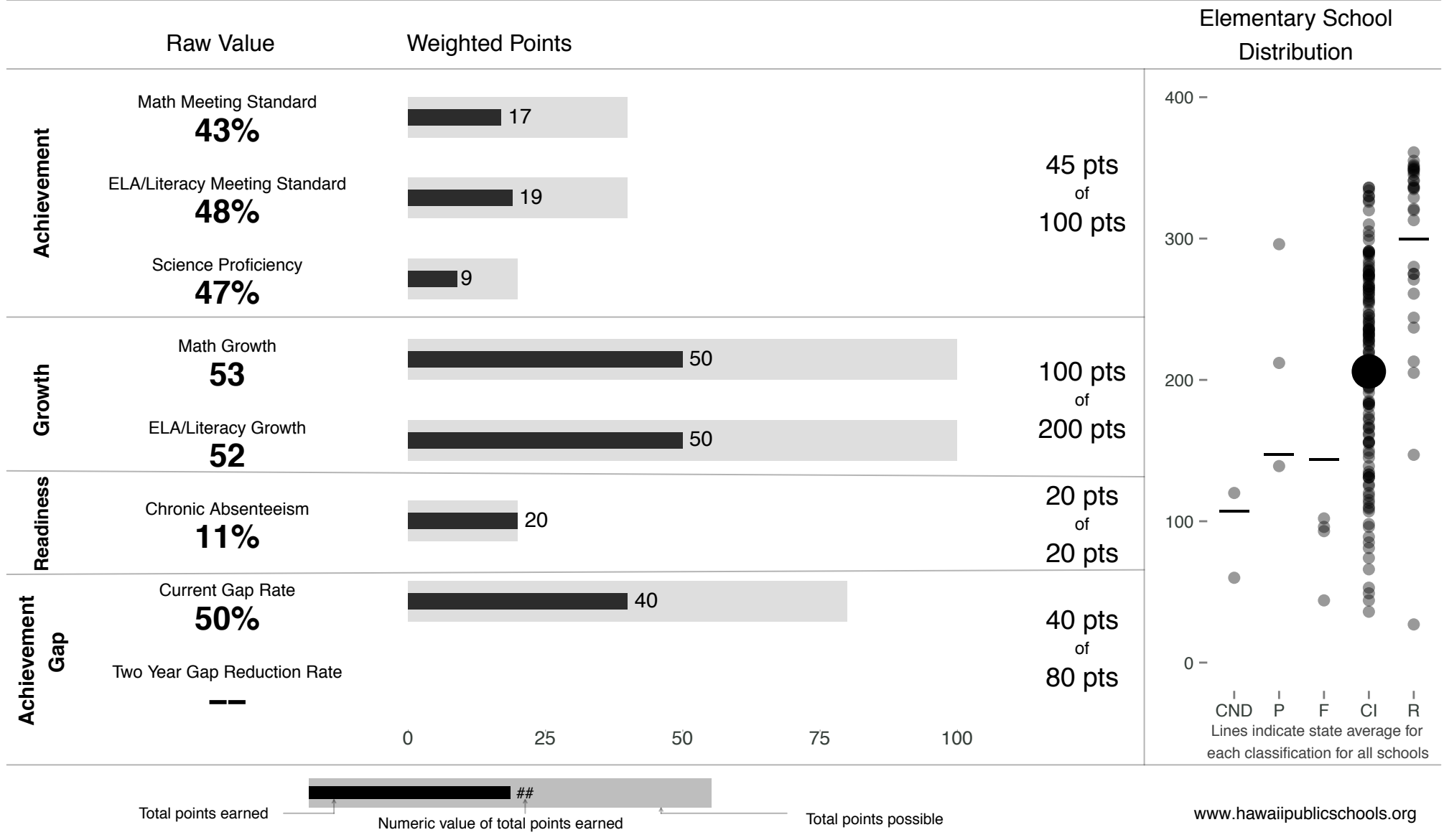
Pohakea Elementary

206 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Ewa Makai Middle School

School Code: 296

Grades 7-8

School Status and Improvement Report School Year 2014-15

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- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Ewa Makai Middle School
91-6291 Kapolei Parkway
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Established in 2010, Ewa Makai Middle School (EMMS) is located in Ewa Beach and serves the communities of Ewa, Ocean Point, and Ewa Beach. Although the school is titled a middle school, it currently has only 7th and 8th grade. The school is awaiting construction of the sixth-grade neighborhood (wing). EMMS has three feeder schools and is one of two feeder schools to James Campbell High School.

The school is constructed under one roof and core team teachers are located in the seventh- or eighth-grade neighborhood. All classes are located in close proximity. Interdisciplinary teams of teachers share common students to provide a nurturing learning environment and foster positive relationships. The faculty and staff are committed to provide quality student support to meet the unique needs of every student.

EMMS has a strong standards-based academic core program, thriving arts program, and progressive athletics program. All teachers utilize technology to promote student learning. Classrooms are equipped with technology, such as interactive SMART boards and computers, and have access to mobile laptop and iPad carts. Students also have access to online library books, textbooks, and individualized programs for reading and math. Our ELL students who are non-English proficient (NEP) are provided iPads to use during school hours that are equipped with a language acquisition program and an online translator to assist them with the transition to English.

EMMS is an AVID-certified school and is implementing its fourth year of the Advancement Via Individual Determination (AVID) program that implements best practices to open access to rigorous curriculum for all and focuses on college readiness. To further develop the skills and attitude for college- and career-readiness, the school emphasizes the 7 Habits of Highly Effective Teens. All students participate in our new Digital Media courses during the instructional day to enhance and develop their 21st century skills. Students are challenged with rigorous courses of study and social skills that prepare them for high school, college, and careers. Our co-curricular programs include STEM-embedded projects, such as Robotics, Science Club, Science Olympiad, Math Counts, and aquaponics, as well as programs that focus on the Arts.

As Hawaii's first 'green' campus, the school emphasizes a philosophy to reduce, recycle, and reuse. As a LEED Gold Project, the school is designed with air conditioning and lighting that adjusts to natural day light for energy conservation and has school-wide programs focused on sustainability. Ewa Makai earned the distinction as Hawaii's first public school recognized as a National Green Ribbon School in 2012. EMMS was honored to earn this prestigious award.

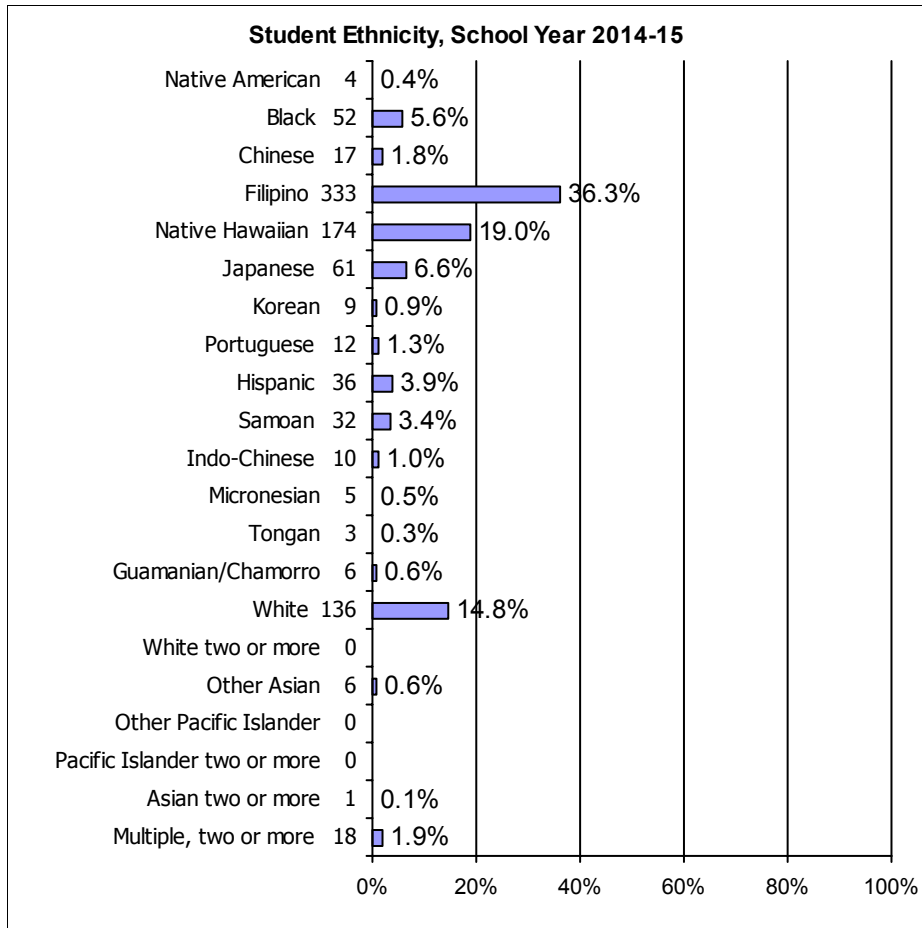
The School Community Council is fully operational to review the school's Academic and Financial Plan.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	813	827	897	Number and percent of students in Special Education programs	72	65	67
					8.8%	7.8%	7.4%
Number and percent of students enrolled for the entire school year	754	775	850	Number and percent of students with limited English proficiency	42	43	38
	92.7%	93.7%	94.7%		5.1%	5.1%	4.2%
Number and percent of students receiving free or reduced-cost lunch	330	324	310				
	40.5%	39.1%	34.5%				

Note. "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 915

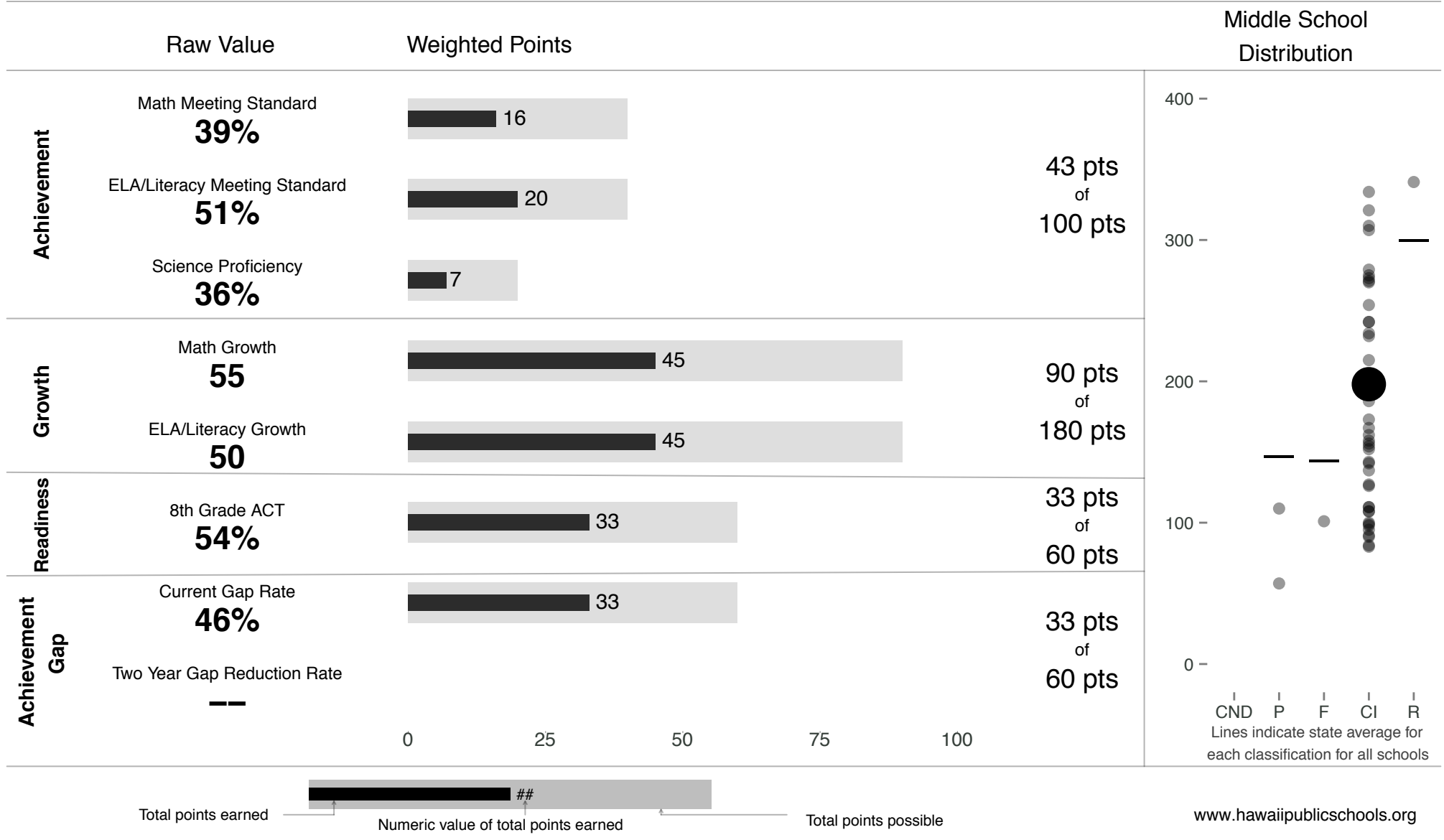
Ewa Makai Middle

198 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

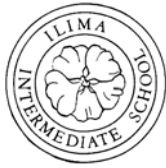
School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



Ilima Intermediate School

School Code: 279

Grades 7-8

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School Address:

Ilima Intermediate School
91-884 Fort Weaver Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Ilima Intermediate is located in Ewa Beach, O'ahu, Hawai'i, approximately 20 miles from downtown Honolulu. Originally, the school served both intermediate and high school students. In 1969, it became an independent public intermediate school serving the Ewa area. Ilima Intermediate students feed into neighboring James Campbell High School upon completion of the eighth grade.

Ilima Intermediate serves five feeder elementary schools (previously seven): Ewa Beach Elementary, Holomua Elementary, Iroquois Point Elementary, Kaimiloa Elementary, and Pohakea Elementary.

Starting in the 7th grade, students are placed into teams that are supported by a group of teachers representing the core subject areas (English, Math, Science and Social Studies) who loop with them through the 8th grade year. Eliminating this additional transition has helped to solidify relationships as well as minimize time spent devoted to learning new classroom procedures and different teacher expectations. This also helps to provide a nurturing and caring environment, which is essential when working with young adolescents, and aligns with the middle school philosophy of providing a small, stable learning environment for students. Throughout the school year, Advisory lessons and various events and activities are delivered through this team approach, which emphasizes teamwork.

Over the course of the school year, various events are offered to increase parental involvement in the learning process. These events include Open House, AVID Orientation and Recognition Night, NJHS Induction Ceremony, Student Recognition Night, Career Day, and a Community Resource Night. Students also have the opportunity to participate in the After-school ACE/UpLinks program, which offers Dance, Cheerleading, Brain Games and More, Archery, Basketball, Track, Wrestling, and Volleyball. Club activities include Hiking Club, Civic Club, GSA Club, and NJHS.

There has also been an expansion of interest-based electives, particularly in the area of Science. Project Lead the Way has been added as a project-based elective for higher-achieving students in search of a challenging class that broadens their perspectives and forces them to think critically. Participation in Science, Technology, Engineering, and Math has also significantly increased.

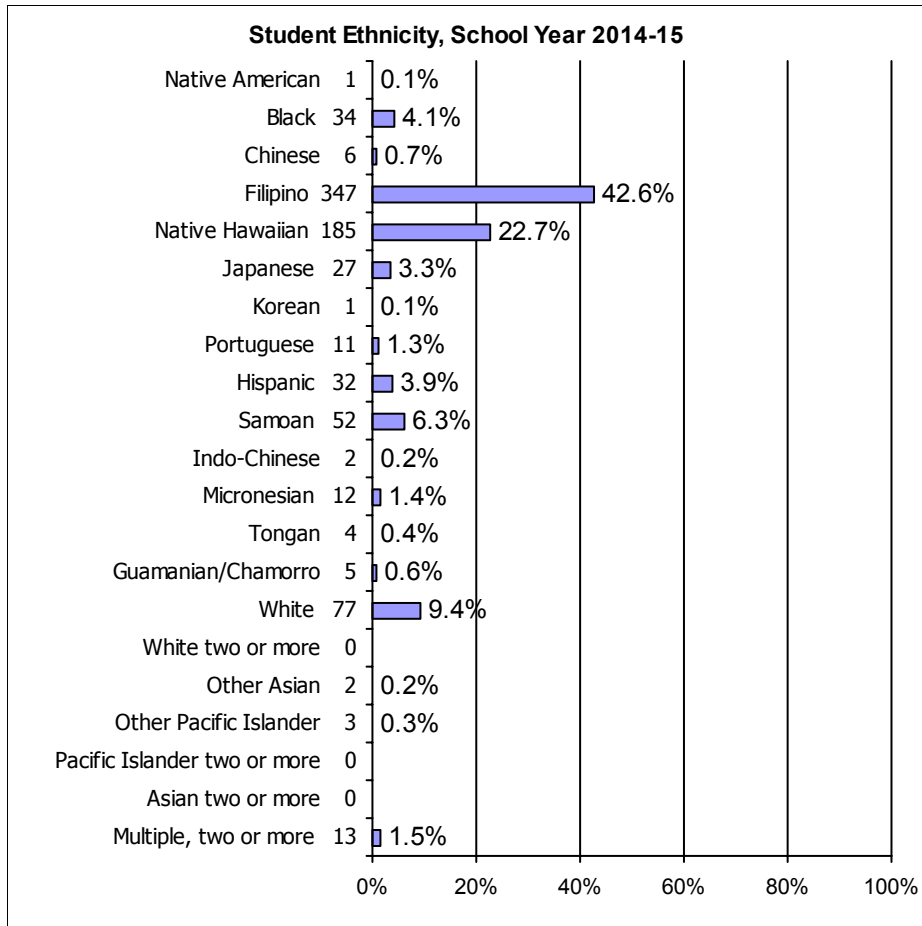
Community and business partnerships have been established to help mentor the real world learning aspect of the class. It is available to students who qualify based on teacher and parent recommendations as well as an evaluation process.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	842	887	815	Number and percent of students in Special Education programs	71	79	74
					8.4%	8.9%	9.0%
Number and percent of students enrolled for the entire school year	766	809	754	Number and percent of students with limited English proficiency	85	60	39
	90.9%	91.2%	92.5%		10.0%	6.7%	4.7%
Number and percent of students receiving free or reduced-cost lunch	446	449	422				
	52.9%	50.6%	51.7%				

Note. "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 814

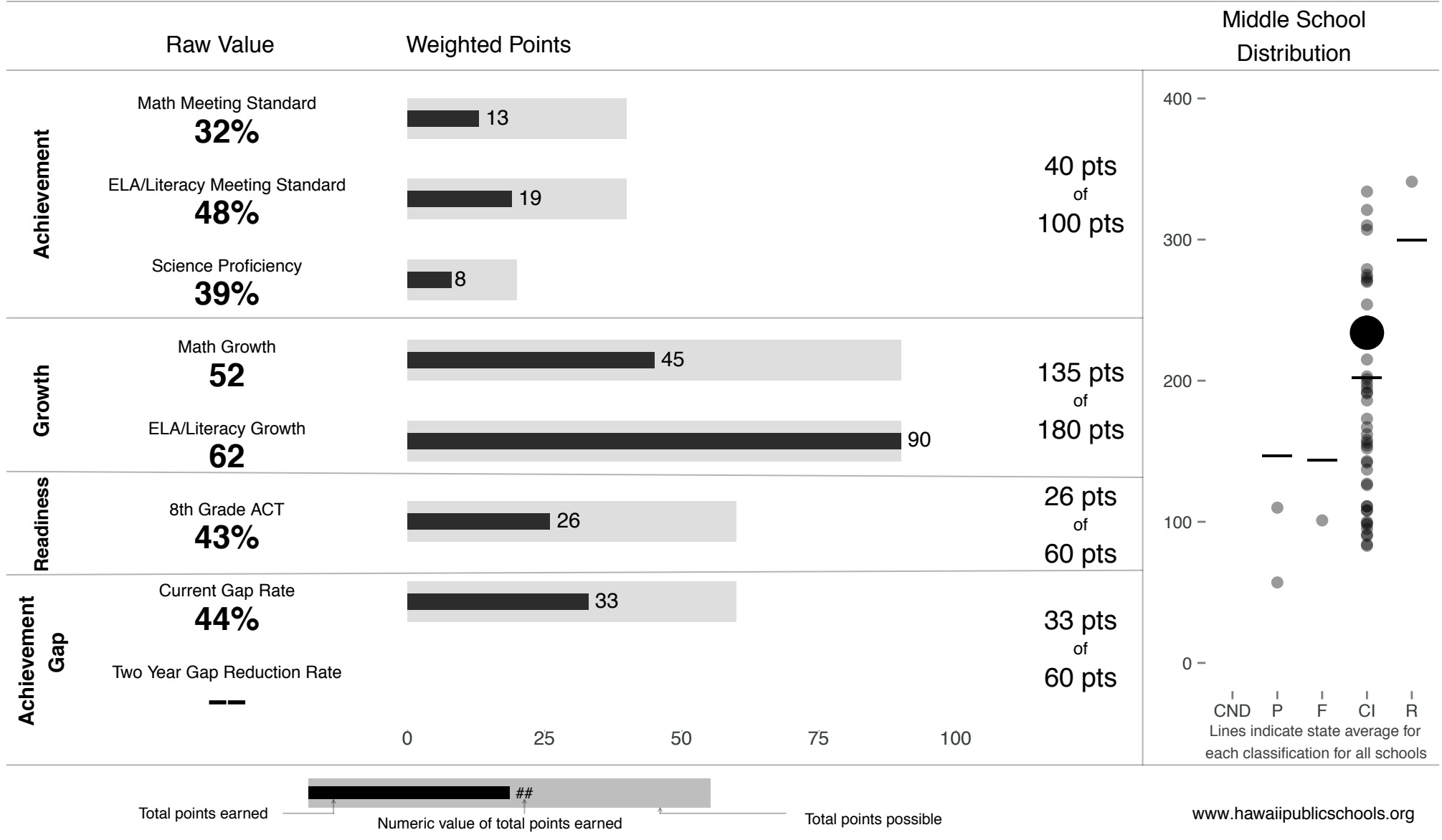
Ilima Intermediate

234 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015



James Campbell High School

School Code: 252

Grades 9-12

School Status and Improvement Report School Year 2014-15

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• Other School Information	

School Address:

James Campbell High School
91-980 North Road
Ewa Beach, Hawaii 96706

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

James Campbell High School is 25 miles west of Honolulu. Students reside in the communities of Ewa, Ewa Beach, Ocean Point, and Iroquois Point. The campus includes 15 major buildings, 26 portable classrooms and an athletic complex on 38 acres. Comprehensive programs in the core academics, vocational/technical education and special education are offered. The student population is very diverse and includes a variety of ethnic backgrounds such as Filipino, Caucasian, Hawaiian, Japanese, Hispanics, Chinese, Samoan, and African-American. The school was accredited in 2013 by the Western Association of Schools and Colleges for a period of six years with a mid-term review in 2016.

There are four Smaller Learning Communities intended to provide focused supports for all students. The Freshmen Academy provides transitional assistance during that pivotal time of adolescent growth. Sophomore Academy has an increased academic focus that helps students prepare for the rigor of the upper grades. The two other academies service grades 11-12. ACEIT House (Arts & Communication + Industrial Engineering & Technology) and BEACH House (Public & Human Services/Natural Resources + Health Services/Business) offer students excellent learning opportunities [e.g., 2D/3D CAD; robotics, media communications (broadcast journalism, photo-journalism), graphics communication (computer graphics, animation), and Culinary Arts]. The Naval JROTC Program is an award-winning, nationally-recognized program ranking in the top one-third nationwide. Since 2007, the model AVID program has maintained its National Demonstration School status indicating stellar achievement in meeting program criterion. JCHS offers the International Baccalaureate Diploma Program as well as a host of Advanced Placement courses and Early College Credits through dual enrollment programs.

The school operates on a 4X4 block schedule, which allows for flexibility in scheduling and increases the number of credits that can be earned each year. Students needing extra help in their classes receive assistance in double-dosed language arts and math courses; in daily afterschool tutorial sessions; in Saturday Credit Club; and in a tiered Response To Intervention program. GradPoint Core and DOE eSchool courses are available in all content areas. Twilight School is another option for those who elect an early evening program. Numerous foreign languages are offered such as Arabic, Mandarin, Japanese, French and Spanish. Travel opportunities are available – students have been to Vietnam, Europe, China and Qatar.

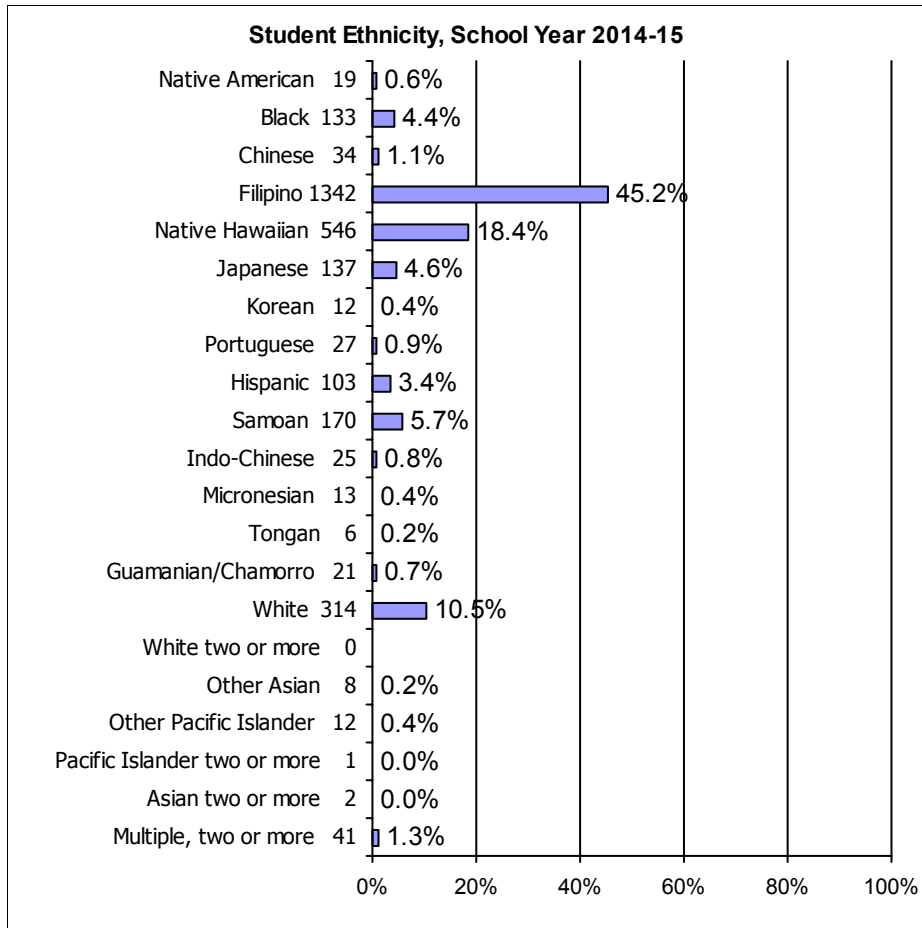
Staff development is focused on standards-based learning and grading, critical reading, writing (argumentative writing), and problem-solving along with the use of instructional practices in all classes that give rise to critical thinkers ready for college and career opportunities. Performance data drives program improvement to ensure high student achievement. Community partnerships via the School Community Council Forum and the PTSA provide the means of connecting with the community's concerns/perceptions.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	2821	2890	3024	Number and percent of students in Special Education programs	251	244	274
					8.8%	8.4%	9.0%
Number and percent of students enrolled for the entire school year	2620	2688	2829	Number and percent of students with limited English proficiency	96	95	73
	92.8%	93.0%	93.5%		3.4%	3.2%	2.4%
Number and percent of students receiving free or reduced-cost lunch	1316	1403	1451				
	46.6%	48.5%	47.9%				

Note: "--" means missing data.
 "***" means data not reported to maintain student confidentiality (see FERPA).



n = 2966

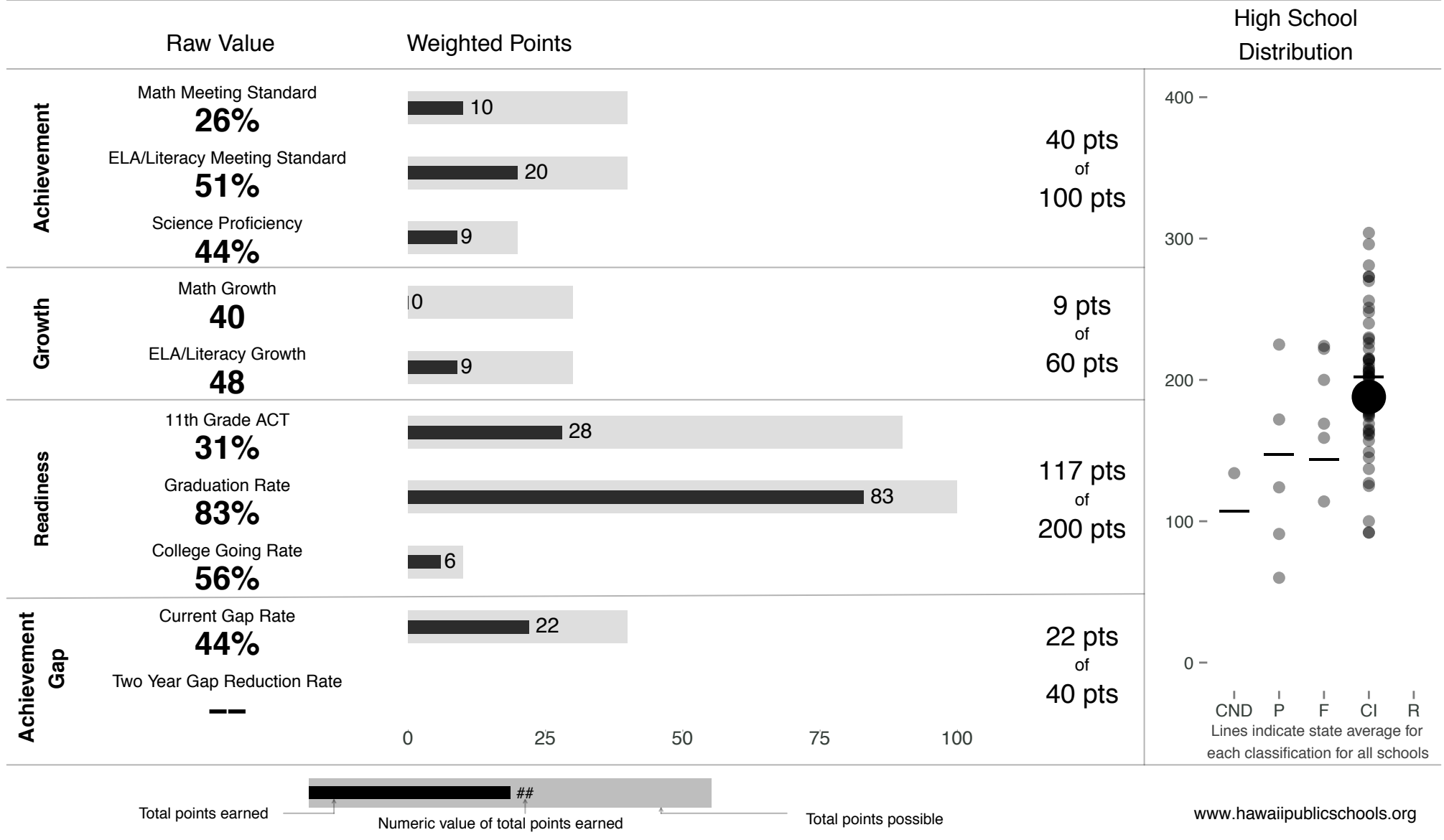
James Campbell High

188 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

Search

State & County QuickFacts

NOTE: This version of QuickFacts will no longer be updated with new data. Please visit the new for the latest data.**Ewa Beach CDP, Hawaii**

People QuickFacts	Ewa Beach CDP	Hawaii
Population, 2014 estimate	X	1,419,561
Population, 2010 (April 1) estimates base	X	1,360,301
Population, percent change - April 1, 2010 to July 1, 2014	X	4.4%
Population, 2010	14,955	1,360,301
Persons under 5 years, percent, 2010	6.6%	6.4%
Persons under 18 years, percent, 2010	26.3%	22.3%
Persons 65 years and over, percent, 2010	14.7%	14.3%
Female persons, percent, 2010	50.5%	49.9%

White alone, percent, 2010 (a)	8.4%	24.7%
Black or African American alone, percent, 2010 (a)	0.7%	1.6%
American Indian and Alaska Native alone, percent, 2010 (a)	0.1%	0.3%
Asian alone, percent, 2010 (a)	50.6%	38.6%
Native Hawaiian and Other Pacific Islander alone, percent, 2010 (a)	12.9%	10.0%
Two or More Races, percent, 2010	26.6%	23.6%
Hispanic or Latino, percent, 2010 (b)	11.1%	8.9%
White alone, not Hispanic or Latino, percent, 2010	7.2%	22.7%

Living in same house 1 year & over, percent, 2009-2013	90.3%	84.9%
Foreign born persons, percent, 2009-2013	27.1%	17.9%
Language other than English spoken at home, pct age 5+, 2009-2013	41.3%	25.4%
High school graduate or higher, percent of persons age 25+, 2009-2013	80.4%	90.4%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	11.6%	30.1%
Veterans, 2009-2013	1,301	112,625
Mean travel time to work (minutes), workers age 16+, 2009-2013	40.5	26.0

Housing units, 2010	3,490	519,508
Homeownership rate, 2009-2013	65.9%	57.6%
Housing units in multi-unit structures, percent, 2009-2013	20.6%	38.1%
Median value of owner-occupied housing units, 2009-2013	\$410,300	\$503,100
Households, 2009-2013	3,108	449,771
Persons per household, 2009-2013	4.63	2.96
Per capita money income in past 12 months (2013 dollars), 2009-2013	\$20,557	\$29,305
Median household income, 2009-2013	\$74,858	\$67,402
Persons below poverty level, percent, 2009-2013	16.4%	11.2%

Business QuickFacts	Ewa Beach CDP	Hawaii
Total number of firms, 2007	1,299	120,374
Black-owned firms, percent, 2007	2.6%	0.9%
American Indian- and Alaska Native-owned firms, percent, 2007	S	1.3%
Asian-owned firms, percent, 2007	62.2%	47.2%
Native Hawaiian and Other Pacific Islander-owned firms, percent, 2007	S	9.5%
Hispanic-owned firms, percent, 2007	3.5%	3.6%
Women-owned firms, percent, 2007	S	31.0%

Manufacturers shipments, 2007 (\$1000)	0 ¹	8,799,266
Merchant wholesaler sales, 2007 (\$1000)	D	8,894,672
Retail sales, 2007 (\$1000)	29,248	17,611,851
Retail sales per capita, 2007	NA	\$13,793
Accommodation and food services sales, 2007 (\$1000)	14,797	8,042,210

Geography QuickFacts	Ewa Beach CDP	Hawaii
Land area in square miles, 2010	1.21	6,422.63
Persons per square mile, 2010	12,400.5	211.8
FIPS Code	07450	15
Counties		

1: Counties with 500 employees or less are excluded.

Attachment C - Listing of DOE Complex Areas and Public and Private Schools

“Attachment C (5 page limit), a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.”

Campbell Subcomplex

Elementary

Ewa Elementary (K-6)
Ewa Beach Elementary (K-6)
Pohakea Elementary (K-6)
Holomua Elementary (K-6)
Kaimiloa Elementary (K-6)
Keoneula Elementary (K-6)
Iroquois Point Elementary (K-6)

Middle

Ilima Intermediate (7-8)
Ewa Makai Middle School (7-8)

High

Campbell High School (9-12)

Private

Friendship Christian Schools (PK-12)
Hale O Ula School (7-12)
Lanakila Baptist Jr & Sr High School (7-12)
Messiah Lutheran School (K-8)
Our Lady of Perpetual Help (K-9)
American Renaissance Academy (K-12)

Attachment D - Map of Each Standard Used for Each Course in Each Grade

6th Grade (Year 1, 2017-18)	
COURSE	STANDARDS
English Language Arts	Common Core (6th Grade ELA)
Math	Common Core (6th Grade Math)
Physical Science	Next Generation Science Standards (MS Physical Science)
Social Studies	HCPS III (6th Grade Social Studies)
Hawaiian Studies	Common Core (6th Grade ELA)

7th Grade (Year 2, 2018-19)	
COURSE	STANDARDS
English Language Arts	Common Core (7th Grade ELA)
Math	Common Core (7th Grade Math)
Life Science	Next Generation Science Standards (MS Life Science)
Social Studies (Hawaiian Studies, Pacific Islands)	HCPS III (7th Grade Social Studies)
Fine Arts: Visual Arts, Drama & Theatre, Music	HCPS III (7th Grade Visual Arts, Drama and Theatre, Music)
Language (TBD)	HCPS III Language (Stage I: Grades 6-8)

8th Grade (Year 3, 2019-20)	
COURSE	STANDARDS
English Language Arts	Common Core (8th Grade ELA)
Math	Common Core (8th Grade Math)
Social Studies	HCPS III (8th Grade Social Studies; US History)
Earth & Space Science	Next Generation Science Standards (MS Earth, Space Science)
Fine Arts: Community Theatre	HCPS III (7th Grade Visual Arts, Drama and Theatre, Music)
Language (TBD)	HCPS III Language (Stage I: Grades 6-8)

9th Grade (Year 4, 2020-21) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (9th Grade ELA)
Math: Number & Quantity, Algebra I (1)	Common Core (HS Math: Number & Quantity, Algebra I)
Social Studies: Modern History of Hawai'i (.5), Participation in a Democracy (.5)	HCPS III (9th Grade Social Studies: Modern History of Hawai'i, Participation in a Democracy)
Science: Physical (1)	Next Generation Science Standards (HS Physical Science)
PE: Physical Education Lifetime Fitness (.5), Basic Physical Education Elective (.5)	HCPS III Physical Education (9-12)
Language (1)	HCPS III Stage I (Year 1)

10th Grade (Year 5, 2021-22) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (10th Grade ELA)
Math: Geometry (1)	Common Core (HS Math: Geometry)
Social Studies (1)	HCPS III (10th Grade Social Studies)
Science: Life (Biology) (1)	Next Generation Science Standards (HS Life Science)
Health (.5), Expository Writing (.5)	HCPS III (9-12 Health Standards); Common Core (10th Grade ELA)
Language (1)	HCPS III Stage I (Year 2)

11th Grade (Year 6, 2022-23) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (11th Grade ELA)
Math: Functions, Modeling / ALG II (1)	Common Core (HS Math: Functions, Modeling / ALG II)

Social Studies (1)	HCPS III (11th Grade Social Studies)
Science: Earth & Space (1)	Next Generation Science Standards (HS Earth & Space Science)
Fine Arts (1)	HCPS III (9-12 Grade Visual Arts, Drama and Theatre, Music)
Language (1)	HCPS III Stage II (Year 1)

12th Grade (Year 7, 2023-24) (6 credits)	
COURSE	STANDARDS
English Language Arts (1)	Common Core (11th Grade ELA)
Math: Statistics & Probability (1)	Common Core (HS Math: Functions, Modeling)
Social Studies (1)	HCPS III (11th Grade Social Studies)
Senior Project, Personal Transition Plan (1)	HCPS III CTE (9-12: Career Planning)
Fine Arts (1)	HCPS III (9-12 Grade Visual Arts, Drama and Theatre, Music)
Language (1)	HCPS III Stage II (Year 2)

Per Academic Plan, we are focused on college and career success through a Common Core-, BOE-, and competitive college entrance requirements-aligned academic program. Thus, our standards are rigorous, state-, and university-aligned. Our justification for each set of standards is as follows:

- ELA
- Math
- Science
- Social Studies
- Hawaiian Studies
- Fine Arts
- World Language
- HCPS III Physical Education (9-12)
- CTE
- Health

ELA - Common Core (6-12 rationale)*

READING - To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

WRITING - For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career- ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first- draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

COMMUNICATION - To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

LANGUAGE - To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to

comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Cited from the Common Core Standards Toolkit*

MATH - Common Core (6-12 rationale)*

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the North Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics,

explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

**Cited from the Common Core Standards Toolkit*

Science - Next Generation Science Standards

Middle School Physical Sciences

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

Middle School Life Sciences

Students in middle school develop understanding of key concepts to help them make sense of life science. The ideas build upon students’ science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in middle school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations in middle school blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

Middle School Earth and Space Sciences

Students in middle school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The middle school performance expectations in Earth

Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

Middle School Engineering Design

By the time students reach middle school they should have had numerous experiences in engineering design. The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.

High School Physical Sciences

Students in high school continue to develop their understanding of the four core ideas in the physical sciences. These ideas include the most fundamental concepts from chemistry and physics, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices including design and evaluation.

High School Life Sciences

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

High School Earth and Space Sciences

Students in high school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The high school performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to

explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in high school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

High School Engineering Design

At the high school level students are expected to engage with major global issues at the interface of science, technology, society and the environment, and to bring to bear the kinds of analytical and strategic thinking that prior training and increased maturity make possible. As in prior levels, these capabilities can be thought of in three stages—defining the problem, developing possible solutions, and improving designs.

**Cited from the Next Generation Science Standards Map*

Social Studies - Hawai‘i Content Performance Standards III

Understanding history through different perspectives, its changes, causal relationships, amidst different time periods - including the Renaissance, is of vital importance as our students begin to calibrate where they are in the continuity of history, present, and future. Exploring political sciences and civics including governance, democracy, citizenship and interactions are crucial to our leadership and advocacy component of our matrix; this includes understanding purpose and impact of political institutions, governments, economic systems, our roles and rights, as well as our responsibilities, as seen through various lenses and time periods. This will lead us to examines systems of beliefs, knowledge, values, and cultural implications, which aligns well to the identity and community component of our matrix. Lastly, in terms of world spatial terms, our relationships to the world - both in terms of geography, society, and culture - align to our matrix as well; students will be able to connect to our analysis and comparison of various people, places, and environments.

Hawaiian Studies - Common Core-Aligned (ELA)

READING - Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these

Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

WRITING - For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Fine Arts (Hawai'i Content Performance Standards III)

The HCPS III offer a starting point for the development of our 7th grade Visual Arts, Drama & Theatre, Music required class, as well as our 8th grade Community Theatre course; curriculum has not yet been selected for 7th grade, and the 8th grade Community Theatre class curriculum is currently in development (at HGSE with colleagues). HCPS III offers familiar standards, benchmarks, and rubrics that can be scaffolded through high school. In 11th and 12th grade, Visual Arts, Drama & Theatre, Music is an elective and offers an integrated set of standards from 9-12, allowing for scaffolding and alignment to other HCPS III-driven courses; the standards are locally developed, rigorous, and vertically developed allowing for scaffolding and interdisciplinary layering. Curriculum has not yet been selected for 11th and 12th grade electives.

Language (Hawai'i Content Performance Standards III)

HCPS III allows for us to focus on Stage 1 language development in 9th and 10th grade, and stage 2 in 11th and 12th grade, setting students up with 4 years of world language by graduation; they will also have a semester of stage 1 (grade 6-8) in 7th grade, and a semester of stage 1 (grade 6-8) in 8th grade, giving children 5 total credits of world language across 6 grades (7-12). The vertical integration allowed by HCPS III will also offer an opportunity to bring ELA Common Core standards into the language classroom. The standards are locally developed, rigorous, and vertically developed allowing for scaffolding and interdisciplinary layering. Curriculum has not yet been selected or developed.

HCPS III Physical Education (9-12) (Hawai'i Content Performance Standards III)

Both required physical education half-credit courses will be designed for completion in 9th grade. The standards are locally developed and allow for us model our physical education courses after local models. A curriculum has not yet been developed for this 9th grade, BOE-required course, however Ewa Makai runs a dynamic physical education program and we will look to engage with their team in order to develop two grade-appropriate, semester-long courses that fulfill BOE requirements.

Career and Technical Education (CTE) (Hawai‘i Content Performance Standards III)

CTE standards around career planning will help orient students’ leadership aspirations around career options, goals, and success as students craft their senior projects and personal transition plans.

Health (Hawai‘i Content Performance Standards III)

HCPS III allows us to align our curriculum and instructional efforts for this .5 credit BOE-required class around locally developed standards for 9-12 grade. A curriculum has not yet been developed for this course, but we will identify a curriculum that aligns to these sets of standards that will ultimately support learning and engagement with important health topics outlined in HCPS III.

UNIT CHECKLIST (WORKING)

DreamHouse curricular units will be driven by a) standards, b) curriculum, and c) the DreamHouse Matrix. The following working list represents components that should be found in each unit, lesson, and summative assessment:

- Aligned to vision and mission of DreamHouse;
- Aligned to multiple standards within content area, as well as Common Core (ELA and Math) where appropriate;
- Integrates Curriculum Research and Development (CRDG), Connected Math Program, Hochman Writing, or applicable curriculum frameworks as appropriate;
- Holds students and teachers to high academic standards;
- Encourages and provides multiple, multidimensional opportunities to develop 21st century skills;
- Builds character, supports leadership growth;
- Honors and engages identity development throughout;
- Aligns to unit-end summative incorporating previously mentioned components;

STANDARDS MAPPED WITHIN A UNIT

Below is an examples of a 6th grade unit aligned to the Common Core; it is only an early example, but will offer a sense of rigor, relevance, standard integration, and DreamHouse Matrix components as they guide instruction and classroom design.

Values-Driven Unit Plan

Unit Plan Vision: this unit will develop in students a sense of understanding and appreciation for not only their education, but also the challenges that others overcome to become educated and to provide education for others. In their learning, understanding, and analysis of the educational journey of others, they will better develop a sense of purpose, appreciation for,

empowerment through, and identity within their own educational journey.

DreamHouse Matrix Alignment: driven by the four quadrants of the DreamHouse Matrix – academics, 21st century skills, leadership, and identity – this unit will allow students to develop within each area, at their own pace, appropriate to their individual proficiency within each area.

Academics – this is an English Language Arts, Common Core-aligned unit.

21st Century Skills – unit activities will offer time for additional skill development.

Leadership – built into activities, expectations, and assessments are leadership competencies.

Identity – students will ultimately link this project to their personal trajectory and experience.

Unit Plan Components: the unit will be broken out across five total weeks, allowing students to master individual skills and standards leading to a summative assessment and unit-end project to demonstrate overall progression and mastery. The rubrics to be developed to assess mastery will allow for differentiation and individual support for learning; student mastery data will be tracked and will help drive interventions and remediation. Below is a high level map for the unit.

Week – each week there will be a total of 4 80-minute class blocks.

1. *Why are personal stories so important: Introducing Dr. Rose Ihedigbo*

2. *Conflict and the pains of war*

3. *Education amidst conflict*

4. *Rose's Lessons*

5. *Connection to self, expression of values*

Standards – each week, students will focus on developing proficiency across 2-3 standards.

- 6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.
- 6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- 6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

- 6.3 (speaking/listening) - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- 6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Values – each week will center on a value from Ms. Rose’s personal experience.

Feeling blessed with life and opportunity | Family | Dreams | Goals | Hard Work | Education | Following Advice | Perseverance | Survival | Faith | Mentorship | Higher Education | Giving back | Service

Outcomes – students will produce or achieve the following per week.

Week / Focus	Values	Standards	Outcomes
(1) Why are personal stories so important: Introducing Dr. Rose Ihedigbo	Dreams Goals Feeling blessed	6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.	Where I’m From Poem Summarizing & Theme Analysis Facebook Profile Group Discussion (Harkness) See Think Wonder Daily Journal Chapter from Rose’s Book

(2) Conflict and the pains of war	<p>Perseverance (Survival)</p> <p>Faith</p> <p>Family</p>	<p>6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Group Discussion (Harkness)</p> <p>Newspaper Article</p> <p>Mock Trial</p> <p>Daily Journal</p> <p>Chapter from Rose’s Book</p>
(3) Education amidst conflict	<p>Following Advice</p> <p>Education</p> <p>Hard Work</p>	<p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Policy Debate (Case Study)</p> <p>Daily Journal</p> <p>Situational Comparison</p> <p>Chapter from Rose’s Book</p>
(4) Rose’s Lessons	<p>Higher Education</p> <p>Mentorship</p> <p>Giving Back</p> <p>Service</p>	<p>6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.3 (speaking/listening) - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Analysis of Story</p> <p>Class Debate</p> <p>Individual Speeches</p>

		<p>6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Daily Journal</p> <p>Values Walk</p> <p>Chapter from Rose’s Book</p>
(5) Connection to self, expression of values	<p>Dreams</p> <p>Goals</p> <p>Student-driven Values to Pass on</p>	<p>6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Summative Project</p> <p>Daily Journal</p> <p>Class Presentations</p> <p>Gallery Walk & Showcase</p> <p>Reflection & Peer Feedback</p>

Summative Assessment: students will demonstrate their understanding of and empathy with Rose’s story, their own educational privilege, their journey, and their own goals and dreams. Their final project will consist of a synthesis of five weeks of journaling (i.e. how they have changed / what they have learned), a final output of their choice (i.e. tri-fold poster, poetry slam,

spoken word, performance, media piece), their presentation to the class and engagement with others' work (including peer assessment), and finally a reflection on their own experience and growth through this unit. Incorporation of their own values as well as a specific goals and dreams will help demonstrate leadership and identity growth, while student activities throughout the unit will allow for 21st century skill mastery. The summative is aligned to all CCSS mentioned throughout (11 total).

Week 1 | why are personal stories so important: Introducing Dr. Rose Ihedigbo?

Values Engaged: for each value, Rose's words will be purposefully woven into discussion.

Dreams – “Every child dreams to be someone important some day; my dream was to be a professional, to be trained as a teacher or a nurse; I also had a dream of coming to the US.”

Goals – “A goal was an impact on education while not knowing what it would do in the future for me... and a goal of giving to education... create the institutions and the education will help young people to acquire education and prosper towards their goals and their careers.”

Feeling Blessed – “I have children in Houston, TX; two are in Jersey City... oldest son is engaged... both are going to be married in June of next year; so very proud of the blessings that have been given to me.”

Standards Focus: standards mastery will come through various lesson strategies.

6.2 (reading) - Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.

6.4 (reading) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze impact of specific word choice on meaning and tone.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.

Lesson Strategies & Outcomes: over the course of the 320 minutes of this week's classes, students will engage in the following activities and produce 6th-grade appropriate and rubric aligned work for the following:

Group Discussions (Harkness) – using the Harkness Method (student-driven discussion with minimal teacher direction or intervention, students will discuss the power and purpose of personal stories, share pieces of their own, discuss their definitions of the four values of the week, all while engaging collaboratively and analyze Rose's story (supported by teacher).

Facebook Profile – build Facebook profile for Rose (or other social media) based on what we know so far about her values, her overall story, and her values (inference activity to revisit). This will be done via paper (no online) and is an exercise to explore constructing our overall image and perception of our main protagonist / non-fictional character that is the common thread within this unit; it is important for students to create and generate this material so that gaps in understanding can be filled in via students' interpretation of what they know about Rose.

Where I'm From Poem – Students craft their own “Where I'm From Poem” detailing their

own history, culture, background, and values; can revise later in the unit.

Summarizing & Theme Analysis – reading text from teacher, students generate summary analysis and pull themes from reading about Rose and her setting (general, high level to start).

See Think Wonder – Students complete follow-up reflection using See-Think-Wonder format to offer observations, analysis, and questions looking forward (Rose’s text and others).

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Chapters from Rose’s Book – students will read at least 1 chapter of Rose’s book each night for HW; students will come into class the next day with background and personal knowledge.

Week 2 | Conflict and the pains of war

Values Engaged:

Perseverance (survival) – *“(the Biafran War) had a terrible nightmare impact on young people; not knowing whether we were going to survive or not survive.”*

Faith – *“Based on what they hear, #1 I will have each and every one of them know that my achievement is to the glory of God; this is not of my own making and own strength; as a woman from Nigeria achieving all these things... undergraduate, graduate, and doctorate... all while working and raising 5 children”*

Family – *“We were not rich; but we lived comfortable; mother and father did not go to school, but they made the commitment for their children to go to school; goal and dream at the time...”*

Standards Focus:

6.7 (writing) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.

6.5 (language) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Strategies & Outcomes:

Group Discussion (Harkness) – using the Harkness Method (student-driven discussion with minimal teacher direction or intervention, students will discuss the overall context of the Biafran War and the various actors and forces involved, while also reflecting upon the values from Rose, as well as chapters from her book layered over this discussion.

Newspaper Article – students will conduct mini-research projects and focus on answering an essential question that guides them to deeper understanding of the Biafran War context; students generate a newspaper article using figurative, descriptive language for a media audience.

Mock Trial – based on students’ understanding and research of each of the actors and groups involved during the Nigerian Civil War, students will form teams and act out a mock trial and determine history and justice based on their research, Rose’s values, historical events, and their moral compass.

Daily Journal – end of day, each day, allows for students to free write and express themselves;

prompts may come from student-generated questions and/or text.

Chapters from Rose's Book – students will read at least 1 chapter of Rose's book each night for HW; students will come into class the next day with background and personal knowledge.

Mock Trial Framing

A mock trial allows us to explore issues of history with a lens towards justice. Our pedagogy and procedure will be driven by the Manual for Mock Trial by the Classroom Law Project (2009). Main objectives will be to (1) increase confidence, improve ability to work in teams, and public speaking (especially under pressure); (2) to help students understand basic components of the legal system; and (3) to provide hands-on, justice-driven engagement with historical events.

Preparation:

- All students read chapter two (The Biafran War and Scripture Union Day Camp) from Dr. Rose's book with an eye on the personal experience of Rose during this period of time;
- Students also read the Click Afrique Magazine article "The Nigerian Civil War" to gain historical understanding and context for the conflict;
- Students create three things in preparation: (1) a map of characters, (2) a paragraph of reflecting on why this war occurred in the first place, and (3) a three-circle Venn Diagram focusing on the government, rebel forces, and the people; detail unique experiences and intersectionality of the groups.

Trial Set-up:

- This will be set up as a war crimes tribunal, which students will learn about through a mini-lesson given by teacher;
- Students will then be broken into groups representing the following perspectives: (1) Igbo, (2) the government, (3) the rebels / Biafran forces on trial, (4) Tribunal Jury, (5) facilitating judge, (6) media, and (7) future writer.
- Students engage in conversation and group identity development in these groups in order to solidify message, defense, or overall persona.

Trial:

- Teacher will drive the questioning and facilitation of this trial; questions that explore concepts mentioned in the reading and conflict analysis, different perspectives that may have been taken, reactions and thoughts from the media, and snapshot polling as to where the jury currently sits will guide our interaction with the materials and exploration of how the war and the tragedy came to be.
- The arc of the trial will be as follows (following mock trial guidelines):
 - Opening statement and purpose of each group
 - Questions relating to the trial; the issue at hand (rebels on trial, being held accountable)
 - Facts of the case

- Perspectives
- Questioning
- Additional evidence
- Closing arguments
- Verdict
- Changing the future (which will essentially be a description of preventative measures that can be taken to avoid situations such as this)
- Students will reflect on a) the mock trial experience, b) their own thoughts around the War, and c) additional questions that may have for Rose.

Supporting Text: Conflict Analysis

We believe this text, as well as the educational analysis, is grade-appropriate for 6th grade. As we believe in heavily differentiated learning experiences for our kids, we will chunk this text and the concepts of the case for students who require additional remediation and support strategies; for accelerated learners, we will ask that they follow the references and read deeper into the situation so that they may help their classmates (student-as-teacher). Lastly, students will be in groups in class, which offers for additional layers of support and collaboration for students who may struggle with literacy and comprehension in general.

Situational Snapshot

Nigeria’s civil war was born out of a charged political environment following the transfer of power from Great Britain to newly elected Prime Minister Alhaji Abubakar Tafawa Balewa in October of 1960. This was part of a wave of independence sweeping the continent and establishing new heads of power, new governments, and new challenges given the changing landscape of citizenship and nationhood (“ClickAfrique,” 2006). According to Philips (2000), the first few years of ‘democracy’ were marred with rigged elections, disagreements between regional political and economic authorities, and tension between the three main regions/ethnic groups – the Hausa-Fulani, the Igbos, and the Yorubas – which caused continued deterioration of the nation through the mid-1960’s

Conflict Analysis

The situation finally erupted in January 1966 when the military seized power of the government; tension between ethnic groups worsened, and fighting between the Hausa-Fulani and the Igbos initially resulted in 30,000-60,000 deaths and around one million refugees from the eastern Ibo region (Philips, 2000). In May of 1967, the head of the eastern region’s military unit declared the region the Republic of Biafra – the war that ensued over the next three years was between the Federal Government and the eastern Biafran region’s forces; the Federal Government eventually sealed off food supply chains, literally starving the Biafran forces into submission; this was not without loss, however, as 1-3 million died and the refugee count was into the millions as well (“ClickAfrique,” 2006). Pictures of children with swollen stomachs due to malnourishment were broadcast to the world and brought needed attention to the region and the conflict.

Stakeholders

Many powers and influences set up the theatre for this conflict to take place in, added to the political unrest, and ultimately fought to remake the nation. *Great Britain’s* exit from power and governance shifted authority and autonomy into the hands of the newly formed *Federal Government* and elected *Prime Minister Alhaji Abubakar Tafawa Balewa*. After the military coup (and Balewa’s death), *Major General Yakubu Gowon* led the country’s forces and it wasn’t long before the head of the eastern region, *Colonel Emeka Ojukwu*, declared the *Biafra region* autonomous from the country

(“ClickAfrique,” 2006). Allies to the Federal Government included *Britain, Russia, Egypt, and Rhodesia*, and played a major role in fighting back *Biafran forces* and eventually reclaiming the region (Philips, 2000). As was mentioned, food supply was cut off as a military tactic, and international supporters such as the *Red Cross* found themselves caught in between a military and humanitarian crisis. Following the war, the oil boom of the 1970’s saw the influx of *international investors* and buyers who helped revive the economy (“ClickAfrique,” 2006).

Dynamics Analysis

A transfer of power was supposed to bring the dawn of a new era for the Nigerian people; what it resulted in, however, was millions dead and millions more displaced. It seems ironic to say, but freedom and democracy can perhaps be identified as key drivers to this conflict that resulted in civil war and millions of lives and years lost. International intervention immediately following British exit could have provided stability and a more gradual transition of power for the Nigerian people. This did not happen, however, and one scenario or case study we can use now focuses on the importance of a succession plan and strong government in the increasingly frequent transitions of power and rule; we are still seeing history repeat itself today across much of the Middle East / Africa.

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Week 3 | Education Amidst Conflict

Values Engaged:

Following Advice – “*My father pushed me and my siblings to receive an education...*”

Education – “*I so much thank the Lord; to do that and inspire my children towards education... Because of the sufferings in Nigeria that were so many of the privileged children who could not go to school were hanging out on the streets and lack of quality of education and facilities at the time and knowing that there was so much gap in people in the families... the families that could afford the education; the rich would send children to best education facilities in Nigeria... the poor could not do that... they are roaming around on the streets... and if they could afford, they would send them to the minimal educational facilities or institutions”*

Hard Work – “*Dream was to be a professional, to be trained as a teacher or a nurse; lived with parents and 3 other siblings; parents were very, very hard working... Mother was a seamstress who made clothing; father was a laundryman who in US as dry cleaners, but in the case of my father, he did not have a shop and in those days he had to be a laundry man and go and collect the clothing and bring them home and wash with the hands and iron... not an electrical... a coal iron...*”

Standards Focus:

- **6.1 (speaking/listening)** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.
- **6.2 (reading)** - Determine a theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text distinct from personal opinions or judgments.
- **6.5 (language)** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Strategies & Outcomes:

Policy Debate (Case Study) – choosing an culturally relevant case (i.e. TMT), students will adopt frameworks and lenses from different layers and levels of policy influencers and participants within global educational policy impacting refugees and war-torn countries; students will engage effectively in a range of collaborative discussions building on others’ ideas and expressing their own clearly.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Situational Comparison – students will generate a Venn diagram-driven comparison between the education amidst conflict (drawing from our readings, the case, the additional reading, our mock trial, and the policy debate) and their life; this will serve as an opportunity to determine the theme and details of each setting and to demonstrate expressive, figurative language in describing themselves, their educational opportunity, the challenges that others face, and the overlap; this is self to text, but also self to world.

Chapters from Rose’s Book – students will read at least 1 chapter of Rose’s book each night for HW; students will come into class the next day with background and personal knowledge.

Supporting Text: Educational Analysis | Nigeria & the Biafran Civil War

Pre Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education?

Following the dispersion of the colonial British, there was left a vacuum of leadership and educated officials within higher ranks of government and economic departments across the country. Many Nigerians, if granted access and/or scholarship, came to the United States to study in the early- to mid-1960’s, with ambitions to head back to their native Nigeria to serve at higher levels of state and government. According to Akyeampong (as cited in Onwughalu, 2011, p. 22), “students returned to Nigeria after graduation to supply the workforce urgently needed by the new government to rebuild the nation”. It is evident that there was strong demand for graduates with higher education degrees, ready to fill an apparent void, but unfortunately the higher education system was not established (even pre-conflict) enough to home grow diplomats, government workers, and state officials.

On a local level, in villages across the country, as well as larger cities such as Abuja (capital), Lagos, and Kano, educational opportunities were provided for primary and secondary ages in a somewhat isolated, village-by-village fashion. Dr. Ihedigbo describes walking to school in her

village as part of daily life growing up, but by no means felt like a policy-driven, statewide system delivering high quality programming and results.

During Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education during the conflict context?

Per Dr. Rose Ihedigbo, regular schooling was no longer an option once rebel and government fighting came close enough to her village and state-provided schools were shuttered. This is supported by Igbokwe (as cited in Ugochukwu, 2011, p. 243), as he sates, “Most children in Biafra did not go to school regularly during the war,” and further details life and struggle within refugee camps. Rose was fortunate to stay in her village during the war, and along with other children in her village, she was “blessed” by the arrival of Reverend Billy Roberts, a missionary from the United Kingdom (*ironic, that the same country who had colonized and demoralized this nation for so long was now sending people to provide education and thus economic mobility*). While village and state-provided school was shut down during the conflict years, missionary-provided schooling was what Rose and her classmates had access to, and these are the years that made a significant impact on her faith and the trajectory of her life. This education may not have been ideal or contiguous to her previous schooling, but it was open to all in the village and it made sure that children had a place of nurturing and development during those brutal years of the Biafran War.

Founded in 1960, the University of Nigeria, Nsukka, was a federal university located in the Enugu State of Nigeria. During the war, the university was temporarily renamed the University of Biafra, signifying the independence of the region and subsequently the educational institution (Ugochukwu, p. 238). Such a symbolic shift no doubt undermined the sustainability and reputation of the institution, and it served as a pawn in the regional war for land and independence (*the name changed back after the war ended*).

Looking back, we can see the importance that education played in the eastern part of Nigeria known as the Biafran region, which was rich with natural resources (oil). As detailed by Nafziger (as cited in Stewart, 2009, p. 10), “many Igbos migrated to their home regions in the eastern part of Nigeria and became a powerful lobbying group for an independent Biafra, in which they now had a vested economic interest”. It is interesting that at the same time the Igbo people were beginning to understand the economic security that was beholden to sound natural resource infrastructure, the main reason Nigerians arrived to the United State as the war ended was not because they were in refuge, but rather because they were looking to attain education and return to Nigeria (Onwughalu, p. 22). Education, at least the level required to have a piece of this economic action, was not preferred in-country, it seems, and in order to climb the political and economic hierarchy at home, one left – to the U.S., primarily – and then returned home educated, sought after, and ready to rise. Thus, education was unavailable to those still in refugee camps, those without the economic means to emigrate, and those who had not maintained their educational trajectory through the war.

As detailed in the previous conflict analysis, policies were focused on guerilla warfare and literally starving the Biafran forces into submission; educational delivery was all but absent and as detailed in Dr. Ihedigbo’s case, school shuttered as the war wore on, and schooling was then piecemeal by those who had the purpose (in her case a missionary) and means to deliver it to children within isolated villages on either side of the Biafran divide.

Post Conflict – What kind of education was available? Who provided the education? Who was excluded from the education? What were relevant policies and practices that governed education?

Supported by the funds of the late Nigerian nationalist politician Nnamdi Azikiwe, Igbo youth were still able to immigrate into the United States for higher education (Bersselaar, 1999, p. 10). While state options existed, this still seemed like the best option for those looking to enter politics and help strengthen a fragile, post-conflict state, as described earlier by Nafziger and Onwughalu. Again, unavailable to those in refugee camps whose education had halted, or those who did not have the economic means to emigrate. Thus, a bifurcated educational trajectory continued with those whose economic means provided them a pathway and attained post-secondary education, and those who were left behind and scrapped for primary and secondary qualifications and then remained in the villages and towns where economic opportunities existed; this was Dr. Ihedigbo's case, along with many others from her village until her husband Appollos left to the United States and she followed. The higher education infrastructure and opportunity hardly existed before the war, and certainly after it was understood that to "become educated", one must leave their home country. How said and ironic at the same time.

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Week 4 | Rose's Lessons: The Importance of Education, Giving Back, and Service

Values Engaged:

- ***Higher Education*** – “It was a good thing to see a child going through elementary and then secondary school, and that was the mixed middle and high school... and then going into college; those were very great opportunities for me because not every child received an education... when I graduated from HS I went into teacher college; started there for two years and acquired a teaching certificate which enabled me to become a teacher.”
- ***Mentorship*** – My mentor was at UMASS... who was also the lead chairperson of my dissertation at UMASS... professor Ernest Washington... He was able to assist me in working through masters and dissertation and achieving doctorate; I had a great man who assisted and directed me in course to choose and what to do; And he has had a profound impact on me.”
- ***Giving Back*** – Hope Africa, Appollos went to Nigeria to start the school, and he died there, and if people can help support Hope Africa, we are offering scholarships to students of African descent, to support them to acquire education... that is our goal... every child will receive a quality education in their

lives...”

- **Service** – *So our goal is to go back to Nigeria after receiving education here in the US and create the institutions and the education will help young people to acquire education and prosper towards their goals and their careers*

Standards Focus:

6.6 (reading) - Explain how an author develops the point of view of the narrator or speaker in a text.

6.1 (speaking/listening) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners, building on others’ ideas and expressing their own clearly.

6.3 (speaking/listening) - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Lesson Strategies & Outcomes:

Analysis of Story – short analysis around how an author develops the point of view; in this case, Rose telling her own story; analyze her story compared to our reading, research, and class discussion; further bridge story to self.

Class Debate – based on analysis, students will choose between perspectives to debate the equity of public education with the US, war torn countries, and the world at large; we will use similar frames from local case studies to engage in collaborative discussions, while also presenting claims and findings, sequencing ideas, and building off of others

Individual Speeches – students will have the opportunity to read their analysis, their situational comparison, or a journal entry; working on presenting claims, sequencing, using appropriate eye contact, adequate volume, and clear pronunciation.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Values Walk – students will each design a poster with their discovered values and those that resonate with them from Rose and will post them around the room; students visit others posters, commenting and offering alignment, and ultimately collaborate visually and within class around each other’s values.

Chapters from Rose’s Book – students will read at least 1 chapter of Rose’s book each night for HW; students will come into class the next day with background and personal knowledge.

Week 5 | Connections to Self, Expressions of Values

Values Engaged:

Dreams – *“Every child dreams to be someone important some day... Determined to continue education... A dream of coming to the US to come to and do that”*

Goals – *“A goal was an impact on education while not knowing what it would do in the future for me”*

Student-driven values to pass on – “Young people no matter what they want to do... know that they can not be disappointed if things are not working out at the beginning... pass down stories.”

o Also, to be determined by students.

Standards Focus:

6.9 (reading) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

6.3 (writing) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

6.4 (speaking/listening) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

6.4 (writing) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Strategies & Outcomes:

Summative Project – linking together the lessons that we have learned from Rose’s values, from her story, from the conflict we studied, from the educational context, from the case studies we engaged in, from the debate, the mock trial, the writing pieces, and the Harkness discussions, students will choose a value, a goal, and a dream to commit to; the content and format of their final project is up to them to decide, as long as it demonstrates mastery of the reading, writing, and language standards.

Daily Journal – end of day, each day, allows for students to free write and express themselves; prompts may come from student-generated questions and/or text.

Class Presentations – students will each have an allotted amount of time to present their summative projects to their classmates.

Gallery Walk & Showcase – after presentations, there will be a gallery style exhibit for fellow classes, teachers, and community members to come in and join in on the values, goals, and dreams of our students.

Reflection & Peer Feedback – all students will not only reflect on their own five-week journey, but they will also offer feedback to each of their peers (part of the listening to presentations and offering gallery walk feedback); this will close out the unit.

END EXAMPLE

Attachment E – Student’s Typical School Day

6th grade student, Kainalu / Fall 2017, November

7:55AM	Kainalu arrives to school and heads to advisory for morning huddle
8AM	Teacher calls attendance; today is Kainalu’s day to give the opening. He reads a poem he wrote the week before in English class. On the way out to Block A, Kainalu gives teacher ILDP reflection from night before.
8:10AM	BLOCK A English begins with a do now, partner sharing, a mini lesson, and then rolls into a Socratic seminar to examine text from a local author; students break into small groups, framed by protocol, and end with take-home work to push thinking. Passing time.
9:35AM	BLOCK B Science begins with a hands on lab examining local plants, flowers, and natural specimens under a microscope; students then describe components of these specimens, where they are found in the islands, their cultural significance, and how they interact with the larger ecosystem. Kainalu turns in work, knocks out a quick quiz; lunch time.
10:55AM	LUNCH At lunch Kainalu takes a breather, enjoys musubi, talks story.
11:25AM	BLOCK C Math begins with group homework moderation and solution-finding, quick mini-presentations per group, and rolls into working with percentages in the context of Hawai’i census data comparing income levels, crime rates, and other indicators; students then reflect upon findings and group-design headlines, grounded in data, that highlight the assets and challenges of each community. Quick mini-presentations to class, homework is assigned; Block D.
12:50PM	BLOCK D Hawaiian Studies begins with students pairing up to build Venn Diagrams comparing Ancient Polynesian culture to today’s contemporary Hawaiian culture as part of the <i>Polynesia: A Look Into the Past</i> module. A gallery walk is next, followed by stations focused on ancient mapping, stars, and navigating. Kainalu closes the block with reflection and lingering questions for deeper research. Bell rings and Dream Block begins.
2:10PM	DREAM BLOCK Today’s focus is on identity. Students self-identify into various groups (Hawaiian, Kama’aina, Haole, etc.) and engage in staff-supported discussion questions and sharing protocols; personal journaling; groups then present and comment on intersectionality and shared values.
2:50PM	CLOSE The day closes with a word from each student and Kainalu heads to Hale Pono.

Attachment F - Teacher's Typical School Day

Ms. Ramon, English Language Arts, 7th | Thursday

8-8:08AM (8 min)	Check attendance wall (students self check-in to increase efficiency) and morning protocol begins; today a student is reading a poem and another student leads breathing and focus exercises. 8:08AM - students transition to first class and Ms. Ramon welcomes her Block A kids.
8:10-9:30AM (80 min teaching block)	BLOCK A Do Now and partner sharing rolls into quick mini lesson that and Socratic seminar with text from a local author; students break into small groups, framed by protocol, and class closed with “ah-ha moments” and student feedback. Instructional Coach popped in for 20 minutes of class and offers a few pieces of feedback.
9:30-9:35AM (5 min break)	Quick passing time break; fill water bottle, say hi to another teacher; welcome students
9:35-10:55AM (80 min teach)	BLOCK B Block A lesson with student and Instructional Coach feedback woven into protocols and classroom rhythm.
10:55-11:25AM (30 min lunch)	LUNCH Ms. Ramon closes her door and heads to another teacher’s room to eat lunch and debrief yesterday’s DreamHouse block; Ms. Ramon is hoping for ideas to plan this Friday’s Dream Block that she has signed up for.
11:25-12:45AM (80 min teach)	BLOCK C 3rd time teaching lesson and is catching a rhythm now; slight changes from last two blocks’ feedback, but all in all, strong class with minimal homework assigned due to students’ productivity; Ms. Ramon holds two students after to talk about catching up on a project.
12:45-12:50PM (5 min break)	Passing time, but Ms. Ramon has D Block as prep (1 of 3 80 minute preps this week); she is done teaching content for the day.
12:50-2:10PM (80 min prep)	Block D Ms. Ramon has scheduled a co-planning session for an upcoming unit and series of lesson plans with instructional coach; they spend time embedding DreamHouse Matrix components and sketch summative assessment; Special Education lead joins for 15 minutes to discuss differentiation strategies and RTI supports.
2:10-2:50PM (40 min)	DREAM BLOCK Today’s focus is on leadership. Protocol: each student spends 15 minutes reviewing ILDP (Infinite Campus), 15 minutes sharing strengths / gaps in small groups (student-led), and 10 minutes co-planning improvement strategies for grades or another DreamHouse component.
2:50-3PM	CLOSE The day closes with a word from each student (whole group) and Ms. Ramon heads back to her room to reflect.

Attachment G - Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee (“FTE”) equivalency (e.g., 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Middle School Staffing Model and Rollout

YEAR (Assume 3% salary increase / year) Grade:	Salary and FTE Per Position Per Year					
	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity 7
	2017 6	2018 6,7	2019 6,7,8	2020 6,7,8,9	2021 6,7,8,9,10	2023 6-12
School Director (1.0 FTE) (no increase)	80,000	80,000	80,000	80,000	80,000	80,000
Assistant School Director (1.0 FTE)	-	-	-	65,000	66,950	71,027
Add'l School Leadership [Instructional Lead] (1.0 FTE)	60,000	61,800	63,654	65,564	67,531	71,643
Add'l School Leadership Position 2 [Special Education Lead] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
Add'l School Leadership Position 3 [Operations Manager] (1.0 FTE)	55,000	56,650	58,350	60,100	61,903	65,673
6 th Teachers (Core Subjects) (4.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7 th Teachers (Core Subjects) (4.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Teachers (Core Subjects) (4.0 FTE)	-	-	50,000	51,500	53,045	54,636
6 th Teachers (Specials) (1.0 FTE)	50,000	51,500	53,045	54,636	56,275	59,703
7 th Teachers (Specials) (2.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Teachers (Specials) (2.0 FTE)	-	-	50,000	51,500	53,045	54,636
7 th Student Support (Special Ed; 1.0 FTE)	-	50,000	51,500	53,045	54,636	56,275
8 th Student Support (Special Ed; 1.0 FTE)	-	-	50,000	51,500	53,045	54,636
Specialized School Staff 1 [specify]	-	-	-	-	-	-
Specialized School Staff 2 [specify]	-	-	-	-	-	-
Teacher Aides and Assistants	-	-	-	-	-	-
School Operations Support Staff	-	-	-	55,000	56,650	60,100
Total Middle School FTEs	9	16	23	25	25	25
Total Middle School Salaries	500,000	862,200	1,236,078	1,390,760	1,430,083	1,512,303

High School Staffing Model and Rollout

Title <i>(Assume 3% salary increase / year)</i> Grade:	Salary and FTE Per Position Per Year					Capacity 7 2023 6-12
	Year 1 2017 6	Year 2 2018 6,7	Year 3 2019 6,7,8	Year 4 2020 6,7,8,9	Year 5 2021 6,7,8,9,10	
	School Director, Assistant School Director, Add'l School Leadership Positions, School Operations Support Staff	(Hold From Above)				
9 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	50,000	53,045
11 th Teachers (Core Subjects) (4.0 FTE)	-	-	-	-	-	51,500
12 th Teachers (Core Subjects) (3.0 FTE)	-	-	-	-	-	50,000
9 th Teachers (Specials) (2.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Teachers (Specials) (2.0 FTE)	-	-	-	-	50,000	53,045
11 th Teachers (Specials) (2.0 FTE)	-	-	-	-	-	51,500
12 th Teachers (Specials) (2.0 FTE)	-	-	-	-	-	50,000
9 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	50,000	51,500	54,636
10 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	50,000	53,045
11 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	51,500
12 th Student Support Position (Special Ed; 1.0 FTE)	-	-	-	-	-	50,000
<i>Specialized School Staff 1 [specify]</i>						
<i>Specialized School Staff 2 [specify]</i>						
<i>Teacher Aides and Assistants</i>						
Total High School FTEs	0	0	0	7	14	27
Total High School Salaries	0	0	0	350,000	710,500	1,414,269

Total Middle School FTEs	9	16	23	25	25	25
Total Middle School Salaries	500,000	862,200	1,236,078	1,390,760	1,430,083	1,512,303
Total High School FTEs	0	0	0	7	14	27
Total High School Salaries	0	0	0	350,000	710,500	1,414,269
TOTAL MS & HS FTES	9	16	23	32	39	52
TOTAL MS & HS SALARIES	500,000	862,600	1,236,078	1,740,760	2,140,583	2,926,573

Introduction

Research and professional leadership standards identify specific ways in which principals directly influence school organization and community relationships and exert less direct, but critically important, influence on teaching quality and instructional effectiveness. Principals' roles are central to supporting and supervising teachers' instructional practices and in guiding organizational purpose and vision, particularly to enact the high expectations for all students in No Child Left Behind (NCLB) and the current focus of programs related to the Elementary and Secondary Education Act (ESEA). With this in mind, evaluating principals to improve their performance has become a key school improvement strategy.

Additionally, the School Improvement Grants (SIG), awarded by the U.S. Department of Education to support focused school improvement efforts, emphasize the principal's role in improving student achievement. The American Recovery and Reinvestment Act (ARRA) of 2009 allocated funding to improve state and local education systems through the Race to the Top (RTTT) Fund, providing \$4.35 billion in competitive grants for states. According to the U.S. Department of Education (2009), RTTT is designed to encourage and reward states that are creating the conditions for education innovation and reform. Two core areas of focus in the RTTT Fund strongly highlight the importance of principals in educational reform:

- * Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction
- * Recruiting, developing, rewarding, and retaining effective teachers and principals

Principals of schools needing significant improvements must expand their knowledge and develop new skills. Research indicates considerable principal turnover in low-performing urban and rural schools that also have less experienced principals. The challenge to states is how to collect and analyze data about principal performance that will guide both improving practice and achieving goals. Data systems to inform teachers and principals require effective evaluation methods that are linked with

systems of support to recruit, develop, reward, and retain principals on the job, particularly in struggling schools.

Purpose

This report provides state and district policymakers with information about currently operating state policies and systems of principal evaluation. In particular, policymakers seek evaluation policies and strategies for improvement and accountability of principals for school outcomes. Because state systems are complex and have very different policy contexts, the information in the following pages provides snapshots rather than full details about states' principal evaluation systems.

This policy brief does not endorse any particular state model or policy approach to

principal evaluation. Rather, given the array of strategies available, these data are intended to inform policy deliberation and foster communication among states and districts seeking to develop and use effective principal evaluation strategies. When available, the web sources and addresses are provided so that users can directly access the descriptions and resources for additional details.

Methods

A template for describing state policies and systems of principal evaluation was developed in response to policy makers' requests for information. A scan of state websites to determine what and how much information was available was then used to refine the template and identify comparable data across state systems. Categories of data in the template were revised during the process so that information is as clear and consistent as possible across the states' different approaches. State education agency (SEA) websites were the primary source of data, and SEA staff in each state reviewed the information for accuracy.

Many states indicate that changes are currently under way in their principal evaluation systems. Six states were identified for this

report because they have several years of policy development and experience with implementing their principal evaluation systems. These states also provide information on their websites about the policies and systems. The information from these states captures the most significant issues in state systems and describes a range of state approaches to the evaluation of principals. The six states included here are:

- › [Delaware](#)
- › [Iowa](#)
- › [New Mexico](#)
- › [North Carolina](#)
- › [Ohio](#)
- › [South Carolina](#)

State Profile Categories

Each state template is organized according to the following categories:

» Summary

Short descriptions provide a broad overview of state approaches. These may help orient readers to elements of the state system that best fit their own interest areas.

» Policy Context

System Development: Differences in how states developed their principal evaluation systems provide a context for understanding each system's structure and features. Each of the states engaged in development processes over several years from inception to current implementation.

State and District Responsibilities: Traditionally, principal evaluation has been a broad state requirement, with districts responsible for the content, processes, and uses of data. In these states, principal evaluation is still required by states but varies in shared responsibilities of states and districts for the content, processes, and data uses.

» Structure of the System

Purpose: The evaluation literature emphasizes the importance of clear purpose in designing a system that provides valid, reliable, fair, and useful data for decision-making. Different types of purposes are reported in these states, including specifying how the results should be or are being used.

Features: State documents describe major features of the principal evaluation systems highlighting specific approaches,

commitments, and strategies such as engaging practitioners, using research, or requiring specific measures.

Components: States use a variety of basic components in a system for principal evaluation, such as formative and/or summative meetings, data collection tools, reviews, and reports. The components provide the structure for those implementing the system.

Process and timeline: The principal evaluation systems have varied requirements and options for scheduling and carrying out evaluation processes. The evaluation process and timeline may also vary for new principals or those struggling to meet expectations.

Alignment to leadership standards: All of these states report that national professional leadership standards were an important contributor to the principal evaluation system. Leadership standards were also often used in developing the evaluation instruments and reporting frameworks.

Sources of information and measures: Some of the state documents indicate the types of information and/or products that should be collected as evidence of performance. They suggest data sources and artifacts that are appropriate for particular performance ratings.

Ratings: Some states describe their evaluation ratings and provide examples of their rating scales or scoring rubrics.

Implementation

Differentiation: Some states implement their system for all principals. Others describe ways in which principal evaluation practices are altered for specific administrators, for example, assistant principals, new principals, or principals who are identified as needing improvement. The practices vary in content of the evaluation, frequency of observations, and type of evidence used.

Connection to Student Achievement: All six states indicate that student achievement data must be considered as part of the principal evaluation process. Detailed data are not available from the web sources.

Evaluator Details: Evaluator expertise and training is key to quality and consistency of evaluation. Some states describe criteria for evaluator selection, roles of evaluators, and requirements for evaluator training.

Tools, Instruments, and Forms: Examples of state resources and other documents are listed that could be useful to other districts and states. Sources for these resources are provided at the end of each state report.

Changes in Progress: When reviewing these summaries, some SEA staff indicated modifications to their systems are under way. Additionally, three states profiled in the overview received RTTT grants that may modify their current principal evaluation systems. Planned changes or extensions are described.

Principal Evaluation Policies and Practices: Delaware

Summary

The Delaware Performance Appraisal System for Administrators (DPAS II), as outlined by the state department of education, must be implemented by all districts. The system consists of five equally weighted features: vision and goals; culture of learning; management; professional responsibilities; and student improvement. Under revised regulations, student growth will be the critical factor for determining leader effectiveness. DPAS II focuses on professional growth, continuous improvements, and quality assurance. This system differentiates effectiveness using multiple rating categories; takes student growth into account; and requires the provision of timely and constructive feedback.*

Policy Context	
SYSTEM DEVELOPMENT	<p>A committee of educators, primarily administrators, developed DPAS II in response to legislation requiring new methods of personnel assessment in Delaware’s schools. The design of DPAS II was driven by the Delaware Administrative Standards, adapted from the Interstate School Leaders’ Licensure Consortium (ISLLC) standards. It aligns the evaluation of school and district administrators with student learning and school improvement. DPAS II became effective for all public schools and charter schools beginning with the 2008-2009 school year.</p> <p>The state continues to solicit feedback on DPAS II and refine the system accordingly. Delaware regulations require the Delaware Department of Education (DDOE) to conduct an annual evaluation of DPAS II, including, at a minimum, a survey of teachers and evaluators. <i>(Source: Race to the Top Application)</i></p>
STATE AND DISTRICT RESPONSIBILITIES	Districts must implement DPAS II as outlined by the state department of education.
Structure of the System	
PURPOSE	<p>DPAS II has the following purposes:</p> <ul style="list-style-type: none"> » Professional growth – focused on enhancing an educator’s skills and knowledge » Continuous improvement – focused on an educator’s commitment to continuously improving performance so that student achievement is continuously enhanced » Quality assurance – focused on the collection of credible evidence about an educator’s performance

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

PURPOSE (CONTINUED)	Districts participating in the Race to the Top application will be required to use educator evaluations as a primary factor in teacher and principal development, promotion, advancement, retention, and removal.
FEATURES	<p>DPAS II is grounded in research and an understanding of leader performance in high-achieving schools.</p> <p>The DPAS II system provides a strong focus on teaching and learning. The data and evidence collected as part of the process should be embedded in the administrator’s ongoing work.</p> <p>Administrator progress and success is measured in five features:</p> <ol style="list-style-type: none"> 1. Vision and Goals 2. Culture of Learning 3. Management 4. Professional Responsibilities 5. Student Improvement
COMPONENTS	<ul style="list-style-type: none"> » Goal setting » Conferences (formative and summative) » Surveys » Data collection
PROCESS AND TIMELINE	<p><i>Inexperienced administrator</i> conferences typically occur three times over a one-year evaluation cycle:</p> <ul style="list-style-type: none"> » In the late summer or early fall for agreement on goals » Mid-year for progress discussions followed by completion of a Formative Feedback Form » Late spring or early summer for a summative conference, followed by a completed Summative Evaluation Form

<p>PROCESS AND TIMELINE (CONTINUED)</p>	<p><i>Experienced administrator</i> conferences typically occur at least four times over a one- or two-year evaluation cycle:</p> <ul style="list-style-type: none"> » During the summer or early fall of the first year for agreement on goals » Mid-year each year to discuss progress » During the summer of the first year to review progress on goals and establish goals for the upcoming year » At the end of the second year to discuss results and complete the summative evaluation <p>The timing of this cycle is recommended, and districts may change it depending on their needs.</p>
<p>ALIGNMENT TO LEADERSHIP STANDARDS</p>	<p>The design of DPAS II was driven by the Delaware Administrative Standards, which align with the ISLLC standards.</p>
<p>SOURCES OF EVIDENCE AND MEASURES</p>	<p>State guidance provides possible sources of evidence for each of the five required features. Examples of evidence include descriptions of procedures and processes, district or building policies, individual professional growth plans, and student achievement results.</p>
<p>RATINGS</p>	<p>Currently, each of the five components of DPAS II is weighted equally and assigned a rating of Satisfactory or Unsatisfactory on the Summative Evaluation.</p> <ul style="list-style-type: none"> » Satisfactory Performance – Demonstrates acceptable performance by meeting at least three of the four criteria outlined in each of the five components of DPAS II for Administrators. » Unsatisfactory Performance – Demonstrates unacceptable performance on two or more of the four criteria outlined in each of the five components of DPAS II for Administrators. <p>The Summative Evaluation includes one of three overall ratings:</p> <ul style="list-style-type: none"> » Ineffective indicates that the administrator has received zero, one, or two Satisfactory Component Ratings out of the five Appraisal Components, and the administrator has received an Unsatisfactory Component Rating in the Student Improvement Component. If an administrator’s overall Summative Evaluation rating is determined to be Needs Improvement for the third consecutive year, the administrator’s rating shall be re-categorized as Ineffective.

<p>RATINGS (CONTINUED)</p>	<ul style="list-style-type: none"> » Needs Improvement indicates that the administrator has received one or two Satisfactory Component Ratings out of the five Appraisal Components, including a Satisfactory rating in the Student Improvement Component. Or, the administrator has received three or four Satisfactory Component Ratings out of the five Appraisal Components and the administrator has received an Unsatisfactory rating in the Student Improvement Component. » Effective indicates that the administrator has received a Satisfactory Component Rating in at least three Appraisal Components including the Student Improvement Component, and the administrator does not meet the requirement for Highly Effective. » Highly Effective indicates that the administrator has a Satisfactory Component Rating in four of the five Appraisal Components and that the administrator’s students on average achieve high rates of student growth, that is, more than one grade-level improvement in an academic year.
<p>Implementation</p>	
<p>DIFFERENTIATION</p>	<p>Inexperienced administrators and administrators whose performance appraisals state Needs Improvement or Ineffective must participate in an annual appraisal cycle. Experienced administrators whose performance is Effective or Highly Effective may be appraised over a two-year period.</p> <p>Individual school administrators are not expected to attain high performance levels on all standards at the same time in their careers. More likely, they will focus time and energy on certain standards and performances directly related to their current administrative role. Therefore, performance on standards may vary over an administrator’s career depending on the school or district’s needs and the administrator’s role within the school or district.</p>

<p>CONNECTION TO STUDENT ACHIEVEMENT</p>	<p>The fifth component of DPAS II is student improvement. Evidence of principal performance includes analyzing multiple measures for both the overall level of student performance and the equitable distribution of performance among sub-groups of students. Data may include, but are not limited to:</p> <ul style="list-style-type: none"> » School accountability data » State assessment online scores » District-administered tests » Longitudinal studies » Scores of external tests (SAT, AP) <p>Under revised regulations, student growth will be the critical factor for determining leader effectiveness. The exact definition and measurement of student growth will be determined between January 2010 and July 2011, when the new regulations go into effect.</p>
<p>EVALUATOR DETAILS</p>	<p>Evaluators need to complete DPAS II training developed by the DDOE. The training includes techniques for observation and conferencing, content and relationships of ISLLC standards, and a thorough review of the <i>DPAS II Guide for Administrators</i> and activities in which participants practice implementation of DPAS II procedures. Upon completion, evaluators receive a certificate of completion, which is valid for five years and is renewable upon completion of professional development focused on DPAS II as specified by the DDOE.</p>
<p>TOOLS, INSTRUMENTS, AND FORMS</p>	<p>DPAS II Forms include:</p> <ul style="list-style-type: none"> » Goal Form – Administrator » Delaware Administrator ISLLC Standards Survey Form » Professional Responsibilities Form – Administrator » Formative Feedback Form – Administrator » Summative Form – Administrator » Improvement Plan – Administrator » Challenge Form – Administrator <p>(All are found in <i>Delaware Performance Appraisal System: Guide for Administrators</i>. See sources at the end of this state.)</p>

CHANGES IN PROGRESS

Under the revised regulations, student growth will be the critical factor for determining teacher and leader effectiveness. The exact definition and measurement of student growth will be determined between January 2010 and July 2011, when the new regulations go into effect. The Delaware Secretary of Education will determine the definition and means for assessing student growth. It will represent some level of change in achievement data for an individual student between two points in time, as well as any other measures that are determined to be rigorous and comparable across classrooms, in accordance with the new regulations.

The state will recruit, train, and deploy a corps of “development coaches.” These coaches will support principals, superintendents, and charter directors in the transition to a more rigorous, transparent evaluation process, reduce the administrative burden to evaluators, and improve the accuracy and calibration of DPAS II assessments.

(Source: RTTT Application)

Sources

Delaware Department of Education. *Delaware Performance Appraisal System: Guide for Administrators*. 2008. Retrieved October 22, 2010, from <http://www.doe.k12.de.us/csa/dpasii/default.shtml>

Delaware Department of Education. *Race to the Top Application*. Retrieved February 24, 2011, from <http://www2.ed.gov/programs/racetothetop/phaser-applications/index.html>

Principal Evaluation Policies and Practices: Iowa

Summary

Iowa is a district-based system within broad parameters set by the state, with extensive models, resources, examples, and training that were developed in collaboration with intermediary organizations and professional associations. The state adapted the Interstate School Leaders Licensure Consortium (ISLLC) standards for the Iowa Standards for School Leaders (ISSL), with 35 research-based criteria, as the foundation for state's principal evaluation system. Standards, timelines and district responsibilities are major features of the state's approach to principal evaluation.*

Policy Context	
SYSTEM DEVELOPMENT	In 2006, Iowa adopted the ISSL, modeled after the ISLLC standards but modified to include additional research with 35 criteria as the basis for the state's administrator evaluation system. During the 2007 legislative session, districts were directed to develop and implement an evaluation system for administrators. The Iowa Department of Education (IDE) worked in collaboration with intermediary organizations and professional associations, such as the School Administrators of Iowa (SAI) and the Iowa Association of School Boards (IASB), to develop and provide examples and samples of principal evaluation program components for districts to use or adapt. (Source: NASBE)
STATE AND DISTRICT RESPONSIBILITIES	Districts must align their evaluation systems with the ISSL and follow the state requirements about the minimum frequency for evaluation. The state also sets forth overall guidance about the administrator evaluation system and works with intermediate agencies and associations to provide models and examples for districts to use when developing their systems.
Structure of the System	
PURPOSE	The system is focused on professional growth and improving principal performance related to state standards and district goals for school improvement.
FEATURES	The system: <ul style="list-style-type: none"> » Aligns local evaluation with the ISSL » Is intended to acknowledge strengths and improve performance » Connects academic, social, emotional, and developmental growth for all students in the building/system

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

<p>FEATURES (CONTINUED)</p>	<ul style="list-style-type: none"> » Recognizes the importance of a principal’s role in improving the culture of the learning community » Includes research-based criteria about effective principal behaviors, which are substantiated by measurable data from multiple sources, and are legal, feasible, accurate, and useful » Provides opportunities for personal and professional growth as a facilitator/leader of learning » Is ongoing and connected to school improvement goals » Aligns building and district goals with community members’ vision for education.
<p>COMPONENTS</p>	<ul style="list-style-type: none"> » State leadership standards » District decisions about Individual Professional Development Plans (IPDP) and Comprehensive School Improvement Plans (CSIP) » Evaluator training » Yearly reviews » Three year summative evaluations.
<p>PROCESS AND TIMELINE</p>	<p>Each district and local board of education develops the review form and criteria for principal evaluation, using resources from IDE and others. Following their initial year, career administrators are evaluated annually based on the six ISSLs. The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position.</p> <p>After the initial comprehensive/summative evaluation, the law requires an annual formative assessment around the principal’s IPDP. The three-year summative evaluation requires documentation of competence on the six ISSLs, meeting district expectations drawn from the district’s CSIP and building improvement plan, IPDP attainment, and other supporting documentation.</p>

PROCESS AND TIMELINE (CONTINUED)	<p>The process includes:</p> <ol style="list-style-type: none"> 1. The principal and superintendent/designee clarify vision, mission, and district goals. 2. The principal and superintendent/designee review the job description and performance review process, forms, indicators, timelines, and possible supporting documents/information/data to be used to measure performance. 3. The principal, in collaboration with the superintendent/designee, develops an IPDP that aligns district, school, and individual goals that are measurable and attainable. Districts can use processes, such as a SMART goal framework and/or other resources available. Samples can be found on School Administrators of Iowa (SAI) website under “Resources.” 4. The superintendent/designee reviews processes and forms with new administrators. 5. The principal completes a self-assessment of performance on the leadership standards and criteria. Documents and data used to support the measurable outcomes are prepared and presented to the superintendent/designee. 6. The principal and superintendent/designee discuss annual progress reports regarding IPDP goals. 7. Changes may be made as a result of the discussions. Remediation targets (if any) are included in the final document(s) as a confidential, personnel record. 8. A copy of the final written performance review form is placed in the principal’s personnel folder. <p><i>(Source: SAI)</i></p>
ALIGNMENT TO LEADERSHIP STANDARDS	<p>Both the State Board of Education and the Board of Educational Examiners adopted the six ISSL standards. The standards, modeled after the ISLLC standards and modified to include additional research, and the accompanying 35 criteria serve as the foundation for Iowa’s leadership system.</p> <p><i>(Source: NASBE)</i></p>
RATINGS	<p>Districts are allowed to make their own ratings determinations.</p>
Implementation	
DIFFERENTIATION	<p>Districts can determine how to differentiate the evaluations.</p>

CONNECTION TO STUDENT ACHIEVEMENT	The comprehensive administrator review process must connect academic, social, emotional, and developmental growth for all students in the building/system.
EVALUATOR DETAILS	Evaluators must have completed training to be licensed and renew their license every five years. During the past two years, the Evaluator Advisory Committee, represented by schools, area education agencies, colleges/universities, Board of Educational Examiners, SAI, IASB, and the IDE have been meeting to analyze data regarding evaluation, reading and reflecting on research, and seeking best practices in evaluations that improve teaching and learning. The committee is designing Evaluator Approval Levels and training, and providing two levels of training online.
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Iowa Standards for School Leaders » Principal Leadership Performance Review Instrument, which contains the Principal Performance Standards and Criteria » Iowa Individual Administrator Professional Development Plan » Evaluator Training and Approval <p>(All are found on the Administrator Evaluation page of the IDE website. See sources at the end of this state.)</p>

Sources

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Principal Evaluation Policies and Practices: New Mexico

Summary

New Mexico law required the Public Education Department to adopt a highly objective uniform statewide standard of evaluation (HOUSSE-P), which includes data sources linked to student achievement and an education plan for student success (EPSS). Evaluation of school principals and assistant school principals is linked to the leaders' level of responsibility at each school level, along with rules for the implementation of the evaluation system. This evaluation system was developed over a two-year period ending in 2008. All districts and charter schools are required to follow the evaluation format set forth by the New Mexico Public Education Department (NMPED).

Policy Context	
SYSTEM DEVELOPMENT	<p>Beginning in spring 2006, the NMPED convened a series of design teams and work groups, consisting of a diverse set of educational stakeholders, to develop the HOUSSE-P. During summer and fall 2007 they developed the Summer Leadership Academy, where practitioners were trained and provided feedback on the Handbook for the HOUSSE-P; developed the Secondary Scope of Responsibility competency focused on secondary schools; implemented fall regional training where practitioners provided additional feedback; reviewed all feedback; and revised the HOUSSE-P Handbook.</p> <p>By October 15, 2008, each public school district and charter school was required to adopt policies, guidelines, and procedures for annual principal and assistant principal performance evaluation that meet the requirements of rule 6.69.7 of the New Mexico Administrative Code. This rule also established that the format of this evaluation would be established by the NMPED and should be uniform throughout the state in all public school districts and charter schools.</p>
STATE AND DISTRICT RESPONSIBILITIES	<p>The Public Education Department of New Mexico was required to provide the highly objective uniform statewide standard of evaluation, and each school district and charter school is required to meet those requirements.</p>
Structure of the System	
PURPOSE	<p>The primary purpose of this statewide evaluation system is to enhance the performance of principals and assistant principals.</p>

<p>FEATURES</p>	<p>All principals are required to be proficient in five broad domains that have supporting, measurable competencies and indicators: Instructional Leadership, Communication, Professional Development, Operations Management, and (secondary principals only) Scope of Responsibility in Secondary Schools.</p> <p>The HOUSSE-P adheres to the principles of the Code of Ethics of the Education Profession and should be based upon established standards of leader performance:</p> <ul style="list-style-type: none"> » Use multiple measures to assess performance. » Use knowledgeable and fair decision-makers as evaluators. » Provide data for reflection and growth. » Focus upon a limited number of professional goals. » Foster self-diagnosis, self-reflection, and self correction. » Be flexible enough to account for the varying complexities of the role. » Acknowledge the various career stages of the principalship.
<p>COMPONENTS</p>	<p>The following components are required:</p> <ul style="list-style-type: none"> » Self-Assessment » Professional Development Plan (PDP) » Self-Reflection on the PDP » Summative Evaluation
<p>PROCESS AND TIMELINE</p>	<p>Evaluations are required every year of employment, but additional evaluations may be conducted at the discretion of the principal’s supervisor or at the request of the principal. At the beginning of employment and continuing regularly throughout the school year, the principal and supervisor should discuss district and school goals for supporting student success that focus on the principal’s capacity to meet the performance expectations related to the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) and to accomplish the school’s EPSS goals.</p>

<p>PROCESS AND TIMELINE (CONTINUED)</p>	<p>Principals complete a self-assessment that provides the basis to reflect on individual strengths, needs, and growth for professional development. The professional development plan provides a format for the principal and the supervisor to discuss and then develop professional development goals, divided into two stages. Stage I should be completed no later than 40 days after the principal commences his or her contract. Stage II takes place as a mid-year conference when progress on the PDP should be reviewed, discussed, and refined as appropriate.</p> <p>At the beginning of the school duties annually, the principal and the supervisor begin discussions that address how the principal will meet EPSS performance expectations, ensuring consistency with NMPLCI. The discussions include developing an action plan, identifying needed assistance and resources, timelines, and sources of performance data, as indicated on the PDP. During the year, the supervisor conducts no fewer than two site visits to the school. These site visits include random classroom observations to assess the school as a whole and to determine instructional implementation aligned with district and school goals/initiatives.</p> <p>Before the Summative Evaluation is written, the principal completes the Self-Reflection template, where he or she provides a self-assessment of the progress made in meeting the goals set in the PDP as well as a consideration of other strategies to use if employment is continued.</p> <p>For the end-of-the-year Summative Evaluation, the principal and the supervisor meet to review evidence of completion of the PDP. The PDP, Self-Reflection on PDP, and Summative Evaluation are included in the principal’s personnel file.</p>
<p>ALIGNMENT TO LEADERSHIP STANDARDS</p>	<p>When creating New Mexico’s principal evaluation system, the design teams reviewed literature on effective leadership practice and national standards, as well as the standards of other states to create the NMPLCI.</p> <p>The NMPLCI are divided into four broad domains for all principals: Instructional Leadership, Communication, Professional Development, and Operations Management. For secondary principals serving in middle and/or high schools, proficiency in domain five – Scope of Responsibility in Secondary Schools – is required.</p>

<p>SOURCES OF EVIDENCE AND MEASURES</p>	<p>The principal and the supervisor should collaborate in identifying and collecting multiple types of data that can inform the self-reflection and evaluation process. Data should be collected periodically from important referent groups including faculty, staff, parents, students, and supervisors. All data should be collected and analyzed to understand the principal’s abilities and growth trends in each competency area. Some examples of data include:</p> <ul style="list-style-type: none"> » Student performance data » Self-assessment » Yearly district site visit » Principal classroom visits » National standardized tests » Climate surveys » Teacher surveys » Student attendance » Teacher attendance » Teacher turnover » Dropout rates » Discipline referrals » Parent participation in school processes » Graduation rates » Suspension rates » Course failure rates
<p>RATINGS</p>	<p>In the summative evaluation, principals are rated according to the domains of the NMPLCI as either:</p> <ol style="list-style-type: none"> 1. Does not meet competency. 2. Meets competency.

Implementation	
DIFFERENTIATION	<p>By statute, NMPED was required to develop an evaluation system that was “linked to the leaders’ level of responsibility at each school level.” System principles recognize the following:</p> <ul style="list-style-type: none"> » The evaluation process should be flexible enough to account for the varying complexities of the principal’s role. » Various levels of experience and job responsibilities require differing levels of support by others.
CONNECTION TO STUDENT ACHIEVEMENT	<p>New Mexico statutes 22-10A-11(G) require NMPED to adopt a highly objective uniform statewide standard of evaluation, which includes data sources linked to student achievement. In gathering evidence for their evaluation, principals are asked to provide student performance data.</p>
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Self-Assessment (Form A) » Professional Development Plan (Form B) » Self-Reflection on Professional Development Plan (Form C) » Summative Evaluation (Form D) <p>(All are found in <i>HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico</i>. See source below.)</p>

Sources

New Mexico Public Education Department, Educator Quality Division. *HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico*. 2010. Print. Retrieved February 27, 2011 from <http://teachnm.org/administrators/principal-and-assistant-principal-evaluation-process.html>

Principal Evaluation Policies and Practices: North Carolina

Summary

The North Carolina School Executive evaluation system includes the evaluation process for principals and assistant principals. The evaluation process incorporates required components and a number of optional forms. The required components include an orientation; self-assessments; goal setting and pre-evaluation conferences; data collection and documentation; evaluator observations; mid-year performance conversations; consolidated performance assessments completed by the principal and assistant principal; and a summative meeting. The North Carolina Department of Public Instruction provides extensive training materials to support districts in implementing this evaluation system. An intermediate agency developed this system for North Carolina, and developed a corresponding online evaluation system to enter data and document the evaluation process. *

Policy Context	
SYSTEM DEVELOPMENT	A pilot was conducted in fall 2007 and approved by the State Board of Education in May 2008. The final version of the principal evaluation manual was published in August 2009. Mid-continent Research for Education and Learning (McREL) developed and validated the evaluation instrument for principals. McREL also developed a corresponding online evaluation system to enter data and document the evaluation process. In fall 2010, the evaluation of assistant principals was added to this system and in fall 2011, an aligned instrument for use with instructional central office staff was approved.
STATE AND DISTRICT RESPONSIBILITIES	The state requires a specific process that districts must implement.
Structure of the System	
PURPOSE	<p>The purpose of the principal evaluation process is to assess the principal’s performance in relation to the North Carolina Standards for School Executives in a collegial and non-threatening manner. The principal performance evaluation process will:</p> <ul style="list-style-type: none"> » Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders.

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

<p>PURPOSE (CONTINUED)</p>	<ul style="list-style-type: none"> » Inform higher education programs in developing the content and requirements of degree programs that prepare future principals. » Focus the goals and objectives of districts as they support, monitor, and evaluate their principals. » Guide professional development for principals. » Serve as a tool in developing coaching and mentoring programs for principals. <p>North Carolina uses evaluations to inform decisions regarding the following:</p> <ul style="list-style-type: none"> » Development of principals through the provision of relevant coaching, induction support, and professional development » Promotion and retention of principals » Granting of tenure and full certification to principals » Removal of ineffective tenured and untenured principals after they have had ample opportunities to improve, using rigorous standards and streamlined, transparent, and fair procedures <p><i>(Source: RTTT Application)</i></p>
<p>FEATURES</p>	<p>The principal takes the lead in conducting the evaluation process through self-assessment, reflection, and gathering input from the various stakeholders with an interest in the school leadership. The input and evidence gathered by the principal are not intended to become part of a portfolio. Rather, they should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.</p>
<p>COMPONENTS</p>	<ul style="list-style-type: none"> » Orientation » Principal self-assessment » Pre-evaluation meeting » Data collection and documentation » Evaluator observations » Mid-year performance conversation » Consolidated performance assessment completed by the principal » Summative meeting to discuss the principal’s self-assessment, consolidated assessment, and the evaluator’s summary evaluation of the principal

PROCESS AND TIMELINE

Step 1: Orientation – The superintendent/designee conducts an orientation with all of the district principals.

Step 2: Pre-Evaluation Planning – The principal completes a self-assessment using the North Carolina School Executive: Principal Evaluation Rubric.

Step 3: Meeting Between Principal and Superintendent/Designee – The principal and superintendent/designee discuss the results of the self-evaluation, preliminary performance goals, and the evidence and data to be gathered for the evaluation process.

Step 4: Data Collection – The principal collects the data agreed upon in Step 3. These data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The superintendent/designee visits the school during this period to observe the environment and interact with teachers and other members of the school community.

Step 5: Mid-Year Evaluation Between Principal and Superintendent/Designee – The principal and superintendent/designee focus on the status of goal attainment and mid-year adjustments to action plans that must be made to achieve goals by the end of the school year.

Step 6: Consolidated Performance Assessment – The principal synthesizes the information obtained under Steps 4 and 5 to prepare a consolidated assessment or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent/designee well in advance of the performance discussion at which final performance levels are discussed.

Step 7: Meeting Between Principal and Superintendent/Designee – The principal and superintendent/designee discuss progress in completing the evaluation process, including the self-assessment, consolidated assessment, and superintendent’s summary evaluation of the principal, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the principal has them readily available to share. At this meeting, the principal and superintendent/designee agree upon performance goals and recommendations for the Professional Growth Plan.

ALIGNMENT TO LEADERSHIP STANDARDS	Relevant national reports and research focused on identifying the leadership practices that impact student achievement, along with the Interstate School Leader Licensure Consortium (ISLLC) standards, were considered in developing of the seven North Carolina Standards for School Executives.
SOURCES OF EVIDENCE AND MEASURES	<p>Sources of evidence are derived from the principal’s self-assessment and feedback process. Feedback from a variety of sources should be collected, including the superintendent, assistant principal, teachers, school staff, community, and students. This evidence may be gathered by:</p> <ul style="list-style-type: none"> » Focus group discussions (teachers, parents, students, staff) » Interviews » Questionnaires » Agendas and meeting minutes » Surveys <p>Additional evidence could include:</p> <ul style="list-style-type: none"> » Degree to which school improvement plan strategies are implemented, assessed, and modified » Evidence of an effectively functioning, elected School Improvement Team » Results from the North Carolina Teacher Working Conditions Survey » Student achievement data » Curriculum planning data » Student dropout data » Teacher retention data » Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas » Record of professional development provided to staff and an assessment of its impact on student learning » Evidence of visible support from the parent community, e.g., Parent Teacher Association attendance, meeting agendas, bulletins

<p>SOURCES OF EVIDENCE AND MEASURES (CONTINUED)</p>	<ul style="list-style-type: none"> » Evidence of team development » Evaluation of classroom lessons » Work of Professional Learning Communities within and tangential to the school » Documented use of formative assessment instruments to impact instruction » Development and communication of goal-oriented personalized education plans for identified students, for example English for Speakers of Other Languages, exceptional children, special education students
<p>RATINGS</p>	<p>A rubric was developed to align with and exemplify the North Carolina Standards for School Executives to be used in conjunction with the standards descriptions. Principal performance is rated as follows:</p> <p>Developing: Principal demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.</p> <p>Proficient: Principal demonstrated basic competence on standard(s) of performance.</p> <p>Accomplished: Principal exceeded basic competence on standard(s) of performance most of the time.</p> <p>Distinguished: Principal consistently and significantly exceeded basic competence on standard(s) of performance.</p> <p>Not Demonstrated: Principal did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.</p>
<p>Implementation</p>	
<p>DIFFERENTIATION</p>	<p>Evaluation instruments were field-tested for assistant principals during the 2009-2010 school year. The State Board of Education approved the use of the evaluation process for School Executives for assistant principals in September 2010. An aligned instrument for use with instructional central office staff was field tested with the standards and evaluation process during the 2010-2011 school year. This instrument was approved for use in September 2011.</p>

<p>CONNECTION TO STUDENT ACHIEVEMENT</p>	<p>Student achievement data are required as evidence, including student testing data and student dropout data, and results of formative assessments.</p>
<p>EVALUATOR DETAILS</p>	<p>Evaluator responsibilities:</p> <ul style="list-style-type: none"> » Know and understand the North Carolina Standards for School Executives. » Participate in training to understand and implement the Principal Evaluation Process. » Supervise the Principal Evaluation Process and ensure that all steps are conducted according to the approved process. » Identify the principal's strengths and areas for improvement and make recommendations for improving performance. » Ensure that the contents of the Principal Summary Evaluation Report contain accurate information and accurately reflect the principal's performance.
<p>TOOLS, INSTRUMENTS, AND FORMS</p>	<ul style="list-style-type: none"> » Evaluation training PowerPoint » Timeline » Evaluation process graphic » Crosswalk between standards and recommended artifacts » Principal evaluation scenario » Rubric for Evaluating North Carolina Principals and Self-Assessment Form (Required) » Example of how to score the rubric » Principal Summary Evaluation Rating Form (Required)

<p>TOOLS, INSTRUMENTS, AND FORMS (CONTINUED)</p>	<ul style="list-style-type: none"> » Principal Summary Evaluation Worksheet (Optional) » Goal Setting Worksheet » North Carolina School Principal: Summary Goal Form » Mid-Year Evaluation: Progress Toward Achieving Goals (Required meeting; form online) » Principal Evaluation Process Documentation (Optional) » The North Carolina Standards and Their Practices (Includes very detailed description and potential artifacts for each standard) » Principal Directions Manual for North Carolina Educator Evaluation System (NCEES) Online Evaluation System** <p>(All materials except Principal Directions Manual are found in <i>North Carolina School Executive: Principal Evaluation Process Manual</i>. See sources at end of state.)</p> <p>(**Principal Directions Manual for NCEES Online Evaluation System can be found on the North Carolina Department of Public Instruction’s Professional Development website. See sources at the end of state.)</p>
<p>CHANGES IN PROGRESS</p>	<p>Student growth is currently cited as an important outcome for several standards evaluated by the Principal Evaluation Process. To further emphasize that student growth data are essential parts of the evaluation process, beginning in the 2010-11 school year, principal evaluations will be expanded to include an eighth standard, requiring specific documentation of a principal’s impact on student growth.</p> <p>After adoption of the student growth component in 2010-11, the definition of an effective principal will be an educator whose students’ growth (in the aggregate) meets expectations (one year of expected growth) and whose ratings on the other standards that comprise the North Carolina Educator Evaluation System are at the level of proficient or higher. The definition of a highly effective principal will be an educator whose students’ growth (in the aggregate) significantly exceeds expectations (more than one year of expected growth) and whose ratings on all other standards that comprise the North Carolina Educator Evaluation System are at the level of accomplished or higher. Failure to meet a certain performance level on any standard will result in a series of interventions that, if improvement does not occur, can end in dismissal.</p> <p>(Source: RTTT Application)</p>

Sources

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Principal Evaluation Policies and Practices: Ohio

Summary

The Ohio Principal Evaluation System (OPES) is a resource model with no required components that is available to districts to use as they find appropriate. It can be used in whole or part, in current or adapted form. It is designed to be research-based, transparent, fair, and adaptable to the specific contexts of Ohio’s districts (rural, urban, suburban, large, and small). The evaluation system comprises three broad components or dimensions, each of which is weighted equally: a goal setting process; a system of formative assessment and coaching; and measures of effectiveness based on multiple data sources.*

Policy Context	
SYSTEM DEVELOPMENT	In 2006-2007, using standards and research linking school leadership to student achievement and best practice, Ohio developed a state model to evaluate principals, the OPES, which is closely aligned with the Ohio Standards for Principals and Interstate School Leaders Licensure Consortium (ISLLC) standards. The OPES was developed collaboratively by Ohio superintendents, school administrators, higher education faculty, and representatives from Ohio’s administrator associations. In 2008-2009, the OPES was piloted in 19 districts statewide with more than 140 principals; evaluation results from the pilot were subsequently used to modify the OPES. In 2009-2010, efforts focused on scaling this work statewide. (Source: NASBE)
STATE AND DISTRICT RESPONSIBILITIES	The OPES is a resource model. Districts can implement all, parts, or none of it. It is recommended that there be consistency in use of whatever components are employed across all principals in the district.
Structure of the System	
PURPOSE	<p>The system was created to ensure:</p> <ul style="list-style-type: none"> » Professional growth through ongoing dialogue between principals and evaluators » Continuous improvement through fostering the growth of knowledge and skills over time » Quality assurance through ensuring high levels of effectiveness <p>Results are used for:</p> <ul style="list-style-type: none"> » Incentives

*All information is taken from the first source listed at end of this state, unless parenthetically noted.

PURPOSE (COUNTINUED)	<ul style="list-style-type: none"> » Placement » Dismissals » Professional development
FEATURES	<p>The system was designed to be:</p> <ul style="list-style-type: none"> » Fair and equitable » Research-based » Transparent » Understandable and easy to use for both principals and their evaluators » Adaptable to local conditions and needs (allows for tailoring work and targets of performance to the wide variety of contexts throughout the state – in terms of type of school, job assignment, career stage, or type of community) » Formative (developmental) and summative (evaluative)
COMPONENTS	<p>The evaluation system comprises three broad, equally weighted components:</p> <ul style="list-style-type: none"> » A goal-setting process in which standards-based goals are crafted, targets of performance are established, and sources of evidence are identified » A system of formative assessment and coaching that is based on examination of practice against the Ohio Standards for Principals and analysis of student learning data tied to achievement goals » Measures of effectiveness based on multiple data sources (student learning outcomes and skills and knowledge)
PROCESS AND TIMELINE	<ul style="list-style-type: none"> » Meet to establish goals and objectives for the evaluation period, including reviewing and discussing relevant data sources that inform the goals. » Meet to establish the action plans and evidence indicators to be used for formative and summative evaluation; review data collection requirements and establish a timeline for regular communication and feedback that includes face-to-face meetings.

<p>PROCESS AND TIMELINE (CONTINUED)</p>	<p>The recommendations for implementation are as follows:</p> <ul style="list-style-type: none"> » Schedule a minimum of two formative conferences (principal and evaluator) at routine intervals during the evaluation period. At the initial conference, the evaluator should lead a review of the evaluation process, discuss the expectations for both the employee and supervisor, and review the work associated with the goal-setting process. » Administer a 360-degree assessment and parent survey (optional). » Provide the principal with appropriate and timely feedback, resources, and guidance to assist the principal in achieving goals and objectives following conferences. » Formally observe the principal performing assigned duties during the evaluation year; include a pre- and post-observation conference. A written report to the principal describing areas of reinforcement and opportunities for refinement should follow the post-observation conferences. » Conduct a summative evaluation conference followed by a final written evaluation.
<p>ALIGNMENT TO LEADERSHIP STANDARDS</p>	<p>The OPES is tightly aligned and scaffolded with the Ohio Standards for Principals and ISLLC standards.</p>
<p>SOURCES OF EVIDENCE AND MEASURES</p>	<p>Fifty percent of the OPES is based on performance data, including impact on student indicators as demonstrated through value-added scores, student attendance, graduation rates, number of suspensions and expulsions, and percentage of all students in advanced placement classes. The other 50 percent reflects the demonstrated knowledge and skills based on the Ohio Standards for Principals. (<i>Source: Race to the Top Application</i>)</p> <p>Districts can choose from the following instruments:</p> <ul style="list-style-type: none"> » McREL's Balanced Leadership Profile » Vanderbilt's Assessment of Leadership in Education <p>Examples of evidence include:</p> <ul style="list-style-type: none"> » Indicators of student achievement (external and internal data sources) » School or district improvement plans » Customer satisfaction data » 360 assessment by teachers who are supervised by the administrator

SOURCES OF EVIDENCE AND MEASURES (CONTINUED)	<ul style="list-style-type: none"> » Self-assessment using Ohio Standards for Principals » Working Conditions Survey » Observations (sources may include walk-throughs, staff meetings, professional development meetings, an evaluation conference with a teacher or staff member, and/or analysis of student work samples)
RATINGS	A performance rating rubric, under development, will differentiate principal effectiveness using five rating categories (ineffective, developing, effective/proficient, highly effective/accomplished, distinguished). The performance rubric includes indicators that describe observable and measurable behaviors based on Ohio’s Standards for Principals for each of the five rating categories.
Implementation	
DIFFERENTIATION	The OPES allows for tailoring work and targets of performance to the type of school, job assignment, career stage, and type of community. (<i>Source: Ohio Department of Education PPT</i>) Modifications may also need to be made for assistant, associate, and vice principals. In those cases where assistant principals have a specialized area of responsibility (e.g., student discipline, curriculum) rather than the more general set of assignments associated with the principal, districts need to use only part of the system (e.g., the goal development process).
CONNECTION TO STUDENT ACHIEVEMENT	Indicators of student achievement, both internal and external, are considered.
EVALUATOR DETAILS	State implementation guidance suggests that in the first year of implementation districts focus on evaluator training and administration of OPES.
TOOLS, INSTRUMENTS, AND FORMS	<ul style="list-style-type: none"> » Professional Growth and Development Plan » Analysis of Student Learning Needs » Evidence Criteria » Performance Rating Rubric

<p>TOOLS, INSTRUMENTS, AND FORMS (CONTINUED)</p>	<ul style="list-style-type: none"> » Goal Setting Processes and Instruments: Self-Assessment on Ohio’s Standards for Principals, Analysis of Student Learning Needs, Goal Setting, Professional Growth Plan » Formative Assessment and Coaching Form » Summary Evaluation Form <p>(All are found in the <i>Ohio Principal Evaluation System Workbook</i>. See sources below.)</p>
<p>CHANGES IN PROGRESS</p>	<p>This system is currently in 140 schools and will be expanded through RTTT.</p> <p>Beginning in 2010-11, Ohio will collect and publicly report baseline data that include effectiveness ratings resulting from annual principal evaluations. RTTT’s goal is that by 2013-14, all participating districts and charter schools will have fully credentialed principal evaluation systems, and 90 percent of principals will be rated as effective, highly effective, or distinguished.</p> <p>Additionally, Ohio will identify multiple measures of student growth that will be a component in determining principal effectiveness ratings.</p> <p>RTTT districts have agreed to use the OPES model or design a local evaluation system aligned to state and federal criteria. Currently, the Ohio Department of Education and the Buckeye Association of School Administrators have launched a training for RTTT districts. Over 40 districts are involved, and there are plans to launch a second cohort in spring 2011.</p> <p>(Source: RTTT Application)</p>

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Principal Evaluation Policies and Practices: South Carolina

Summary

The South Carolina Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) provides guidance and resources to districts for principal evaluation and professional development. The South Carolina Department of Education conducted a three-year, statewide, collaborative process of developing nine performance standards that are research and standards-based, with evaluation criteria and rubrics for an evaluation instrument, and with statewide evaluator training as a key component. Research on the evaluation instrument provides evidence of reliability and validity. The evaluation is a year-long process of goal setting, data collection, and meetings with the supervisor/evaluator for feedback, coaching, and ratings. The process is focused primarily on professional development and improvement.*

Policy Context	
SYSTEM DEVELOPMENT	<p>Legislation for principal evaluation (1997, 2009) required the development of performance standards for school principals and a performance evaluation instrument. The South Carolina Department of Education conducted a three-year process to develop nine principal performance standards, evaluation criteria, and the PADEPP. The Department carried out a collaborative, statewide process to develop the process with a committee of practicing professionals, university faculty, the South Carolina Education Policy Center, community stakeholders, and job experts.</p> <p>The performance criteria for each standard were reviewed internally by the Department and in a statewide review by all district-level administrators. A pilot field study of the evaluation instrument was conducted to gather reliability and validity data and information about implementation, technical accuracy, and reactions to the instrument.</p> <p>The principal evaluation instrument was determined to be valid and reliable for measuring the degree to which a principal’s performance meets the state standards, according to <i>The Personnel Evaluation Standards</i> by the Joint Committee on Standards in Educational Evaluation (JCSEE). The system was also found to have significant benefits to participants in providing evaluation throughout the year, informing professional development about organizational learning, and prompting reflection on the requirements for improvement.</p>
STATE AND DISTRICT RESPONSIBILITIES	<p>The state requires districts to formally evaluate principals using the Performance Standards and Criteria for Principal Evaluation. In lieu of the state process, districts may request permission to use an alternative evaluation process that meets state requirements and national standards.</p>

*All information is taken from the first source listed at end of this state document, unless parenthetically noted.

Structure of the System	
PURPOSE	<p>The PADEPP is intended to:</p> <ul style="list-style-type: none"> » Guide districts in conducting formal and informal evaluations of principals. » Be used for a principal’s professional development planning and improvement. » Inform district decisions regarding re-employment, compensation, and promotion.
FEATURES	<p>The PADEPP has the following features:</p> <ul style="list-style-type: none"> » Focuses on professional development planning by the principal and supervisor » Aligns professional development plans with school improvement goals » Provides job-embedded guidelines for professional development activities providing evidence for evaluation and improvement » Identifies extensive written and online resources for professional development and system improvement » Provides research and evidence about the system and instrument meeting the national Personnel Evaluation Standards for educators » Provides guidance, orientation, and training about the evaluation process for principals and evaluators
COMPONENTS	<ul style="list-style-type: none"> » State Principal Performance Standards and Criteria » Orientation and Procedures/Assurance Forms, with a list of the major activities to be completed prior to and during the evaluation of the principal » Principal Evaluation Instrument with detailed rubrics for each of nine South Carolina Leadership Standards » Guidelines and rating forms (Independent and Consensus Summative Rating Forms) » Professional Development Guide with print and web-based resources and job-embedded development activities for each standard

<p>COMPONENTS (CONTINUED)</p>	<ul style="list-style-type: none"> » Principal Professional Development Plan and Directions » Evaluator training to collect and document data relative to a principal's performance; analyze the data to identify strengths and weaknesses; provide feedback, counsel, coach, and assist the principal to improve effectiveness; and formally evaluate the principal in a valid, reliable manner to make a summative judgment regarding the principal's performance
<p>PROCESS AND TIMELINE</p>	<p>The principal and evaluator meet for a minimum of three conferences annually:</p> <ol style="list-style-type: none"> 1. The principal receives orientation to PADEPP, standards and criteria, and state regulations. <ol style="list-style-type: none"> a) The evaluator meets with the principal to discuss the Principal Evaluation Instrument, procedures, and goals (by September 15 or within one month of hire date). b) The evaluator clarifies questions concerning PADEPP standards and criteria. c) The evaluator informs the principal of district expectations and requirements for data collection. 2. Progress Checks and Feedback – The evaluator meets with the principal to review progress toward goals and criteria. 3. A summative conference is held at the end of the year. <ol style="list-style-type: none"> a) Based on identified strengths and weaknesses and the school's strategic plan, the principal develops an annual Professional Development Plan (with the supervisor's approval of the principal's goals). b) At the completion of the evaluation process, the evaluator and the principal complete and sign the Principal Procedures/Assurance Form to document that the principal's evaluation has been conducted as required.
<p>ALIGNMENT TO LEADERSHIP STANDARDS</p>	<p>The statewide development process included review of Interstate School Leaders Licensure Consortium (ISLLC) standards and literature, resulting in adaptation of the six ISLLC standards and addition of three research-based standards.</p>

<p>SOURCES OF EVIDENCE AND MEASURES</p>	<p>The PADEPP Principal Evaluation Instrument recommends using multiple indicators including student achievement. Evaluation rubrics require evidence of activities that indicate performance on each standard, such as the following:</p> <ul style="list-style-type: none"> » Set and communicate high standards for curricular/instructional quality and student achievement. » Demonstrate proficiency in analyzing research and assessment data. » Ensure the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. » Observe staff and assist in the implementation of effective teaching and assessment strategies to promote student learning. » Monitor and evaluate the effectiveness of instructional programs to promote student learning development guidelines. <p>Professional development guidelines suggest activities with evidence and artifacts, such as the following:</p> <ul style="list-style-type: none"> » Analyze assessment data, identify performance gaps, and lead brainstorming sessions with teachers and/or parents to address gaps. » Conduct a validity study on stakeholders' perceptions of existing performance levels and student achievement. Compare these findings to hard data related to performance levels and student achievement. Address differences as warranted. » Develop in-school teams to work on areas of need identified through surveys, test data analysis, and other sources.
<p>RATINGS</p>	<p>A three-point rubric has performance descriptors for each standard: ratings of Exemplary, Proficient, and Improvement Needed.</p>
<p>Implementation</p>	
<p>DIFFERENTIATION</p>	<p>Individual goal setting and a data plan provide for differences in context and role.</p>

<p>CONNECTION TO STUDENT ACHIEVEMENT</p>	<p>The PADEPP rubrics provide general guidelines, such as the following:</p> <ul style="list-style-type: none"> » Demonstrates proficiency in analyzing research and assessment data » Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance
<p>EVALUATOR DETAILS</p>	<p>The South Carolina Department of Education provides superintendents and their designees with training to enable them to support and evaluate their first-year principals. Specifically, the training ensures that participants have the knowledge and skills necessary to collect and document data relative to a principal's performance; analyze the data to identify strengths and weaknesses; provide feedback to the principal in terms of the PADEPP performance standards; and counsel, coach, and assist the principal to improve effectiveness. Additionally, the training ensures that participants are prepared to formally evaluate the principal in a valid, reliable manner and to make a summative judgment regarding the principal's performance. The Department provides school districts with ongoing technical assistance in the form of training, consultation, and advisement.</p>
<p>TOOLS, INSTRUMENTS, AND FORMS</p>	<ul style="list-style-type: none"> » Performance Standards and Criteria for South Carolina Principal Evaluation » Evaluation Instrument with performance-based rubrics on each standard » Forms to organize and schedule activities and data collection (Principal Procedures/Assurance Form about orientation, formative conferences, progress check, and feedback) » Summative forms for independent and consensus ratings » Professional Development Plan Directions » Principal Professional Development Plan » Professional Development Guide with job-embedded development activities, print resources, and websites categorized by performance standards » Research evidence for different types of validity and reliability of raters and the system <p>All are found in the <i>Program for Assisting, Developing and Evaluating Principal Performance (PADEPP)</i>. See sources at the end of this state.</p>

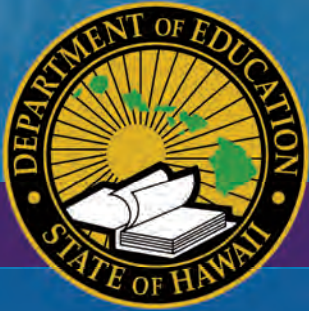
CHANGES IN PROGRESS

- » The state is implementing a new tiered licensure structure.
- » State regulation has been amended to provide data that inform principal preparation and inservice leadership programs about principal performance.

Sources

South Carolina Department of Education. *Program for Assisting, Developing and Evaluating Principal Performance (PADEPP)*. n.d. Retrieved December 1, 2010, from <http://www.scteachers.org/leadership/principalperformance.cfm>

Joint Committee on Standards for Educational Evaluation (JCSEE). (1988). *The Personnel Evaluation Standards*. Thousand Oaks, CA: Sage Publications.



2015-16

MANUAL FOR EVALUATORS AND PARTICIPANTS

Educator Effectiveness System



Message from the Superintendent

As we enter the third year of statewide implementation of the Educator Effectiveness System (EES), I congratulate you on the work you've done to enhance professional practice and student instruction to support the success of our keiki. On behalf of the Hawaii State Department of Education (HIDOE), thank you.

Input from teachers, administrators and other stakeholders led to a streamlined EES and differentiated supports based on performance for School Year 2014-15. Those efforts were well received by the field, as revealed in our EES Joint Survey with the Hawaii State Teachers Association (HSTA). (See bit.ly/DOEHSTAEES15.) Overall understanding of the EES improved across the board, nearly doubling those who have high understanding and cutting those who understand it poorly in half, according to the Ward Research survey. A majority indicated that setting learning goals and monitoring progress are important for improving teaching practice. We are very encouraged by this progress and will continue to make improvements.

Year Three offers an opportunity to reflect on our work and focus on professional growth. As you know, teaching is much more than imparting knowledge about subjects. Great teaching ignites curiosity, creativity and discovery. Looking at our teaching practices from various perspectives can only help improve our ability to connect with students, and inspire them to apply their knowledge and overcome challenges. We are committed to enhancing the profession and supporting teachers to innovate in their instructional practices.

The Department will continue to collaborate with educators and administrators to further improve the EES and refine the model for the 2016-17 school year. We are grateful for the work of the HSTA-HIDOE Joint Committee and the feedback from our principals and teachers. Mahalo for your commitment to student achievement, quality teaching, and professional growth.

A handwritten signature in black ink, reading "Kathryn S. Mata Yoshi". The signature is fluid and cursive.

KATHRYN S. MATA YOSHI
Superintendent of Education

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Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process that evaluates the performance of teachers in the Hawaii State Department of Education to determine how to best target supports for teacher growth and improvement. The Department developed and refined the EES over the course of 12 months of planning and a two-year pilot. The model has been further refined based on data and input collected from stakeholders during statewide implementation in the 2013-14 and 2014-15 school years. Driven by the Department's beliefs about the value and importance of continuous improvement, the EES provides teachers with constructive feedback and structures of support throughout the school year.

Design Values

Nothing matters more than effective teachers

Research has shown that highly effective teachers have a greater impact on student achievement than any other school factor. The EES aims to improve student and system outcomes by providing all teachers with the support they need to succeed. When teachers excel, students will thrive.

Teachers deserve to be treated like professionals

Professionals require evaluation systems that provide fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures, when possible, to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the Department needs to recognize excellence. The EES introduces a performance rating system that enhances effective instructional practices.

The Educator Effectiveness System is about growth

To reach its goals, the Department must invest in its teachers. The EES provides tools and data to help teachers become more effective. The EES supports teacher development by:

- **Clarifying Expectations** – To be effective, teachers and administrators must have a clear understanding of what constitutes successful teaching/system improvement. The multiple EES measures and performance rubrics will identify areas of strength and improvement for our teachers.
- **Providing Feedback** – The EES provides sources of regular feedback to teachers. Feedback is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data multiple times throughout the school year.
- **Driving Professional Development** – The EES data will help leaders determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. Providing specific feedback to teachers allows them to set goals and seek professional development aligned with their needs.
- **Valuing Collaboration** – Collaboration among teachers is critical. It builds common expectations of student and system outcomes and allows teachers to share best practices. The EES helps facilitate collaboration within schools and between schools by providing a common language and data set to use when talking about teacher practice, student achievement, school improvement, and system change. The Department encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and grade level teams to help teachers interpret EES.

Supporting the Evaluation Process

Committed to the design values, the Department recognizes the importance of partnering with stakeholders to continuously monitor and improve the process.

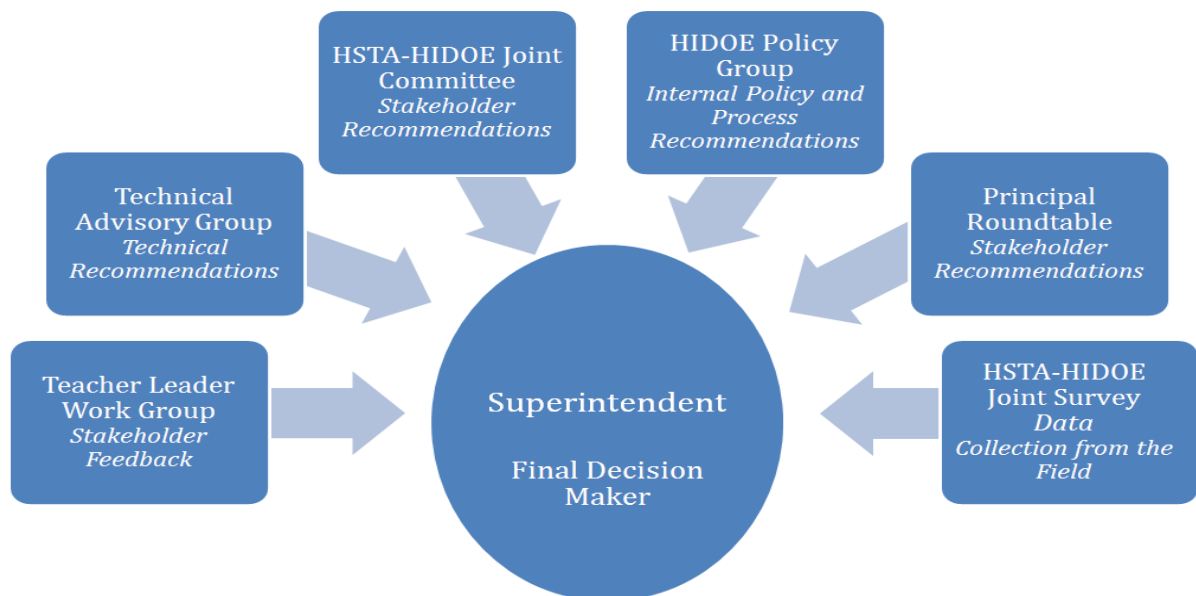
State Leads will:

- monitor the fidelity of the implementation of the evaluation process statewide;
- support the schools and complexes in successfully implementing and understanding the evaluation process;
- refine the EES based on data from the field, state initiatives, and feedback from educators;
- coordinate stakeholder engagement opportunities to gather and synthesize input;
- provide procedural safeguards such as the appeals process.

Complex Areas will:

- train staff and closely monitor implementation of EES in their individual schools, analyze data collected, and evaluate their own needs;
- address teachers' concerns and answer questions to help clarify instructions;
- contribute to shaping and refining the EES process to better meet the needs of teachers and students;
- target professional development needs to impact teacher effectiveness.

Input and Feedback



The Hawaii State Board and Department of Education's joint Strategic Plan laid the groundwork for the EES, and numerous stakeholders have contributed to system enhancements ever since. The collaboration of teachers, administrators, and other key community members has been essential to the development of the EES. Their efforts have helped to create a system that prioritizes student learning, promotes dialogue between evaluators and teachers, and provides educators with clear guidance on how to improve their teaching practice.

Since the beginning of the pilot in 2011-12 Hawaii educators have had a significant voice in revising the EES. The feedback has come in a variety of forms including survey responses and in-person conversations with both teachers and administrators. Continuous improvement has been based on feedback received from various stakeholders, including the Teacher Leader Workgroup, Technical Advisory Group, HSTA-HIDOE Joint Committee, HIDOE Policy Group, Principal Roundtable, Complex Area Superintendents, and the HSTA-HIDOE Joint Survey.

Feedback and input from educators are critical to informing the ongoing implementation of the EES. For more details on the ways in which the Department collects input, please refer to Appendix C: Stakeholder Input Groups.

Teacher Classification

The EES applies to all Bargaining Unit 5 (BU5) employees within the Department. BU5 employees fall into two broad categories: 1) Classroom Teachers and 2) Non-Classroom Teachers. The PDE³ system, which houses the evaluation data and generates a final effectiveness rating, will apply data to teachers depending upon the specified classification of either Classroom Teacher or Non-Classroom Teacher.

Classroom Teachers

Classroom teachers [CTs] are BU5 employees who plan, deliver and assess instruction for students.

Non-Classroom Teachers

Non-classroom teachers (NCTs) are BU5 employees who do not plan, deliver, or assess instruction for students as their primary responsibility. NCTs are professionals who may support students, educators, parents, and other members of the educational community either at a school, complex area, or state office. Each NCT function is critical to the overall system of supports required for successful student outcomes. Examples of NCT roles include curriculum coordinator, literacy coach, registrar, resource teacher, librarian, counselor, student services coordinator, student activities coordinator, technology coordinator, and department head or grade level chair.

Teachers with Multiple Roles

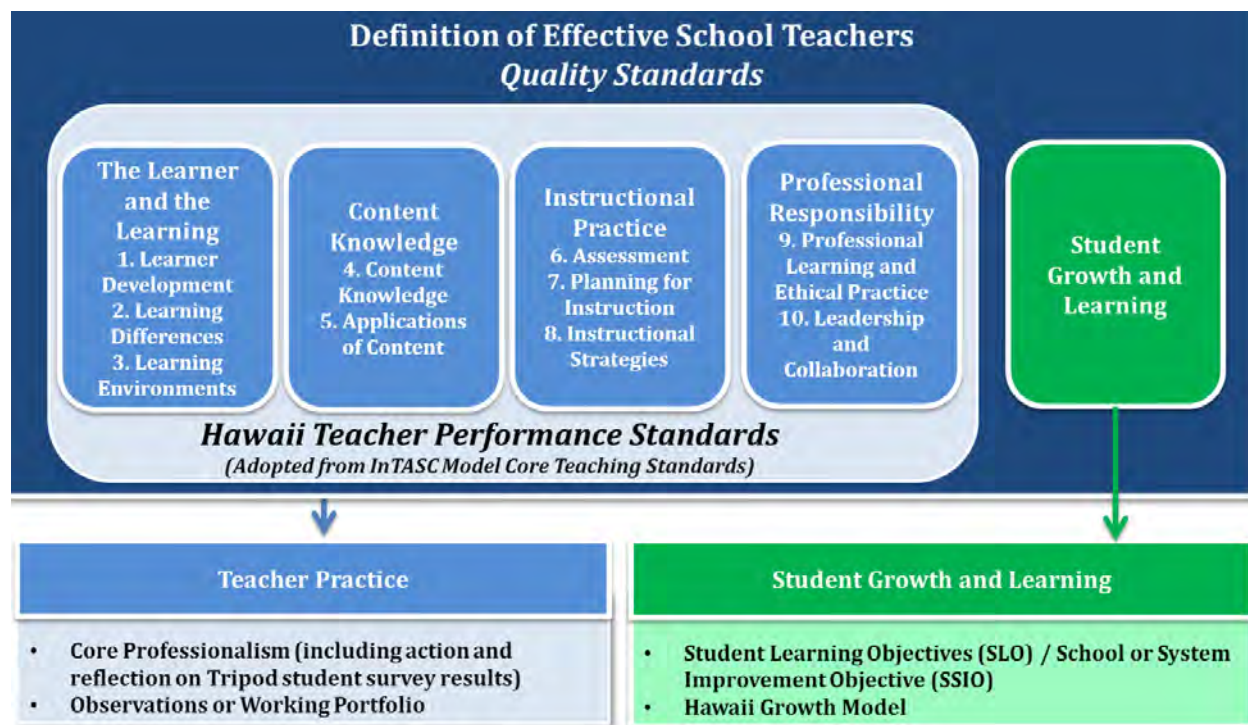
Some teachers may serve in multiple school roles. Teachers who have both classroom and non-classroom responsibilities need to work with their evaluator to decide which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. Teachers who perform these tasks on a limited basis but have other primary job responsibilities should be classified as NCTs. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on their evaluation.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards, which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. The EES measures are organized under two categories:

1. Teacher Practice
2. Student Growth and Learning

Hawaii State Board of Education Policy 2055 requires measures of Teacher Practice to account for 50 percent of a teacher’s annual effectiveness rating, with measures of Student Growth and Learning to account for the other 50 percent.



The specific combination and weighting of EES measures used to determine evaluation ratings differ depending on each teacher’s job classification. This is because different data are available for different teaching assignments.

The combination of measures will result in an annual Final Effectiveness rating of Highly Effective, Effective, Marginal, or Unsatisfactory.

Highly Effective - Demonstrates excellence in teacher practice and student/system outcomes that exceed expectations.

Effective - Demonstrates effective teacher practice and student/system outcomes that meet expectations.

Marginal - Needs improvement to demonstrate effective teacher practice and/or expected student/system outcomes.

Unsatisfactory - Does not show evidence of effective teacher practice or expected student/system outcomes.

Individual component ratings do not equate to the final effectiveness rating. Individual component ratings use different terminology (i.e. Distinguished, Proficient, Basic, etc.) because they are indicators of specific levels of performance on unique rubrics. The final effectiveness rating represents the combined performance on multiple measures.

PDE³ will be used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Differentiating EES to Meet Teachers' Needs

The differentiated process reflects the belief that teachers at different performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals. The EES applies differentiated evaluation measures and support based on teachers' final effectiveness rating from the previous year to help administrators manage time to coach and observe, and for teachers to prepare and reflect. All teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walk-throughs, which are all part of school improvement processes.

Every teacher will receive an annual performance rating based on a Comprehensive Evaluation. Teachers will generally fall into one of the following two categories:

Non-tenured teachers and teachers rated as less than Effective

Teachers rated this way in the previous year's evaluation participate in an Enhanced Comprehensive Evaluation.

Tenured teachers who received a rating of Effective or better in the previous year's evaluation

Teachers rated this way participate in alternating years of a Standard Evaluation and a Streamlined Evaluation. During the year in which tenured teachers participate in a Streamlined Evaluation, their previous year's final rating can be carried-over. If a tenured teacher does not have a final EES rating from the previous year, the teacher will participate in a Standard Evaluation (i.e. teachers that were on leave, finishing the former PEP-T evaluation, or other special circumstances).

Annual Comprehensive Evaluations

		Comprehensive Evaluations		
		Enhanced	Standard	Streamlined
		<ul style="list-style-type: none"> Any Overall Marginal Rating Teacher Any Non-Tenured Teacher regardless of previous year rating 	<ul style="list-style-type: none"> Tenured teacher with NO EES Rating from previous year 	<ul style="list-style-type: none"> Tenured teacher with Overall Effective or Overall Highly Effective Rating
Teacher Practice	Core Professionalism	Domain 4, and reflection and action on student survey results	Domain, 4 and reflection and action on student survey results	Reflection on student survey results during IPDP conference.
	Observation -OR- Working Portfolio	Two or more formal observations, or a Working Portfolio for Non-Classroom Teachers	One or more formal observations, or a Working Portfolio for Non-Classroom Teachers	Not required in PDE ^{3*}
Student Growth and Learning	Student Learning Objectives -OR- School or System Improvement Objectives	One SLO or SSIO	One SLO or SSIO	Not required in PDE ^{3*}
	Hawaii Growth Model	Teacher MGP or Schoolwide MGP if available	Teacher MGP or Schoolwide MGP if available	Reflection on MGP results during IPDP conference
Final Rating		New rating received	New rating received	Rating of Effective or better carried over from prior year

** Teachers will continue to set learning objectives, engage in data team processes, implement best practices in alignment with the Framework for Teaching, and participate in walkthroughs, which are all part of school improvement processes. However, documentation of SLOs/SSIOs and formal observations in PDE³ is not required for Streamlined Evaluation. See Appendix F: Comprehensive Evaluation Tracks 2015-16*

While a minimum of one observation will be required in the year of a Standard Evaluation, educators are encouraged to engage in multiple observation cycles to improve practice and determine an accurate picture of what is truly happening in the classroom. Administrators can approve or deny additional requests by teachers to conduct additional observations.

If a teacher participating in a Streamlined Evaluation demonstrates a documented performance deficiency (including, but not limited to concerning results in student surveys, Hawaii Growth Model, practices aligned with the Framework for Teaching, or their professional development plan), their administrator can move them to a Standard Evaluation immediately. Streamlined Evaluation does not mean a year off from evaluation.

In determining a final rating for a given year, nothing shall preclude HIDOE from using information and data from the previous year. For example, a teacher’s professional development plan in a Streamlined Evaluation can be used as ongoing evidence of growing and developing professionally for Core Professionalism the following year.

Schedule for Transitioning to Differentiated Comprehensive Evaluations

Non-tenured teachers and teachers rated as less than Effective will participate in an Enhanced Comprehensive Evaluation annually.

Tenured teachers who achieved a rating of Effective or better in the prior year’s evaluation will participate in a Standard Comprehensive Evaluation and a Streamlined Comprehensive Evaluation in alternating years.

OHR will publish additional specifics on the transition schedule for teachers who are tenured and received a rating of Effective or better in 2014-15, but it will generally follow the chart below. For 2015-16, these teachers will all participate in the Streamlined Evaluation.

Example Transition Chart : Tenured Teachers with Effective or Better EES Rating in 2014-15

	2015-16	2016-17	2017-18
“Group A”	Streamlined evaluation	Standard evaluation	Streamlined evaluation
“Group B”	Streamlined evaluation	Streamlined evaluation	Standard evaluation

Professional Development Plans

All teachers will develop and maintain a Professional Development Plan that identifies areas for targeted growth and learning. Completion of the learning opportunities within the plan will be considered a matter of professional responsibility. The plan can include a varied amount of conferences with an administrator depending on the type of plan.

For teachers rated as Effective or better: A teacher’s Individual Professional Development Plan (IPDP) can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning. The plan should be based on data such as the teacher’s past performance, student survey results, Hawaii Growth Model results, school goals, self-assessments of strengths and weaknesses, practices aligned with the Framework for Teaching, and any other sources of professional data. Examples of IPDPs could include the Highly Qualified Professional Development Plan, the Induction and Mentoring Growth Plan, or school-designed PD plan, among others.

Teachers will bring their IPDP to their Beginning-of-the-Year conference with their evaluator for discussion and approval. A Progress Check Conference can offer a formal opportunity to make any needed adjustments to the plan if necessary or establish an intervention plan if concerns arise. In addition to supporting quality reflective professional practice and improvement, the IPDP and related conferences can be used to validate the “carried over” rating or trigger intervention.

For teachers rated as less than Effective: In this case the development of the plan will be led by the principal or evaluator. This Principal Directed Professional Development Plan (PDPDP) must be approved within 30 instructional days from the start of the school year. The plan should include specific interventions and teacher expectations, as well as a timeline for improvements to occur.

Example Timeline of Professional Development Plans

	By end of 1 st Quarter Beginning Conference	By 1 st week of 2 nd Semester Progress Check (optional)	By middle of 4 th Quarter Ending Conference
Individual Professional Development Plan (IPDP)	<ul style="list-style-type: none"> Identify how the plan will be documented Review data Identify area(s) for targeted growth and learning Plan should be approved by the end of the first quarter 	<ul style="list-style-type: none"> Implement the plan and document the impact on teacher practice and/or student learning Deficiencies can trigger an intervention 	<ul style="list-style-type: none"> Completion of the plan is a matter of professional responsibility Submit evidence for completion before Ending Conference Discuss results and next steps of professional growth at Ending Conference
Principal Directed Professional Development Plan (PDPDP)	<ul style="list-style-type: none"> Identify which template will be used Use previous EES data to identify area(s) of targeted growth and learning as directed by evaluator Plan must be approved within 30 instructional days from the start of the school year (Single track schools: 9/10) 	<ul style="list-style-type: none"> Progress Check conference suggested to be completed by the first week of January but the principal may need to increase frequency of review based on individual teacher needs 	<ul style="list-style-type: none"> Teacher submits evidence for completion of plan prior to Ending Conference Progress on plan is used as evidence in the Core Professionalism measure Discuss results and next steps of professional growth at Ending Conference

Evaluation Conferences

Every teacher is unique, therefore support and development should not look exactly the same for everyone. It is imperative that teachers and administrators have opportunities for honest, data-driven conversations focused on promoting continuous improvement. Instead of meeting about each evaluation component separately, it is recommended that teachers and evaluators work together to schedule combined conferences for as many components as possible. While observation cycles typically require their own conferencing schedule, most of the other components in the EES can be discussed during a Beginning Conference, Progress Check Conference, and Ending Conference as described here.

Beginning Conference: This is a collaborative discussion about the teacher's past performance and plan for the year ahead. It is recommended that the topics of conversation include a teacher's professional development plan, Core Professionalism, Working Portfolio, Observation schedule, and SLO/SSIO plan as applicable. It is recommended to hold Beginning Conferences before the end of the first quarter.

Progress Check Conference (optional): If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. New sources of information about the teacher's practice such as Tripod Student Survey Results, walk-through data, Hawaii Growth Model data, or a change in the teacher's role could trigger a need to meet. Topics could also include the impact of new students on an SLO, progress on a Working Portfolio, or a needed adjustment to a teacher's professional

development plan. Additionally, concerns could be discussed if the teacher has documented deficiencies and an intervention is necessary.

Ending Conference: Teacher and evaluator review the summative feedback for Teacher Practice and Student Growth and Learning at the Ending Conference. Progress made with the teacher’s professional development plan should be discussed along with the teacher’s Final Effectiveness Rating for the school year.

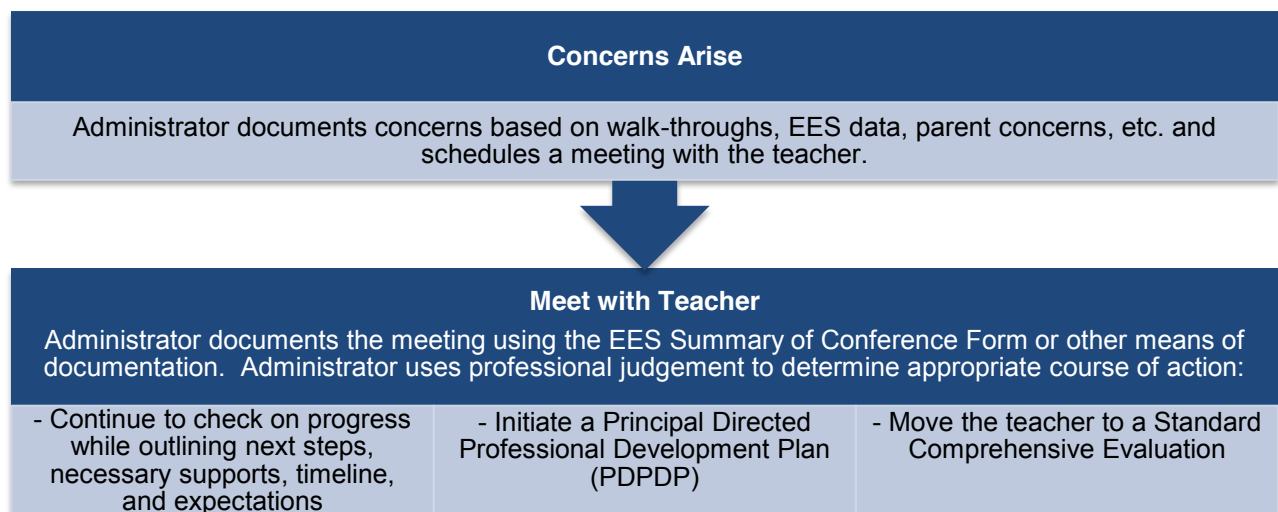
Supporting Teachers with Documented Deficiencies

The differentiated evaluation measures, which are based on a teachers’ prior effectiveness rating, reflect the belief that teachers at different performance levels deserve and require different types of feedback and support. However, in some cases, teachers may demonstrate documented deficiencies that can trigger an intervention for more support. Triggers for initiating an intervention can include, but are not limited to, observations, poor quality SLOs, low Tripod scores, poor student outcomes, parent concerns, or walk-through data. Administrators should document concerns as they arise and schedule a meeting with the teacher to discuss next steps.

One way to trigger more support is to initiate a Principal Directed Professional Development Plan that outlines supports and goals for improving a teacher practice. If a PDPDP is triggered in the middle of the school year, the plan needs to be approved within 30 days of being initiated. The placement of a teacher on a PDPDP should be documented in the Summary of Conference form. See Appendix G: EES Summary of Conference Form.

If a teacher participating in a Streamlined Evaluation demonstrates a documented deficiency, the administrator has the option to move them to a Standard Evaluation immediately. The final date to trigger a teacher to a Standard Comprehensive Evaluation will be the 23rd day of the Second Semester (Feb. 8, 2016).

The administrator should use their professional judgment to assess whether to initiate a PDPDP, a Standard Comprehensive Evaluation, or continue to check on the progress of the teacher while outlining next steps and expectations. The meeting and resulting decision should be documented using the Summary of Conference form. See Appendix G: EES Summary of Conference Form.



EES Training for All Teachers

Attendance for all required training sessions must be recorded in PDE³. Training and support should not be limited to the overviews, but rather ongoing and targeted to support individual needs.

All teachers must participate in an EES Orientation annually.

Topic	Provider	Purpose and Outcomes	Due Date
EES Orientation for SY2015-16	Administrator <i>(or State Office Director)</i>	Watch the EES Orientation Video and provide an overview of the performance evaluation system. Inform teachers about access to the tools, process, performance criteria, guidance manual, method of calculating the annual evaluation rating, and timelines	Must be conducted on an Administrative Directed day prior to the first day of instruction with students*

**With late-hires, training should be conducted as soon as possible, and prior to the teacher's engagement in evaluation components.*

EES Overview Trainings for Teachers New to EES

New participants of the EES must participate in the following basic training requirements.

Topic	Provider	Purpose and Outcomes	Due Dates
EES Teacher Practice Overview: Intro to the Framework for Classroom Observations/ Working Portfolios, Core Professionalism, and Tripod Student Surveys	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the Observation Protocol	Provide teachers with a basic understanding of the components within Teacher Practice, including but not limited to: <ul style="list-style-type: none"> • How the framework may enhance teaching and learning and support teachers' professional growth • Themes within the levels of performance and the focus components 	8/31 or prior to the teacher's first classroom observation
EES Student Growth and Learning Overview: Hawaii Growth Model and Writing Quality SLO/ SSIO	School level or Complex Area trainer	Provide teachers a basic understanding of the components within Student Growth and Learning, including but not limited to: <ul style="list-style-type: none"> • A meaningful learning goal; • An aligned assessment plan; • Rigorous expected targets; • Evidence-based, specific, and differentiated instructional strategies • Understanding Hawaii Growth Model 	8/31 or prior to the Beginning of Term approval date for SLOs/SSIOs

Implementation Deadlines

While many evaluation components have fixed dates, the ideal timing of classroom observations and conferences will vary for each teacher and each school. Teachers and evaluators should collaborate to complete all EES requirements given the constraints applicable to their school and situation. The deadlines shown here are for single-track schools. Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines. The contact list is available on the HDOE Intranet's EES site.

Deadline	Component	July
7/29 (or prior to the first day of instruction)	Training	EES Orientation SY2015-16 Training for all teachers during Admin Day
Deadline	Component	August
8/31 (or prior to starting EES evaluation)	Training	Overview Trainings for Teachers New to the Educator Effectiveness System
9/15-9/25	Tripod RV	Teachers in Grades 3-12 verify roster for Tripod Student Survey administration (see details in Appendix D: 2015-16 Tripod Student Survey Calendar)
Deadline	Component	September
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
9/10 (30 instructional days from the 1 st day of school)	PDPDP	Evaluators approve PDPDP for 2014-15 Less than Effective
Deadline	Component	October
10/2 or last day of 1 st Quarter	SGP, IPDP, Core Professionalism, IPDP Working Portfolio SLO/SSIO	Discuss applicable MGP scores during IPDP and Core Professionalism Beginning Conferences Teachers complete development of IPDP Working Portfolio Beginning Conference completed Evaluators approve Year-long SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve MidTerm First Semester SLO/SSIO (if applicable) in PDE ³
Deadline	Component	November
11/9-11/20	Tripod	Tripod Survey Window (see more details in Appendix D: 2015-16 Tripod Student Survey Calendar)

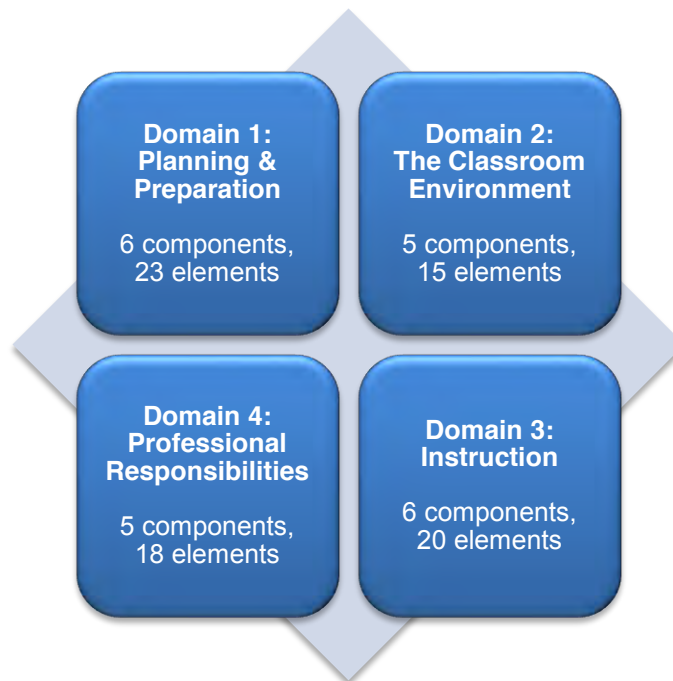
Deadline	Component	December
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18 or day following end of Semester 1	SLO/SSIO Observations	Evaluators finalize First Semester rating for observations and First Semester SLO/SSIO End-of-Term rating in PDE ³
Deadline	Component	January
1/26	SLO/SSIO	Evaluators approve MidTerm Year-long SLO/SSIO in PDE ³
Deadline	Component	February
2/8	EES Track	Evaluator deadline for moving a teacher from Streamlined to Standard Evaluation
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
Deadline	Component	March
3/24	SLO/SSIO	Evaluators approve MidTerm Second Semester SLO/SSIO in PDE ³
Deadline	Component	April
4/11-5/6	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See more details in Appendix E: 2015-16 SGP Calendar
Deadline	Component	May
5/6	Obs, WP, CP SLO/SSIO IPDP, PDPDP	Second Semester observations completed. Teachers close implementation for Working Portfolio, Core Professionalism, and 2 nd Semester or Year-long SLO/SSIO Teachers submit end-of-year reflection for PDPDP or IPDP
5/10	Obs, WP, SLO/SSIO, CP, IPDP, PDPDP	All Ending Conferences completed
5/20 (Single and Y tracks) 6/17 (R/B/G tracks)	Final Ratings for ALL COMPONENTS	Evaluators finalize and lock all relevant components in PDE ³ , including SLO/SSIO End-of-Term ratings, Observation ratings, Working Portfolio ratings, Core Professionalism ratings, and Final EES ratings. Teachers receiving Marginal or Unsatisfactory ratings must be notified by the principal by the 3rd Friday in May, 5/20 (for Single and Y tracks), or 3rd Friday in June, 6/17 (for Blue, Red, and Green tracks).

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Teacher Practice Measures

The EES measures are organized into two halves: Teacher Practice measures and the Student Growth and Learning measures.

The Teacher Practice measures are based on The Framework for Teaching developed by Charlotte Danielson, which organizes the complex work of teaching into 4 domains, 22 components, and 76 elements.



The Teacher Practice measures of the EES draw upon different Domains and Components of the Danielson Framework for Teaching depending on the purpose of the measure and the teacher classification. Teachers should have access to Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching*. The element-level rubrics found in the book's 2007 edition and the component-level rubrics found in the 2013 *The Framework for Teaching Evaluation Instrument* were consolidated into the Hawaii Adapted Framework for Teaching as a guide for evidence collection and evaluation within the EES.

Core Professionalism and Tripod Student Survey Reflection

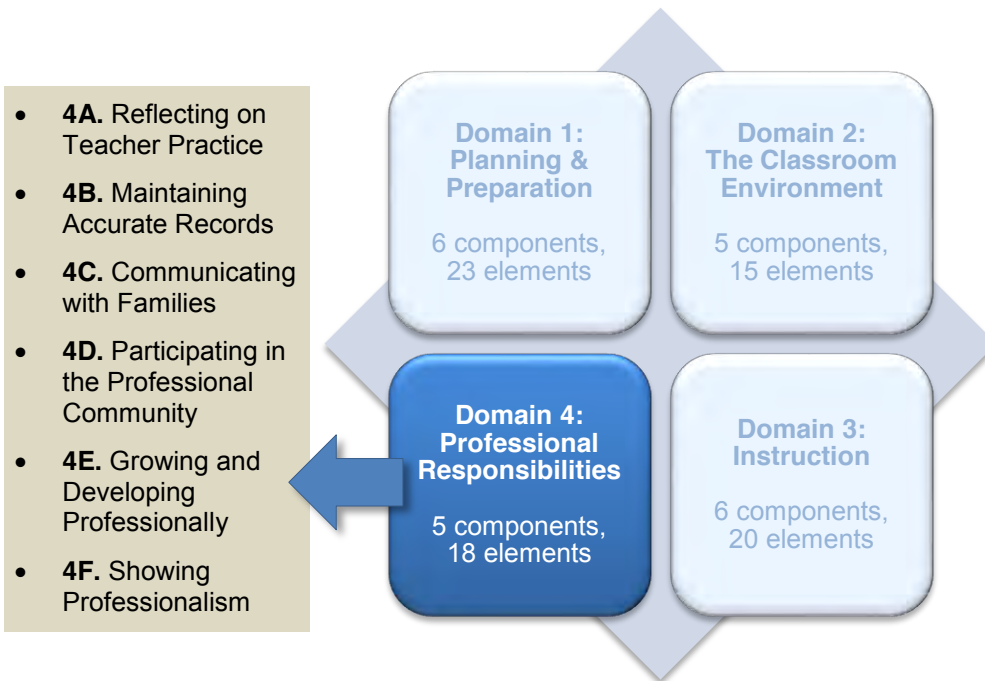
Core Professionalism encompasses the range of responsibilities and activities a teacher handles that are critical to students and schools. Throughout the school year, teachers engage in professional activities that positively contribute to the school culture.

Indicators for Core Professionalism

Core Professionalism consists of two primary indicators: (1) Domain 4 of the Framework for Teaching and (2) reflection and action to improve on Tripod Student Survey results.

1. Domain 4 of the Framework

The criteria and expectations for Core Professionalism are articulated in the Domain 4 rubric from the Hawaii Adapted Framework for Teaching. The domain level rubric provides more of a holistic picture of teachers' professional responsibilities.



2. Reflection and action to improve on Tripod Student Survey results

The Tripod Student Survey collects student perspectives about teaching and learning pertaining to a specific classroom. Teachers will verify one of their classes in grades 3-12 with a minimum of five students to be administered the survey during the roster verification process. Teachers who teach very small classes may need to survey multiple classes to reach this minimum. The survey instrument uses a suite of indicators that capture students' academic and social behaviors, as well as goals, beliefs and feelings on a Likert scale. The constructs are organized into the 7Cs described below. The 7Cs reinforce and provide additional information about teacher practice aligned with the Framework for Teaching.

Tripod 7 Cs	Example Indicators	Framework for Teaching Alignment
Captivate	<i>"I make lessons intellectually relevant and stimulating because they are important."</i>	2b, 3b, 3c
Care	<i>"Your success and well-being really matter to me in a serious way."</i>	2b, 2d, 3b
Challenge	<i>"I insist upon rigor—understanding, not just memorization—and your best effort."</i>	2b, 3b 3c
Clarify	<i>"I have multiple good explanations; when you are confused I will help you understand."</i>	3b, 3c, 3d
Confer	<i>"You must talk with me to help me understand your ideas and support your learning."</i>	2b, 3b, 3c, 3d
Consolidate	<i>"I summarize lessons and check for understanding to make learning coherent."</i>	2b, 3b, 3c, 3d
Control	<i>"Our class is orderly, on task and respectful, with learning as our first priority."</i>	2b, 2c, 2d

Process and Requirements

Teachers require different types of feedback, support and opportunities to grow as professionals, therefore the Core Professionalism process is expected to be individualized for each teacher. A Beginning-of-the-Year conference between the evaluator and teachers can help to clarify expectations and provide examples of evidence sources specific to individual schools or office contexts. Teachers should collect quality evidence

over the course of the year that demonstrates their performance in alignment with the various components of Domain 4.

The evidence collected should be focused on quality over quantity, and should reflect a sampling of professional practice throughout the year. Evidence collection should be *differentiated* to provide flexibility and options that reflect each teacher’s job responsibilities while supporting school, complex area and state priorities. The teacher and the evaluator can use the self-assessment sheet to determine a focus for evidence collection depending on the teacher’s individual areas of strengths and areas that indicate a need for growth.

Evaluators may also contribute to the pool of evidence (e.g. following school policies and procedures, participation in professional development, etc.) and must notify teachers when it is going to be used for evaluation purposes. Evaluators are responsible for clearly communicating submission of Core Professionalism evidence deadlines and clarifying expectations to their teachers.

Understanding Tripod Results

Tripod Student Survey results can be used as an opportunity for classroom teachers and evaluators to engage in professional dialogue about continuous efforts to improve teacher practice. The results from the Tripod Student Survey are shared with teachers in two primary formats: (1) a Favorability Report and (2) a Normal Curve Equivalent (NCE) score.

Favorability Report

After the survey results are processed, teachers will receive a favorability report through an email link sent directly from the vendor with instructions for online access. A minimum of five valid completed surveys is necessary to generate a report. To understand the Favorability Report it is essential to understand that when the students complete the surveys they mark one of five response options for each item.

The favorability percentage is the percentage of favorable responses to any 7C’s item within that construct. Neutral or unfavorable responses are not included in the percentage calculation. The percentage of favorable responses for each of the 7Cs is averaged to produce a Composite Favorability Percentage.

Normal Curve Equivalent (NCE) Score

Teachers will receive a Tripod scaled score through PDE³, also known as the Normal Curve Equivalent (NCE) score. The NCE score is an added facet for teacher reflection. All responses, not just the favorable responses are used to create the NCE score. The NCE score communicates how a set of results compared to other results from the same survey level across the state on a standardized metric from 1- 99.

Reflecting and Taking Action on Tripod Results

Once the teacher receives both a Favorability Report to understand how their students responded in alignment with the 7Cs, as well as their NCE score to understand how their scores compared relative to the typical responses within that grade span, the teacher should spend time reflecting on those results. Teachers are asked to identify one or more of the 7Cs as an area of focus and select a course of action to improve practice in alignment with that focus area. The teacher will present their evidence of reflection and action as one source of evidence for the Core Professionalism measure.

Key Deadlines for Core Professionalism

Key Deadlines		
9/15-9/25	Tripod RV	Teachers in grades 3-12 verify rosters for Tripod Student Survey administration (see Appendix D: 2015-16 Tripod Student Survey Calendar)
10/2	Core Professionalism	Beginning Conferences completed for all teachers

11/9-11/20	Tripod	Tripod Survey Window (See Appendix D: 2015-16 Tripod Student Survey Calendar)
2/25	Tripod	Teachers receive results for Tripod Student Survey, review the results, conduct reflection, and select actions for improvement. See more details in Appendix D: 2015-16 Tripod Student Survey Calendar
5/10	Core Professionalism	Ending Conference completed
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Core Professionalism in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Core Professionalism

Core Professionalism is viewed and rated holistically using the Domain 4 *Hawaii Adapted Framework for Teaching* rubric. Indicators are not rated individually and then averaged, but rather it is the evaluator's judgment of the preponderance of evidence. A single indicator may be important enough to influence the final Core Professionalism rating.

The level of performance assigned by an evaluator on the rubric is quantified using the following ratings:



Additional Resources for Core Professionalism

Login to the HIDOE Intranet EES website's Core Professionalism link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESCP> for the following resources:

- Core Professionalism Overview
- Hawaii Adapted Framework for Teaching Core Professionalism Domain 4 Rubric
- Core Professionalism Training
- Tripod Administration Resources
- Unpacking Tripod Results
- Additional Resources for Roster Verification

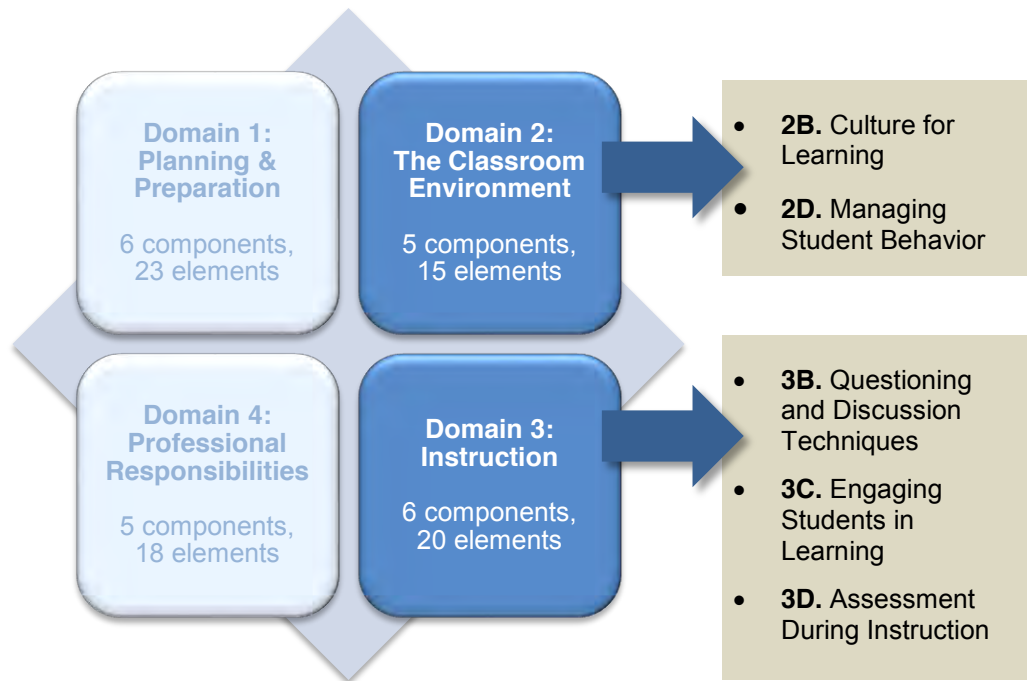


Observations

Observations and collaborative conferencing are critical to understanding and developing teacher practice.

Indicators for Classroom Teacher Observations

There are 11 observable components within Domain 2 (Classroom Environment) and Domain 3 (Instruction) of the Framework for Teaching. HIDOE has decided to focus on five observable components for classroom observations based on their alignment with our statewide priorities. The *Hawaii Adapted Framework for Teaching Rubrics* will be used to guide evidence collection and evaluations of these focus components.



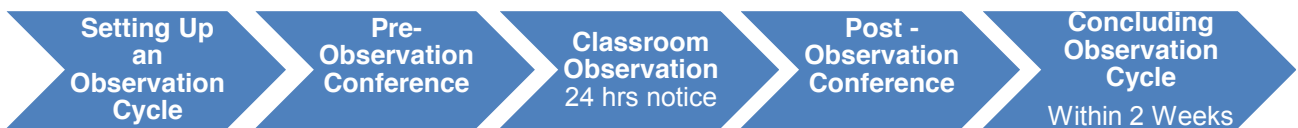
Indicators for Non-Classroom Teacher Observations

With administrator approval, NCTs can participate in observation cycles instead of the Working Portfolio. The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the *Hawaii Adapted Framework for Teaching* rubrics that pertain to Instructional Specialists, School Counselors, Library/Media, Classroom Teacher, etc. The five selected components must come from the observable Domains of the Framework, Domain 2 and Domain 3.

Process and Requirements for Observations

The observation cycle consists of five key steps, which must be completed by the same observer. The lengths of conferences and observations will vary depending on the context.

Sample Observation Cycle:



The expectation is that the evaluator and teacher work together to schedule dates and times for the entire observation cycle. The evaluator may select the most appropriate dates and times if the teacher and evaluator cannot agree. In this situation, a minimum of a 24-hour notice must be provided to the teacher prior to conducting an observation. If a cancellation is necessary, teacher and evaluator should give as much notice as possible. A new cycle will be necessary if the rescheduled observation is covering a new lesson.

Observers must be Educational Officers certified by the Department to conduct observations. Evaluators have the authority to determine the number of classroom observation cycles beyond the minimal observation requirement based on their professional judgment. If a teacher would like to request additional observations, the evaluator can approve or deny additional requests by the teacher to conduct additional observations. The following table shows the Classroom Observation Process,

Classroom Observation Process		
Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format of the pre-conference and necessary information that will be provided for the entire observation cycle. Dates must be documented in PDE ³ .	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Address the pre-conference questions in PDE³ and attach relevant lesson materials to provide context for the upcoming lesson Use an alternate set of questions or format with administrator approval. 	<ul style="list-style-type: none"> May select the most appropriate date and time, if the teacher and administrator cannot agree upon a date and time Provide a minimum of a 24-hour notice to the teacher.
Pre-Observation Conference	The purpose of the pre-observation conference is for the teacher to share lesson objectives and activities along with helpful information that provides context for the observation. Pre-observation conference may occur through email, WebEx, PDE ³ and/or other electronic formats. In situations where the teacher and administrator do not agree on the format, the pre-observation conference will default to face-to-face.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share lesson objectives and activities along with helpful information that will assist the observer, such as student characteristics Ask observer to collect specific data, if desired (e.g., "Can you track how many times I call on the boys compared to the girls in my class?"). 	<ul style="list-style-type: none"> Review the pre-conference materials submitted by the teacher in order to better understand the goals of the upcoming lesson Meet with the teacher face-to-face to ask questions rooted in the rubric and to discuss what will be used as evidence of learning.
Classroom Observation	The purpose of the classroom observation is to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the lesson discussed. After the observation, both teacher and observer should match evidence with components and analyze how the evidence aligns with the rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Carry out the lesson discussed Collect additional artifacts, such as student work samples, to bring to the post-observation conference. 	<ul style="list-style-type: none"> Collect objective evidence noting both student and teacher actions Speak with students during the lesson to gather additional evidence about their learning or typical classroom practice Share the evidence with the teacher, after the observation.
Post Observation Conference	The purpose of the post-observation conference is to engage teachers and administrators in professional conversations that promote quality teaching and learning. Post-observation conferences must occur face-to-face. Administrators must provide a copy of the observation notes to the teacher at least a day prior to the post-observation conference.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Participate in collaborative analysis about how evidence corresponds to component rubrics Submit additional artifacts to the administrator as evidence if a specific component from the lesson was not observable during the schedule observation. 	<ul style="list-style-type: none"> Facilitate an evidence-based discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching Discuss areas of strength and weakness and performance level demonstrated for each component. Record main points of collaborative analysis in PDE³ and select the most appropriate performance rating.
Concluding Observation Cycle	The purpose of concluding the observation cycle is to finalize and reflect.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Log in to PDE³ and complete the Teacher Post-Observation Conference Summary form Use form to reflect on the observation, the post-observation conference, identify strengths and weaknesses, and next steps. Document any concerns or additional information. 	<ul style="list-style-type: none"> Review the Teacher Post-Observation Conference Summary form after the teacher completes it Add additional comments as needed Finalize the observation cycle in PDE³ after the teacher has had a reasonable amount of time to reflect on the observation and feedback.

Key Deadlines for Observations

Key Deadlines		
12/18	Observations	Evaluators finalize First Semester Observation ratings (<i>when a teacher is participating in more than one observation cycle, the first observation cycle should be completed in the first semester to allow time for teacher growth in response to feedback.</i>)
5/6	Observations	Second Semester Observations completed. (<i>Late hires and other special circumstances might require both to be completed in the same semester.</i>)
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Classroom Observation Cycles in PDE ³ .

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for Observations

During a post-observation conference for each observation cycle, the observer assigns a final performance level rating for each of the applicable Framework for Teaching components. After all observation cycles are completed, the individual component ratings (five from each observation) will be averaged and quantified using the performance level scoring scale. The final observation rating will be a number from zero to four that is produced by averaging the scores from all of the component level ratings.



Additional Resources for Observations

Login to the HIDOE intranet EES website's Classroom Observations link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESCO> for the following resources:

- Framework for Teaching Smart Card
- Hawaii Adapted Framework for Rubrics
- Overview Training
- Observation Process Videos



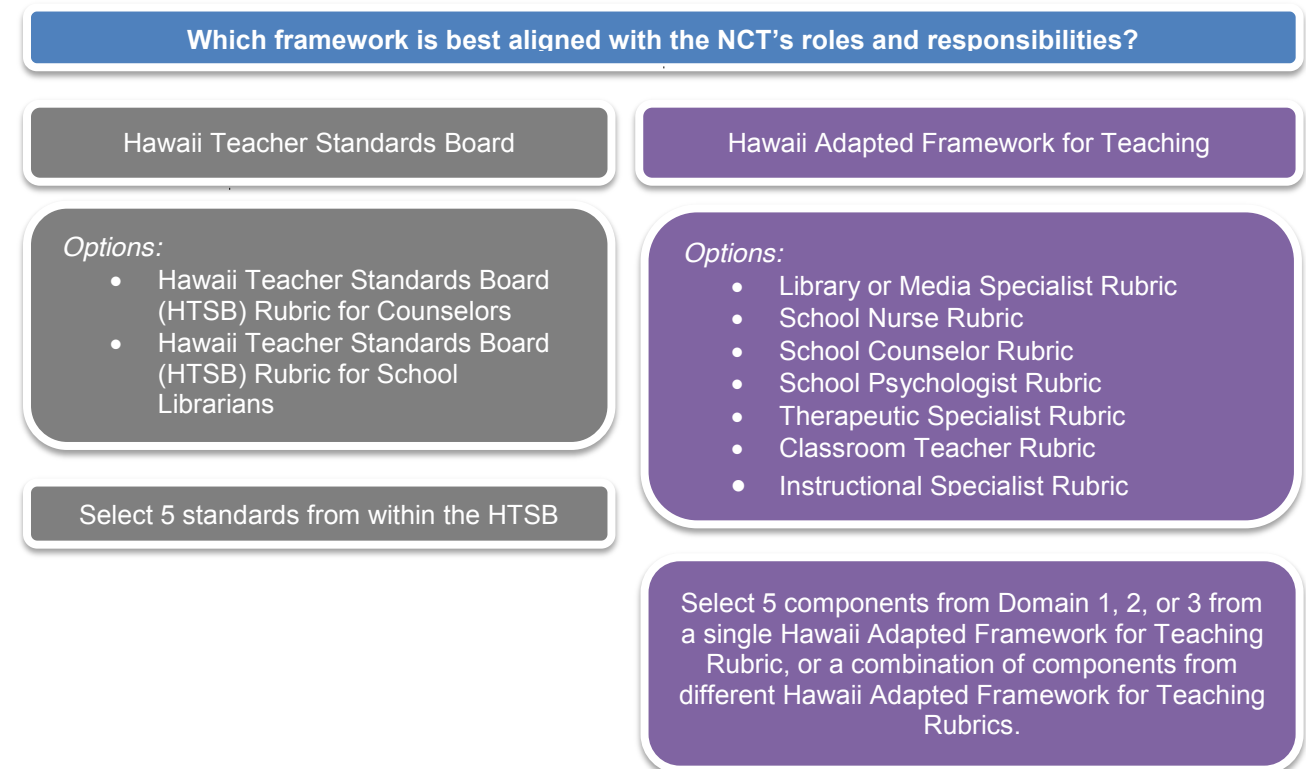
Working Portfolio

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a Working Portfolio (WP) in place of Observations. WPs provide a method of documenting a teacher's practice by collecting and presenting quality evidence of meeting performance standards articulated by the *Hawaii Adapted Framework for Teaching* or the Hawaii Teacher Standards Board's (HTSB) Performance Standards for School Librarians and School Counselors. The collection of evidence is the responsibility of the NCT. The evaluator may participate in collecting evidence. The evidence may be compiled in physical or electronic formats as agreed upon by the evaluator.

Indicators for Working Portfolios

NCTs should work with their evaluators to first select either the *Hawaii Adapted Framework for Teaching* or the HTSB-approved professional standards for Librarians and Counselors. NCTs are recommended to choose the framework that best aligns to their job roles and responsibilities. Use of multiple frameworks is not recommended unless the NCT has multiple job responsibilities that are not captured by a single framework. When using the *Hawaii Adapted Framework for Teaching*, the NCT and evaluator may compile a combination of components from Domains 1, 2, or 3 from different rubrics if necessary to best reflect the NCT's primary job responsibilities. It is not appropriate to combine some components from the *Hawaii Adapted Framework for Teaching* and some standards from the HTSB because the two frameworks employ different organizational structures. If the NCT and the evaluator cannot agree, the evaluator will select the most appropriate rubric and components.

Decision Making Chart for Selecting Working Portfolio Components:



Process and Requirements for Working Portfolio

Working Portfolio Process		
Beginning Conference Complete by the end of the 1st Quarter. If NCT assumes position after 1 st quarter, conduct Beginning Conference as soon as possible.	The purpose of the Beginning Conference is to select and approve the five components in a collaborative process between the evaluator and NCT, confirm that the rubric and components meet the Framework and Component Selection Criteria, and discuss and set clear expectations for what types and sources of evidence will be considered high quality and in alignment with the Evidence Selection Criteria.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> In preparation for the Beginning Conference, download the appropriate WP rubric from the HIDEOE intranet site (see Additional Resources), complete the Beginning Conference questions in PDE³, and identify the proposed framework, components, and sources of evidence. 	<ul style="list-style-type: none"> In preparation for the Beginning Conference, confirm NCT roles/responsibilities and review the NCT's responses to the beginning conference questions. Document approved framework and components for evidence collection on PDE³. Document date of Beginning Conference in PDE³.
Evidence Collection	The purpose of the Evidence Collection is to gather and document quality evidence connected to the components that demonstrate the typical practice of the NCT over the course of the year.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement strategies to gather multiple types of evidence for each component. Document evidence in PDE³ or use the Evidence Submission Form to document hard copy evidence. 	<ul style="list-style-type: none"> If needed, collect supplemental evidence and share with the teacher.
Progress Check Conference (Optional)	The purpose of the optional Progress Check is to review the progress made, verify if revisions are necessary, and repeat Beginning Conference process for any revisions to the components or types of evidence collected.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Conference with evaluator as needed. Share evidence/justification for revisions. 	<ul style="list-style-type: none"> Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE³.
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the Working Portfolio and discuss areas of strength, identified areas for growth, and next steps.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Organize and submit evidence for evaluator's review prior to the Ending Conference. If physical evidences are used, attach the Teacher Evidence Submission Forms. If PDE³ is used, submit descriptions online. Explain evidence alignment to rubric. 	<ul style="list-style-type: none"> Schedule conference date and time with NCT and document in PDE³. Review the evidence collected prior to the Ending Conference. Document Evidence and Ending Conference Collaborative Analysis steps in PDE³ as appropriate. Determine ratings for each component.
Final Summary	The purpose of the Final Summary is to document reflections of the WP process within the Ending Conference Summary in PDE ³ .	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Respond to the Ending Conference Summary prompts within PDE³. 	<ul style="list-style-type: none"> Review and respond to the NCT's reflection, as necessary, in PDE³. Lock rating in PDE³.

Framework and Component Selection Criteria

The selection of a Framework and five components should be based on the criteria below:

- **Reflective of the NCT's primary role and responsibilities**
Although many components or standards in a framework are important, selection of components or standards should reflect significant work required to successfully accomplish the NCT's primary responsibilities.
- **Measureable by multiple types of evidence**
NCT's performance for each component and standard can be captured by more than one type of evidence.
- **Reflect variety**
The components may be derived from Domains 1, 2 and/or 3. Do not include Domain 4 because it is captured in Core Professionalism. Librarians and Counselors using HTSB approved Professional Standards are to select five standards from the framework.

Evidence Selection Criteria

The selection of evidence is based on the following criteria:

- **Clearly connected to one or more of the components**
The evidence reflects the results of at least one of the selected components. (The Danielson Group has suggested that all evidence has a component of "best fit" and might be used as evidence for up to two components.)
- **Use of multiple types of evidence**
It is best practice to provide more than one type of evidence to support the NCT's performance for each component.
- **Evidence demonstrates the typical practice of the NCT**
Evidence of performance is captured over the course of the year and not just in an isolated instance.
- **Quality versus Quantity**
Purposely select evidences of high quality aligned to the component as compared to an overabundance of mediocre-quality evidences to yield the best evaluation result.

Observations as a type of evidence for the Working Portfolio

The evaluator and NCT may choose to supplement the WP with observation data of the NCT. These observations:

- Are not formal observation cycles since the evaluator merely chooses to supplement the WP evidence, not replace it.
- Do not require a formal pre- or post- observation conference.
- Require 24-hour notice prior to the observation.
- Require feedback provided to the NCT within two weeks.
- May include verbatim scripting of comments, statements of observed behavior, numeric information, and/or descriptions of the environment.

Key Deadlines for Working Portfolio

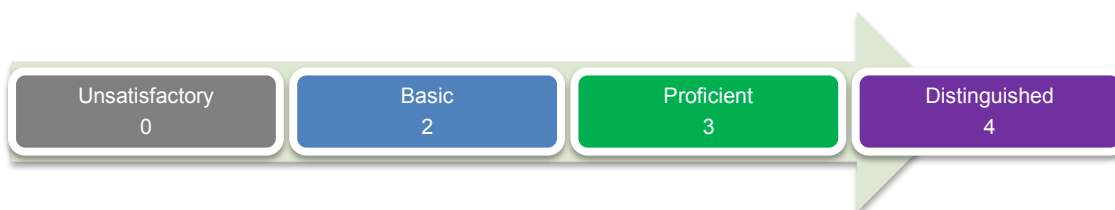
Working Portfolio Key Deadlines		
10/2	Working Portfolio	Working Portfolio Beginning Conferences completed by the end of 1 st Quarter. If NCT assumes position after 1 st Quarter, conduct Beginning Conference as soon as possible.
5/6	Working Portfolio	Teachers close implementation of Working Portfolio
5/20	Final Ratings for all components	Evaluators finalize and lock all relevant components for Working Portfolios in PDE ³ .

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for Working Portfolio

The levels of performance described by the various rubrics are: Unsatisfactory, Basic, Proficient, and Distinguished.

During the Ending Conference, the evaluator assigns a performance level rating for each of the applicable components incorporated into the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from 0 to 4 that is produced by averaging the scores from all five-component ratings.



Additional Resources for Working Portfolios

Login to the HIDEO Intranet EES website's Working Portfolio link:

<https://intranet.hawaiipublicschools.org/sixstrategies/EESWP> for the following resources:

- Frequently Asked Questions (FAQs)
- Hawaii Adapted Framework for Teaching Rubrics
- Hawaii Teacher Standards Board (HTSB) Professional Standards for Librarians and Counselors
- Help Document on Formatting an Individualized Rubric
- Teacher Evidence Submission Form
- Overview PowerPoint
- WP Beginning Conference Questions



Student Growth and Learning

Student Learning Objective and School or System Improvement Objective

SLOs contain long-term academic goals that teachers set for students at the start of a course or semester. These targets shall be specific, measurable, informed by initial readiness evidence, aligned to state or national standards, and specific to the grade level, department or discipline taught. Thus, SLOs should reflect the most important learning specific to the course or subject and grade for the semester or year.

The School or System Improvement Objective (SSIO) is similar to SLOs and serves as an alternate option for non classroom teachers (NCTs). All classroom teachers (CTs) must complete an SLO. An NCT may complete an SLO or an SSIO. An NCT who works directly with students or teachers on acquiring new or improved learning should complete an SLO. An NCT who might not work directly with students but instead work toward school or system improvements may choose to complete the SSIO instead of the SLO. The evaluator and teacher collaborate to determine if an SLO or SSIO is most appropriate. However, if an agreement cannot be reached, the evaluator may select the most appropriate process. Development of the SSIO is an opportunity to set clear goals targeted for school or system improvement and should be approached as a process that engages the NCT in creative problem solving, monitoring of school/school systems, and having rich dialogue with teachers and evaluators.

Indicators for SLOs and SSIOs

An SLO/SSIO is comprised of four key components, outlined in the template and in the Rubric for Rating the Quality of SLO/SSIO.

1. **Learning Goal:** In an SLO, a Learning Goal is a description of what a student should know or be able to do at the end of the instructional term, based on the appropriate instructional standards and curriculum. In an SSIO, the Learning Goal will be based on the appropriate professional standards and will describe what is to be achieved by the end of the semester/year.
2. **Assessments:** In an SLO, the Assessment(s) should be a standards-based, high quality measure using clear criteria or rubrics to evaluate student achievement. In an SSIO, the assessment should be based on high quality measures using clear criteria or rubrics to evaluate the degree to which the expected target was achieved.
3. **Expected Targets:** Expected Targets should identify the expected outcome by the end of the term. CTs will document the readiness level, expectations, and end result for individual students on the Expected Target Record Sheet. NCTs will document the starting point and end results. In an SSIO, targets should be SMART (Specific, Measurable, Attainable, Relevant and Time Bound) and described with data sources for identifying baseline, progress, and end point.
4. **Instructional Strategies:** In an SLO, Instructional Strategies are appropriate and evidence-based, comprehensive in addressing all learner needs, and specific to different aspects of the Learning Goal.

Process and Requirements for SLOs and SSIOs

The SLO/SSIO process is integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. Teachers must complete one SLO/SSIO for approval and implementation. Failure to complete an SLO/SSIO shall result in a “0” rating. ONLY an approved SLO/SSIO shall be implemented. All NCTs will have the option of using either an SLO template or a parallel SSIO template. The following chart details both processes.

SLO/SSIO Process		
Writing the SLO/SSIO	The purpose of writing the SLO/SSIO is to identify prioritized needs for instructional planning, progress monitoring and rigorous goal setting that impact student growth.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Reference the SLO/SSIO Technical Guidance and Planning Document. Determine priority curricular area for setting Learning Goal, choosing Assessments, determining Expected Targets and Instructional Strategies. Use baseline data to determine readiness level. Develop teacher-generated success indicators for SSIOs. Submit the SLO (with the Expected Target Record Sheet) or SSIO for approval. 	<ul style="list-style-type: none"> Ensure SLO/SSIO processes and expectations are implemented by teachers in preparation for the approval deadline. Assist teachers in collecting data, analyzing it, and identifying priority area(s). Set schedule for Beginning-of-Term Conference. Review submitted SLO with the Expected Target Record Sheet, or SSIO.
Beginning of Term Conference	The purpose of the Beginning of Term Conference is to review and discuss the SLO/SSIO as submitted.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Share rationale for the Expected Targets using the prepared SLO/SSIO documents and the Rubric for Rating the Quality of SLO/SSIO. 	<ul style="list-style-type: none"> Facilitate discussion using the Rubric for Rating the Quality of SLO/SSIO and provide feedback. Establish next steps and due dates for any required changes. Document Beginning of Term Conference in PDE³.
SLO/SSIO Approval All components must be acceptable for approval Only Approved SLOs may be implemented Incomplete SLOs will result in zero ratings		
Implement and progress monitor SLO/SSIO	Teacher	Evaluator
	<ul style="list-style-type: none"> Implement appropriate strategies of the approved SLO/SSIO. Monitor student learning and progress towards goal. Collect and organize data. If adjustments to SLO/SSIO and Expected Target Record Sheet is needed: <ul style="list-style-type: none"> schedule a Middle-of-Term Conference with the evaluator resubmit SLO with Expected Target Record Sheet or SSIO for approval. (i.e. include new students and exited students). 	<ul style="list-style-type: none"> Monitor and support teachers during implementation. If necessary collaborate with teacher to schedule a Middle-of-Term Conference. Review any requested revisions on the submitted SLO with the Expected Target Record Sheet, or SSIO.
Middle of Term Conference (if applicable)	The purpose of the optional Middle of Term Conference is to discuss changes to the original SLO/SSIO due to extenuating circumstances, new/exited students, and the data collected to gauge the current level of progress for the SLO/SSIO.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Collaborate with evaluator to make adjustments to the SLO/SSIO. Make necessary adjustments for approval. 	<ul style="list-style-type: none"> Collaborate with teacher to review and make adjustments to the SLO/SSIO. Approve the SLO/SSIO revisions. Document Middle-of-Term Conference in PDE³.

SLO/SSIO Middle-of-Term Approval All components must be acceptable for approval Only Approved SLOs may be implemented		
Compile and reflect on Outcomes	Teacher	Evaluator
	<ul style="list-style-type: none"> Continue to implement appropriate strategies, refine practice, and reflect on performance. Collect, compile and analyze assessment data and target information. Complete End-of-Term reflection questions. Submit final evidence including record sheet and reflection along with other supporting documents. 	<ul style="list-style-type: none"> Monitor and support teachers with implementation. Schedule End-of-Term Conference with teacher. Review SLO/SSIO, Expected Targets Record Sheet, End-of-Term reflection questions and any supporting documents.
End of Term Conference	The purpose of the End-of-Term Conference is to discuss the data collected, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric.	
	Teacher	Evaluator
	<ul style="list-style-type: none"> Discuss the data collected using the SLO/SSIO Rubric for Rating the Quality of SLO/SSIO. Reflect on practice to determine next steps. 	<ul style="list-style-type: none"> Facilitate discussion about the data, supporting documents, attainment percentage, and rating based on the SLO/SSIO Rubric. Document End-of-Term Conference in PDE³. Lock rating in PDE³.

Special Considerations

Teachers who teach students in an alternative learning setting, both on or off-campus (e.g. High Core, Kapolei Complex Alternative Center, Hale O Ulu), may consider NCT options. The teacher and evaluator work together to determine if an SLO or SSIO is most appropriate. If the teacher and evaluator cannot agree, the evaluator may select the most appropriate focus. In cases where the applicability of the type of SLO is in question, consider the following guiding questions:

- Is the teacher responsible for instructing a group of students?
- Does the teacher have a consistent group of students within an interval of instruction (at least a quarter)?
- Does the teacher have adequate contact time or instructional minutes for a group of students?
- If the replies to the above questions are “no,” then the teacher and evaluator may consider setting goals related to job responsibilities (NCT). Under special consideration, certain provisions may be added to cover teachers who have students that are intellectually disabled, medically fragile, or non-verbal.
- In cases where teachers have a very small class size (e.g. less than 10) that addresses drastically individualized student needs (e.g. medically fragile), teachers and evaluators have options to consider depending on the context of the class:
 - Create different SLOs for each student, upload one in PDE³, and keep the rest electronically or as a hard copy. SLOs may integrate Individualized Education Plan goals and objectives.
 - Create a common Learning Goal such as: Students will apply knowledge and skills of verbal and nonverbal language to communicate effectively in various situations, one-to-one, in groups, and for a variety of purposes. The Expected Targets will vary for each student.

Key Deadlines for SLOs and SSIOs

Semester 1 SLO/SSIO Key Deadlines		
9/4	SLO/SSIO	Evaluators approve First Semester SLO/SSIO in PDE ³
10/23	SLO/SSIO	Evaluators approve Middle-of-Term First Semester SLO/SSIO in PDE ³
12/3	SLO/SSIO	Teachers close implementation of First Semester SLO/SSIO
12/18	Final Rating	Evaluators finalize First Semester SLO/SSIOs End of Term rating in PDE ³

Semester 2 SLO/SSIO Key Deadlines		
2/19	SLO/SSIO	Evaluators approve Second Semester SLO or SSIO in PDE ³
3/24	SLO/SSIO	Evaluators approve Middle-of-Term Second Semester SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Second Semester SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Second Semester SLOs/SSIOs in PDE ³

Year-long SLO/SSIO Key Deadlines		
10/2	SLO/SSIO	Evaluators approve Year-long SLO/SSIO in PDE ³
1/26	SLO/SSIO	Evaluators approve Middle-of-Term Year-long SLO/SSIO in PDE ³
5/6	SLO/SSIO	Teachers close implementation of Yearlong SLO/SSIO
5/20	Final Ratings for All Components	Evaluators finalize and lock all relevant components for Year-long SLOs/SSIOs in PDE ³

Multi-track schools need to consult the Complex Area EES Contact person for adjusted implementation deadlines.

Rating Calculation for SLOs and SSIOs

During the End-of-Term Conference, the evaluator assigns a final rating for each SLO/SSIO. An incomplete SLO/SSIO will result in a zero rating. Some possible reasons for an incomplete SLO/SSIO may include failure to revise the SLO/SSIO to meet the acceptable indicators of quality, or not completing an SLO/SSIO. Teachers who have an incomplete SLO/SSIO due to an approved leave or a change in position in the middle of the year will not be penalized.

SLO/SSIO ratings are quantified as follows:

Highly Effective: 4

Effective: 3

Developing: 2

Ineffective: 1

Incomplete: 0

Additional Resources for SLOs and SSIOs

Login to the HIDOE intranet EES website's SLO/SSIO link:

https://intranet.hawaiipublicschools.org/sixstrategies/EES_SLO for the following resources:

- SLO and SSIO Overview including Frequently Asked Questions (FAQs)
- SLO and SSIO Rubrics
- CT and NCT Training Resources
- SLO Calibration Module
- CT and NCT Documents
- Teacher Evidence Submission Form
- SLO Supporting Resources
- Acceptable Quality Sample Bank



Hawaii Growth Model

The Hawaii Growth Model makes up one of the two EES measures designed to capture student growth and learning for classroom teachers and school-level NCTs. In the 2014-15 school year Hawaii transitioned to the Smarter Balanced Assessment (SBA) for calculating Student Growth Percentile (SGP) scores. Teacher Median Growth Percentile (MGP) and School wide English Language Arts (ELA) MGP will be posted in PDE³ during the Fall Semester. Because of the timing for scoring the SBA and calculating SGP results, the scores are incorporated into EES one year after they are calculated. The 2014-15 SBA results will be used in a teacher's 2015-16 EES.

Indicators for the Hawaii Growth Model

Student Growth Percentile (SGP)

Student Growth Percentile (SGP) indicate how well a student has progressed compared to others that have demonstrated similar academic performance in the past. This allows all students to have the same chance of attaining high or low SGP scores each year, regardless of their prior performance.

The Hawaii Growth Model is a normative model that ranks each student's state assessment score within a content area against students with similar score histories (academic peers). The SGP resulting from this analysis helps to determine how much a student has progressed within a given year compared to other students with a similar scoring history. An SGP will be generated only if the student has a minimum of two state assessment scale scores from consecutive grade levels in the given subject area. SGPs are not produced for students who repeat a grade, skip a grade, or take alternative assessments.

Median Growth Percentile (MGP)

Median growth percentiles (MGPs) are used to summarize the growth performance for groups of students. MGPs are calculated by finding the midpoint SGP value for all the students in a specific group. For the Hawaii Growth Model, groups of students are defined as either a classroom or an entire school. Medians (middle) are more appropriate than means (average) because medians are less affected by outliers.

Process and Procedures for the Hawaii Growth Model

All school-level teachers will receive a student growth score from the Hawaii Growth Model. Teachers in grade 4-8 English Language Arts (ELA) and Math will receive a Teacher MGP that accounts for 25% of their rating, while the rest of school level teachers will receive a School-wide ELA MGP that accounts for 5% of their rating.

The School wide ELA MGP is used because all educators support student literacy and language development. The School wide ELA MGP only takes students at the school for a full school year and plots them on the line. Then the middle student growth percentile is selected for the School wide ELA MGP.

Roster Verification for Student Growth

The roster verification process will measure individual student enrollment in ELA and math classes over the course of the year guided by inclusion rules for each month (students must be enrolled for 10 or more school days). Weighting is applied to the amount of time students are roster verified for.

Principals are responsible for designating someone to serve as the school's roster verification lead. The roster verification lead will work closely with teachers to ensure student rosters used for SGP reporting and teacher evaluation are accurate.

If a teacher provides and assesses direct instruction in ELA and Math, then they need to verify and submit two different rosters, one roster for each content area.

Teachers in Grades 4-8 ELA and Math – Teacher MGP

- Teacher MGPs will be computed for teachers of ELA and Math in grades 4-8 based on student enrollment information captured through the fourth quarter roster verification process. Students will be counted and weighted based on the length of enrollment using minimum terms that approximate an academic quarter.
- A minimum of 20 SGPs is required to calculate an MGP.
- If a teacher does not have 20 SGPs within one school year, the SGPs can be pooled utilizing up to two prior years of SGP scores. Pooling to meet the minimum SGP count of 20 will begin in SY 2015-16, utilizing 2014-15 results.
- Weighting is applied if a student has multiple teachers contributing to his/her SGP. Each teacher gets credit for the student's outcome depending on how long the student was with each teacher and how many teachers the student had contributing to his/her outcome.

Teachers Not in Grades 4-8 ELA and Math – School wide ELA MGP

- School level teachers in all other assignments, including non-classroom teachers at school-level, will receive a School wide ELA MGP as 5% of their final evaluation rating. It is not possible to calculate a Teacher MGP for teachers outside of grades 4-8 ELA and Math.
- School wide MGPs follow the conventions from the Strive HI Performance System, the state's school accountability system.
- Students must be at the school for one full academic year to be included in the school-wide ELA MGP.
- Teachers do not have to participate in the Roster Verification process for the School wide ELA MGP.
- Teachers must be active employees for at least two quarters to receive a School wide ELA MGP.

Key Deadlines for the Hawaii Growth Model

Key Deadlines		
10/2	SGP	Discuss applicable MGP scores during Beginning Conferences
4/11-6/1	SGP RV	Teachers in Grades 4-8 ELA and Math complete roster verification for the Hawaii Growth Model. See details in Appendix E: 2015-16 SGP Calendar.

Multi-track schools need to consult the Complex Area EES contact person for adjusted implementation deadlines.

Rating Calculation for the Hawaii Growth Model

Growth calculations are performed shortly after state assessment scores are validated and finalized. Teacher MGPs are calculated in the fall. Due to the time required for this process, MGPs used for evaluation within the EES will lag by one school year.

Hawaii Growth Model ratings of 1-4 for teachers with an available Teacher MGP are based on the scoring bands described below. The bands are based on the belief that effective teachers provide a year's worth of learning to the majority of their students. Teachers meeting this standard are considered Effective, those doing more are considered Highly Effective, and those not meeting this standard are considered Marginal or Unsatisfactory. An SGP of 50 can be considered a year's worth of growth, and this value plus a small cushion provide the anchor to the cut scores.

EES Rating	Teacher MGP Range
1	1 - 30
2	31 - 39
3	40 - 60
4	61 - 99

Hawaii Growth Model ratings of 1-4 for teachers with an available Schoolwide ELA MGPs are based on the following scoring bands described below.

EES Rating	Schoolwide ELA MGP Range
1	1 - 39
2	40 - 43
3	44 - 57
4	58 - 99

Teachers without prior year's growth data will not have a Teacher MGP or School wide ELA MGP factored into their evaluations.

Additional Resources

- **SchoolView**

SchoolView is a visualization tool that displays student growth percentiles for math and reading from the state assessment. Users are provided different levels of access to student, school, and Complex Area data based on permissions in the Department's Longitudinal Data System. The public has access to school and district summaries at <http://growthmodel.hawaiipublicschools.org/> while teachers see specific student scores based on roster verification from the previous spring. Teachers can log in to SchoolView through the DOE's single sign-on (<https://www.doesso.k12.hi.us>) to access class data and individual student histories.



- **Longitudinal Data System (LDS)**

The Longitudinal Data System (<https://staff.hawaiidoe.net/lds>) collects data from various sources over time. As with SchoolView, teachers log in to LDS through the DOE's single sign-on. Student growth trends of current students can be located by teachers and administrators on the LDS and triangulated with other data sources such as attendance records. Summaries of school wide data are available on LDS, including the percentage of students that are catching up and keeping up with expected growth targets school wide.

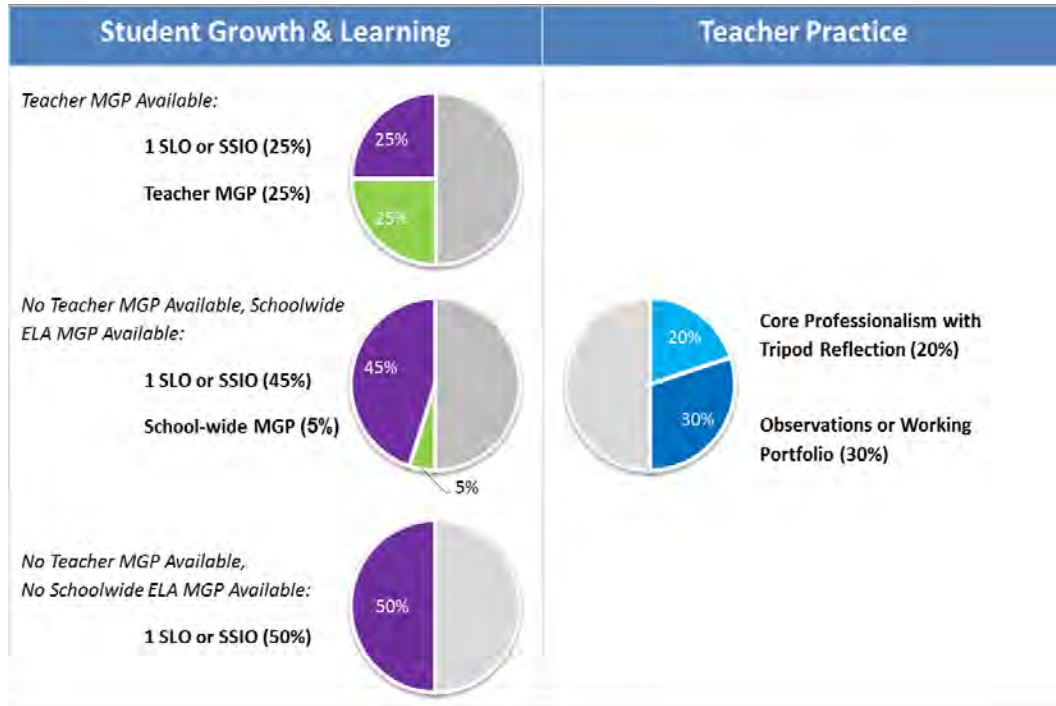
- **HIDOE Intranet EES Page:**

- Login to the HIDOE Intranet EES website's Hawaii Growth Model link: <https://intranet.hawaiipublicschools.org/sixstrategies/EESHGM> for the following resources:
 - Frequently Asked Questions (FAQs)
 - Technical documents
 - "Measuring and Calculating Student Growth" - Prezi Presentation
 - Growth Model website tutorial: Tutorial for the public level views of the Hawaii Growth Model Website to look at school wide scores.
 - Growth Model tutorial for private level views: Tutorial for the Private Level Views of the Hawaii Growth Model Website to look at individual student.
- Login to the HIDOE Intranet EES website's Roster Verification link: <https://intranet.hawaiipublicschools.org/sixstrategies/ees/Pages/EESRV.aspx> for the following resources:
 - Student Growth RV
 - Roster Verification Steps: SGP

Final Effectiveness Rating

A teacher's Final Effectiveness Rating is based on combined ratings from the two measures of Student Growth and Learning and the Teacher Practice.

The Teacher Practice Rating and Student Growth and Learning Rating are determined by calculating a weighted average, based on weightings for each EES measure. The weighting of each measure will vary depending on each teacher's classification and the data available from that evaluation year. Ultimately the ratings for Teacher Practice and Student Growth and Learning will be combined into one Final Effectiveness Rating. Within PDE³, teachers will be able to see annual rating data, as well as historical data about their performance. No teacher shall be rated less than Effective without proper documentation.



Once teachers have a rating for Teacher Practice and Student Growth and Learning, this value is rounded to the nearest whole number. Each teacher's Final Effectiveness Rating can then be determined by matching the teacher's rating on Student Growth and Learning with the teacher's rating on Teacher Practice using the matrix shown.

Student Growth and Learning				Teacher Practice	
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	

Impact of Final Rating on Employment Action(s)

Employment action (tenure, extension of probation, termination, non-renewal, etc.) are based on the Final Rating.

Impact of School Year 2015-2016 EES Final Rating on Employment Actions and Pay Increase			
TEACHER STATUS	FINAL RATING	EMPLOYMENT ACTION(S) for School Year 2016-17	PAY INCREASE for SY 2016-17
<ul style="list-style-type: none"> All 	Effective/ Highly Effective	Continuation of employment	Eligible
<ul style="list-style-type: none"> Tenured Probationary first annual rating Temporary Teaching Assignment Agreement 	Marginal	Continuation of employment. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary second annual rating Temporary Teaching Assignment Agreement 	Marginal SY2015-16 with prior Effective rating in SY2014-15	Extension of probation. Principal Directed Professional Development Plan (PDPDP)	Ineligible
<ul style="list-style-type: none"> Probationary 2nd Annual Rating 	Marginal SY2015-16 with prior Marginal rating in SY2014-15.	Non-renewal of employment	Not Applicable
<ul style="list-style-type: none"> All 	Unsatisfactory	Termination of employment	Not Applicable

Expedited Appeals Process

An Expedited Appeals procedure for tenured teachers rated Marginal shall be used instead of Steps 1 and 2 of the grievance procedure, Article V, for performance evaluations only. An appeal may only be made for the final effectiveness rating of Marginal. This appeals process will be in place for evaluation ratings based on the 2014-15 school year, and thereafter. Expedited Appeals forms and instructions are posted in Appendix H: Teacher Evaluation Expedited Appeals Form-Instructions and Appendix I: Teacher Evaluation Expedited Appeals Form.

The forms can also be accessed by logging on to the HDOE Intranet and accessing the OHR Forms Library at <https://intranet.hawaiipublicschools.org/offices/ohr/>:



- Teacher Evaluation Expedited Appeal Form:
<https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form.pdf>
- Teacher Evaluation Expedited Appeal Process Instructions:
<https://intranet.hawaiipublicschools.org/offices/ohr/OHR%20Forms/Teacher%20Evaluation%20Expedited%20Appeals%20Form%20-%20Instructions.pdf>

Appendix

A. Key Terms

Classroom Teacher (CT)

A Bargaining Unit 5 (BU5) employee within the Department who plans, delivers and assesses instruction for students.

Educator Evaluation System (EES)

The evaluation system for BU5 members employed as teachers within the Department.

HIDOE Intranet (<https://intranet.hawaiipublicschools.org/sixstrategies/ees>)

The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to videos, presentations, reference documents, Frequently Asked Questions and other communications materials.

Individual Professional Development Plan (IPDP)

A professional development plan developed by all teachers rated as Effective or better. The plan will be collaboratively developed based on a review of data including, but not limited to, results in student surveys, Hawaii Growth Model, and practices aligned with the Framework for Teaching. In addition to supporting quality reflective professional practice and improvement, the IPDP and the conferences with the administrator about the plan can be used to validate the “Carried over” rating or trigger intervention.

Median Growth Percentile (MGP)

An aggregate measure calculated by finding the median score for a group of SGP scores.

Non-Classroom Teacher (NCT)

A BU5 employee within the Department who does not teach any class, or is not primarily responsible for planning, delivering and assessing instruction for students.

Principal Directed Professional Development Plan (PDPDP)

A professional development plan for teachers rated Less than Effective. The PDPDP will be directed by the principal or evaluator.

PDE³ (<https://pde3.k12.hi.us>)

PDE³ stands for Professional Development Experiences that Educate and Empower. PDE³ is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search for professional development opportunities.

Roster Verification (<https://rostersonline.k12.hi.us>)

A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Electronic Student Information System (eSIS) to help schools build rosters for teachers to verify. While the same online tool may be used for Tripod and Hawaii Growth Model, the roster verification administrations are distinct due to differences in what type of information needs to be collected for each metric.

Roster verification administrations involve a) school teams and administrators preparing the system, b) classroom teachers verifying student roster data, and c) school administrators approving the data at two points in a school year. All classroom teachers in grades 3-12 who are responsible for delivering instruction and assigning or collaborating in the assignment of grades or monitoring student progress will verify rosters during the designated Tripod roster verification window. Only teachers who are responsible for delivering instruction for mathematics and ELA in grades 4-8 will verify rosters for SGP attribution purposes.

School or System Improvement Objective (SSIO)

SSIOs provide the opportunity for non-classroom teachers to set targets for school or system improvement; plan for prioritized needs or focus area of the school, complex, or state; focus on areas of need within the scope of the individual role and responsibilities; backward plan for a successful outcome of reaching the goal; align to professional standards when applicable; and reflect on outcomes based on data.

School wide ELA MGP

The median of all student growth percentiles achieved in English Language Arts across a school.

Smarter Balanced Assessment (SBA)

The Smarter Balanced Assessment (SBA) is an assessment system developed by a state-led consortium (including Hawaii) to accurately measure student progress toward college and career readiness. SBA replaced the Hawaii State Assessment in the 2014-2015 school year.

State Assessment

Up until 2013-14 this was the Hawaii State Assessment (HSA), which measured proficiency in reading and mathematics relative to the Hawaii Content Performance Standards. Beginning in 2014-15, the State Assessments became the Smarter Balanced Assessment (SBA) which measures proficiency in English language arts and literacy and mathematics relative to the Hawaii Common Core Standards.

Strive HI Performance System

Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013. It replaces many of the federal No Child Left Behind Act's most outdated and ineffective requirements with a system better designed to meet the needs of Hawaii's students, educators and schools.

Student Growth Percentile (SGP)

A rank from 1 to 99 relative to students with similar achievement histories.

Student Learning Objective (SLO)

SLOs provide the opportunity for teachers to set an academic goal for specific students; plan for the most important learning of the year (or semester); determine specific and measurable learning targets based on initial evidence of student readiness levels; align goals to Common Core, state, or national standards, as well as any other school or complex priorities; use data to monitor student learning, differentiate instruction based on student needs; and compile, organize, rate, and reflect on outcomes.

Teacher ELA MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 English Language Arts classes.

Teacher Math MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 math classes.

Teacher Median Growth Percentile (MGP)

The median growth percentile summarizing the complete set of student growth scores, both English Language Arts and mathematics, linked to an individual teacher.

Tripod Student Survey (Tripod)

Surveys administered to students and treated as formal assessments capturing students' perceptions of their classroom experiences. Teachers are provided with feedback about how to improve their teaching practice.

B. Recommended Resources

Complex Area Support Team

Each complex area will have at least one lead educator who will serve as the EES facilitator and trainer. A list of these contacts is available on the HDOE Intranet EES website.

EES Help Desk

The EES Help Desk will provide callers with knowledge, awareness, and understanding of the EES components. In addition, the Help Desk documents caller feedback to improve overall EES training and implementation planning.

Phone Number: 808-586-4072

Hours of Operation: 7:30 A.M. - 3:30 P.M.

Days: Monday-Friday, except state and federal holidays and the winter break period

Hawaii Adapted Framework for Teaching

Enhancing Professional Practice: A Framework for Teaching

This is the foundational book for the Framework for Teaching. It includes the complete description of all components and elements, with levels of performance written at the element level. In addition, there are frameworks for non-classroom specialist positions, such as school librarians, nurses, psychologists, etc. The research foundation is included as an appendix.

Hawaii Adapted Framework for Teaching

This rubric combines the element level rubrics for each component along with the component level rubrics from the 2013 Framework for Teaching Evaluation Instrument. Instead of displaying the entire rubric, this has been adapted to only display the focus components of Hawaii's Educator Effectiveness System.

Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool

Charlotte Danielson and six members of the Danielson Group collaborated to create this book. It contains specific examples for each component and element of the Framework for Teaching, for proficient and distinguished levels of performance.

Talk About Teaching! Leading Professional Conversations

A book written by Charlotte Danielson to help school leaders understand the value of reflective, informal, professional conversations in promoting a positive environment of inquiry, support, and teacher development. Organized around the “big ideas” of successful teaching and ongoing teacher learning, it explores the unique interaction of power structures in schools.

You Don't Have to be Bad to Get Better

A book written by a senior Danielson Group member about the attributes of strong instructional leaders. The author explores how leaders are able to develop, support, and sustain quality teaching in any school environment. School leaders at all levels will develop strategies for transitioning from a culture of fear and criticism to a culture of learning.

C. Stakeholder Input Groups

Since the inception of the EES, many educators and community leaders have given input to help design the EES and to make the EES stronger each year of implementation. Some of the important stakeholder groups who have influenced this work are:

Teacher Leader Workgroup

Since 2010, the Teacher Leader Workgroup (TLW) has met regularly to inform the EES design and implementation. In school year 2014-2015, the TLW expanded to over 50 people from all 15 complex areas. This group provided formal recommendations to the Deputy Superintendent and the Joint Committee.

HSTA-HIDOE Joint Committee

The HSTA-HIDOE Joint Committee of four HSTA and four Department members provides formal recommendations to the Superintendent.

Technical Advisory Group

The EES Technical Advisory Group (TAG) is comprised of national, regional, and local experts who provide recommendations to the HSTA-HIDOE Joint Committee to ensure EES fairly assesses the effectiveness of educators. Based on a review of existing HIDOE policies and practices, data, and other state and complex area policies and practices, the TAG provided recommendations to the Joint Committee on EES design modifications for school year 2014-15.

HSTA-HIDOE Joint Survey

In addition, HIDOE received feedback via the HSTA-HIDOE joint survey of teachers, the 48 principals who participated in the EES Principal Working Group, and the Hawaii Government Employees Association's elected Board of Directors for Unit 6.

Hawaii's Educators

Informally, HIDOE received significant feedback through the complex areas. HIDOE bolstered Complex Area Superintendents' (CASs) capacity to support schools and obtain feedback with the investment of a dedicated EES Educational Officer (EO) for each complex area. CASs, along with EES EOs, provided many opportunities for information, training, and feedback. These opportunities included monthly principals' meetings, dedicated trainings, and complex area surveys.

D. 2015-16 Tripod Student Survey Calendar

	OITS	SBT	OITS	Teachers	Administrators	State	State	Schools	OHR/TNL/CE
RV Track	Data Snapshot	School Setup	Soft Delete	Teacher RV	Review & Approve	Data Quality Check	Send Data to vendor	Survey Window	Teacher Favorability and NCE Reports & Scores Available
Yellow	8/20	8/24-28	8/28 4:00 p.m.	8/31-9/4	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Red, Green, & Single Track	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	11/9-20	2/25/16
Blue	9/3	9/8-14	9/14 4:00 p.m.	9/15-21	9/22-25	9/28-10/2	10/2 by 12:00 (noon)	12/1-11	2/25/16

E. 2015-16 SGP Calendar

	OITS	SBT	OITS	Teachers	School Administrators	State Office	State Office	Schools	Schools
	<i>Data Snapshot</i>	<i>School Setup</i>	<i>Soft Delete</i>	<i>Teacher Roster Verification</i>	<i>Review and Approve</i>	<i>Data Quality Check</i>	<i>Send Data to Vendor</i>	<i>Survey Window</i>	<i>Results</i>
Single, Yellow, and Blue Track Schools	3/22/2016	4/1 – 4/8		4/11 – 4/29	5/2 – 5/6*	5/9 – 5/13	6/8		2016 Fall Semester
Red Track Schools	3/22/2016	4/1 – 4/8		4/14 – 4/20 <i>and</i> 5/11 – 5/24	5/25 – 6/1	6/2 – 6/7	6/8		2016 Fall Semester
Green Track Schools	3/22/2016	4/1 – 4/8		5/2 – 5/20	5/23 – 5/27	5/31 – 6/6	6/8		2016 Fall Semester
* This date could be extended to May 10 for Yellow and Blue track schools depending on the impact of school-specific student activities.									

F. Comprehensive Evaluation Tracks for 2015-16

ENHANCED CYCLE Classroom Teacher (CT)	
Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observations	CT will complete two or more formal, full cycle observation (once in fall semester and once in spring semester).
Student Learning Objective (SLO)	CT will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for their 2015-16 MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> CT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> CT will complete an IPDP.
Final Rating	CT will receive a new rating.

ENHANCED CYCLE Non Classroom Teacher (NCT)	
Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observations	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations If selecting observations in lieu of a working portfolio, two or more formal, full cycle observations are required.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	NCT will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Principal Directed Professional Development Plan (PDPDP) OR Individual Professional Development Plan (IPDP)	The <i>2014-15 Less than Effective</i> NCT will complete a PDPDP. The <i>Non-Tenured 2014-15 Effective/Highly-Effective</i> NCT will complete an IPDP.
Final Rating	NCT will receive a new rating.

STANDARD CYCLE Classroom Teacher (CT)

Core Professionalism	CT will document Domain 4 evidence, verify roster for Tripod Student Survey, and include required reflection on student survey results.
Classroom Observation(s)	CT will complete one or more formal, full cycle observations.
Student Learning Objective	Teacher will complete one SLO.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive a new rating.

STANDARD CYCLE Non Classroom Teacher (NCT)

Core Professionalism	NCT will document Domain 4 evidence.
Working Portfolio OR Classroom Observation(s)	NCT will complete a working portfolio using components from the Framework for Teaching or other approved HTSB standards, or select to do observations. If selecting observations in lieu of a working portfolio, one formal observation is required
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Teacher will complete one SLO or one SSIO.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP.
Individual Professional Development Plan (IPDP)	Teacher will complete an IPDP.
Final Rating	Teacher will receive a new rating.

STREAMLINED CYCLE Classroom Teacher (CT)*

Core Professionalism	CT will verify roster for Tripod Student Survey and reflect on Student Survey results during the IPDP conference.
Classroom Observation	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Student Learning Objective	Not required, but CT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	CT in Grades 4-8 ELA and Math will receive 2014-15 Teacher MGP, reflect on results during the IPDP conference, and verify rosters for SGP for 2015-16 Teacher MGP. CT not in Grades 4-8 ELA and Math will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	CT will complete an IPDP.
Final Rating	CT will receive the rating of Effective or better carried over from prior year.

- *If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

STREAMLINED CYCLE Non Classroom Teachers (NCT) *

Core Professionalism	NCT will reflect on school wide data Tripod and Hawaii Growth Model results during the IPDP conference.
Working Portfolio OR Observation(s)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
School or System Improvement Objective (SSIO) OR Student Learning Objective (SLO)	Not required, but NCT is expected to continue to set learning objectives, engage in the data team process, implement best practices and participate in walk-throughs, which are all part of the school improvement process.
Hawaii Growth Model	School-level NCT will receive 2014-15 School wide ELA MGP and reflect on results during the IPDP conference.
Individual Professional Development Plan (IPDP)	NCT will complete an IPDP
Final Rating	NCT will receive the rating of Effective or better carried over from prior year

- **If a STREAMLINED teacher demonstrates a documented performance deficiency, the administrator may place them on a STANDARD evaluation no later than Feb 8, 2016.*

G. EES Summary of Conference Form



EDUCATOR EFFECTIVENESS SYSTEM (EES) SUMMARY OF CONFERENCE

DOE OHR 500-006
Last Revised: 04/02/2015
Former DOE Form(s): N/A
DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

DATE: _____
MM/DD/YYYY

TO: Teacher Name: _____
Last First M.I.

Teacher School/Office: _____

FROM: Evaluator Name: _____
Last First M.I.

Evaluator Position: _____
Evaluator School/Office: _____
Evaluator Signature: _____

SUBJECT Summary of Conference Held on _____
MM/DD/YYYY

Re: _____
(Subject matter and Duty(ies) Discussed)

CONFERENCE PARTICIPANTS: _____

The following is my understanding of what we discussed on _____ at _____.
(date of conference) (time of day)

Part I: State the specific EES measure(s), data point(s), and indicators; subject matter, deficiency(ies) discussed, and concerns of both parties; as applicable.

Part II: If applicable, state directive(s) or suggestions given, follow-up activities, expectations, etc.

Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component rating of the component(s) identified in Part I and/or disciplinary action.

If there are any corrections, additions, or deletions to the above, please do so in writing. You may also attach any additional comments, if you wish. Please affix your signature below and return the document with any corrections, additions/deletions and/or comments by _____: The copy is for your own files.
(date reasonably determined)

Teacher Signature: _____ Date: _____
MM/DD/YYYY

Teacher's signature does not necessarily indicate concurrence but merely indicates knowledge and receipt of this Summary of Conference.

Distribution: 1. Original - School/Office; 2. Copy 1 - Employee

(Page 2 of 2)

H. Teacher Evaluation Expedited Appeals Form - Instructions



Teacher Evaluation Expedited Appeal Process Instructions

DOE OHR 500-007Ins

Last Revised: 04/29/2015

Former DOE Form(s): N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

Pursuant to the Hawaii State Teachers Association (HSTA) collective bargaining agreement, Appendix VII- Expedited Appeals Process, beginning in school year 2014-15, the purpose is to:

1. review the case to determine if the evaluation procedures were properly applied and administered, and
2. review the case to determine if there is sufficient documentation to support the evaluation rating. The panel may consider additional evidence, as it deems appropriate.

Hawaii Department of Education (DOE) tenured teachers who are rated marginal have two bases for the appeal of their overall annual evaluation rating under the Educator Evaluation System (EES). The first basis is if a teacher believes that the correct and appropriate evaluation procedures were not properly applied and administered. The second basis is if a teacher believes that there is insufficient documentation to support the annual rating. The section below will describe the process for teachers.

Steps in the Teacher Evaluation Expedited Appeals Process

If you are a tenured DOE teacher receiving an overall marginal rating and you believe the evaluation procedures were not properly applied and administered, or that there is insufficient documentation, then you must take the following steps:

Step 1 - Complete the Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 and indicate whether (a) procedures were not properly applied and administered, and/or (b) whether there was insufficient documentation to support evaluation rating.

Step 2 - Identify if "procedural violation" and/or "insufficient documentation."

For procedural violations: Document the procedural errors in detail:

- What procedure was violated? (i.e. EES Manual, page ____).
- Violations committed by whom?
- When violation occurred?
- Explain any steps you took to remedy the issue or engage your administrator in resolving the issue.

For insufficient documentation: Describe in detail why the documentation is insufficient to support the marginal rating:

- What evidence/documentation is in dispute?
- Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and as briefly as possible.
- Any steps you took to remedy the issue or engage your administrator in resolving the issue.

Compile any other evidence to support your appeal (e.g., statements from colleagues, emails and/or memos to or from your administrator).

Step 3 - Submit completed Teacher Evaluation Expedited Appeals Form DOE OHR 500-007 to your respective Complex Area Superintendent (CAS) with a copy to District Personnel Regional Officer (PRO). Contact info on pages #4-5.

Form must be submitted no later than fifteen (15) calendar days after receipt of Marginal annual evaluation rating, unless extended by mutual agreement between the Department and Association. If the 15th calendar day falls on a Saturday, Sunday, or State Holiday, the form may be submitted by the next working day.

Electronic copy may be submitted via Lotus Notes by submission due date, however, a signed hard-copy must follow via mail or inter-office courier.

(Page 1 of 4)

Step 4 - Appeals Panel Review Hearing.

- Teacher shall be notified of hearing date, time, and place.
- 4-member panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions to the Panel (however, advanced preparation may be provided by an Association or Department representative, respectively).
- It takes three (3) panel members to reverse the rating (i.e., uphold the appeal).
- Panel shall deliberate and render a decision no later than fifteen (15) calendar days after the date of hearing. If the 15th day falls on a Saturday, Sunday, or State Holiday, the decision may be rendered on the next working day.

Step 5 - Arbitration (subject to the Association's approval).

- Should the panel not uphold the appeal, ONLY the Association (and not the individual teacher) may appeal the panel's decision to arbitration within ten (10) calendar days after receipt of the panel's decision.
- The Association or Department may not present different allegations, facts, evidence or arguments in arbitration than those presented to the panel.

These steps are outlined in the attached flow chart - Steps in Expedited Appeals Process.

Steps in Expedited Appeals Process

(for Tenured Teachers rated as Marginal)

Step 1- Complete Form

Complete Appeals form, and indicate:

- Procedures not properly applied or administered; and/or
- Insufficient documentation to support evaluation rating.



STEP 2 – Procedural Violations (complete pages #1-2)

Document the procedural errors in detail.

- What procedure was violated (i.e. EES Manual, page __, etc.)
- Violations by whom?
- When occurred?
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.

STEP 2 – Insufficient Documentation (complete pages #1, 3-4)

Describe in detail why the documentation is insufficient to support the marginal rating.

- What evidence/documentation is in dispute? Related to which measure of the EES?
- Summarize the mistake or error in rating. Describe as clearly and succinctly as possible.
- Describe any steps you took to remedy the issue or engage your administrator in resolving the issue.



STEP 3 – Submit to CAS with copy to PRO (the form and evidence/documentation).

Form 500-007 must be submitted no later than fifteen (15) calendar days after receipt of annual evaluation rating, unless extended by mutual agreement between DOE and HSTA.



STEP 4 – Appeals Panel Review Hearing

- Teacher shall be notified of hearing date, time, and place.
- 4-member Panel shall hold hearing.
- Only the Teacher and Evaluator may present their positions (with assistance from HSTA or DOE, respectively.)
- It takes 3 panel members to uphold the appeal.
- Panel shall deliberate and render decision within fifteen (15) calendar days after hearing.



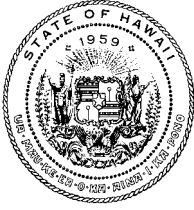
STEP 5 – Arbitration (if HSTA approves)

- Should the panel not uphold the appeal, ONLY the HSTA (not the individual teacher) may take the panel's decision to arbitration, with 10 calendar day notice given to DOE after the panel's decision.
- The parties may not present different allegations, facts, evidence or arguments in arbitration than those presented to appeal panel.

Send Form OHR 500-007 to your district's Certificated PRO and Complex Area Superintendent.

<p>Honolulu District 4967 Kilauea Ave. Honolulu, HI 96816</p>	Farrington-Kaiser-Kalani
	Kaimuki-McKinley-Roosevelt
<p>Central District 1122 Mapunapuna St., Suite 200 Honolulu, HI 96819</p>	Aiea-Moanalua-Radford
	Leilehua-Mililani-Waialua
<p>Leeward District 601 Kamokila Blvd. Kapolei, HI 96707</p>	Campbell-Kapolei
	Pearl City-Waipahu
	Nanakuli-Waianae
<p>Windward District 46-169 Kamehameha Hwy. Kaneohe, HI 96744</p>	Castle-Kahuku
	Kailua-Kalaheo
<p>Hawaii District 75 Aupuni St., Room 203 Hilo, HI 96720</p>	Hilo-Waiakea 75 Aupuni St., Room 203 Hilo, HI 96720
	Kau-Keaau-Pahoa 16-588 Keaau-Pahoa Rd., Hale E Keaau, HI 96749
	Honokaa-Kealakehe-Kohala-Konawaena 75-140 Hualalai Rd. Kailua-Kona, HI 96740
<p>Maui District 54 High St., 4th Floor Wailuku, HI 96793</p>	Baldwin-Kekaulike-Maui
	Hana-Lahainaluna-Lanai-Molokai
<p>Kauai District 3060 Eiwa St. Lihue, HI 96766</p>	Kapaa-Kauai-Waimea

I. Teacher Expedited Appeals Form



TEACHER EVALUATION EXPEDITED APPEALS FORM

DOE OHR 500-007

Last Revised: 04/29/2015

Former DOE Forms: N/A

DEPARTMENT OF EDUCATION
Office of Human Resources
Performance Management Section
P.O. Box 2360 Honolulu, HI 96804

EMPLOYEE INFORMATION								
Name: _____		Employee ID: _____						
Last	First	M.I.						
(Employee ID# can be located on the front of the DOE ID Badge)								
Address: _____								
Phone: _____		Email: _____						
School/Work Location: _____		Teacher Classification: <input type="checkbox"/> Classroom <input type="checkbox"/> Non-Classroom						
<p>I have received an annual overall rating of "Marginal" and I wish to appeal my rating. Pursuant to the collective bargaining agreement (CBA, Appendix VII), I have two grounds upon which I can file an appeal: 1) if the evaluation procedures were not properly applied and administered in accordance with the EES Manual, and/or 2) if there is not sufficient documentation to support the evaluation rating.</p> <p>My reason for submission of appeal is (check all that apply):</p> <p><input type="checkbox"/> Evaluation procedures were not properly applied and administered (complete page #2-3):</p> <p><input type="checkbox"/> Insufficient documentation to support the evaluation rating (complete page #4):</p> <p>Attached you will find documentation to support this appeal. This documentation must include copies of your summative rating, along with:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%; padding: 5px;">Basis for appeal</th> <th style="width: 40%; padding: 5px;">Evaluation procedures were not properly applied and administered (page #2)</th> <th style="width: 40%; padding: 5px;">Insufficient documentation to support the evaluation rating (pages #3-4)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Documentation Required</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue. </td> </tr> </tbody> </table>			Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)	Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue.
Basis for appeal	Evaluation procedures were not properly applied and administered (page #2)	Insufficient documentation to support the evaluation rating (pages #3-4)						
Documentation Required	<ul style="list-style-type: none"> What procedure as articulated in the EES Manual was violated? Include the page number(s). By whom? When? Describe any steps you took to remedy the issue or engage your administrator in resolving the issue. 	<ul style="list-style-type: none"> What evidence/documentation is in dispute? Related to which measure of the EES? Summarize the mistake or error in rating. Describe clearly and as briefly as possible. Describe any steps you took to remedy the issue or engage administrator in resolving the issue. 						
Teacher Signature: _____		Date: _____ MM/DD/YYYY						
Office use only								
Received by: _____		Date: _____ MM/DD/YYYY						

Distribution: 1. Original - Complex Area Superintendent; 2. Copy 1 - District Personnel Regional Officer

(Page 1 of 4)

Evaluation Procedures were not properly applied and administered:

1. What procedure as articulated in the EES Manual was violated? Include the page number(s), summary of citation, and by whom/when.

Page #s of EES Manual	Procedural Violation(s) Cited	By Whom/When

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

Check if more pages are attached.

Insufficient documentation to support the evaluation rating:

1. Which measure of the EES is in dispute and what evidence/documentation do you have? Summarize the mistake or error in rating. Describe clearly and as briefly as possible.

EES Measure in Dispute	Evidence/Documentation	Provide Summary of Mistake or Error in Rating
Classroom Observation(s)		
Core Professionalism		
Working Portfolio or Formal Observation(s) (NCTs)		

Check if more pages are attached.

Insufficient documentation to support the evaluation rating (continued):

Hawaii Growth Model		
Student Learning Objective or School/System Improvement Objective (NCTs)		

2. Please note any steps you took to remedy the issue or engage your administrator in resolving the issue.

Check if more pages attached.

Attachment J - Employee manual or personnel policies

If developed, reasonable and legally sound personnel policies or an employee manual, provided as Attachment J (no page limit).

As of February 2016, the DreamHouse team is working with multiple school leaders and mentors in Hawai'i and on the mainland to development personnel policies and a comprehensive employee manual. A draft manual will be available to Leadership Support Team members upon hire and it will be edited and finalized early in 2017 in order to roll out to the founding teacher team.

Attachment K - First Year School Calendar

2017-18 Academic Year | DreamHouse

Note: aligned to the Hawai'i DOE 2017-18 official school calendar

QUARTER SCHEDULE

Q1: 43 Days (Ends Oct. 6)	Q2: 46 Days (Ends Dec. 21)	Q3: 47 Days (Ends March 16)	Q4: 46 Days (May 31)
--------------------------------------------	---------------------------------------------	----------------------------------------------	---------------------------------------

WEEKLY CLASS SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
ABCD	EABC	DEAB	CDEA	BCDE

Color Coding	PD	Holiday	Vacation
---------------------	-----------	----------------	-----------------

AUGUST 2017 (Q1)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
	1 Teacher PD	2 Teacher PD	3 Teacher PD	4 Teacher PD
7	8	9	10	11
14	15	16	17	18 Statehood Day
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2017 (Q1)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
				1
4 Labor Day	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2017 (Q1/Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER 2017 (Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
		1	2	3
6	7	8	9	10 Veteran's Day
13	14	15	16	17
20	21	22	23 Thanksgiving	24 Thanksgiving
27	28	29	30	

DECEMBER 2017 (Q2)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY 2018 (Q3)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
1	2	3	4	5 Teacher PD
8	9	10	11	12
15 MLK Jr. Day	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY 2018 (Q3)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
			1	2
5	6	7	8	9
12	13	14	15	16
19 President's Day	20	21	22	23
26	27	28		

MARCH 2018 (Q3/Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 Kuhio Day	27	28	29	30 Good Friday

APRIL 2018 (Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 2018 (Q4)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FIRDAY
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 Memorial Day	29	30	31 Student Last Day	1 (June) Teacher Last Day

MASTER (BELL) SCHEDULE								
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY	
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM						INST II
8:10-9:30 (80)	BLOCK I	A	E	D	C	B	INST I	
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK						OTHER
9:35-10:55 (80)	BLOCK II	B	A	E	D	C	INST I	
10:55-11:25 (30)	LUNCH	LUNCH						OTHER
11:25-12:45 (80)	BLOCK III	C	B	A	E	D	INST I	
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK						OTHER
12:50-2:10 (80)	BLOCK IV	D	C	B	A	E	INST I	
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		INST II	
2:50-3:00 (10)	CLOSE DAY	CLOSE DAY			CLOSE DAY		INST II	
<i>INSTRUCTIONAL MINS I (CLASS)</i>		320	320	320	320	320	1600	
<i>INSTRUCTIONAL MINS II (OTHER)</i>		60	60	10	60	60	250	
<i>OTHER (PASSING, LUNCH)</i>		40	40	40	40	40	200	
TOTAL		420	420	370	420	420	2050	

STUDENT (INDIVIDUAL) SCHEDULE EXAMPLE							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM					PROGRAM
8:10-9:30 (80)	BLOCK I	ELA	MATH	SCI	SS	ELEC	CLASS
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
9:35-10:55 (80)	BLOCK II	ELEC	ELA	MATH	SCI	SS	CLASS
10:55-11:25 (30)	LUNCH	LUNCH					OTHER
11:25-12:45 (80)	BLOCK III	SS	ELEC	ELA	MATH	SCI	CLASS
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
12:50-2:10 (80)	BLOCK IV	SCI	SS	ELEC	ELA	MATH	CLASS
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		PROGRAM
2:50-3:00 (10)	CLOSE DAY	CLOSE DAY			CLOSE DAY		PROGRAM

CATEGORY	Minutes / Week
ELA	320
MATH	320
SCI	320
SS	320
ELEC	320
AM HUDDLE	50
DREAM BLOCK	160
CLOSE	40
LEARNING	1850
(+) OTHER	200
TOTAL	2050

STUDENT IN CLASS (76%)	320	320	320	320	320	1600
STUDENT IN PROGRAMMED TIME (14%)	60	60	10	60	60	250
OTHER (PASSING, LUNCH) (10%)	40	40	40	40	40	200
TOTAL	420	420	370	420	420	2050

TEACHER (INDIVIDUAL) SCHEDULE EXAMPLE (E BLOCK PREP)							
Time (Mins)	SCHEDULE COMPONENT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CATEGORY
8:00-8:10 (10)	MORNING HUDDLE	MORNING HUDDLE WITH TEAM					INST II
8:10-9:30 (80)	BLOCK I	TEACH A	PREP E	TEACH D	TEACH C	TEACH B	INST I
9:30-9:35 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
9:35-10:55 (80)	BLOCK II	TEACH B	TEACH A	PREP E	TEACH D	TEACH C	INST I
10:55-11:25 (30)	LUNCH	LUNCH					OTHER
11:25-12:45 (80)	BLOCK III	TEACH C	TEACH B	TEACH A	PREP E	TEACH D	INST I
12:45-12:50 (5)	TRANSITION/BREAK	TRANSITION/BREAK					OTHER
12:50-2:10 (80)	BLOCK IV	TEACH D	TEACH C	TEACH B	TEACH A	LEADERSHIP E	INST I
2:10-2:50 (40)	DREAM BLOCK	DREAM BLOCK		STAFF HUDDLE	DREAM BLOCK		INST II
2:50-3:00 (10)	CLOSE DAY	CLOSE DAY			CLOSE DAY		INST II

TIME	CBA REQ.	DH	SPREAD
INSTRUCTION	1285	1280	-5
PREP	225	240	+15
LUNCH	150	150	0
OTHER	440	430	-10
TOTAL	2100	2100	0

TEACHER HAS CLASS	320	240	240	240	240	1280
TEACHER HAS PREP	0	80	80	80	0	240
PROGRAMMED (HUDDLE, DH, CLOSE)	60	60	10	60	60	250
OTHER (WED STAFF MEETING, SET-UP)	0	0	50	0	80	130
OTHER (PASSING)	10	10	10	10	10	50
LUNCH	30	30	30	30	30	150
TOTAL	420	420	420	420	420	2100

Attachment R - DreamHouse Governing School Board Bylaws

BYLAWS | Our proposed bylaws as of February 2016 are as follows:

I. GENERAL PROVISIONS

1. Legal Status and Name. DreamHouse (the "School") is a proposed public school established by the granting of a charter by the Hawai'i State Public Charter School Commission, as may be amended from time to time (the "Charter").
2. Mission. Our Mission is to empower children to be affirmed in their identities, grounded in and committed to the values of our community, and equipped with skills to be leaders. We believe in children driving change, and doing so in a way that they know who they are, what they stand for, and how they will have a positive impact on our community.
3. Location. The proposed community the school will serve is Ewa, Ewa Beach, otherwise considered the Campbell sub-complex as part of the Campbell-Kapolei Complex. The Board of Trustees may change that location with the approval of the Hawai'i Department of Education. The Board may establish other offices and places of business in Hawai'i or elsewhere as is permitted by law.
4. Fiscal Year. Except as from time to time otherwise determined by the Board, the fiscal year of the School shall begin on July 1 and end on June 30 in each year.

II. BOARD OF TRUSTEES

1. Powers and Responsibilities. The Board of Trustees (the "Board") is a public entity and shall have governance and control over all of the general policies, operations, assets, and affairs of the School; including appointing and evaluating the school director, managing the financial affairs of the School and approving the annual budget, and shall further exercise all of the powers of the School except as otherwise provided by law or these Bylaws.
2. Number and Term of Trustees. The number of Trustees constituting the entire Board shall be not less than seven nor more than fifteen. They shall be divided into three groups of approximately equal size and shall serve staggered terms with the term of one group expiring in each successive year. A term is generally defined as three years; however, the Board may at its discretion adjust the term for new Trustees to ensure balance among the three rotating groups.
3. Election of Trustees. The Board may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition. All Trustees hold office from the time of their election until the Annual Meeting coinciding with the expiration of their term of office. Trustees shall be elected by majority vote of the remaining Trustees then in office except as otherwise expressly provided in these Bylaws. The Trustees may at any time hold a special meeting to fill any vacancy in the Board caused by death, resignation, removal or disqualification. Once elected, a Trustee may take official action only after the Trustee's membership has been approved by the Hawai'i Department of Education.
4. Diversity. DreamHouse will actively seek a diverse range of trustees across lines of difference including gender, ethnicity, professional experience, and culture.

5. Honorary Trustees. By vote of the Board, individuals of special significance to the School may be appointed as non-voting Honorary Trustees.
6. Annual Meeting. The Annual Meeting of the Board shall be held between November 1 and December 31 of each calendar year, or at such time, other than a legal holiday, as the Board shall determine. Notice of the annual meeting shall be given as provided in Section 2.108 of these Bylaws.
7. Regular Meetings. Regular meetings of the Board are scheduled by a calendar annually approved by the Board. The Board shall hold no fewer than four (4) regular meetings during the calendar year.
8. Special Meetings. Special meetings, defined as those not on the annually approved calendar, of the Board may be held at any time and at any place when called by the Board Chair or by two or more Trustees.
9. Open Meeting Law. All meetings of the Board shall be posted and conducted in accordance with Hawai'i State Law, as amended from time to time, or any successor statute.
10. Notice of Meetings. Public notice of meetings shall be given as required by law. In addition, notice of the place, date, and hour of all regular or special meetings shall be given to each Trustee by the Clerk of the Board or by the Clerk's designee. Such notice shall be given to each Trustee in person, in writing, or by telephone, telegram, facsimile, electronic mail, or web-site announcement. Such notice shall be addressed to each Trustee at his usual or last known business or residence address, or at such other address as said Trustee may from time to time designate in writing. Notice sent by mail shall be mailed at least 48 hours before the meeting., Notice given in person, by telephone, telegram, facsimile, e-mail or web-site announcement shall be sent or given at least 48 hours before the meeting. Notice of a Meeting need not be given to any Trustee if a waiver of notice, executed by that Trustee before or after the meeting, is filed with the records of the meeting, nor to any Trustees who attends the meeting without protesting prior thereto, or at its commencement, the lack of notice to him or her. Any notice to the Trustees need not specify the purposes of the meeting unless otherwise required by law, the Charter, or these Bylaws, except when the purpose of such meeting is to (1) amend or repeal the Charter or these Bylaws or (2) remove a Trustee.
11. Quorum. A majority of the voting Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board, but a lesser number may by majority vote adjourn the meeting from time to time and the meeting may be held as adjourned without further notice.
12. Procedure and Action By Vote. The Board shall adopt its own meeting format and procedure in any manner allowed by the laws of Hawai'i. When a quorum is present at any meeting, the vote or concurrence of a majority of the number of Trustees present shall be required and sufficient to decide any matter or to take any action, except to the extent that a greater proportion is required by law or the Charter or these Bylaws. Voting by e-mail, proxy, or designation of an alternate to represent an absent Trustee shall not be permitted. Except as otherwise permitted by law, Trustee participation must occur in person for the purpose of a quorum or vote.
13. Ethical Responsibilities. All Trustees shall serve the School with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the School. All Trustees are considered "special state employees"

under the Hawai'i State Law, and are bound by the terms of such statute as it may be amended from time to time, or any successor statute.

14. Committees. The Board may establish standing and special committees as it may deem proper. The Board shall prescribe the membership, powers, and duties of any such committees. Unless otherwise provided by the Board, the committees shall conduct their affairs in the same manner as is provided by these Bylaws for the Board itself. Such committees may be composed entirely of Trustees or may include a mixture of Trustees and non-Trustees, provided that each committee is chaired by a Trustee, appointed by the Chair of the Board. Each such committee shall report to the Board and shall have no power to bind the School.
15. Minutes. Proper meeting minutes will be kept for each Board meeting. Minutes should be adopted and kept including the time, date, and location of the meeting, the members present or absent, and all actions taken at the meeting, including formal votes taken.
16. Rules of Order. Except where they may be in conflict with these Bylaws, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of the School.

III. OFFICERS

1. Designation. The Officers of the Board shall be a Chair, a Vice-Chair, a Treasurer, and a Clerk, and may include additional officers if the Board so decides.
2. Election. The Officers of the Board shall be elected annually by the Board at its annual meeting, or in special circumstances as deemed by the Board Chair, at regular or special meetings during the year.
3. Qualifications. All Officers of the Board shall either be residents of Hawai'i, or, if they do not reside in Hawai'i, they must have a demonstrate demonstrate to the Board a significant and strategic connection and vested interested in the success of the School, and satisfy all other applicable legal requirements. So far as is permitted by law, any two or more offices may be held by the same person.
4. Tenure. Subject to law, to the Charter and to the other provisions of these Bylaws, the Officers of the Board shall each hold office until the next annual meeting of the Board or until their successors are elected and qualified, unless a shorter term is specified in the vote electing or appointing them. Officers shall be eligible to serve upon re-election for repeated terms. If any Office of the Board becomes vacant, the Trustees shall elect a successor, who shall hold office for the unexpired duration of the term.
5. General Duties and Powers. Subject to law, to the Charter and to these Bylaws, each Officer shall have, in addition to the duties and powers herein set forth, such duties and powers as are commonly incident to the office and such duties and powers as the Board may from time to time designate.
6. Chair and Vice-Chair. The Chair shall establish the agenda for and preside over all meetings of the Board, and shall have such other powers, functions, and duties as the Board may specify or delegate to the Chair. In the absence of the Chair from any meeting of the Board, the Vice-Chair shall preside. With the approval of the Board, the Vice-Chair may also assist the Chair by taking on general or particular assignments.
7. Treasurer. The Treasurer shall oversee the general financial affairs of the School, subject to the direction and control of the Board. The Treasurer shall have such other powers

and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Trustees.

8. Clerk. The Clerk shall maintain records of all proceedings of the Board in a book or books kept for that purpose. Such copies and records shall be kept in this Commonwealth and shall be open at all reasonable times for inspection by the Trustees at the principal office of the School or at an office of the Clerk or of its resident agent. If the Clerk is absent from any meeting of the Board, the Trustees shall appoint a Clerk pro tem to record the proceedings and otherwise to assume temporarily the Clerk's responsibilities.
9. School Director. The Board shall appoint an additional Officer with the title School Director, who shall be responsible for carrying out the mission of the School in accordance with policies established by the Board. The School Director shall be responsible for the day-to-day operations of the School; for the selection, appointment, evaluation, and/or removal of school staff; and execution of such other roles as the Board may specify. The School Director shall serve ex-officio as a non-voting member of the Board and therefore not count toward a quorum of the Board. The Board shall have the authority to select, appoint, evaluate, and/or remove the School Director.
10. Other Officers. Other officers may be appointed and shall have such duties and powers as are prescribed by the Board.

IV. RESIGNATION, REMOVALS, RECORDS, AND VACANCIES

1. Resignation. Any Trustee or Officer may resign at any time by delivering his or her resignation in writing to the Chair or to the School at its principal office. Such resignation shall be effective upon receipt unless specified to be effective at some other time.
2. Removals. Any Trustee may be removed from office with or without cause by affirmative vote of a majority of the Trustees then in office. Officers appointed by the Board may be removed from office with or without cause at any time by vote of a majority of the Trustees present and voting. Any Trustee who fails to attend three (3) consecutive regularly scheduled meetings of the Board may be removed from office following a vote of affirmation for removal by a majority of the remaining Trustees.
3. Records. It shall be the duties of all Board of Trustees, officers, and committee chairpersons upon leaving office to turn over to their respective successors immediately all records and data.
4. Vacancies. If the office of any Trustee is vacant for any reason, a successor or successors may be elected by vote of a majority of all remaining Trustees then in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. Each such successor elected or appointed by the Board shall hold office for the unexpired term of the departed Trustee, subject to the provisions of this section. No Trustee may take official action relating to matters of the Board until approved by the Department of Elementary and Secondary Education.

V. COMPENSATION, PERSONAL LIABILITY, AND INDEMNIFICATION

1. Compensation. No Trustee or Officer shall receive any compensation for services rendered as a Trustee or Officer of the School. Notwithstanding the foregoing, any Trustee or Officer may receive reasonable compensation for services rendered as an

employee of the School, and any Trustee or Officer may, if authorized by the Chair or by the Board, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or Officer in the performance of duties as a Trustee or Officer of the School.

2. Personal Liability. To the extent permitted by law, the Trustees and Officers of the School shall not be personally liable for any debt, liability, or obligation of the School. Except as permitted by law, all persons, corporations or other entities extending credit to, contracting with, or having claims against the School may look only to the funds and property of the School for payment of any such contract or claim or for the payments of any debts, damages, judgment, or decree, or of any money that may otherwise become due and payable to them from the School.
3. Indemnification. The School shall indemnify Trustees as required by law. In addition, by vote of the Board at its sole discretion, the School may further indemnify Trustees as permitted by law.

VI. MISCELLANEOUS

1. Amendments. These Bylaws may at any time be amended or repealed, in whole or in part, by vote of a majority of the Trustees then in office at any meeting of the Board. No amendments shall take effect until approved by the Hawai'i Department of Education.
2. Execution of Instruments. Except as the Trustees may generally or in particular cases authorize the execution thereof in some other manner, all deeds, leases, transfers, contracts, bonds, notes, checks, drafts, and other obligations made accepted or endorsed by the corporation, shall be signed by the Chair or by the Treasurer.
3. Corporate Records. The records of all meetings of the Board, the names, and addresses of the Trustees and Officers of the School, and the originals or attested copies of the Charter and Bylaws of the School shall be kept at the principal office of the School.
4. Mailing Address. The mailing address of the School will be determined upon securing a building and school site. Until further notice, the address for communication with the proposed school shall be P.O. BOX 1058, Honolulu, Hawai'i, 96808-1058, or such other address as the Trustees may designate from time to time.

Statement of Assurances

Please print this form, and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- will comply with all provisions of Elementary and Secondary Education Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- will follow any federal and state court orders in place in the local school district;

- will comply with federal and state applicable health and safety standards;
- will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School: DreamHouse

Name of Authorized Representative: Alex Teece

I, the undersigned, do hereby agree to the assurances contained above.



2/2/16

Signature of Authorized Representative

Date

Attachment T: Organizational Charts

DreamHouse Organizational Plan

FOUNDING SCHOOL BOARD (CURRENT)



Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

NAME	CURRENTLY	CAPACITY
Zach DiIlonno*	Attorney	Legal
Meilan Akaka*	Leadership Coach	Human Resources
Jacob Karasik*	Wood Worker	Fundraising
Lisette Roman*	Community Theatre	Academic
Alex Teece	Graduate Student	Fundraising
Deb Zuercher	UH COE Professor	Academic
Jane Henzerling	School Leader	Academic
Ed Kaukani	Retired Banker	Financial

** Current non-profit board members; members will either be on school board or non-profit board, not both.*

GOVERNING SCHOOL BOARD (2017-18, Y1)



Founding Board

Governing Board

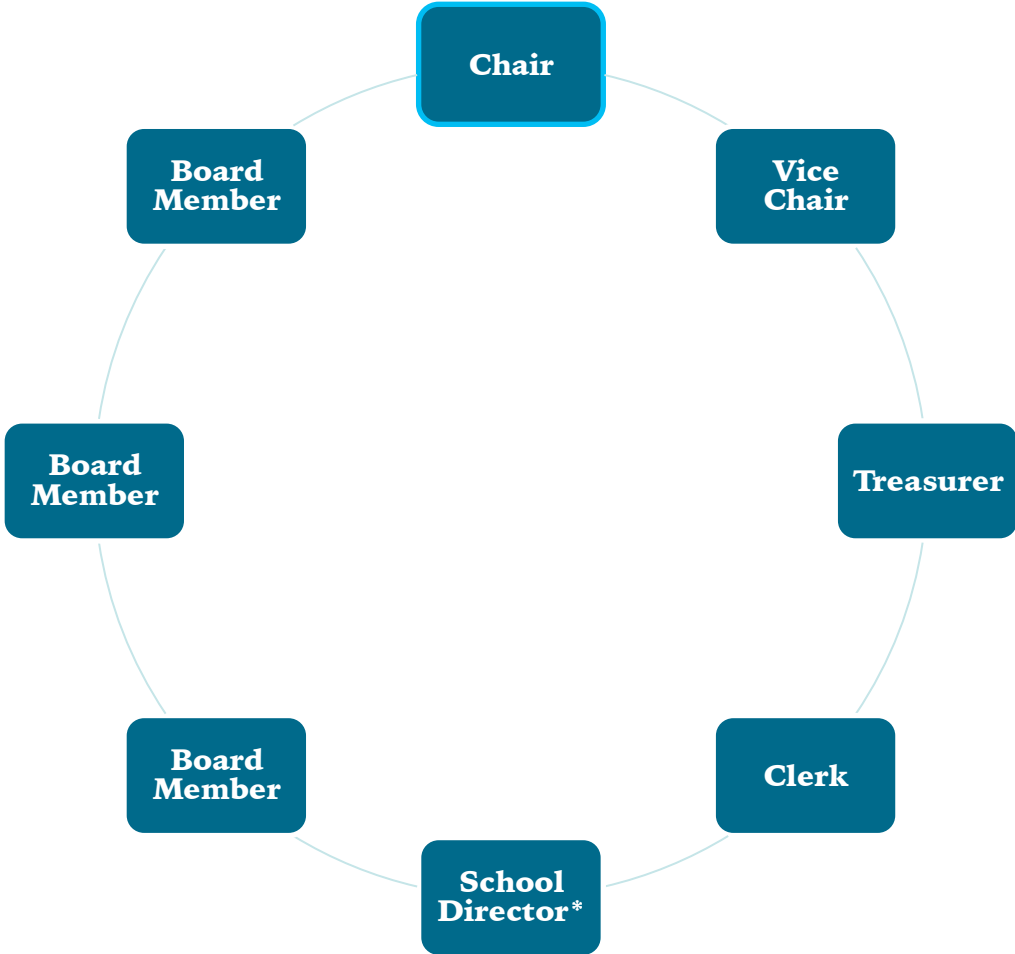
School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations



** School Director is ex-officio and does not have voting privileges*

GOVERNING SCHOOL BOARD TENURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

- **The number of members constituting the entire Board shall be not less than seven nor more than fifteen;**
- **They shall be divided into three groups of approximately equal size and shall serve staggered terms;**
- **A term is generally defined as three years; however, the Board may at its discretion adjust the term for new members to ensure balance among the three rotating groups;**
- **As the Board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections will occur;**
- **Honorary members may be added by vote of Board during any point in the year.**

SCHOOL LEADERSHIP-SUPPORT TEAM



Founding Board

Governing Board

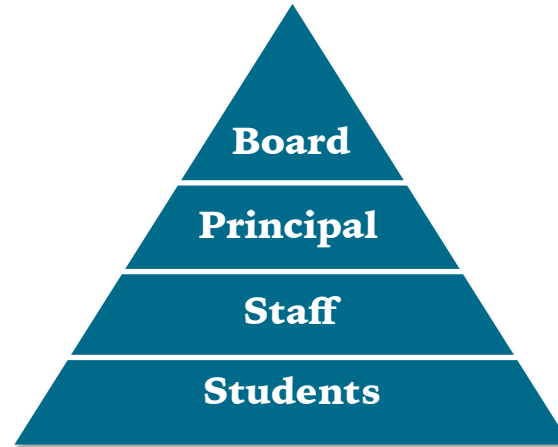
School Leadership Support Team

Staffing Structure

Non-Profit Board

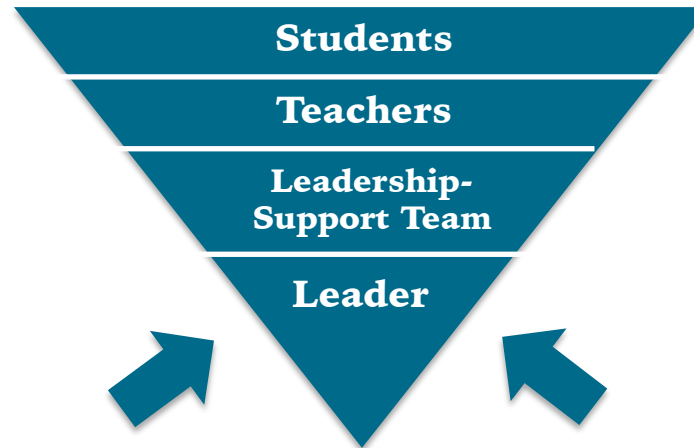
Community Council

External Organizations



TRADITIONAL STRUCTURE

Traditional management structure is viewed in a top-down, hierarchical fashion; with regard to education, this places students at the bottom of power and decisions.



DREAMHOUSE STRUCTURE

Our organizational alignment and structures are to support our staff, teachers, and most importantly our students.

School Board

501(c)(3) Board

SCHOOL LEADERSHIP SUPPORT TEAM

Year 1 (2017-18) & Year 2 (2018-19)



Founding Board

Year 1 Staff Size: 9 (6th)
Year 2 Staff Size: 16 (6th, 7th)

Governing Board

Note: we will maintain the same founding leadership-support team for years 1 & 2 of operation to ensure continuity and effective change implementation.

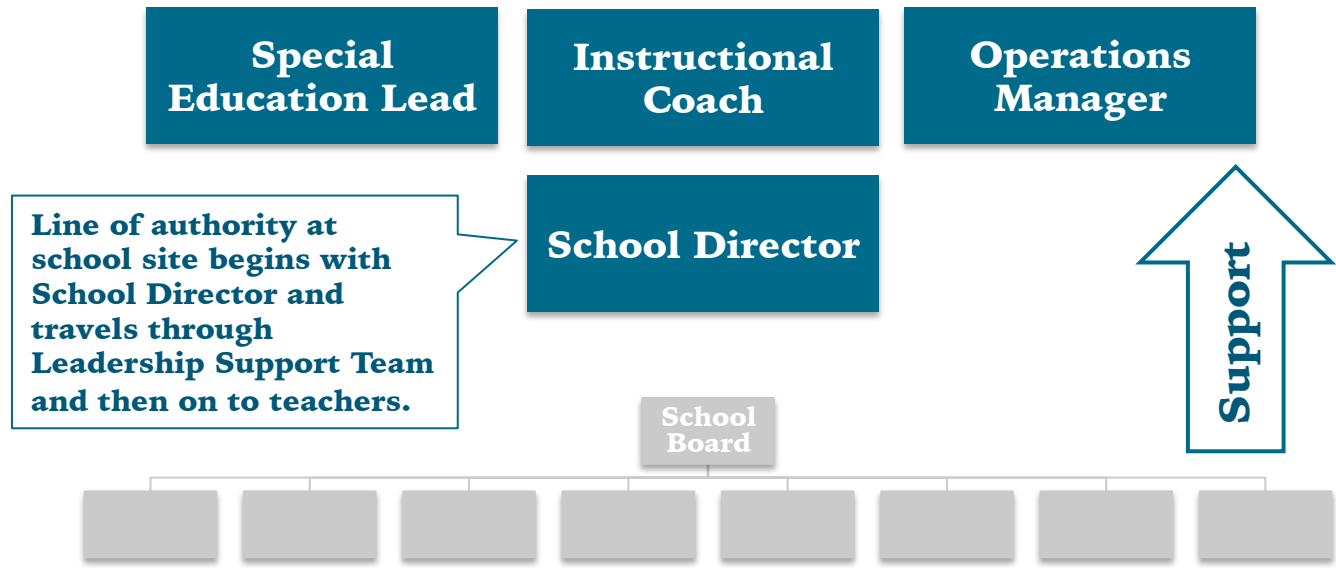
School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations



SCHOOL LEADERSHIP SUPPORT TEAM



Year 3 (2019-20)

Year 3 Staff Size: 23 (6th, 7th, 8th)

Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

Note: Teacher leader can be from any content area; they are nominated as lead teacher from their grade and elected by Leadership Support Team.

8th grade teacher leader

7th grade teacher leader

6th grade teacher leader

Special Education Lead

Instructional Coach

Operations Manager

School Director

School Board



SCHOOL LEADERSHIP SUPPORT TEAM



Year 4 (2020-21)

Year 4 Staff Size: 32 (6th, 7th, 8th, 9th)

Founding Board

Governing Board

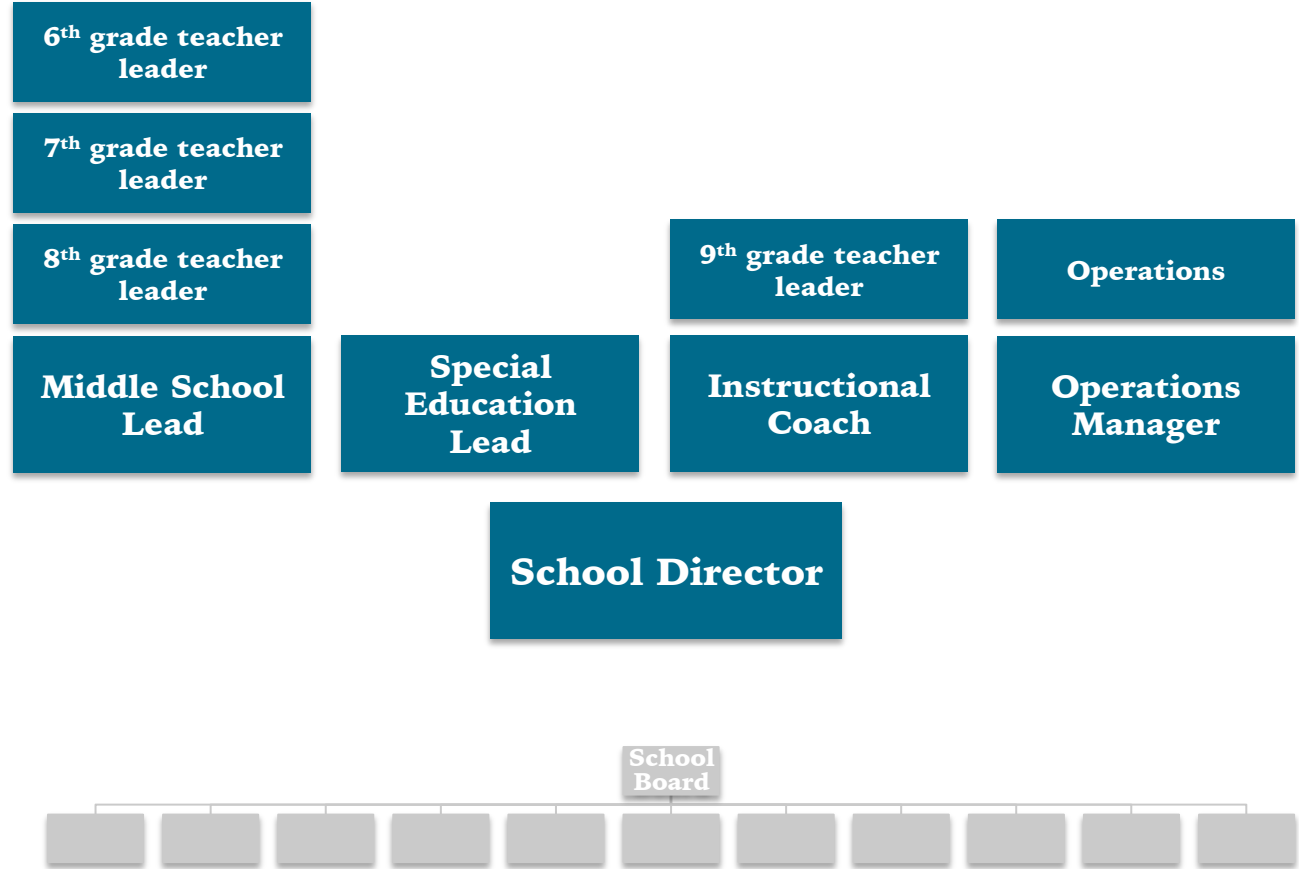
School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

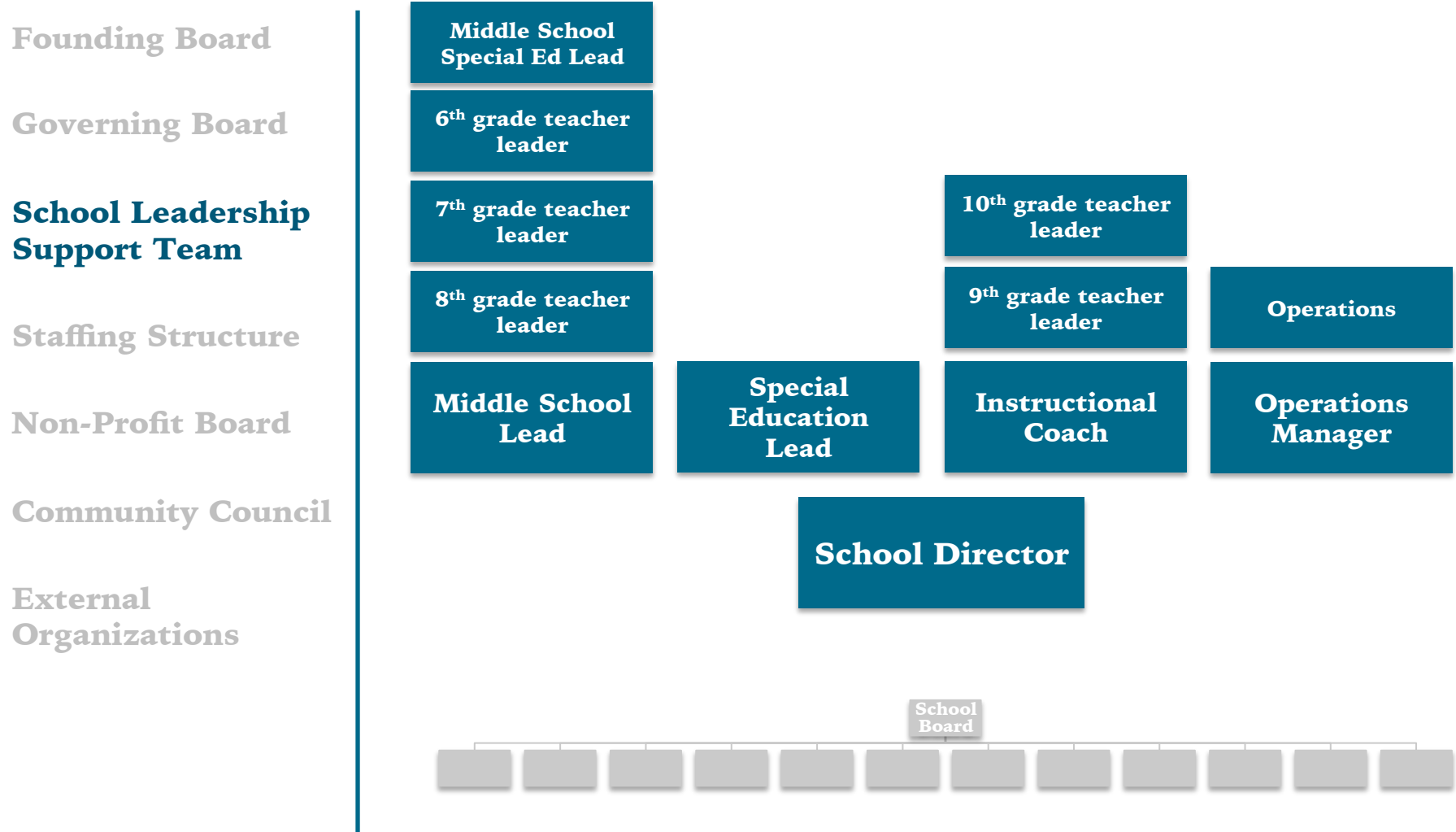


SCHOOL LEADERSHIP SUPPORT TEAM



Year 5 (2021-22)

Year 5 Staff Size: 39 (6th, 7th, 8th, 9th, 10th)

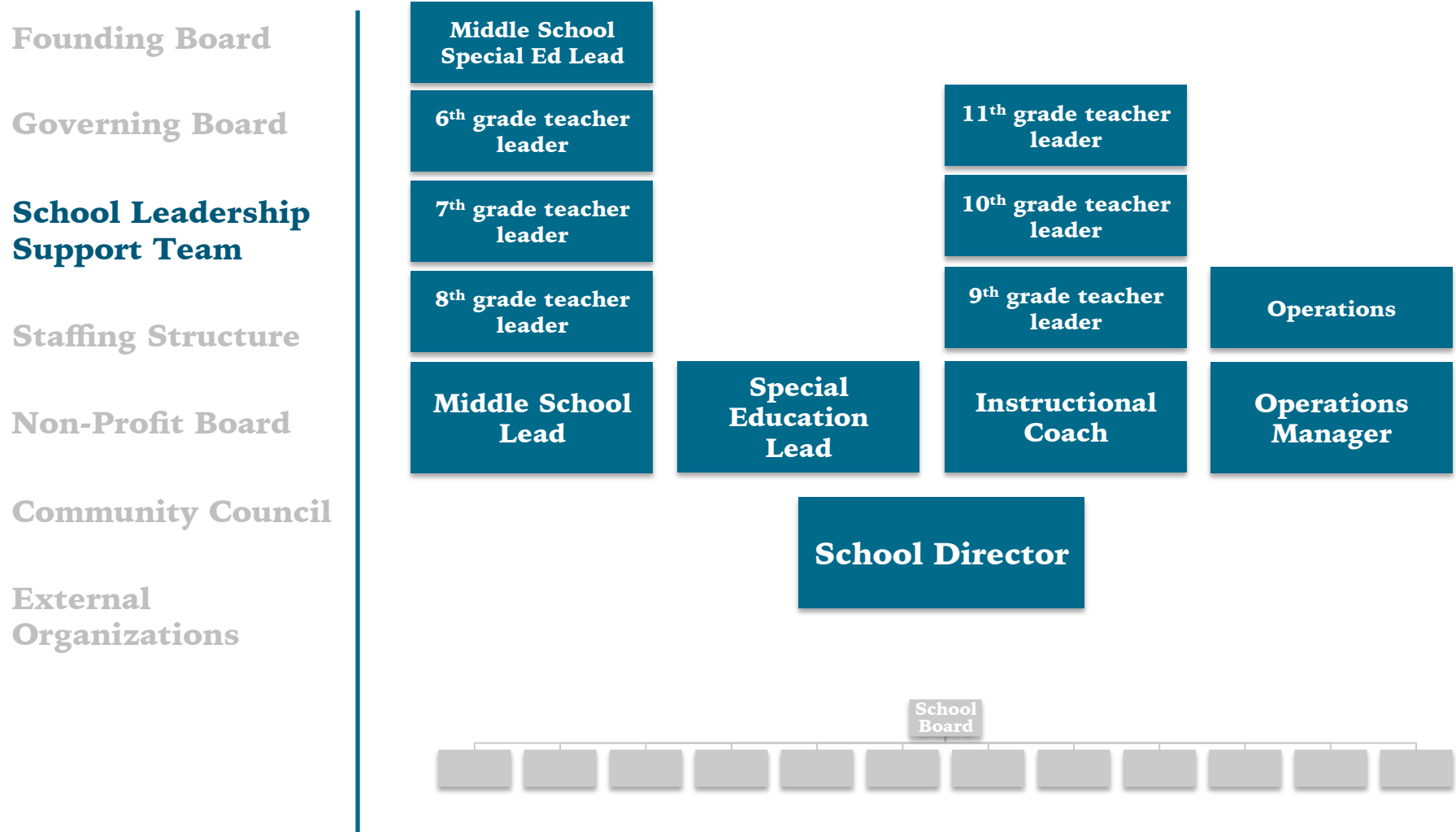


SCHOOL LEADERSHIP SUPPORT TEAM



Year 6 (2022-23)

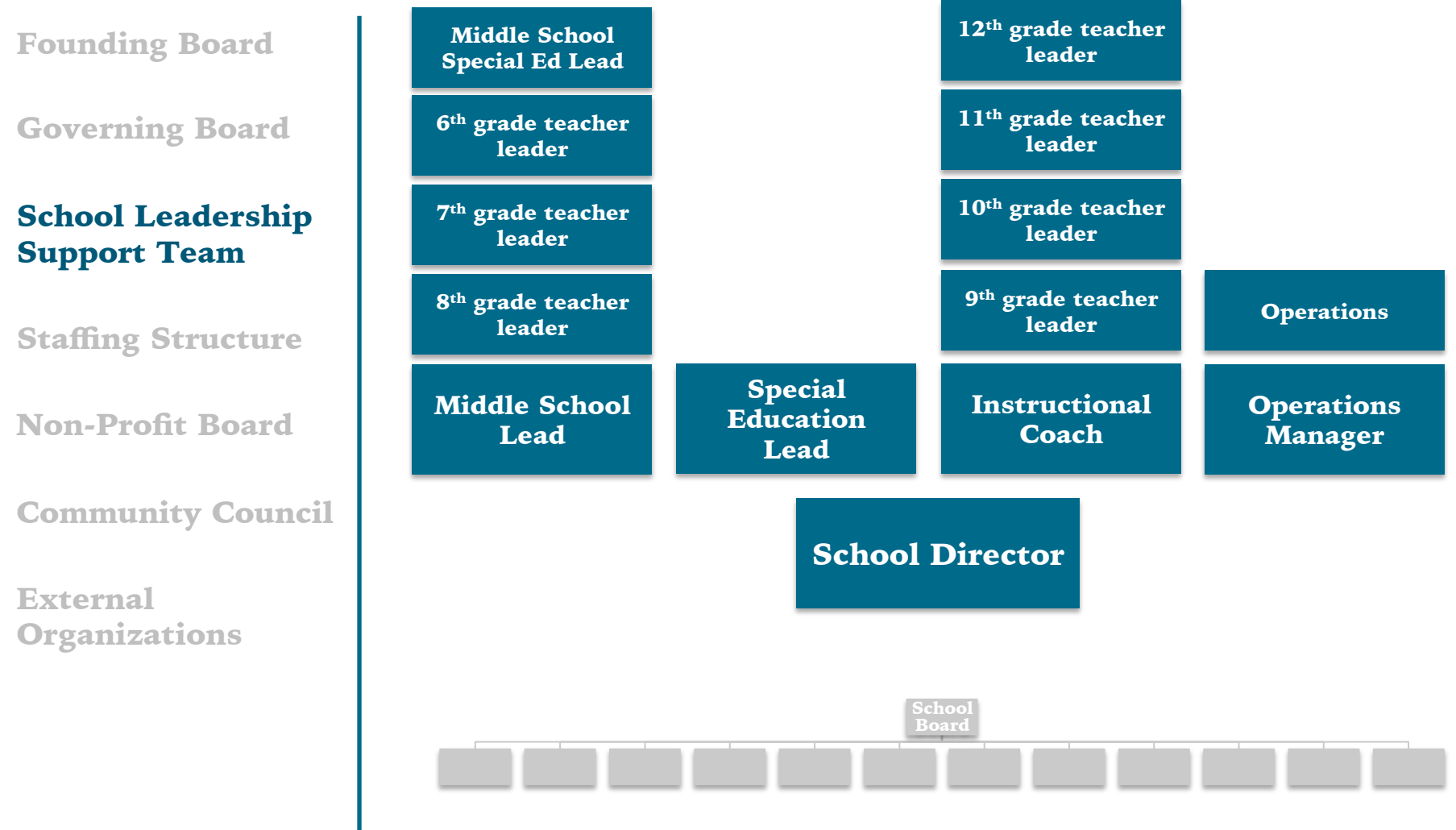
Year 6 Staff Size: 46 (6th, 7th, 8th, 9th, 10th, 11th)



SCHOOL LEADERSHIP SUPPORT TEAM



Year 7 (2023-24 / Terminal Year) Year 7 Staff Size: 52 (6th, 7th, 8th, 9th, 10th, 11th, 12th)



STAFFING STRUCTURE (YEARS 0 – 3)



	2016-17	2017-18	2018-19	2019-20
Founding Board	Year 0	Year 1 (+6th)	Year 2 (+7th)	Year 3 (+8th)
Governing Board		ELA	ELA	ELA
School Leadership Support Team		Math	Math	Math
Staffing Structure		Science	Science	Science
Non-Profit Board		Social Studies	Social Studies	Social Studies
Community Council		Hawaiian Studies	Theatre	Theatre
External Organizations		Special Ed Lead	Language	Language
		Operations Manager	Special Ed	Special Ed
		Instructional Coach		
Teachers	School Director			
TOTAL STAFF	1	9	16	23

STAFFING STRUCTURE (YEARS 4 – 7)



	2020-21	2021-22	2022-23	2023-24
Founding Board	Year 4 (+9th)	Year 5 (+10th)	Year 6 (+11th)	Year 7 (+12th)
Governing Board	ELA	ELA	ELA	ELA
School Leadership Support Team	Math	Math	Math	Math
Staffing Structure	Science	Science	Science	Social Studies
Non-Profit Board	Social Studies	Social Studies	Social Studies	Drama/Theatre
Community Council	Physical Ed.	Health	Drama/Theatre	Language
External Organizations	Language	Language	Language	Special Ed
	Special Ed	Special Ed	Special Ed	
	Operations			
	Middle School Lead			
TOTAL STAFF	32	39	46	52

STAFFING STRUCTURE (YEARS 1 – 7)



2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Year 1 (+6 th)	Year 2 (+7 th)	Year 3 (+8 th)	Year 4 (+9 th)	Year 5 (+10 th)	Year 6 (+11 th)	Year 7 (+12 th)
ELA	ELA	ELA	ELA	ELA	ELA	ELA
Math	Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science	Social Studies
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Drama/Theatre
Hawaiian Studies	Theatre	Theatre	Physical Ed.	Health	Drama/Theatre	Language
Special Ed Lead	Language	Language	Language	Language	Language	Special Ed
Operations Manager	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	
Instructional Coach			Operations	Teachers with this color are hypothetical Leadership Support Team members in accordance with our teacher leadership model		
School Director			Middle School Lead			

NON-PROFIT BOARD (2017-18, Y1)



Founding Board

Governing Board

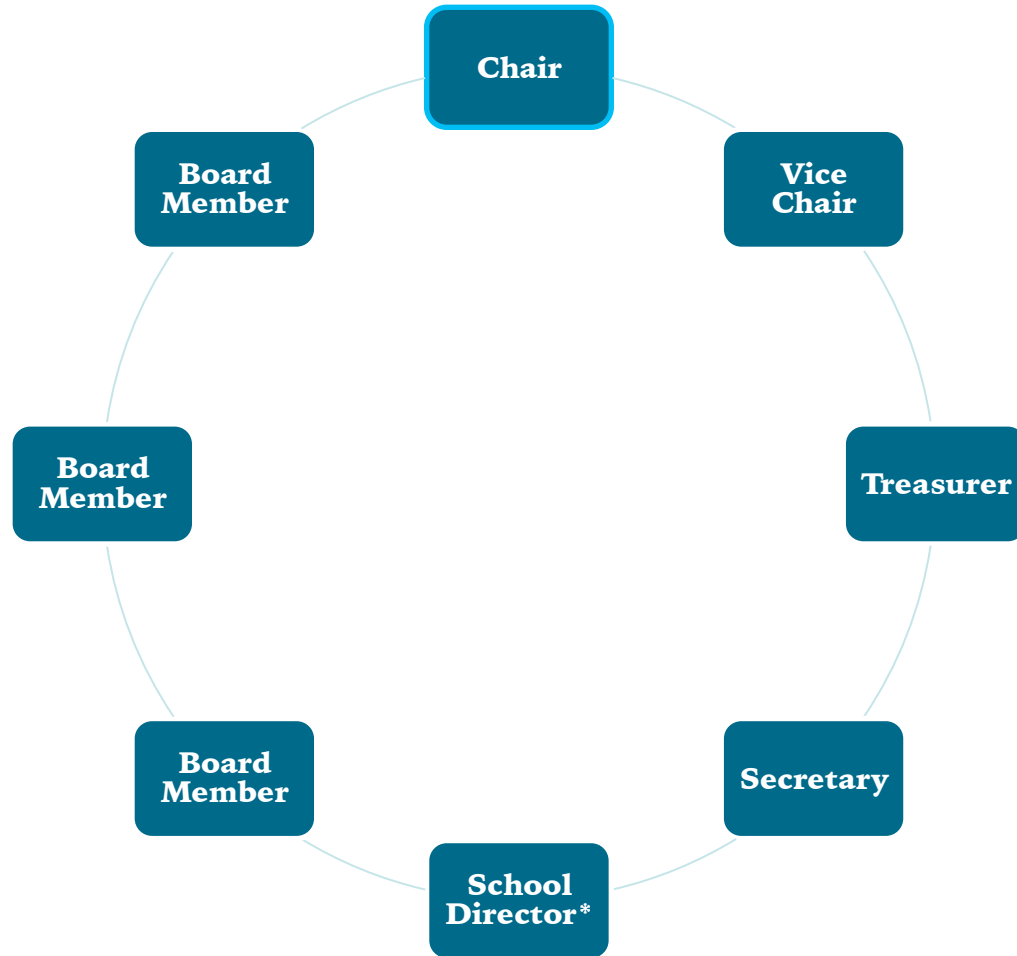
School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations



** School Director is ex-officio and does not have voting privileges*

NON-PROFIT BOARD TENURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

Non-Profit Board

Community Council

External
Organizations

- **The number of members constituting the entire Board shall be not less than seven nor more than fifteen;**
- **As the board grows during the growth of the school, additional board members will be added, others will rotate off (if decided), and officer elections may occur;**
- **Honorary members may be added by vote of Board during any point in the year;**
- **Non-profit board does not have governing authority over school; strictly support and strategic partner;**
- **School does not have any financial exposure or liability to the non-profit;**
- **Please see non-profit board bylaws for further detail (*Organizational Plan, F. Non-profit Involvement*).**

COMMUNITY COUNCIL STRUCTURE



Founding Board

Governing Board

School Leadership
Support Team

Staffing Structure

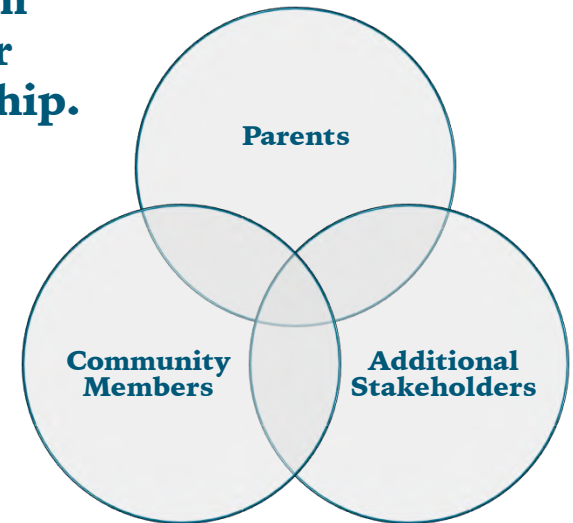
Non-Profit Board

Community Council

External
Organizations

- **Community Council will be comprised of parents, community members, and additional stakeholders;**
- **One member will be appointed by school board to serve as Council Lead and school liaison, developing schedule, agenda items, community engagement, and support, among other items;**
- **Council Lead will work closely with School Director to inform decisions and represent larger Community Council membership.**

Please note: Community Council structure and scope will be more fully developed spring 2017 with Leadership Support Team.



EXTERNAL ORGANIZATION SUPPORT



Founding Board

Governing Board

School Leadership Support Team

Staffing Structure

Non-Profit Board

Community Council

External Organizations

- **External organizations may support DreamHouse academically, organizationally, or financially; it is ultimately up to the school board as to whether or not their partnership will be strategic and beneficial to our school;**
- **External organizations will interact primarily with school director and / or board chair upon initial partnership for accountability reasons;**
- **Founding Leadership Support Team will develop protocols and partnership expectations (internal/ external) during the planning year.**

