Kūlia Academy

Attachment V. Leadership Evaluation Tool

Kūlia Academy will use The Massachusetts Model System for Educator Evaluation -
Evaluating Principals and School-level Administrators.

The Massachusetts Model System for Educator Evaluation

Evaluating Principals and School-level Administrators

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Massachusetts Department of
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EDUCATION

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Purpose of this Guide

The Massachusetts Model System is a comprehensive educator evaluation system designed by the Department of Elementary and Secondary Education (DESE) in concert with a wide range of stakeholders and pursuant to educator evaluation regulations, 603 CMR 35.00. The Model System includes tools, guidance, rubrics, and contract language to support the evaluation of all educators.[1] School committees and school districts can adopt the Model System, adapt the Model System, or revise their own evaluation system to align with the regulations.[2] This guide:

- Outlines the requirements of the regulations as well as the principles and the priorities that underlie the educator evaluation framework;

- Describes the roles, responsibilities, and process embedded in the Model System for Principal Evaluation; and

- Shares resources and best practices supporting effective implementation.

This guide focuses on the evaluation of principals and other school-level administrators. Guidance particular to implementation of this process for teachers can be found in Evaluating Teachers and Specialized Instructional Support Personnel and for superintendents in Evaluating Superintendents and District-Level Administrators. Critical insights and lessons from the field have been incorporated throughout Model System.

This guide is divided into five sections corresponding to the five steps of the evaluation cycle: Step 1: Self-Assessment, Step 2: Goal Setting and Plan Development; Step 3: Plan Implementation; Step 4: Formative Assessment/Evaluation; and Step 5: Summative Evaluation. Each section is organized as follows:

- **Overview** – describes the step of the cycle

- **Conditions for Effective Implementation** – includes important knowledge, capacity, systems, and recommended resources

- **Step-Specific Deep Dives** – in-depth guidance on particular considerations or recommendations that warrant further detail or clarification, such as Conducting Observations.

*Note: While this guide provides sufficient information to support the evaluation of principals and school-level administrators, the most in-depth recommendations for a meaningful 5-Step Cycle--applicable to *all* educators—are available in *Evaluating Teachers and Specialized Instructional Support Personnel*.

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[1] "Educator" is used in this guide to refer to classroom teachers and specialized instructional support personnel (educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, such as school nurses, guidance or adjustment counselors, speech and language pathologists, and some special education teachers). "Educator" also refers to administrators when they are engaged in "being evaluated" as distinct from a role of "Evaluator."

[2] Further details about adopting, adapting, or revising the Model System can be found in The Massachusetts Educator Evaluation Framework: Overview.

Overview

Five-Step Cycle of Continuous Improvement for Principals

The Model System for Principal Evaluation consists of a one-year evaluation cycle for principals and other school-level administrators (subject to local collective bargaining agreements), with a formative assessment occurring at mid-cycle. At the discretion of the superintendent, the evaluation cycle can be two years for experienced principals and school-level administrators (a description of the steps in a typical two-year cycle appears as Appendix C). Superintendents determine when the cycle starts. A typical annual cycle includes the following steps:

| Late Spring/Summer	**Step 1: Self-Assessment**. In consultation with the school's leadership team, the administrator conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation (when available), staff feedback, and other relevant evidence. Based on that assessment, the administrator identifies three types of goals to propose: professional practice, student learning, and school improvement. The administrator may also identify focus Indicators aligned to the goals to focus the evaluator's assessment of practice against the performance Standards.
Summer	**Step 2: Analysis, Goal Setting, and Plan Development.** The administrator meets individually with his or her evaluator to discuss the results of the self-assessment, including the proposed professional practice, student learning, and school improvement goals. The administrator and evaluator develop the Educator Plan. The plan includes the administrator's goals, key strategies, benchmarks of progress, timelines, and focus Indicators when relevant. It also outlines the evidence that will be used to complete the evaluation process and determine the administrator's performance ratings on each Standard and overall, including appropriate student learning measures and anticipated gains associated with each measure.
Throughout School Year	**Step 3: Plan Implementation and Collection of Evidence.** The administrator implements the plan. Both the administrator and evaluator collect the evidence described in the plan and other relevant data, including feedback from staff and data associated with the student learning measures. Observation of practice is also a required source of evidence. Evaluators are expected to visit the school at least three times each year for the purpose of collecting and analyzing evidence, and to provide the administrator with feedback.
Mid-year	**Step 4: Formative Assessment/Evaluation.** At mid-cycle, the administrator synthesizes information obtained to date in order to prepare the Mid-Cycle Goals Progress Report, an assessment of progress on the goals detailed in the Educator Plan. The administrator and evaluator review the evidence. The evaluator completes a Mid-Cycle Formative Assessment Report and shares it with the administrator.
Late Spring/Summer	**Step 5: Summative Evaluation.** The administrator prepares the End-of-Cycle Progress Report, an assessment of progress on the goals and performance on each of the Standards. The administrator and evaluator review the report and other relevant evidence, and the evaluator completes the End-of-Cycle Summative Evaluation Report and shares it with the administrator.

Step 1: Self-Assessment

Overview

The first step of the Educator Evaluation cycle is self-assessment and goal proposal. In this step:

1. The administrator completes the self-assessment.

The administrator assesses his/her practice in relation to the Standards and Indicators of the rubric. The administrator examines a wide range of evidence, including staff feedback as well as appropriate measures of student learning, and is encouraged to consult with the school's leadership team.
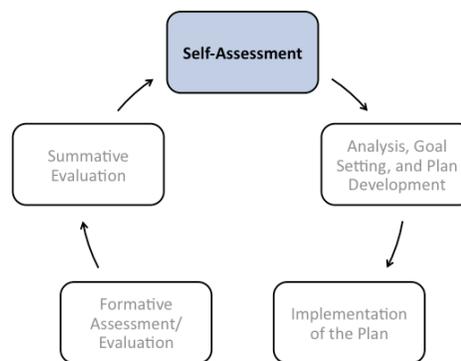
2. The administrator proposes goals.

The administrator uses the self-assessment to propose goals:

- At least one related to improving student learning;

- At least one related to improving the administrator's own professional practice; and

- Two to four goals related directly to school improvement priorities for the year and aligned with district priorities

For each goal, the administrator identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goal. The administrator may also identify focus Indicators in each performance Standard that will be in evidence in pursuing the student learning, professional practice and school improvement goals. Successful completion of the goals will provide much of the evidence of effective performance in the focus Indicators.

The self-assessment is a critical moment for educators to take ownership of the process. A guiding principle of the Model System is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment process empowers school leaders to shape the conversation by stating what *they* think their strengths are as well as those of their school, the areas on which they want to focus, and what support they need.

Conditions for Effective Implementation

Each spring or summer, the superintendent and/or principal supervisor(s) meet with principals and other school-level administrators to review the evaluation process and discuss district expectations related to such aspects of the process as goals, school visits, and collection of evidence, including the mechanisms for collecting staff feedback and the appropriate measures of student learning.

- The evaluator and administrator together **review the rubric** that describes the Standards and Indicators for Effective Administrative Leadership. Typically, the focus of the rubric review is on the elements within each Indicator. Its purpose is to develop and deepen shared understanding of the meaning in practice of key elements. The rubric review also is an opportunity to identify focus Indicators that will be the focus for their attention that year.

- **Prioritize Indicators or elements.** Evaluators and principals may establish a reasonable number of focus Indicators (or elements) to be evaluated on in a given year. How many? The number of

focus Indicators will vary depending on the needs of the principal, but it is helpful to focus annually on no more than one or two Indicators for each Standard. This degree of focus can help focus goal-setting and works to ensure a more positive impact on both the school's and the principal's growth and development.

- **Consider team goals.** Because the regulations require educators to consider team goals, this is a good time to consider team goals across levels or the district as a whole. For example, it may make sense for all elementary and middle school principals to identify a common goal related to transition to middle school or implementation of a tiered system of support for students. It could be that all principals might focus a professional practice goal on improving the frequency of classroom visits and feedback for educators. Leveraging team goals to focus on a district priority for which administrators share responsibility is an effective way to build coherence and collaboration into the evaluation process.

A note on establishing priorities among Standards: The regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

Suggested Resources

The "Suggested Resources" section lists several tools and resources that support administrators and evaluators in the self-assessment.

District-Provided Tools and Resources	DESE Tools and Resources
- District and school improvement plans and/or goals - Dates and intended outcomes of planned professional development opportunities - Specific information on new initiatives that are being implemented or continued from previous years, such as the implementation of a new curriculum - Growth and achievement data for past and current or incoming students - District performance rubric or Model School-level Administrator Rubric	- Guide to Model Evaluation Rubrics - Self-Assessment Form - Deep-Dive: Setting S.M.A.R.T. Goals - Protocol for Developing S.M.A.R.T. Goal Statements

Deep Dive: Setting S.M.A.R.T. Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This S.M.A.R.T. Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	**Specific and Strategic**
M	=	**Measurable**
A	=	**Action Oriented**
R	=	**Rigorous, Realistic, and Results-Focused** (the 3 Rs)
T	=	**Timed and Tracked**

Goals with an action plan and benchmarks that have these characteristics are S.M.A.R.T.

A practical example some of us have experienced in our personal lives can make clear how this S.M.A.R.T. goal framework can help turn hopes into actions that have results.

First, an example of *not* being S.M.A.R.T. with goals: *I will lose weight and get in condition.*

Getting S.M.A.R.T.er: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's **S**pecific and Strategic	= 10 pounds, 1 mile
It's **M**easurable	= pounds, miles
It's **A**ction-oriented	= lose, run
It's got the 3 **R**s	= weight loss and running distance
It's **T**imed	= 10 weeks

S.M.A.R.T. enough: To make the goal really S.M.A.R.T., though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.

- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

Deep Dive: Setting S.M.A.R.T. Goals

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise

- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

Below are more details on the characteristics of S.M.A.R.T. goals as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

# Step 2: Analysis, Goal Setting, and Plan Development

Overview

The second step of the evaluation cycle is goal setting and plan development. Activities involved in Step 2 include:

1. The administrator presents the proposed goals and plan.

The administrator and evaluator meet to discuss the results of the self-assessment and the proposed professional practice, student learning, and school improvement goals as well as the key actions, timelines, benchmarks of progress, sources of evidence, and supports or resources needed to achieve the goals.
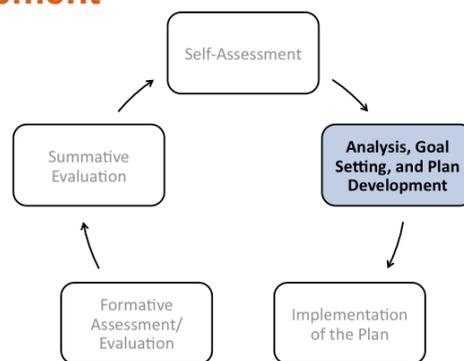
2. The administrator and evaluator review the rubric to address questions, such as:

- Are there any assumptions about specific Indicators that need to be shared because of the local school context?

- Are there any Indicators for which Proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- Are there any Standards, Indicators, or elements that will be weighted more heavily than others by the evaluator in rating the administrator's performance at the end of the year?

- Are there any Indicators (or elements) that will be a focus for part or all of the year?

3. The administrator and evaluator develop an Educator Plan that identifies activities and resources that will support administrative leadership practice, student learning, and progress toward goal attainment. Once concluded, the plan should reflect the following components:

- The administrator's goals and key actions the administrator will take to achieve those goals;

- The timeline by which actions will be taken;

- Benchmarks for measuring progress;

- Evidence that will be used to determine the administrator's summative rating; and

- Resources and supports needed to be successful.

The type, duration, and primary developer of the Plan is determined according to the administrator's experience and performance in the role. That said, an important difference between an experienced teacher and an experienced school leader is the recommended alignment of the administrator's school improvement plan and their evaluation goals, even for administrators on two-year evaluation plans. While a superintendent may elect to place experienced administrators rated Proficient or Exemplary on two-year evaluation cycles, the Model System for Evaluating Principals and School-Level Administrators recommends intentional alignment between the administrator's *annual* school improvement plans and their evaluation goals.

Step 2: Analysis, Goal Setting, and Plan Development

Conditions for Effective Implementation

Establishing Alignment and Coherence. During the development of the Educator Plan, associating each of the principal's annual goals to the most relevant Indicators and elements from the Standards for Effective Administrative Leadership will help to ensure that evidence related to goal progress can also be used to assess performance in those Standards. Establishing this alignment at the outset will lead to a more coherent and meaningful process for gathering evidence related to both goal progress and overall leadership practice. It also reduces the time and effort spent on collecting, presenting and assessing evidence during the formative and summative evaluation stages.

Identifying sources of evidence ahead of time. Conversations about the goals and planned activities for the year should also identify which **sources of evidence** (to determine both progress toward meeting the goals and ratings of performance against the Standards) will be collected and by whom. This is an opportunity to clarify on the front-end if a plan is in place to sufficiently collect all the evidence necessary. The evidence collected should include all three required types of evidence:

1. Products of Practice, including (a) evidence from multiple school-site visits during which the school administrator and evaluator can collectively examine and discuss specific aspects of practice that are a focus for that administrator; and (b) specific artifacts related to practice not easily observed, but still important to the administrator's growth and development (e.g. family communications, professional development plans, feedback from the principal to teachers on instructional practice, etc.).

2. Multiple Measures of Student Learning, including measures that will be used to assess the administrator's impact on student learning (per Indicator I-F: Student Learning), and other measures of student learning related to individual or school goals.

3. Other evidence, including evidence of active outreach to and ongoing engagement with families, as well as feedback from staff.

Actions and evidence collected throughout the plan should support and communicate progress toward goals, help to establish a representative picture of practice, and provide the evaluator with meaningful opportunities to offer targeted, actionable feedback. Ultimately, the evaluator will rely upon this evidence to assess administrator performance across all four Standards.

Suggested Resources

The "Suggested Resources" section lists several concrete tools and resources that support administrators and evaluators in Step 2.

District-Provided Tools and Resources	DESE Tools and Resources
- Copies of district and school improvement plans and/or goals - District performance rubric or Model School-level Administrator Rubric - Self-assessment and proposed goals - Specific information on required evidence, measures of student learning to be used by administrators, and acceptable mechanisms to collect feedback from staff	- S.M.A.R.T. goal setting - Educator Plan Form - Model Student and Staff Feedback Surveys - Views of Climate and Learning (VOCAL) Student Survey

Deep Dive: Educator Plans

There are four types of Educator Plans to differentiate evaluation by career stage and performance (see: What's Required in Regulations?). Educator Plans should be designed to provide educators with opportunities for feedback, professional growth, and leadership; and to ensure educator effectiveness and overall system accountability (603 CMR 35.06(3)).

Emerging directly from an educator's professional practice and student learning goals, an Educator Plan should be comprised of key action steps, evidence the educator and evaluator will collect throughout the duration of the plan, and benchmarks to determine progress toward the goals. During the plan's development, evaluators should also communicate clear expectations for educator impact, including but not limited to anticipated student learning gains for the multiple measures that will be used as evidence of educator performance.

What's in an Administrator's Educator Plan?

- Goals: At least one professional practice goal tied to one or more Performance Standards, at least one student learning goal to improve the learning, growth and achievement of the students under the educator's responsibility; and two to four goals related directly to school improvement priorities for the year and aligned with district priorities.

- Actions: Actions the administrator must take to attain these goals, including but not limited to specific professional development activities, self-study, and coursework, as well as other supports that may be suggested by the evaluator or provided by the district.

- Alignment: Alignment to the Standards and Indicators of Effective Administrative Leadership Practice, as well as local performance standards, district goals, and school goals. (603 CMR 35.06(3)(f))

Who creates the Educator Plan?

Each type of Educator Plan offers the educator and the evaluator different levels of autonomy. Self-Directed Growth Plans are primarily developed by the administrator; Directed Growth Plans should be a collaborative effort between the evaluator and the administrator, with special attention to area(s) in need of growth; Improvement Plans are developed by the evaluator, with goals specific to improving the administrator's unsatisfactory performance; and Developing Educator Plans are developed by the evaluator and the administrator, with a focus on the administrator's professional development in a new position.

What role does evidence play?

Evidence of practice and/or goal progress that the administrator and evaluator will collect throughout the implementation of the plan can be identified when developing an Educator Plan and then updated as needed. Anticipated evidence can be written into key action steps and benchmarks. Identifying evidence at this early stage in the 5-Step Cycle ensures alignment between evidence and the administrator's priorities, while guaranteeing a strategic collection of artifacts that is more manageable for the administrator and evaluator and more powerful in demonstrating the administrator's practice. More tips about strategic evidence identification are available in DESE's Evidence Collection Toolkit.

Step 2: Analysis, Goal Setting, and Plan Development

Deep Dive: Student Learning Measures & Anticipated Student Gains

Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For administrators, evidence of their impact on student learning informs their performance rating for Standard I: Instructional Leadership (see Indicator I-F: Student Learning). Evaluators and administrators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for each administrator is the first step. Evidence from the following types of assessments may be used to inform an administrator's evaluation:

- For administrators with direct responsibility for overseeing instruction of academic content assessed by statewide testing, **statewide student growth measures** must be one of the measures used to determine impact on student learning.

- For administrators with direct responsibility for overseeing instruction of academic content in non-tested grades and subjects, **common assessments** used across the district or multiple classrooms should be used. Common assessments may be measures of learning, growth, or achievement, should be comparable within grades or subjects, and aligned to the MA Curriculum Frameworks or other relevant frameworks.

- Where no common assessments are available, administrators should use data from **classroom assessments** as evidence of impact on student learning.

- For administrators whose role and/or key responsibilities are not directly related to the instruction of students, direct measures may focus on social, emotional, behavioral, or skill development. Indirect measures of impact may also be most appropriate, such as a measure related to student suspension or chronic absenteeism rates. Many administrators may use an indirect measure of student learning along with other direct measures.

Each type of assessment provides unique information that administrators can use to improve practice and evaluators can use to provide administrators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Once you've selected the appropriate measures, the next step is to identify anticipated student learning gains for each measure. How much do you expect students to learn or grow? Anticipated student learning gains are expectations for student performance established during the development of the educator plan for each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when administrators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and administrator examine when considering the administrator's impact on student learning. Administrators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- **DESE determines anticipated student learning gains for statewide growth measures**. Evaluators must consider student growth percentiles (SGP) for educators who have responsibility for 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

Deep Dive: Student Learning Measures & Anticipated Student Gains

- **Districts are responsible for determining anticipated student learning gains for common assessments**. These anticipated student learning gains should be consistent across the district.

- When classroom assessments or indirect measures are used as evidence of an administrator's impact on students, **the administrator and the evaluator should agree upon the anticipated learning gains**.

  - More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's Educator Evaluation webpage.

Step 3: Plan Implementation and Collection of Evidence

Overview

The third step of the evaluation cycle is Implementation of the Educator Plan. Responsibility for this step is divided between educators and evaluators. Activities in this step include:

1. The administrator implements the plan.

The administrator, with the support of the evaluator, implements the plan.

2. The administrator and evaluator collect evidence.

Both the administrator and evaluator collect evidence described in the plan and other relevant data, including the required sources of evidence outlined in the regulations:

- Multiple measures of student learning, growth, and achievement;

- Judgments based on observations and artifacts of professional practice, including observations of practice of any duration; and

- Additional evidence relevant to one or more Performance Standards, including but not limited to staff feedback.

In addition to evidence gathered through focused observations of administrator practice, evidence should focus on professional practice and student learning goals, impact on student learning in relation to anticipated student learning gains, high priority Standards and focus Indicators, staff feedback, and critical school priorities.

Conditions for Effective Implementation

Plan for frequent school visits to support administrator's growth and development. In a school visit, the Superintendent or principal supervisor works side-by-side with each administrator engaging in one or more of these activities:

- ✓ Co-observing classes, debriefing together what they see,

- ✓ Reviewing artifacts together, such as written feedback on classroom observations, and/or

- ✓ Attending and debriefing together school-based meetings, including department, team, grade level, and leadership team meetings, as well as meetings between the principal and instructional specialists/coaches/department heads.

Frequent school visits are a key responsibility of the superintendent as they serve as the primary means to best understand principal efficacy and to provide meaningful and actionable feedback to support their growth and development. Superintendents visit schools with school leaders for multiple reasons:

1. To gather evidence needed to assess the administrator's performance

2. To see the administrator in action in order to guide and support their work
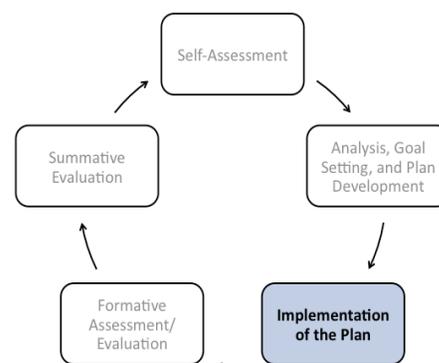
3. To model that a leader can and must make time in their schedule to see students and teachers at work

4. To see firsthand how district and school priorities are being implemented in order to assess progress, celebrate success and identify obstacles

5. To assess how well students are being engaged and challenged

6. To assess how safe and healthy the school culture and climate are for both adults and students

7. To demonstrate that they care enough about teaching and learning to make time to observe it themselves

When thoughtfully implemented, school visits provide the superintendent and administrator with the lion's share of the evidence needed to make a thoughtful assessment of the administrator's performance on each of the four Standards of Effective Administrative Leadership. See Appendix D for additional information and protocols for targeted school-site visits.

Suggested Resources

The "Suggested Resources" section lists tools and resources that support administrators and evaluators in Step 3.

District-Provided Tools and Resources	DESE Tools and Resources
▪ School and district improvement plans ▪ District performance rubric or Model School-level Administrator Rubric ▪ Copies of Educator Plan ▪ PD activities and attendance information ▪ Data collection tools	▪ Principal Supervisor School-Site Visit Protocols ▪ Model Staff Feedback Surveys

Deep Dive: Strategic Evidence Collection

Educators and evaluators collect evidence from multiple sources in order to form a holistic, multi-dimensional view of educator performance. Evidence collection should be meaningful for both the educator and the evaluator – educators should benefit from reflecting on authentic artifacts of their practice, and evaluators should learn something new about the educator's practice that helps inform their judgments.

The regulations call for three categories of evidence:

1. Multiple measures of student learning, growth, and achievement (including statewide, common, and/or classroom assessments. See Deep Dive: Student Learning Measures and Anticipated Student Learning Gains for more information on selecting these measures).

2. Products of practice (including observations and artifacts of planning or instruction).

3. Additional evidence relevant to one or more Performance Standards (including student and/or staff feedback).

Key principles of meaningful evidence collection:

- **Quality over quantity.** Many districts have found that assembling large binders of evidence can be burdensome and may not meaningfully contribute to productive dialogue between educators and evaluators or help evaluators make informed judgments. Instead, evidence should be a strategic and representative sample of artifacts that tell a story about educator practice.

- **Aligned to priorities.** Rather than collect evidence on every element, educators and evaluators benefit when evidence is focused on school or district priorities or demonstrative of progress towards student learning or professional practice goals.

- **Authentic to an educator's practice.** Evidence artifacts should not be manufactured for the sake of evaluation but instead should be illustrative of an educator's work.

Tips for Educators	Tips for School and District Leaders
▪ When developing the educator plan, identify the evidence that will demonstrate progress toward goal(s)	▪ Identify focus elements or Indicators within the rubrics and support evidence collection in those areas
▪ Combine multiple pieces of evidence to "tell a story" about practice	▪ Identify common pieces of evidence across roles and create a library of high quality examples
▪ Evidence should be naturally-occurring artifacts of the practice	▪ Support policies and practices that promote discussions between educators and evaluators around meaningful evidence
▪ Create a folder (electronic or paper) to add evidence throughout the year, but be selective in the end	▪ Support the sharing and celebration of evidence of exemplary practice

Step 4: Formative Assessment/Evaluation

Overview

The fourth step of the educator evaluation cycle is Formative Assessment/Evaluation[3], which serves as a mid-cycle opportunity to take stock of progress, provide the educator with feedback, and make adjustments as needed. For administrators on annual plans, a Formative *Assessment* occurs at the midpoint of the evaluation cycle, during which evaluators assess progress toward goals and performance on Standards. For administrators on two-year plans, a Formative *Evaluation* occurs at the end of the first year, at which point the evaluator assesses goal progress and provides formative ratings on each of the four Standards and an overall performance rating[4]. In this step:
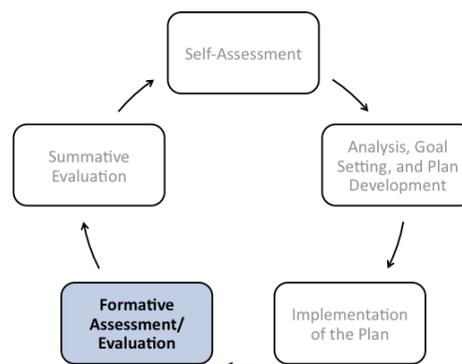
1. The administrator prepares mid-cycle progress report.

At mid-cycle, the administrator analyzes the data and evidence collected to date and prepares the Mid-Cycle Progress Report, an assessment of progress on the goals detailed in the Educator Plan, and related performance in the focus Indicators. This report should include all evidence collected to date, including (if available) progress towards the anticipated student learning gains associated with student learning measures, and feedback from staff.

2. The administrator and evaluator review progress and the evaluator prepares the formative assessment report.

The administrator and evaluator review and discuss the report and evidence. Their purpose is to develop a shared understanding of the progress being made on each goal and focus Indicators, what additional supports or resources would be beneficial, and to achieve agreement on what, if any, mid-course adjustments may be needed. For administrators on one-year plans, the evaluator completes the Formative Assessment Report and shares it with the administrator. For administrators on two-year plans, the evaluator completes a Formative Evaluation Report, which includes ratings on each Standard, and shares it with the administrator.

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[3] Formative Assessments take place mid-way through a 1-year evaluation cycle. Formative Evaluations occur at the end of Year 1 in a 2-year evaluation cycle, and result in performance ratings on Standards and overall.

[4] Formative ratings on each Standard and overall are only required for educators on 2-year self-directed growth plans and may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise. This acknowledges the expertise of experienced, proficient educators and eases the evaluator burden of developing *new* ratings at the Formative Evaluation unless absolutely necessary.

Step 4: Formative Assessment/Evaluation

Conditions for Effective Implementation

Conducting a Formative Conference. Although the regulations do not require that a conference take place as part of a Formative Assessment or Evaluation, there will be occasions when a conference is warranted, such as when an evaluator and an administrator want to address recent changes in performance that may result in ratings that warrant a new plan. In addition to sharing the Standard-by-Standard summary of evidence, the formative conference is an opportunity to review and discuss the administrator's progress toward the goals that were set at the beginning of the evaluation cycle. It is likely that the administrator has more information about goal attainment and student progress than the evaluator does. Therefore, evaluators may use the formative conference to gather additional evidence about performance on specific Indicators, the administrator's progress toward goals, and his/her impact on student learning.

Considerations for changing the Educator Plan after a Formative Assessment or Evaluation. Occasionally, an administrator's performance has significantly changed from the last Summative Evaluation. When this happens, the evaluator and the administrator may need to create a new Educator Plan based on revised ratings. Use the following chart to determine if an administrator should move to a different Educator Plan[5]:

Previous Summative Performance Rating	New Formative Performance Rating	Change in Educator Plan?	Duration of New Plan and Evaluation Cycle
Exemplary	Proficient	No	N/A
Exemplary or Proficient	Needs Improvement	Yes (Directed Growth Plan)	Up to one school year
Exemplary or Proficient	Unsatisfactory	Yes (Improvement Plan)	Up to one school year
Needs Improvement	Proficient	Yes (Self-Directed Growth Plan)	Up to one school year
Needs Improvement	Unsatisfactory	Yes (Improvement Plan)	At least 30 calendar days and no more than 1 school year

Suggested Resources

The "Suggested Resources" section lists several tools and resources that support administrators and evaluators in the Formative Assessment.

District-Provided Tools and Resources	DESE Tools and Resources
- Up-to-date record of evidence and brief analysis - Goals and Educator Plans - District performance rubric or School-level Administrator Rubric	- Mid-Cycle Goals Progress Report - Formative Evaluation/Assessment Report

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[5] Note: novice administrators in their first three years in the role are on a Developing Educator Plan, regardless of performance ratings.

Deep Dive: Staff and Student Feedback

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required type of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator's practice.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to utilize district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and districts may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be aligned to one or more MA Standards and Indicators for Effective Teaching Practice or Administrative Leadership so that it yields information that is relevant to an educator's practice.

- Feedback should be informative and actionable.

- Instruments must be accessible to all potential respondents so that the information they provide allows educators to draw valid conclusions.

Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how student and staff feedback informs the Summative Performance Rating. Student and staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

Deep Dive: Staff and Student Feedback
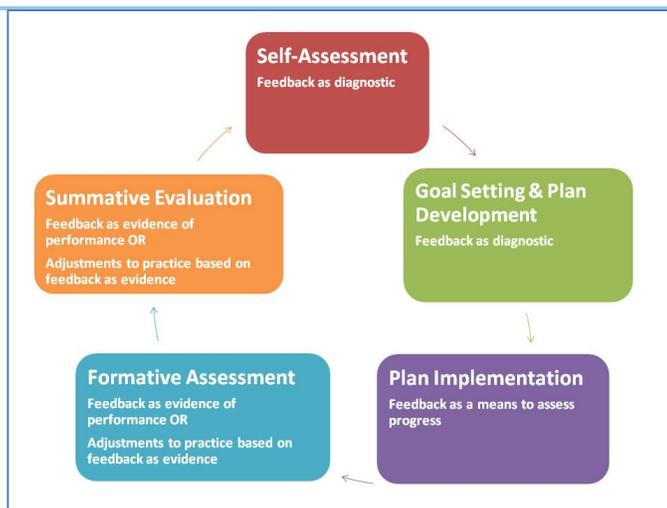
The most meaningful and actionable ways an educator may incorporate student and staff feedback into the evaluation cycle is through an educator's self-assessment, as a tool to shape his or her goal-setting process, and/or as a means to demonstrate changes in practice over time.

Key Messages

- **Feedback should be meaningful and actionable.**
- **Feedback collection tools can take many forms (not just surveys).**
- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**
- **There are no weights or formulas associated with feedback.**

DESE's Model Feedback Surveys

DESE's model feedback surveys are designed to assist districts in this work. Student feedback surveys for classroom teachers are available for grades 3-12 in standard, short, and mini forms. Staff surveys for school-level administrators are available in standard and short forms.

The surveys were designed in accordance with the same key principles of effective feedback outlined above and give districts a feasible, sustainable, cost effective tools for educator to use. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

More information on student and staff feedback in educator evaluation, including examples of feedback methods and uses, is available on DESE's Staff and Student Feedback webpage.

Step 5: Summative Evaluation

Overview

The final step of the cycle is the Summative Evaluation. In this step:

1. The administrator submits progress report.

The administrator prepares and submits to the evaluator an assessment of progress on the goals and performance on each of the Standards, including evidence associated with staff feedback as well as impact on student learning relative to anticipated student learning gains.

2. The administrator and evaluator review report.

The administrator and evaluator review the evidence and the report. The evaluator also reviews any other relevant evidence for the purpose of arriving at:

- An assessment of attainment of goals;
- A rating of the administrator's performance on each of the Standards; and
- An overall rating of the administrator's performance.

3. The evaluator completes the Summative Evaluation.

The evaluator completes the End-of-Cycle Summative Evaluation Report, shares it with the administrator, and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

The picture below illustrates the entire process by which an evaluator determines a Summative Performance Rating.
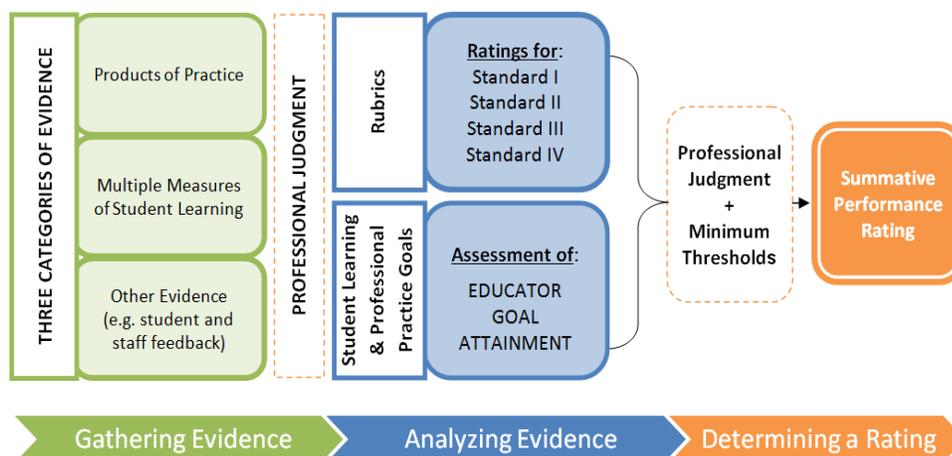
The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing administrators with valuable information that strengthens the self-reflection and analysis educators engage in as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.
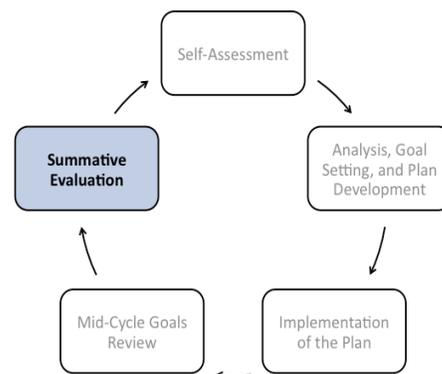
Conditions for Effective Implementation

Sufficient evidence collection. At this stage, evaluators should have multiple data points for every Standard (the preponderance of evidence for a particular Standard may fall within a specific Indicator if it was an area of focus or priority). This evidence can come from both the evaluator and the administrator and must include multiple measures of student learning, evidence of practice (including artifacts and observations), and feedback from staff.

The role of professional judgment. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for an individual educator. The use of professional judgment based on multiple types of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators are also encouraged to take into account how administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual administrator performance, such as: school-specific priorities that may drive practice in one Standard; an administrator's number of goals; experience level and/or leadership opportunities; and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

That said, professional judgment does not equate to a "black box" from which evaluators can determine a performance rating. Evaluators must be well versed in and follow three regulatory requirements in the application of professional judgment to an administrator's practice:

- Inclusion of three Categories of Evidence

- Assessment of Goal Attainment

- Minimum Threshold Requirements

Regular collaboration and calibration with other district administrators around leadership practice is also critical to ensuring that one's professional judgment is reinforcing a shared vision of effective leadership.

Step 5: Summative Evaluation

Suggested Resources

In order to ensure a transparent and comprehensive Summative Evaluation, it is critical that administrators have clear and easy access to certain types of information. The "Suggested Resources" section lists several tools and resources that support administrators and evaluators in the Summative Evaluation.

District-Provided Tools and Resources	DESE Tools and Resources
▪ Up-to-date record of evidence and brief analysis ▪ Benchmark and final data on goals ▪ Evidence of student learning, growth, and achievement from statewide, common, and classroom assessments ▪ District performance rubric or Model School-level Administrator Rubric ▪ Completed Educator Plan ▪ Completed Formative Assessment/Evaluation Report Form or locally adopted form	▪ End-of-Cycle Progress Report ▪ Summative Evaluation Report

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Progress Report that the administrator has prepared for Step 5 is the core of the self-assessment required for Step 1. Together with the evaluator's End-of-Cycle Summative Evaluation Report and the discussion that led to its preparation, the administrator has critical feedback needed to begin to consider the goals he or she will propose to the evaluator for Step 2 of the evaluation cycle. Of course, the administrator will want to consider additional feedback as well. For example, reviewing the evidence about school goals with the school leadership team, colleagues, the faculty and parents groups will yield valuable information. So, too, will thoughtful reflection about his/her own performance against the key Indicators in the rubric. That said, a carefully prepared administrator's report and thoughtfully developed evaluator's report are keys to ensuring that the promise of continuous improvement becomes a reality.

Appendix A. Roles and Responsibilities

Superintendent/Evaluator

- Know and understand the *Massachusetts Standards of Effective Administrative Practice*.

- Understand the MA principal evaluation process and participate in training to strengthen capacity to implement the Massachusetts Model System for Educator Evaluation effectively and with integrity.

- Identify the administrator's strengths and areas for improvement and make recommendations for improvement.

- Ensure that the goals and actions detailed in the administrator's Educator Plan are measurable, challenging, and focused on high-priority needs of students.

- Set requirements or expectations around the use of appropriate measures of student learning (including statewide assessments where available) and associated anticipated student learning gains.

- Make at least three visits to the administrator's worksite to observe the administrator in action.

- Review the administrator's analysis of staff feedback, as well as, optionally, feedback from students and parents when available.

- Prepare for the Formative and Summative Evaluation Conferences.

- Prepare the Mid-Cycle Formative Assessment Report.

- Prepare the End-of-Cycle Summative Evaluation Report.

Principal/Administrator

- Know and understand the *Massachusetts Standards of Effective Administrative Practice.*

- Understand the MA principal evaluation process and participate in training to strengthen capacity to implement the Massachusetts Model System for Educator Evaluation effectively and with integrity.

- Prepare for the Goal Setting and Plan Development Conference by completing a self-assessment using the rubric; analyzing student learning data; assessing school progress, strengths, and areas for improvement; and proposing SMART goals.

- Collaborate with the evaluator in the development of the final goals and plan.

- Implement the plan and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards and progress in attaining goals, including staff feedback, as well as appropriate measures of student learning and anticipated student learning gains associated with those measures.

- Host announced and unannounced school visits by the evaluator.

- Use feedback from the evaluator, staff, peers, students, and others to inform and improve practice.

- At mid-cycle, present analysis of progress toward goals.

- At end-of-cycle, complete and present the End-of-Cycle Progress Report analyzing performance and progress on goals.

Appendix B. Massachusetts Educator Evaluation Framework

Educator Evaluation is designed to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability ([603 CMR 35.00](#)).

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals, in turn, apply the framework when they evaluate teachers, SISP, and school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective administrative leadership and teaching practice looks like.[6] Each Standard is broken down into 3-6 core Indicators.

Standards for Administrators	**Standards for Teachers**
Instructional Leadership	*Curriculum, Planning and Assessment*
Management and Operations	*Teaching All Students*
Family and Community Engagement	*Family and Community Engagement*
Professional Culture	*Professional Culture*

2. **Role-specific rubrics define the Standards and Indicators.** The Standards and Indicators are "translated" into rubrics that describe practice in detail at different levels of proficiency ([603 CMR 35.06](#)). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator[7] is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They prompt careful analysis and foster constructive dialogue about those expectations and how to improve practice. Detailed information about rubrics can be found in the [Guide to Model Evaluation Rubrics](#).

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence ([603 CMR 35.07(1)](#)):

   - *Multiple measures of student learning, growth, and achievement*, including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.
   - *Judgments based on observations and artifacts of professional practice*, including unannounced observations of practice of any duration; and

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[6] The regulations define the Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice ([603 CMR 35.03](#) and [603 CMR 35.04](#)).

[7] The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

- *Additional evidence relevant to one or more Performance Standards*, including student feedback as a source of evidence when evaluating teachers, and staff feedback as a source of evidence when evaluating administrators (603 CMR 35.07(1)).

4. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each rating has a specific meaning:

   - *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance that is of such a high level that it could serve as a model.

   - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.

   - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

   - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

5. **Four Educator Plans.** The regulations define four different Educator Plans differentiated for educators by both career stage and performance. The following three plans apply only to "experienced" educators (defined as a teacher with Professional Teacher Status (PTS)) or administrators with more than three years in an administrative position in the school district:

   - The *Self-Directed Growth Plan* applies to experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

   - The *Directed Growth Plan* applies to experienced educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.

   - The *Improvement Plan* applies to experienced educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.

Few new educators are expected to demonstrate proficiency across every Indicator or even every Standard in their first years of practice. Therefore, the fourth plan applies to teachers without PTS, an administrator in the first three years in a district, or an educator in a new assignment (at the discretion of an evaluator):

   - The *Developing Educator Plan* is developed by the educator and the evaluator and is for one school year or less.

6. **Five-Step Evaluation Cycle.** The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. Every evaluation begins with a Self-Assessment and concludes with a Summative Evaluation. It is a continuous improvement process in which evidence from the Summative Evaluation becomes important information for the educator's next Self-Assessment and subsequent goal setting.

Appendix C. What's Required In the Regulations

Step 1: Self-Assessment

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include
    - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
    - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator's responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Step 2: Analysis, Goal Setting, and Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per 603 CMR 35.06(3).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plans. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)
  This plan is for an administrator with less than three years of experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion

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of the evaluator). This plan is for one school year or less.

- **Self-Directed Growth Plan** (developed by the educator)
  This plan is for an "experienced" educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous Summative Evaluation. Evaluators will apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- **Directed Growth Plan** (developed by the educator and the evaluator)
  This plan is for an experienced educator rated as Needs Improvement on the previous Summative Evaluation. This plan is for one school year or less.

- **Improvement Plan** (developed by the evaluator)
  This plan is for an experienced educator rated as Unsatisfactory on the previous Summative Evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

Step 3: Plan Implementation

The regulations on educator evaluation require the following **categories of evidence** to be used in evaluating each educator as per 603 CMR 35.07:

For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;

2. Measures of student progress on learning goals set between the educator and evaluator for the school year;

3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment.

4. Common assessments of student learning, growth, and achievement.

For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement are set by the district.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:

   a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;

   b. Evidence of active outreach to and ongoing engagement with families.

2. Student feedback (with respect to teachers and support personnel) collected by the district.

3. Staff feedback (with respect to administrators) collected by the district.

4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.

5. Any other relevant evidence from any source that the evaluator shares with the educator.

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Step 4: Formative Assessment/Evaluation

The educator evaluation regulations require every educator to have a Formative Assessment or a Formative Evaluation. The regulations differentiate between a "Formative Assessment" and a "Formative Evaluation" (as per 603 CMR 35.02 and 35.06(5)) in the following way:

- A **Formative Assessment** is the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance Standards, or both. While Formative Assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.

- A **Formative Evaluation** is an evaluation at the end of year one for educators on two-year Self-Directed Growth Plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance Standards, or both.

  - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last Summative Evaluation) will maintain the same overall rating in the subsequent Formative Evaluation, unless there is evidence of a significant change in performance.

In rating educators on Performance Standards for the purposes of Formative Assessment or Formative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the Formative Assessment or evaluation.

Changing the Plan

If an educator receives performance ratings during the Formative Assessment or Formative Evaluation that differ from the most recent Summative Performance Ratings, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

Step 5: Summative Evaluation

Every educator has a Summative Evaluation per 603 CMR 35.06. The Summative Evaluation is used to arrive at a rating on each Standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on performance Standards for the purposes of Summative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in 604 CMR 35.04.

- The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a Summative Evaluation rating.

- Evidence and professional judgment shall inform the evaluator's rating of performance standards and the overall rating.

Educators have the opportunity to respond to the Summative Evaluation in writing.

Appendix D. Two-Year 5-Step Cycle Timeline for Principals

Late Spring/Summer	**Step 1: Self-Assessment.** In consultation with the school's leadership team, the administrator conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation (when available), staff feedback, and other relevant evidence. Based on that assessment, the administrator identifies three types of goals to propose to his or her evaluator: professional practice, student learning, and school improvement. The administrator may also identify focus Indicators aligned to the goals to focus the evaluators assessment of practice against the performance Standards.
Summer	**Step 2: Analysis, Goal Setting, and Plan Development.** The administrator meets individually with his or her evaluator to discuss the results of the self-assessment, including the proposed professional practice, student learning, and school improvement goals. The administrator and evaluator develop the Educator Plan. The plan includes the administrator's goals, key strategies, benchmarks of progress, and timelines. It also outlines the evidence that will be used to complete the evaluation process and determine the administrator's performance ratings on each Standard and overall, including the appropriate student learning measures and anticipated gains associated with each measure.
Throughout 2 School Years	**Step 3: Plan Implementation and Collection of Evidence.** The administrator implements the plan. Both the administrator and evaluator collect the evidence described in the plan and other relevant data, including feedback from staff and data associated with the student learning measures. Observation of practice is also a required source of evidence. Evaluators are expected to visit the school at least three times each year for the purpose of collecting and analyzing evidence.
End of Year 1 (late spring/summer)	**Step 4: Formative Assessment/Evaluation.** At mid-cycle, the administrator synthesizes information obtained to date in order to prepare the Mid-Cycle Goals Progress Report, an assessment of progress on the goals detailed in the Educator Plan. The administrator and evaluator review the evidence. The evaluator completes a Mid-Cycle Formative Assessment Report and shares it with the administrator.
End of Year 2 (late	**Step 5: Summative Evaluation.** The administrator prepares the End-of-Cycle Progress Report, an assessment of progress on the goals and performance on each of the Standards. The administrator and evaluator review the report and other relevant evidence, and the evaluator completes the End-of-Cycle Summative Evaluation Report and shares it with the administrator.

Appendix E. Protocols for Superintendent's School Visits

When thoughtfully implemented, school visits provide the superintendent and principal with the lion's share of the evidence needed to make a thoughtful assessment of the principal's performance on each of the four Standards in the School-level Administrator rubric. DESE has developed **six field-reviewed tools** to support comprehensive, focused school-site visits that will benefit both principals and superintendents.

The School Visit Framework

The first tool describes the critical features of a school visit and the roles and responsibilities of the superintendent and principal before, during and after the visit to make school visits the foundation for both meaningful principal evaluation and effective district improvement work. The protocol offers concrete guidance for conducting a school visit that can be adapted to a specific focus or objective.

Ten Steps for an Effective School Visit

Before the Visit	During the Visit	After the Visit
1. Establish Expectations 2. Review Artifacts and Develop Visit Focus 3. Establish Time, Agenda and Preparation Required	4. Observe with a Specific Focus 5. Debrief What You Observed and Read 6. Share Feedback 7. Agree on Next Steps and Plan for Accountability	8. Hold Each Other Accountable for Next Steps 9. Review Artifacts 10. Reflect, Prepare Feedback & Address Implications

School Visit Protocol #1: Classroom Observation and Feedback (A resource for Standard I)
The resource for Standard I is a school visit protocol a superintendent can use to gather evidence about the principal's work related to observing teaching practice and providing useful feedback to the teacher. Superintendents gather evidence and also guide and support the principal's development as they observe 2-4 classrooms together and debrief afterwards with a focus on the principal's prior and planned feedback. This protocol places primary focus on Observations and Feedback (I-D-3) and offers options for prioritizing specific elements within Standards I and II.

School Visit Protocol #2: Student Culture and Climate (A resource for Standard II)
This is a protocol for a school visit, principal conference and artifact review designed to collect evidence for guiding, supporting and assessing the principal's performance in establishing effective Operational Systems and Routines (II-A-1) and ensuring students' Social Emotional Well-Being (II-A-2) and Health and Safety (II-A-3).

School Visit Protocol #3: Family Engagement (A resource for Standard III)
This is a protocol for a school visit, principal conference and artifact review designed to assess the principal's progress in engaging, supporting and communicating with families. This protocol focuses on Family Engagement (III-A-1), Family Support (III-B-2), and Culturally Proficient Communication (III-C-1).

School Visit Protocol #4A: Professional Culture (A resource for Standard IV)
The first resource for Standard IV is a protocol for a school visit, conference and artifact review designed to gather information about the principal's work building a healthy professional culture with primary focus

on Meetings (IV-A-3), and secondary focus on Mission and Core Values (IV-A-2), Communication Skills (IV-C-1) Shared Vision Development (IV-E-1) and Managing Conflict (IV-F). In this protocol, the superintendent observes the principal leading a meeting of a school team or faculty and debriefs with the principal afterwards. This protocol makes optional use of a portion of DESE's *Model Staff Feedback Survey*[8].

School Visit Protocol #4B: Cultural Proficiency (A resource for Standard IV)
The second resource for Standard IV is a school visit protocol designed to gather evidence about the effectiveness of the policies and practices in place to enable staff and students to interact effectively in a culturally responsive environment (Cultural Proficiency – IV-B). In this protocol, the superintendent and principal together observe students interacting with one another and with adults in public spaces, talk with a group of students and/or staff, and examine artifacts, policies and practices related to culturally responsive teaching and leading. This protocol makes optional use of portions of both the DESE *Model Student* and *Staff Feedback Surveys* and DESE's annual VOCAL (Views of Climate and Learning) student survey.[9]

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[8] Student and Staff Feedback
[9] Student and Staff Feedback

Appendix F. Ratings and Goals for Principals New to a School

The evaluation process for principals who are new to the school or who have been promoted from within need not be substantially different from the process used for principals who have served more than one year in the district or role. There are two modifications to the process worthy of consideration.

The first difference lies in the rating system as it applies to principals new to the role of principal. As described previously, ratings of E*xemplary* performance are not commonplace. They are reserved for performance on Standards or Indicators that exceeds P*roficient* and is worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they principals or teachers—are expected to be P*roficient* on every Indicator or even every Standard in their first years of practice. For that reason, the N*eeds Improvement* level of performance can have a particular meaning for educators new to the role of teacher, principal, or superintendent. In these cases, N*eeds Improvement* can have the meaning of D*eveloping*. It means that the educator's practice on a Standard or Indicator is not yet P*roficient*, but the educator appears to be on track to achieve proficiency within three years.

The second modification applies to both principals new to the role and those who are new to a school. It has to do with the substance of the goals established for the principal in the first year.

New principals will need time and support to develop high-functioning leadership teams and serve as effective instructional leaders in their new assignment. They need support to spend a considerable portion of the first year working with key stakeholders—including, of course, the superintendent—to examine school needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the principal's first year need to take into account the time needed to accomplish them, and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school.

To that end, the following three goals can serve as starting points for the principal and superintendent as they collaborate to develop the goals to be included in the Educator Plan for the first year. The first two are school improvement goals. The third is a goal related to the principal's own professional practice. They are inter-related, and each reinforces the other.

Goal 1: Effective Entry and Direction Setting. By January, the school will have broad agreement from key stakeholders about (1) the school's most critical needs, (2) the strategies and goals that will address them most effectively, and (3) the measures that will be used to assess progress.

Focus Indicators

- I-E: Data-Informed Decision-making
- IV-A: Commitment to High Standards
- IV-E: Shared Vision

Key Actions[10]

1. By mid-August, present to the superintendent a written entry plan, including (a) types of evidence to be analyzed; (b) stakeholders to be interviewed; (c) methods for assessing instructional

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[10] This timetable applies to principals who begin July 1; it will need to be adapted for those starting at other times.

practice, and (d) methods for assessing school "systems of support" including transportation, safety, food services, and student services.

2. By November, complete and present a report of entry findings that (a) synthesizes evidence collected, (b) identifies strengths of the school and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By January, propose key strategies to improve student learning and other school systems of support.

4. By February, collaborate with the leadership team and others to identify three to five student learning and school improvement goals that will drive school improvement efforts going forward.

5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Focus Indicators

- I-E: Data-Informed Decision-making
- IV-A: Commitment to High Standards
- IV-E: Shared Vision

Benchmarks

1. Presentations completed on schedule. (process)

2. Goals adopted. (process)

3. Results of spring survey of key stakeholder groups demonstrating engagement (85 percent), awareness (75 percent), and agreement (60 percent). (outcomes)

Goal 2: Maintaining Momentum during the Transition. Keep the school moving forward during this year's transition in leadership by working with members of the school leadership team and others to ensure that meaningful progress is made on critical school goals.

Focus Indicators

- I-D: Evaluation

Key Actions

1. By October 1, complete with all members of the leadership team and all educator teams Steps 1 and 2 of the new Five-Step Cycle of Continuous Improvement (i.e., Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

2. By the end of February, complete formative assessment conferences with each member of the leadership team and all educator teams to assess progress on goals.

3. By late spring, conduct at least five brief, unannounced visits to each classroom and provide feedback about classroom practice. [11]

4. By June 30, complete End-of-Cycle Summative Evaluation Reports for those educators on one-year Educator Plans and analyze goal attainment.

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[11] In districts with more than 20 classrooms, responsibility for completing five, 10-minute unannounced classroom observations per classroom may need to be shared with one or more administrators or teacher leaders.

Appendices

Benchmarks

1. Educator Plans completed. (process)

2. Log demonstrates at least five, 10-minute (or longer) observations per classroom. (process)

3. Analysis of End-of-Cycle Summative Evaluation Reports demonstrates *meets* or *exceeds* rating on 75 percent of goals. (outcome)

Goal 3: Teacher Evaluation. By June, this principal's ratings of classroom instruction will be comparable to those of other principals and district administrators, reflecting a shared understanding among administrators districtwide of what classroom instruction looks like when it is being done at the Proficient level.

Focus Indicators:

- I-D: Evaluation
- IV-D: Continuous Learning of Administrator

Key Actions

1. Participate in all district leadership team meetings to "unpack" the rubric, view teaching videos, calibrate and share conclusions about the level of practice observed.

2. Study the district's rubric for effective teaching practice with the school leadership team.

3. Observe at least five classrooms with a colleague and discuss perceptions of practice.

Benchmark

When rating selected video of classroom instruction at the end-of-year administrator workshop, the principal's ratings of teaching practice are comparable to those of his or her peers. (outcome)

This third goal is a suggested professional practice goal for the principal. Pursuing this goal accomplishes four distinct purposes: (1) it will help a principal implement the educator evaluation system; (2) the principal will build skills at classroom observation; (3) the principal will be supported to become an engaged member of the district leadership team and forge relationships with colleagues that will support his or her entry and continued professional growth; and (4) it will help ensure that the evaluation system is implemented throughout the district in ways that teachers and other educators will see as fair and transparent.

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Appendix G. Principal Evaluation Forms

DESE forms are provided to support each step of the 5-Step Cycle. All forms are *optional* and may be adapted as needed to meet the needs of the district and/or individual educator. All evaluation forms are located on DESE's Educator Evaluation [webpage](#).

Step 1: Self-Assessment and Goal Setting	**Self-Assessment and Goal-Setting Form.** To be completed by the principal/school administrator, this form supports an educator's self-assessment related to student learning needs and professional practice, and provides additional space to propose goals. *Note: this is a general form designed to support teachers and may be adapted to meet the needs of school-level administrators.*
Step 2: Educator Plan Development	**Educator Plan Form.** This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a *Self-Directed Growth Plan*, by the educator and the evaluator together for a *Directed Growth Plan* and a *Developing Educator Plan*, and by the evaluator for an *Improvement Plan*. *Note: this is a general form designed to support teachers and may be adapted to meet the needs of school-level administrators.*
Step 3: Plan Implementation	NA
Step 4: Formative Assessment/Evaluation	**Mid-Cycle Goals Progress Report.** To be completed by the principal/school-level administrator in support of Step 4: Formative Assessment/Evaluation, this form provides the principal with an opportunity to present progress to date on their goals as well as related performance associated with the focus Indicators. **Mid-Cycle Formative Assessment/Evaluation Report.** To be completed by the superintendent/principal supervisor upon receipt of the Mid-Cycle Goals Progress Report, this form is intended to provide the principal/school-level administrator with feedback on their goal progress and performance associated with focus Indicators. For Formative Evaluations only (for administrators on two-year plans), the superintendent/principal supervisor also provides ratings in each Standard and overall, however these ratings default to the prior Summative Evaluation unless significant evidence deems otherwise.
Step 5: Summative Evaluation	**End-of-Cycle Progress Report.** To be completed by the principal/school leader, this form provides the administrator with the opportunity to present evidence of goal progress/completion, as well as related performance associated with the focus Indicators. The superintendent/evaluator may use this report to inform the Summative Evaluation. **Summative Evaluation Report for Principals/School Leaders.** To be completed by the superintendent/principal supervisor, this form serves as the final summative evaluation for the principal/school leader and includes ratings for goal progress, ratings for each of the four Standards, and the overall Summative Performance Rating.

Kūlia Academy

Attachment W. Teacher Evaluation Tool

Kūlia Academy will use Hawaii Educator Effectiveness System.

EES 2021-22
Educator Effectiveness System

MANUAL FOR EVALUATORS AND PARTICIPANTS
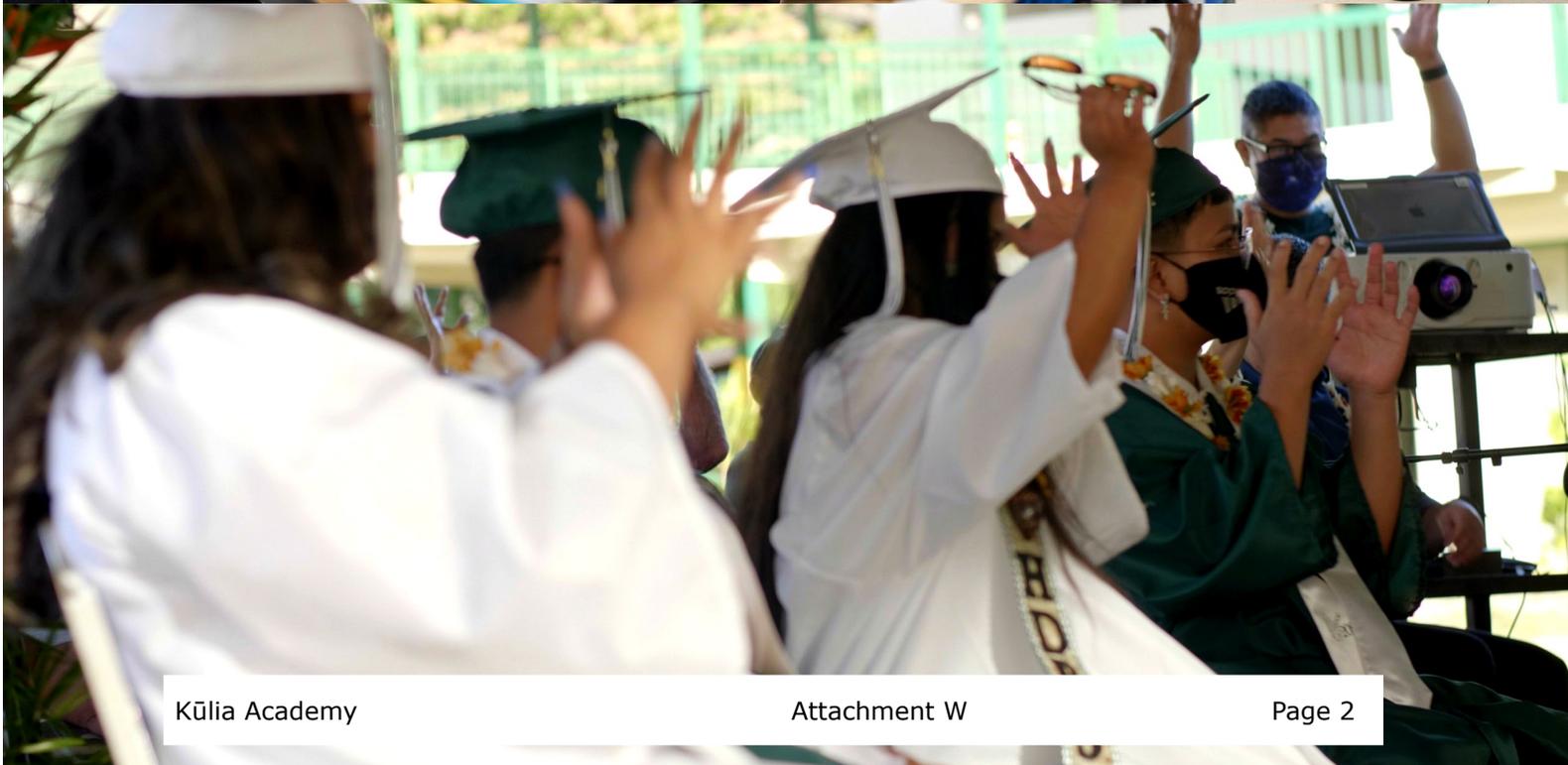
STATE OF HAWAI`I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI`I 96804

OFFICE OF THE SUPERINTENDENT

July 26, 2021   <u>**Action Required**</u>

TO: Assistant Superintendents
              Complex Area Superintendents
              Principals (All)
              Teachers

FROM: Dr. Christina M. Kishimoto
              Superintendent

SUBJECT: **School Year 2021-2022 Educator Effectiveness System Adjustments,**
              Manual and Training Expectations for Teachers and Evaluators

The Hawaii Department of Education (HIDOE) works closely with educators annually to refine the Educator Effectiveness System (EES) to strengthen teacher practice support. Based on feedback received from educators and the collaborative work of the Hawaii State Teachers Association, HIDOE EES Joint Committee, the following adjustments, and modifications have been approved for School Year (SY) 2021-2022.

Quarter 1 Safeguard
To allow adequate time for training and for teachers to acclimate as schools return to full in-person learning, EES evaluation conferences and evaluation activities shall not begin until after Quarter 1 (i.e., October 8, 2021) unless agreed to by both teacher and evaluator. Providing this safe environment in Quarter 1 is intended to reduce the anxiety and pressure on educators as they continue to adjust and adapt to learning conditions.

Alternative to Classroom Observation (Artifacts of Instructional Practice)
Classroom observations are a major component of the EES that continue to be impacted by the potential of distance learning instruction and observation scheduling conflicts caused by the pandemic. In SY2020-2021, the Artifacts of Instructional Practice (AIP) were created as an alternative to in-person formal classroom observations. While classroom observations are highly encouraged whenever feasible, for SY2021-2022, the AIP will continue to serve as an alternative to classroom observations in the EES. For implementation guidance on the AIP, please reference the applicable pages of the EES Manual preceding the table of contents. See attached AIP Guidance.

Scoring of Student Success Plans (SSP)
In recognition of the impact on student growth caused by the pandemic, all tenured classroom teachers and non-tenured classroom teachers in their 3rd semester of probation or higher shall be scored using SSP Rubric #2 (refer to page 35 of the EES Manual). Emergency hire and non-tenured classroom teachers in their first two semesters of probation shall continue to use SSP Rubric #1 for scoring. Evaluators shall disregard the SSP Rubric indicated for teachers in

PDE[3]. The programming logic in PDE[3] that normally determines SSP Rubrics is being maintained to minimize disruption should routine operations resume next school year.

SY2021-2022 EES Manual for Evaluators and Participants
Pursuant to Article VIII, D, of the Collective Bargaining Agreement between the Board of Education and the Hawaii State Teachers Association, the HIDOE is providing an electronic version of the "SY2021-2022 Educator Effectiveness System Manual for Evaluators and Participants" (SY2021-2022 EES Manual), attached to this memorandum and accessible through the DOE's website at https://www.hawaiipublicschools.org/DOE%20Forms/Educator%20Effectivness/EESManual.pdf.

It is important to note, no hard copy manuals will be distributed for SY2021-2022. Teachers and evaluators may access the SY2021-2022 EES Manual and documents and resources through the above link as well as the HIDOE's intranet portal: https://hidoe.sharepoint.com/sites/sixstrategies/ees.

SY2021-2022 EES Training Expectations for Teachers and Evaluators
EES training and support should not be limited to overviews; instead, there should be ongoing and targeted support to meet individual teacher needs. Additional support will be provided, as necessary, should there be further adjustments to EES procedures and requirements related to COVID-19 as circumstances change.

Pursuant to the Collective Bargaining Agreement between the Hawaii State Teachers Association and the Board of Education, Appendix IV, the following trainings are required:

Orientation Training for All Teachers Schools must keep a copy of the sign-in sheet and/or document attendance in PDE[3]			
Topic	**Provider**	**Purpose and Outcomes**	**Due Dates***
EES Orientation Video	School level, complex area, or state office staff, as applicable	Provide an orientation to the performance evaluation system Inform teachers about the tools, process, performance criteria, guidance material, method of calculating the annual evaluation rating, and timelines	10/8/2021 *Relative to teachers hired after the school year starts, training should be conducted as soon as possible and prior to the teacher's engagement in applicable evaluation components

Teachers New to EES – Overview Training Attendance for all required **training** sessions should be documented by sign-in sheet and/or recorded in PDE[3]			
Topic	**Provider**	**Purpose and Outcomes**	**Due Dates***
Teacher Practice Overview: Introduction to the Framework for Teaching: Classroom Observations/Working Portfolios & Core Professionalism (including Professional Development Plans, Student Survey, and Hawaii Growth Model reflections)	Participant of the Trainer-of-Trainers for "Introduction to the Framework for Teaching" OR certified in the observation protocol	Provide teachers a basic understanding within the components within teacher practice and an overview to the process within the evaluation system	10/8/2021 *Relative to teachers hired after the school year starts, training should be conducted as soon as possible and prior to the teacher's engagement in applicable evaluation components.
Student Growth and Learning Overview: Introduction to Student Success Plans (SSPs)	School level, complex area, or state office staff, as applicable	Provide teachers a basic understanding of the components within Student Growth and Learning and an overview to the process within the evaluation system	

Evaluators shall also be trained on the overall evaluation system and specifically certified in the classroom observation protocol prior to initiating any classroom observations used to determine a teacher's annual evaluation rating. Evaluators shall also calibrate regularly to strengthen accuracy and inter-rater reliability according to the protocol of the observation tool. Attendance for all required Educational Officer (EO) training sessions should be documented by sign-in sheet and/or in PDE[3].

If there are any questions about the above expectations, please contact your Complex Area Lead (i.e., EES Complex Area EO) or the EES Help Desk at (808) 586-4072. Basic training materials are available on the DOE intranet portal at https://hidoe.sharepoint.com/sites/sixstrategies/ees.

CMK:sa
Attachments: SY2021-2022 EES Manual for Evaluators and Participants
                        AIP Guidance
c: Deputy Superintendent
    Complex Area EES Leads
    Hawaii State Teachers Association
    Hawaii Government Employees Association
    OTM – Certificated Personnel Regional Officers, EES Section

Artifacts of Instructional Practices (AIP)

Assumptions:
- An observation evaluation process should promote growth through self-assessment, reflection, and professional conversations (with peers and evaluator). The use of the rubrics of the [Hawaii Adapted Framework for Teaching](#) supports these practices and promotes professional growth.
- Recordings of instruction will not be used for evaluation purposes.
- Teachers should have an alternative to the in-person observation due to COVID-19 closure and safety concerns.
- The Artifacts of Instructional Practices are evidence of classroom practices that can be used in the event that a formal in-person EES observation cannot otherwise be achieved. The teacher and the evaluator can collaboratively decide whether an in-person observation or an AIP works best to meet the needs of the teacher. In case of a disagreement, the evaluator will select the option.
- The artifacts themselves are not rated. It is the implementation context and quality of their use that needs to be aligned with the performance levels in the rubric.
- The Artifacts of Instructional Practices is not intended to be a working portfolio.
- Engaging in one set of AIP is equivalent to ONE observation cycle.

The Artifacts of Instructional Practices ARE:
1. Evidence of the planning and implementation of instructional practices aligned with the five focus components of the [Hawaii Adapted Framework for Teaching](#).
2. Inclusive of teacher and student actions that are grounded in standards-based learning outcomes.
3. Collected over a collaboratively pre-determined instructional period that may extend beyond a single lesson but not a long series of lessons or the entire unit.
4. Captured as hard copies or digital snapshots of teacher and student actions.
   (See some possible [Examples of Artifacts](#))
5. Organized by each of the five focus components. A given artifact may align with more than one component. Teachers may use this [AIP Evidence Collection Form](#) for organization.

Note: Focus should be on the *component alignment* and the *implementation quality* of the artifacts aligned with the rubric descriptors and not the *quantity*.

The Artifacts of Instructional Practices ARE NOT:
1. Lessons provided by scripted curricula.
2. A working portfolio to simply provide documentation.

Additional clarification on AIP and the use of classroom observations

- Formal classroom observations using the Hawaii Adapted Danielson Framework for Classroom Observation cannot be conducted in a distance learning environment. **No virtual observations for evaluative purposes.**

- Only in-person instruction of students in the classroom can be formally observed and scored using the Hawaii Adapted Danielson Framework as part of an EES evaluation.

- In a concurrent blended learning classroom, where some students are in-person while others are simultaneously attending online, a formal classroom observation shall only be conducted based on the in-person instruction of students in the classroom.

- In the event that a formal observation can only be scheduled during a concurrent blended learning class, teachers may assign asynchronous work to virtual students so that the observation focus is on the in-person learning only.

- Teachers and evaluators may however, mutually agree to conduct an informal observation of a distance learning class as part of the evidence submitted for AIP. This informal observation is not scored using the Hawaii Adapted Danielson Framework rubric and is only to be used for evidence as part of the AIP.

- Informal observation of distance learning instruction is not a required component of the AIP. Review the Collection of Artifacts section in the Examples of AIP guidance that follows.

Clarification on Informal AIP Observation in comparison to a Formal Danielson Observation

Informal AIP observation	Formal Danielson EES Observation
Based on mutual agreement of teacher and evaluator	Requires minimum of 24-hour notification from the evaluator prior to observation
Does not require pre/post observation conferences, but teacher and evaluator should discuss how the observed practice is being used as evidence within the AIP	Requires pre and post-observation conferences
Short in duration and specific to the observed practice being used as evidence in the AIP	Longer in duration (up to a full class period) and includes detailed note taking of everything being observed in the classroom
Evaluator looks for and takes note of the specific observed practice that was discussed with the teacher for submission as evidence in the AIP	Evaluator takes detailed notes of teacher and student comments, observed behaviors, numeric information, and/or observed aspects of the environment
Observation notes are not scored, but considered as a piece of evidence within the AIP	Evaluator observation notes are sorted and grouped by component and then scored using the Danielson rubric

Process, Requirements & Best Practices for: Artifacts of Instructional Practices (AIP) *notates required actions		
Prior to the Beginning Conference	The goal is to work together to establish mutually agreed upon conference dates and times, format and documentation expectations.	
	Teacher	**Evaluator**
	Address the pre-observation conference questions or submit relevant lesson materials to provide context for the upcoming lesson, as applicable to the expectations set by the evaluator.*	Clarify the AIP process and expectations with the teacher(s) and set the conference date(s).*
Beginning Conference	The purpose of the Beginning Conference is for the teacher and evaluator to engage in a collaborative conversation to discuss the teacher's instructional plan, and set clear expectations for what types and what sources of evidence will be considered high quality and in alignment with the rubrics. The Beginning Conference may occur through electronic formats such as WebEx, Zoom, Google Suite apps, email etc.; in situations where the teacher and evaluator do not agree on the format, the conference will default to a face-to-face meeting pending COVID-19 circumstances.	
	Teacher	**Evaluator**
	Talks about the submitted plan or responses to the pre-observation conference questions and identifies potential Artifacts of Instructional Practices. This may include lesson objectives and activities, along with helpful information that will assist the evaluator, such as student characteristics and specific classroom situations.* Ask the evaluator clarifying questions at this time.	During the conference, the evaluator gives constructive feedback by asking questions and clarifying any questions posed by the teacher. Discuss expectations for acceptable types and sources of evidence that are grounded in the performance levels in the rubric descriptors.* Document the scheduled date & time into PDE^3.*

Process, Requirements & Best Practices for:
Artifacts of Instructional Practice (AIP)
*notates required actions

Implementation and Evidence Collection	The purpose is to provide a collection of quality artifacts aligned with the five focus components that will be used for continual self-assessment, and for a reflective discussion and evaluation during the Ending Conference.	
	Teacher	**Evaluator**
	Organize evidence generated by the implementation of the plan (See some possible Examples of Artifacts for details).* May use the AIP Evidence Collection Form to document hard copy/digital evidence.	May engage in an informal check-in and provide support as needed. Provide feedback on teacher-initiated inquiries.
Ending Conference	The purpose of the Ending Conference is for the teacher & evaluator to engage in a reflective discussion grounded in the rubric & in the evidence, and assign ratings. The Ending Conference may occur through electronic formats such as WebEx, Zoom, Google Suite apps, email etc.; in situations where the teacher and evaluator do not agree on the format, the conference will default to a face-to-face meeting pending COVID-19 circumstances. The Ending Conference concludes with the teacher's reflection (as applicable to the evaluator's expectations), and with the evaluator finalizing the documentation within PDE[3]. The Ending Conference reflection or its alternate is optional unless the evaluator requires this practice at the school or office.	
	Teacher	**Evaluator**
	Participate in a collective analysis of how the evidence corresponds to component rubrics.* Submit additional artifacts to the evaluator as evidence. Identify strengths and areas of growth as a reflective teacher practice. Document any concerns or additional information in PDE[3].	Facilitate an evidence-based reflection discussion rooted in aligning evidence to the Hawaii Adapted Framework for Teaching.* Discuss strengths and areas of growth for the five focus components. Review, if any, reflections that the teacher submits and add in any additional comments as applicable. Document date & component ratings in PDE[3].*

Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

A. Planning for collection of artifacts:

Pre-Observation Conference Questions or a *Teacher's plan* may serve as a template for identifying opportunities to generate artifacts of instruction and student engagement.

B. Collection of Artifacts:
1. The artifacts of instructional practice should be aligned with 5 focus components of Domains 2 and 3, to demonstrate teacher and student actions.
2. Digital snapshots and/or hard copies of learning activities (such as students engaged in self-assessment, questioning and discussion; students as partners in developing norms, success criteria etc.)
3. A teacher may invite the evaluator to view part of a synchronous session and that can be used as one of the artifacts for one or more of the 5 focus components. This is at the teacher's discretion and used if the teacher thinks it will add value.
4. May include running notes of successful activities aligned with the 5 components (such as teacher modeling of norms, questioning etc.).
5. The emphasis is on gathering the evidence that is impacting the *classroom environment* (Domain 2) and *cognitive engagement* (Domain 3) as a result of teacher actions.
   Note: Focus should be on the component alignment (context) and implementation (quality) of the artifacts and not the *quantity.*

Table 1.Examples of Artifacts of Instructional Practices (AIP) Aligned with the Five Focus Component Indicators

Component & Indicators	Unsatisfactory	Basic	Proficient	Distinguished	Possible Artifacts (Implementation evidence may include & not limited to)
2b. Establishing a Culture for Learning ● *Belief in the value of what is being learned* ● *High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation* ● *Expectation of high-quality work on the part of students* ● *Expectation and recognition of effort and persistence on the part of students* ● *High expectations for expression and work products*	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.	● Use of class mission/motto statement ● Co-constructed class norms ● Working agreements around quality and high expectations ● Use of academic language ● Student assignment revision samples ● Work revision checklist ● Peer review using quality criteria of work ● Student incentives ● Student's Goal-Setting/Action Planning/Reflection ● Lesson plan ● Teacher reflection on 2B
2d. Managing Student Behavior Indicators include: ● *Clear standards of conduct, possibly posted, and possibly referred to during a lesson* ● *Absence of acrimony between teacher and students concerning behavior* ● *Teacher awareness of student conduct* ● *Preventive action when needed by the teacher* ● *Absence of misbehavior* ● *Reinforcement of positive behavior*	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.	● Behavior management plan ● Use of co-constructed class norms/agreements or Code of Conduct ● Parent communication log with notations of behaviors ● Student behavior checklists (self/peer assessment/reflection) ● Respectful ways to monitor and correct misbehavior ● Peer Review - behavior ● Teacher reflection on 2D

3b. Using Questioning/ Prompts and Discussion					
3b. Using Questioning/ Prompts and Discussion ● *Questions of high cognitive challenge, formulated by both students and teacher* ● *Questions with multiple correct answers or multiple approaches, even when there is a single correct response* ● *Effective use of student responses and ideas* ● *Discussion, with the teacher stepping out of the central, mediating role* ● *Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates* ● *High levels of student participation in discussion*	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	● Evidence of a shared space for students to continue discussion after a lesson ● Evidence of small group discussions such as break out rooms ● Examples of student generated questions ● Teacher's log of monitoring participation and questioning ● Use of anchor charts such as Costa's Levels of Questions ● Self/peer assessment/reflection on questioning strategies ● Co-constructed norms/guidelines for peer-to-peer engagement ● Discussion rubric ● List of essential questions used to deepen understanding ● Student participation checklist ● Lesson plan ● Teacher reflection on 3B
3c. Engaging Students in Learning ● *Student enthusiasm, interest, thinking, problem solving, etc.* ● *Learning tasks that require high-level student thinking and invite students to explain their thinking* ● *Students highly motivated to work on all tasks and persistent even when the tasks are challenging* ● *Students actively "working," rather than watching while their teacher "works"* ● *Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection*	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in **active intellectual engagement** by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are **intellectually engaged in challenging content** through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.	● Evidence of implementation of differentiation and intellectually engaging lesson/unit plan such as: ○ Assignments (project/problem-based, enrichment, differentiated, extension) ○ Learning contracts ○ Student engagement checklist ○ Alternative project proposal ○ Student interest based activity/project ○ Students' choice to demonstrate learning via a variety of forms like PPT, Prezi, A/V recording, etc. ○ Opportunities for students to collaborate, share ideas like chat, breakout rooms or a digital doc (synchronously and/or asynchronously) ○ Grouping plan ○ Examples of group work activities ○ Standards aligned virtual field trip/guest speaker records ○ Records of contests entered and/or won by students ○ Examples of independent study activities ○ Variety of instructional materials ● Teacher reflection on 3C

3d. Using Assessment in Instruction				
3d. **Using Assessment in Instruction** ● *The teacher paying close attention to evidence of student understanding* ● *The teacher posing specifically created questions to elicit evidence of student understanding* ● *The teacher circulating to monitor student learning and to offer feedback* ● *Students assessing their own work against established criteria*	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	● Use of assessment/proficiency criteria (rubric, checklist) ● Students' self-analysis of work using a rubric ● Use of learning targets/success criteria (co-constructed or teacher modeled) ● Student-made assessment example(s) ● Examples of a variety of assessments during instruction such as polls, quick quizzes, scheduled check-ins with students during synchronous learning ● Peer review worksheet ● Examples of written or oral feedback to students ● Formative checks such as student self-reflection on learning exit ticket, audio/video responses to inform next steps ● Lesson plans/unit of study (displaying where formative & summative assessments are built in) ● Reflection on lesson adjustment due to formative assessment/feedback ● Teacher reflection on 3D

STATE OF HAWAI`I

DEPARTMENT OF EDUCATION

P.O. BOX 2360

HONOLULU, HAWAI`I 96804

OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE

OFFICE OF TALENT MANAGEMENT

August 16, 2021

TO: Complex Area Superintendents
              Principals (All)

FROM: Sean Bacon
               Sean Bacon (Aug 17, 2021 21:26 HST)
              Interim Assistant Superintendent

              Cara Tanimura
              Interim Assistant Superintendent

SUBJECT: **Discontinuation of the Teacher-Specific Median Student Growth Percentile as a Reflection Option for the Educator Effectiveness System**

The Office of Talent Management (OTM) and the Office of Strategy, Innovation and Performance (OSIP) will remove the teacher-specific median Student Growth Percentile (SGP), including the student roster verification process, as an option for reflection for the Educator Effectiveness System (EES), effective immediately.

The SGP measure in the EES is one of the system components that was drastically changed in recent years. Prior to SY 2016-2017, in grades 4-8, an English Language Arts or Mathematics teacher's median SGP (for English Language Arts/Literacy or Mathematics) accounted for twenty-five (25) percent of the teacher's final effectiveness rating. However, beginning in the SY 2016-2017, these teacher-specific median SGP scores were no longer a required measure in the EES.

Currently, a teacher's median SGP is no longer a mandatory component of any teacher's effectiveness rating. Instead, a teacher may choose to use the median SGP as an optional data point to reflect on, or a principal may also choose to require the teacher to reflect on this data point.

Should you need more information about how this impacts EES, please contact Joseph Perez, Personnel Specialist, OTM Performance Management System Section, at (808) 441-8318 or via email at joseph.perez@k12.hi.us. If you have questions regarding the discontinuation of the teacher-specific median SGP contact Phillip Herman, Evaluation Specialist, OSIP Accountability Section, at (808) 733-4008 or via email at phillip.herman@k12.hi.us.

SB/CT:sl

c: Personnel Development Branch
    Assessment and Accountability Branch

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

OFFICE OF THE SUPERINTENDENT

October 8, 2021

TO: Assistant Superintendents
               Complex Area Superintendents
               Principals (All)
               Teachers

FROM: Keith T. Hayashi
               Interim Superintendent

SUBJECT: **Modifications to the Educator Effectiveness System for School Year 2021-2022**

The Hawaii State Department of Education's (Department) return to full in-person learning amid current pandemic conditions demands our attention and focus in order to keep schools open and safe for students and employees. The Department has had to respond with updated safety strategies and heightened monitoring and enforcement, most notably at the school level, where workload demands have increased with COVID-related responsibilities.

In acknowledgment and recognition of the increased workload that all Department staff are experiencing, we have examined operational responsibilities that could be temporarily paused, delayed, or streamlined in order to keep prioritizing health and safety needs. To that end, the Department will implement the following modifications to the Educator Effectiveness System (EES) for School Year (SY) 2021-2022 as recommended by the EES Joint Committee.

Modifications to On-cycle/Off-cycle EES Tracks
EES evaluation ratings for all tenured teachers with effective or better ratings shall be carried over for SY 2021-2022. This action is designed to help reduce the workload of teachers and administrators as we continue to provide safe, in-person instruction for students.

Tenured teachers whose social security number (SSN) ends in 0 or 9, who were scheduled to be an on-cycle EES track in SY 2021-2022, shall be moved to an off-cycle EES track and carry over their previous rating. Their scheduled on-cycle EES track will be moved to SY 2022-2023. All subsequent EES cycles shall be shifted back by one year, as outlined in the chart below:

School Year	On-Cycle Tenured Group
SY2021-2022	N/A
SY2022-2023	Last SSN 0 & 9
SY2023-2024	Last SSN 1 & 3
SY2024-2025	Last SSN 5 & 7
SY2025-2026	Last SSN 2 & 4
SY2026-2027	Last SSN 6 & 8

Probationary teachers shall remain on an on-cycle EES track for SY 2021-2022. Probationary teachers will continue to be evaluated and progress through probation requirements in accordance with Article VI. JJ. of the Unit 5 Collective Bargaining Agreement.

Tenured teachers who received a marginal EES rating in the prior rating period or who do not have a rating to carry over from a prior rating period shall also be on an on-cycle EES track and evaluated for SY 2021-2022.

Emergency hire teachers do not need to be evaluated under the EES for SY 2021-2022. Schools shall determine the support necessary to provide feedback and assist emergency hire teachers.

Principals retain the ability to place teachers on a principal-directed professional development plan and/or onto an on-cycle EES track with appropriate documentation of performance deficiencies. Refer to page 14 of the SY 2021-2022 EES Manual for Evaluators and Participants (EES Manual). Tenured teachers with documented deficiencies shall be placed on an on-cycle EES track no later than January 21, 2022.

Modifications to Student Success Plans (SSP)
Formal SSP requirements as described in the EES Manual shall not be implemented in SY 2021-2022. As an alternative, classroom teachers shall participate in schoolwide or grade-level data teams, instructional learning communities, induction and mentoring activities that engage in discussions around student growth and learning, and/or similar processes designed by their school or complex area. Evidence of participation in these activities and the teacher's reflection on student growth and learning shall be used to determine a satisfactory or unsatisfactory rating on the Student Growth and Learning measure of EES. More clarification on the modified SSP requirements is available through the frequently asked questions (FAQs) posted in the Google Drive folder: https://bit.ly/EES_2021-22.

Modifications to Observation Requirements
The required number of formal observations shall be reduced to a minimum of one observation for all teachers on an on-cycle EES track in SY 2021-2022. Additional observations may be conducted as necessary, and scores will be averaged as described in the EES Manual. Teachers who receive an unsatisfactory overall observation rating shall continue to require an additional observation.

Certification of Artifacts of Instructional Practice (AIP)
The AIP component, introduced last school year, remains as an alternative to a formal classroom observation. Clarifications to the AIP, including samples or examples of AIP artifacts, can be found in the Google Drive folder: https://bit.ly/EES_2021-22.

Extension of Quarter 1 Safeguard
To allow time for teachers and administrators to adjust to the modifications outlined above, the Quarter 1 moratorium on conducting EES evaluation components shall be extended through October 31, 2021. EES evaluation activities for those remaining on an on-cycle EES track may begin starting November 1, 2021.

EES FAQs
FAQs have been developed to provide further clarification to components of the EES and the modifications described above. The FAQs can be found in the Google Drive folder: https://bit.ly/EES_2021-22.

If there are any questions, please contact your Complex Area Lead (i.e., EES Complex Area EO) or the EES Help Desk at (808) 586-4072.

As we prioritize staff well-being as part of the 3-1-1 strategy, we will continue to evaluate the situation and the need for making additional adjustments where appropriate.

KTH:sa
c: Deputy Superintendent
    Complex Area EES Leads
    Hawaii State Teachers Association
    Hawaii Government Employees Association
    Office of Talent Management – Certificated Personnel Regional Officers, EES Section

Table of Contents

EES Resources Online

The Hawaii State Department of Education (HIDOE) has a public webpage, http://bit.ly/HIDOEees, where teachers, evaluators and the public can access information about the EES. More detailed information, resources and relevant documents and forms can be found on the HIDOE Intranet. The Intranet is only accessible by employees via their authenticated username (EmployeeID@hidoe.org) and password. To access many of the links to these resources that are embedded in the EES Manual, employees will need to log in. First-time users of the Intranet can set their password via our Self-Service Password Manager; instructions available here: General Guidance for Username and Password for DOE sites. Employees who need further assistance with their login should contact the IT Help Desk at 564-6000, or via HATS at 8-1-808-692-7250.

Key Priorities for Implementing the Educator Effectiveness System

The Educator Effectiveness System (EES) is a comprehensive process to evaluate teachers' performance in the Hawaii State Department of Education (HIDOE) to determine how to best target supports for teacher growth and improvement. HIDOE developed and refined the EES over the course of a one-year planning period and two-year pilot. The system has been further refined through the EES Joint Committee process based on data and input collected from stakeholders during statewide implementation starting in School Year (SY) 2013-2014 and periodic refinement through SY 2020-2021. The HIDOE leadership and teachers believe in the value and importance of creating and maintaining an environment conducive to student learning, to student growth and to developing opportunities for teacher led innovation.

Design Values

Effective teachers are critical to student learning

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

Teachers deserve to be treated like professionals

Professionals deserve an evaluation system that provides fair, transparent, equitable, and comprehensive feedback about their performance. The EES uses multiple measures to give teachers the best information available and guard against misguided judgments. In order to support and retain effective teachers, the HIDOE also needs to recognize excellence. The EES introduces a performance rating system that supports effective instructional practices and offers opportunities to distinguished teachers to innovate and to improve their school or the system within which they work.

The Educator Effectiveness System is about growth

To reach its goals, the HIDOE must invest in its teachers. The EES provides tools and data to help teachers become confident in their practices and to challenge themselves to improve their instruction, their school and the system. 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 identify areas of strength and improvement for our teachers.

Providing Feedback

The EES provides regular feedback to teachers that is essential to learning and improvement. Under the EES, teachers receive feedback and opportunities for collegial discussion about their data throughout the school year.

Driving Professional Development

The EES data will help teachers and evaluators determine what support teachers need, the best way to allocate resources, and what instructional approaches/structures work best. When teachers are provided with constructive feedback, it allows them to set goals and to seek professional development that is aligned with their specific 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 HIDOE encourages leveraging existing cooperative structures like data teams, professional learning communities, departments, instructional leadership teams, and/or grade level teams to help teachers interpret EES, as well as to improve teacher practice, student achievement, school improvement, and system change.

EES Measures

The EES measures are rooted in the Hawaii Teacher Performance Standards and comply with Hawaii State Board of Education (Board) Policy 203.4. Board policy requires the evaluation system to have two major components each of which counts towards at least 40% of the overall rating. The EES consists of Student Growth & Learning measures for half of a teacher's annual effectiveness rating, with Teacher Practice accounting for the other half. EES components used to comprise each measure are differentiated based on each teacher's job classification since different data links to different teaching assignments.

Student Growth & Learning	Teacher Practice
SSP or SSIO	Core Professionalism (40%) / Observation(s) or Working Portfolio (60%)

- Student Success Plan (SSP) or School System Improvement Objective (SSIO)
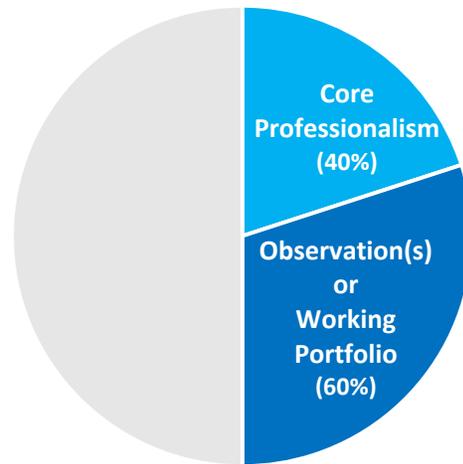
- Core Professionalism (CP) (including reflection on Student Perception Survey, Hawaii Growth Model (HGM), and Median Growth Percentile (MGP) results)

- Observation(s) or Working Portfolio (WP)

Teachers cannot opt out of EES. It is a requirement of all teachers, based on the Bargaining Unit 5 (BU05) contract. All BU05 teachers shall be evaluated, irrespective of future plans the teacher may have (e.g. separation, retirement, leave, etc.).

Final Effectiveness Rating

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.

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

The Professional Development Educate, Empower, Excel (PDE^3) system, the HIDOE's online platform, is used to document all evaluation dates, component ratings, and generate a final effectiveness rating.

Teacher Classification

The EES applies to all BU05 employees within the HIDOE. BU05 employees fall into two broad categories: 1) Classroom Teachers (CT) and 2) Non-Classroom Teachers (NCT). PDE^3 will apply data to teachers depending upon the specified classification of either CT or NCT. If teachers switch roles mid-year, a conference should be initiated by the evaluator to discuss the implications on the teacher's evaluation. The Summary of Conference (SOC) form may be used to document this meeting.

Classroom Teachers

CTs are BU05 employees who plan, deliver, and assess instruction for students.

Non-Classroom Teachers

NCTs are BU05 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 at either a school, complex area, or state office. Examples of NCT roles may include curriculum coordinator, academic 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 mutually determine, with their evaluator, which teacher classification best applies to their position. Teachers who primarily plan, deliver, and assess instruction for students should generally be classified as CTs. If the teacher and evaluator cannot agree on the teacher's classification, the evaluator's determination is the one that will take precedence.

Differentiating EES to Meet Teachers' Needs

The EES applies differentiated evaluation tracks. HIDOE experience level, tenure status and the prior year's rating determine the differentiated evaluation activities and support. The differentiated process reflects the belief that teachers at different stages of experience and performance levels deserve and require different types of feedback, support, and opportunities to grow as professionals.

Five-year Comprehensive Evaluation Cycle for Tenured Teachers

Based on Social Security Numbers (last number of SSN), tenured teachers will be On-Cycle at least once every five years, and focus on feedback and professional growth in all other years:

School Year	On-Cycle Tenured Group
SY2021-2022	Last SSN 0 & 9
SY2022-2023	Last SSN 1 & 3
SY2023-2024	Last SSN 5 & 7
SY2024-2025	Last SSN 2 & 4
SY2025-2026	Last SSN 6 & 8

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

Tenured teachers rated Effective or better in SY 2020-2021 with Social Security numbers ending in 0 or 9 shall be On-Cycle for the duration of SY 2021-2022. Tenured teachers with no EES rating in SY 2020-2021 shall also be On-Cycle for the duration of SY 2021-2022. Tenured teachers rated Effective or better in SY 2020-2021 with Social Security numbers ending in 1, 2, 3, 4, 5, 6, 7, or 8 shall start the year Off-Cycle in SY 2021-2022. If the teacher completes the year Off-Cycle, then the prior year's final EES rating shall be carried over.

Non-tenured teachers and teachers rated less than Effective

All teachers that begin SY 2021-2022 as a non-tenured teacher, shall be On-Cycle for the duration of SY 2021-2022. Any teacher rated less than Effective in the prior year's evaluation shall be On-Cycle for the duration of SY 2021-2022.

Professional Development Plans (PDP)

All Off-Cycle teachers will develop and maintain a professional development plan that identifies areas for targeted growth and learning of teachers and students. There are two types of professional development plans: 1) Individual Professional Development Plan and 2) Principal Directed Professional Development Plan.

Individual Professional Development Plan (IPDP):

A teacher's IPDP can take shape in many different formats, but should include concrete goal(s) for targeted growth and learning of teachers and students. Teachers will discuss the contents of their plan with their evaluator by the end of the first quarter. Reflection on the plan itself and the learning opportunities within the plan are considered a matter of professional responsibility. An example of an IPDP can be found on the HIDOE Intranet.

Principal Directed Professional Development Plan (PDPDP):

A PDPDP will apply to teachers on extended probation or who received a Less than Effective rating for the previous school year. The principal/evaluator will lead the development of this plan, and it must be constructed 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.

Additionally, teachers who have demonstrated documented deficiencies can be placed on a PDPDP at any time during the school year by their principal/evaluator (see the Supporting Teachers with Documented Deficiencies section of this manual for more information).

Annual Comprehensive Evaluations for SY2021-2022

School Year 2021-2022		Differentiated Comprehensive Evaluations				
		On-Cycle				**Off-Cycle**
		Emergency Hire / Probationary 0-2	**Probationary 3-4**	**Probationary 5-6 / Tenured On-Cycle**	**Marginal / Extended Probation**	**Tenured Off-Cycle**
		▪ No SATEP ▪ Probationary semester 0-2 at start of SY21-22	▪ Probationary semester 3-4 at start of SY21-22	▪ Probationary semester 5-6 at start of SY21-22 ▪ Tenured last SSN 0 & 9 and last rating Effective or higher; or no rating	▪ Last rating less than Effective ▪ Probationary semester 7+ at start of SY21-22	▪ Tenured Last SSN 1-8 and last rating Effective or higher
Teacher Practice	Core Professionalism	Domain 4 evidence & reflection on student survey and MGP results No IPDP	Domain 4 evidence & reflection on student survey and MGP results No IPDP	Domain 4 evidence & reflection on student survey and MGP results No IPDP	Domain 4 evidence & reflection on student survey and MGP results PDPDP	Reflection on student survey and MGP results (not rated)* IPDP (not rated)*
	Observation** -or- Working Portfolio	Two or more formal observations (one per semester), or a WP for NCT**	Two or more formal observations (one per semester), or a WP for NCT**	One or more formal observations, or a WP for NCT	Two or more formal observations (one per semester), or a WP for NCT**	Not required or rated*
Student Growth	SSP -or- SSIO	One SSP or SSIO SSP Rubric #1***	One SSP or SSIO SSP Rubric #2***	One SSP or SSIO SSP Rubric #2***	One SSP or SSIO SSP Rubric #1 or 2***	Not required or rated*
Final Rating		New rating received	New rating received	New rating received	New rating received	Rating carried over from prior year

* At the evaluator's discretion, teachers will continue to set learning objectives, engage in data team processes, participate in walkthroughs and implement best practices as part of school improvement processes. Such efforts shall not be rated for Off-Cycle teachers and documentation is not required.

** Teachers hired during the second semester shall complete a minimum of one formal classroom observations, or a working portfolio for NCT.

*** Refer to differentiated SSP rubrics on pg. 35 for scoring based on HIDOE teacher experience level and tenure status. Rubric #3 shall not be used during SY21-22 due to COVID-19.

Teachers who begin the school year On-Cycle will stay On-Cycle for the duration of the school year and will receive a new final rating.

Orientation Training for all Teachers

All teachers must participate in an annual EES Orientation to review the evaluation tool.

Topic	Provider	Purpose and Outcomes	Due Date*
EES Orientation Video	School level, complex area, or state office staff, as applicable	Provide an orientation to the performance evaluation system Inform teachers about updated EES process, tools, performance criteria, guidance material, method of calculating the annual evaluation rating, and timelines	Must be conducted prior to the first day of instruction with students *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and must be prior to starting the evaluation process.

Teachers New to EES - Overview Training

In addition to the annual EES Orientation training, teachers new to the EES must participate in the following basic training requirements. Attendance for all required training sessions should be recorded in PDE[3]. Training and support should not be limited to the overviews; it should be ongoing and targeted to support individual needs.

Topic	Provider	Purpose and Outcomes	Due Dates*
Teacher Practice Overview: Introduction to the Framework for Teaching Overview of Observations/ Working Portfolio, Core Professionalism (including Professional Development Plans, Student Survey and Hawaii Growth Model reflections)	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 the Teacher Practice & Student Growth measures	See Implementation Timeline *Relative to teachers hired after the school year starts, training should be conducted as soon as possible, and prior to the teacher's engagement in applicable evaluation components
Student Growth & Learning Overview: Introduction to effective Student Success Plans (SSP)	School level, complex area, or state office staff, as applicable		

Evaluation Conferences

Every teacher is unique, and support and development should not look exactly the same for everyone. It is imperative that teachers and administrators have opportunities for honest 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, an optional Mid-Year Conference, and an 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 the Observation Schedule or Working Portfolio (WP) plan, Student Success Plan (SSP) or School/System Improvement Objective (SSIO), and others as applicable.

Mid-Year Conference (optional)

If necessary or desired, a meeting can be arranged to discuss progress on all aspects of the teacher's performance. Topics could also include the impact of new students on Student Growth & Learning, progress on a WP, or a needed adjustment to a teacher's SSP or SSIO. 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 and the documentation that should support all ratings (component and overall) for Teacher Practice and Student Growth & Learning at the Ending Conference. Progress made on the SSP or SSIO should be discussed along with the teacher's final effectiveness rating for the school year. The administrator shall determine where documents should be uploaded (e.g., PDE[3], Google Docs, etc.).

Implementation Timelines

(Timelines for Multi-Track Schools are located in Appendix D. 12-month teachers should follow the Green Multi-track calendar as appropriate and in agreement with their evaluator.

Teachers and evaluators should collaborate to complete EES requirements given the constraints applicable to their school and situation. The deadlines shown here are administrative deadlines. Evaluators may require evidence submission prior to dates listed to allow for feedback and revisions.

If a teacher and evaluator want to alter these timelines for a specific situation, it requires mutual agreement between the Employer and Association. Coordination and documentation of approval should be done through the EES Complex Area Lead and the Hawaii State Teachers Association (HSTA) UniServ Director. If there is no agreement, the timeline in this manual shall be followed.

Single Track Schools Implementation Timelines

Evaluator or Implementation Deadline	Component	Implementation Notes
September		
9/15*	PDPDP (*Plan activities shall not begin until 10/18/21, unless there is mutual agreement between teacher and evaluator.)	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
October		
10/8 (or prior to starting EES evaluation)	Training	• SY2021-2022 EES Orientation Video Training for **ALL teachers**. Teachers informed of online EES Manual on the DOE public website (hawaiipublicschools.org) • EES Overview Training for **teachers NEW to the EES*** • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) *Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*

10/29	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3]
		• 11/1-12/10: Teachers implement SSP/SSIO
		• Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
November		
11/19	• WP (for NCTs as applicable) • CP • IPDP • 1st Sem. SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators • Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3]
	• Year-long SSP/SSIO	Evaluators approve Year-long SSP/SSIO in PDE[3] 11/22-4/29: Teachers implement SSP/SSIO plan
December		
12/10	• 1st Sem. SSP/SSIO • Observations	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO • 1st Sem. observations completed
12/13-1/7	• 1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences

January		
1/7	• 1st Sem. SSP/SSIO • Observations	• Evaluators finalize 1st Sem. SSP/SSIO end-of-term rating in PDE[3] • Evaluators finalize 1st Sem. Observations ratings in PDE[3]
1/14	Year-long SSP/SSIO	Evaluators approve mid-term Year-long SSP/SSIO in PDE[3]
1/21	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2021-2022
1/28	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/4	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/7-4/29: Teachers implement SSP/SSIO
March		
3/4	2nd Sem. SSP/SSIO	Evaluators approve mid-term 2nd Sem. SSP/SSIO in PDE[3]
April		
4/29	• 2nd Sem. Obs. • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & HGM Reflections	• 2nd Sem. Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO o Teachers should prepare for the final evaluation conference as applicable

May		

5/2-5/20	• Observations/WP
	• SSP/SSIO
	• CP
	• PDPDP
	• Student Perception Survey & HGM Reflections (as applicable)
		• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective.
		   o Evaluators finalize and lock all relevant components in PDE[3], including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2021-2022.
		   o For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 5/20.

Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & HGM reflections.

Supporting Teachers with Documented Deficiencies

Evidence and documentation should determine the direction of support for teachers and their performance improvement needs. There are various reasons why teachers may struggle to meet proficiency goals and may need support. When evaluators understand teachers' professional needs, opportunities for support can be provided in focused and targeted ways.

Evaluators should examine effective practices and discuss what might be done to support teachers to improve performance based on their developmental needs. Differentiated support can be designed based on accessible professional learning resources, collaborations, and/or technical assistance.

Triggers for initiating an intervention support due to documented performance deficiencies (contingent on the teacher's current evaluation track) include, but are not limited to observations, SSP/SSIO implementation, Core Professionalism, Student Perception Survey results, student outcomes, parent concerns, or walk-through data. Information and data from the previous year may be used by the evaluator to trigger additional supports or to place a tenured teacher On-Cycle.

Evaluators should document concerns as they arise, contact their EES Complex Area Lead for guidance, and schedule a meeting with the teacher to discuss next steps and expectations.

Evaluators may provide targeted support. Administrative interventions may occur based on the magnitude of a single performance deficiency or multiple performance deficiencies on the teacher's part. The administrator's professional judgment determines how he or she proceeds.

One way to trigger more support is for the evaluator to initiate the development of a PDPDP. This plan should outline supports and goals for improving a teacher's practice. The placement of a teacher on a PDPDP may be documented on the EES SOC form.

Continue to check on progress while outlining next steps, necessary supports, timeline, and expectations	And/or	Initiate a PDPDP	And/or	Move the teacher On-Cycle

Moving a teacher from Off-Cycle to On-Cycle Evaluation

If a teacher who is participating in an Off-Cycle Evaluation demonstrates documented performance deficiencies, the evaluator should address the issue and document the concern(s) in an EES Summary of Conference. Evaluators have the option to put the teacher back On-Cycle (see Implementation Timeline).

If the EES Track Movement date has passed, the evaluator should continue to document concerns and provide support for the remainder of the school year. At the end of the year, the evaluator should determine if the teacher has made improvements or if the teacher will need to be placed On-Cycle at the start of the next school year for more targeted and formal support. This cycle change should be addressed at the ending of the year conference.

Teacher Practice Measures
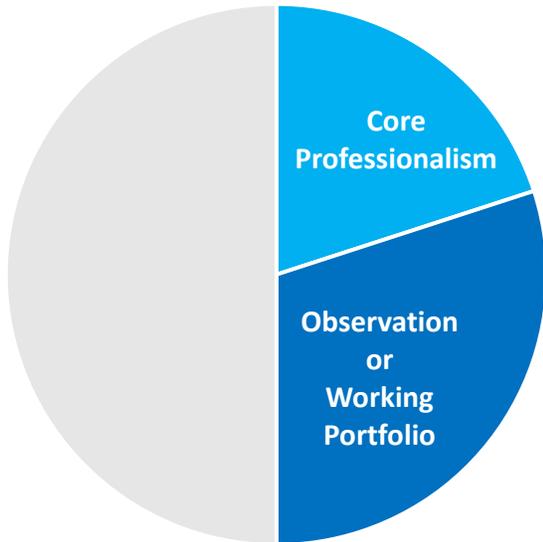
Teacher practice is based on two measures, Core Professionalism and Observation/Working Portfolio. Teachers have access to Charlotte Danielson's book, <u>Enhancing Professional Practice: A Framework for Teaching</u>. The element-level rubrics found in the 2007 edition and the component-level rubrics found in the [2013 edition of 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

Core Professionalism (CP) 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 their professional growth and the school culture.

Indicators for Core Professionalism

Domain 4 Evidence

The criteria and expectations for CP are articulated in the Domain 4 Hawaii Adapted Framework for Teaching Rubric (see pg. 18). The Domain Level Rubric provides a holistic picture of a teacher's professional responsibilities. [Additional CP resources](#) can be found on the HIDOE Intranet.

Reflection on Student Perception Survey results

The Student Perception Survey collects student perspectives about teaching and learning pertaining to a specific classroom. Teachers that administer a class survey will receive a teacher report on their class' collective results. Schools will also receive a school level report based on the collective results from all students surveyed in the school. Teachers will reflect upon their individual, school, complex or state level Student Perception Survey results as applicable to their position. Teachers should consult and collaborate with their evaluator on the acceptable documentation method of reflection. More information about the Student Perception Survey is available on the Student Perception Survey page on the HIDOE Intranet.

Reflection on Hawaii Growth Model (HGM) results

The HGM is a normative model that ranks each student's state assessment score against other students with similar test score history (academic peer group) in ELA and Math. Each student will receive a Student Growth Percentile (SGP). The SGP resulting from this analysis helps to determine how much a student has progressed within a given year compared to other students within their academic peer group. Teachers teaching in Gr. 4-8, ELA/Math have a Median Growth Percentile (MGP) derived from their students' SGP. Each school also receives a MGP according to the school's performance in ELA/Math.

Teachers will reflect on individual or school-wide HGM results as applicable to their position and should consult and collaborate with their evaluator on the acceptable documentation method of reflection.

More information about the Hawaii Growth Model is available in the additional HGM resources on the HIDOE Intranet.

Process, Requirements* & Best Practices for: Core Professionalism (CP)
*notates required actions

Beginning Conference	The purpose of the Beginning Conference is for the evaluator to review the CP expectations with the teacher, prior to the end of the first quarter, through a mutually agreed upon meeting (individually or with a group of teachers).	
Complete by the end of the first quarter	**Teacher**	**Evaluator**
	Understand and clarify evaluator's expectations.*	Review the expectations w/teachers.* Discuss what qualifies as acceptable evidence, how the evidence should be submitted, and due dates for submission. Must document date into PDE^3 for On-Cycle teachers.*

Evidence Collection	The purpose of the Evidence Collection is for the teacher and evaluator to capture the holistic picture of a teacher's professional responsibilities, activities & contributions to the school culture. Evaluators can also submit evidence to a teacher's CP evidence.	
	Teacher	**Evaluator**
	Collect evidence that aligns to the expectations & rubric throughout the school year. Teachers should also reflect upon relevant student surveys and growth data as a part of their evidence. Submit the evidence via designated way evaluator identified (PDE^3, Google, hard copies, etc.).*	Submit evidence as applicable. Inform the teacher if evidence is to be submitted for evaluation purposes.* If the teacher does not participate in CP (or any other component of the EES in a timely manner or at all), the evaluator should address this through the SOC process. • The principal should issue a directive requiring the teacher to follow through by a specific deadline; and identify the possible consequence(s) if the teacher does not follow through. • If the teacher does not comply within that time, the evaluator will rate the teacher as Unsatisfactory for the affected EES component and may also use this as evidence in CP.

Ending Conference	The purpose of the Ending Conference is for the teacher & evaluator to review the evidence and assign a rating.	
	Teacher	**Evaluator**
	Input any comments into PDE^3 as applicable.	Review evidence & assign rating in PDE^3 for On-Cycle teachers.*

Rating Calculation for Core Professionalism

CP is viewed and rated holistically using the Domain 4 Hawaii Adapted Framework for Teaching rubric (see rubric below). 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 CP rating. 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 CP evidence, deadlines, and clarifying expectations to On-Cycle teachers.

CP ratings may be quantified by using the following
Domain 4 Hawaii Adapted Framework for Teaching rubric:

0 (Unsatisfactory)	2 (Basic)	3 (Proficient)	4 (Distinguished)
Teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families/communities is unclear, infrequent, and culturally insensitive. Teacher avoids participating in both school and department projects unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on practice is infrequent or inaccurate, resulting in few ideas for improvement	Teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families/communities is sometimes unclear, sporadic, and of mixed cultural sensitivity. Teacher participates to a minimal extent in both school and department projects, and makes a commitment to professional development. Reflection on practice is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement	Teacher demonstrates high ethical standards and a sense of professionalism focused on improving his/her own teaching, and collaboration with colleagues. Record-keeping systems are efficient and effective. Communication with families/communities is clear, frequent, and culturally sensitive. Teacher participates in both school and department projects, and engages in professional development activities. Reflection on practice is frequent and accurate, resulting in valuable ideas for improvement	Teacher demonstrates highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families/communities is clear, frequent, and culturally sensitive, with meaningful student participation. Teacher assumes leadership roles in both school and department projects, and engages in a wide range of professional development activities. Reflection on practice is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues

Observations and Working Portfolios

Observations and collaborative conferencing are critical to understanding and developing teacher practice. The observation cycle consists of three key steps, which should be completed by the same observer. Best practice is for the cycle to be completed within two weeks. The lengths of conferences and observations will vary depending on the context. Observations are based on Charlotte Danielson's Framework for Teaching. The HIDOE decided to focus on five observable components for classroom observations based on their alignment with our Statewide Strategic Initiatives. The Hawaii Adapted Framework for Teaching Rubrics will be used to guide evidence collection and evaluations of these focus components.

Observers must be Educational Officers (EOs) who are certified by the HIDOE to conduct observations. Evaluators have the authority to determine the number of classroom observations beyond the minimal observation requirement based on their professional judgment. If a teacher requests additional observations, it is up to the evaluator to approve or deny these additional requests. A different EO may conduct any additional evaluations, as long as s/he conducts the whole observation cycle.

While a minimum of one or two observations is required for On-Cycle teachers, educators are encouraged to engage in more observations to provide feedback, improve practice, and determine an accurate picture of what is truly happening in the classroom. Video-taping for evaluation purposes shall not be allowed but teachers may consent to recording for mentoring, coaching, and professional development purposes only.

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 focuses on the following five observable components for classroom observations:

| Domain 1: Planning & Preparation | Domain 2: The Classroom Environment | → | **2b:** Establishing a Culture for Learning
2d: Managing Student Behavior |
| Domain 4: Professional Responsibilities | Domain 3: Instruction | → | **3b:** Using Questioning & Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction |
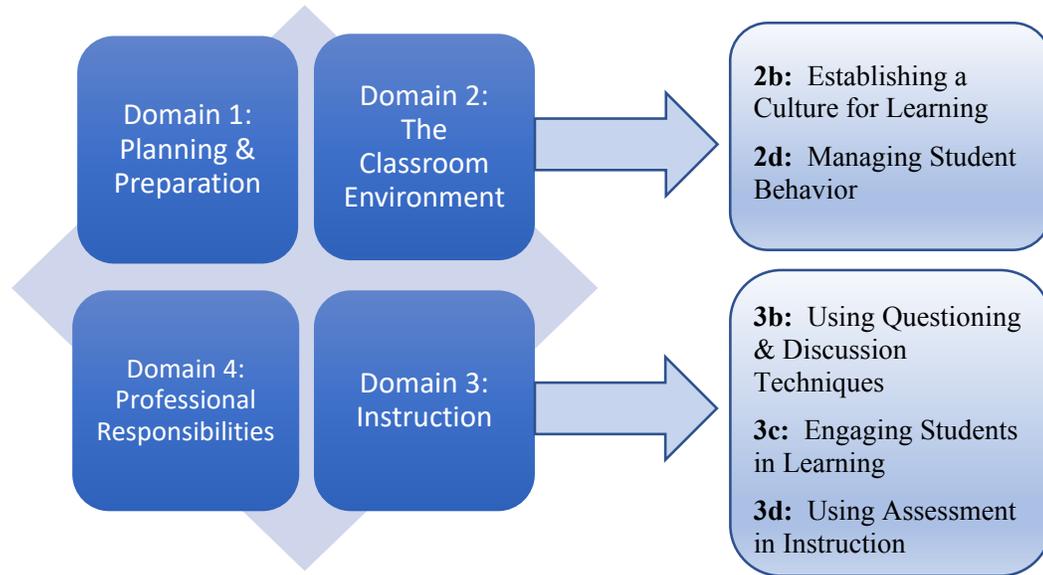
Non-Classroom Teacher (NCT) Formal Observations

With administrator approval, NCTs can participate in formal observation cycles instead of the Working Portfolio (WP). The NCT and evaluator should work collaboratively when identifying the five most appropriate components for observations from the Hawaii Adapted Framework for Teaching Rubrics for NCTs 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 and must include components from both Domains. If an NCT is On-Cycle, one or more formal observations are required.

Formal Observations for Special Education (SpEd) Teachers in Fully Self-Contained (FSC) Settings

With administrator approval, SpEd FSC teachers can choose the most applicable components from Domain 2 and 3 for their formal observation(s). The SpEd teacher and the evaluator should work collaboratively when identifying the five most appropriate components for observations from the Hawaii Adapted Framework for Teaching Rubrics. The five selected components must come from the observable Domains of the Framework; Domain 2 and Domain 3 and must include components from both Domains. If a teacher is On-Cycle, one or more observations are required.

Process, Requirements* & Best Practices for: Formal Observations
*notates required actions

Setting up an Observation Cycle	The goal is to work together to establish mutually agreed upon conference dates and times, format & documentation expectations. The Pre-Conference Questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Address the Pre-Observation Conference Questions or submit relevant lesson materials to provide context for the upcoming lesson, as applicable to the expectations set by the evaluator.*	May select the most appropriate date and time, if the teacher and evaluator cannot agree. • Must provide a minimum of a 24-hour notice to the teacher prior to conducting the pre-conference.* (If scheduling conflicts occur, evaluators should document attempts & continue with the observation process).
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. In classrooms where the five components are sometimes challenging to address, the teacher and evaluator should identify the types of evidence that would be appropriate for the levels of performance within that classroom. The Pre-Observation Conference may occur through email, WebEx, PDE[3] or other electronic formats; in situations where the teacher and evaluator do not agree on the format, the Pre-Observation Conference will default to face-to-face.	
	Teacher	**Evaluator**
	Share lesson objectives and activities, along with helpful information that will assist the observer*, such as student characteristics and specific classroom situations. Ask the evaluator to collect specific feedback and clarify questions about the observation at this time.	Review the pre-conference materials submitted by the teacher. Ask questions rooted in the rubric, discuss what will be used as evidence of learning, and clarify any questions posed by the teacher. Document the scheduled date & time into PDE[3].*

Process, Requirements* & Best Practices for: Formal Obs, Continued

*notates required actions

Classroom Observation	The purpose of the Classroom Observation is to collect evidence to provide clear, timely, and useful feedback that supports teachers' professional learning. The observation should last as long as it takes to observe the discussed lesson.	
	Teacher	**Evaluator**
	Carry out the lesson discussed.* Collect additional artifacts relative to the lesson observed, such as student work samples, to bring to the Post-Observation Conference.	Must provide the teacher with 24-hour notice prior to conducting the formal observation.* (If conflicts arise, evaluators should document attempts and continue with the observation process.) 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.
Post-Observation Conference	After the observation, the teacher and evaluator should match evidence with components and analyze how the evidence aligns with the rubric. The purpose of the Post-Observation Conference is to engage teachers and evaluators in professional conversations that promote quality teaching and learning. Post-Observation Conferences should be scheduled for face-to-face interactions. Evaluators must provide a copy of the evidence/observation notes to the teacher prior to the Post-Observation Conference.* Observation concludes with the teacher's reflection (as applicable to the evaluator's expectations) and the evaluator finalizing the documentation within PDE[3]. The observation reflection questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Participate in collaborative analysis about how the evidence corresponds to component rubrics. Submit additional artifacts to the evaluator as evidence. Address the Post-Observation Conference Questions as applicable to the expectations of the evaluator. Document any concerns or additional information.	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. Review, if any, reflections that the teacher submits & add in any additional comments as applicable. Document date & component ratings in PDE[3].*

Rating Calculation for Observations

During a Post-Observation Conference for each observation cycle, the evaluator assigns a final performance level rating by using the [Hawaii Adapted Framework for Teaching Rubrics.](#) An Unsatisfactory rating in the observation component as a whole, shall require an additional observation. This additional observation need not be done by a different evaluator, but it is permissible. 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 (0=Unsatisfactory, 2=Basic, 3=Proficient, 4=Distinguished). [Additional Observation resources](#) can be found on the HIDOE Intranet.

Working Portfolio (WP)

Non-Classroom Teachers (NCTs), in collaboration with their evaluator, will have the option to complete a WP in place of a formal observation. 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 determined through collaboration between the teacher and the evaluator. If there is no agreement, the evaluator will determine the format. The evaluator and NCT may choose to supplement the WP with observation data of the NCT.

Indicators for Working Portfolios

NCTs should work with their evaluators to select either the [Hawaii Adapted Framework for Teaching](#) or the [HTSB-approved Professional Standards for School Librarians and School Counselors](#). 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.

Chart for Selecting Working Portfolio Components

Which framework is best aligned with the NCT's roles and responsibilities?

Hawaii Teacher Standards Board

Options:
- Hawaii Teacher Standards Board (HTSB) Rubric for Counselors
- Hawaii Teacher Standards Board (HTSB) Rubric for Librarians

Select 5 standards from within the HTSB

Hawaii Adapted Framework for Teaching

Options:
- Library or Media Specialist Rubric
- School Nurse Rubric
- School Counselor Rubric
- School Psychologist Rubric
- Therapeutic Specialist Rubric
- Classroom Teacher Rubric
- Instructional Specialist Rubric

Select 5 components from Domain 1, 2, or 3 from a single Hawaii Adapted Framework for Teaching Rubric, or a combination of components from different Hawaii Adapted Framework for Teaching Rubrics.

Process, Requirements* & Best Practices for: Working Portfolios (WP)
*notates required actions

Beginning Conference	The purpose of the Beginning Conference is for the evaluator & teacher to engage in a collaborative conversation to select and approve the Framework, five components & corresponding rubrics. Discussions should also lead to setting clear expectations for the types and sources of evidence to be considered of high quality and in alignment with the rubrics. Completing the WP Beginning Conference questions is optional unless the evaluator requires this as a practice at the school or office.	
	Teacher	**Evaluator**
Complete by the end of the first quarter (if NCT assumes position after first quarter, conduct Beginning Conference as soon as possible)	In preparation for the Beginning Conference • Download the appropriate WP rubrics from the HIDOE intranet site. • Complete the WP Beginning Conference Questions and identify the proposed framework, components, and sources of evidence as applicable to the expectations set by the evaluator.*	In preparation for the Beginning Conference • Confirm NCT roles/responsibilities and review any materials submitted by the NCT. Document approved framework and 5 components for evidence collection in PDE^3. Discuss expectations for acceptable types & sources of evidence. Document date of Beginning Conference in PDE^3.*
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**
	Implement strategies to gather multiple types of evidence for each component. Use the NCT WP Evidence Submission Form to document hard copy evidence.	If needed, collect supplemental evidence and share with the teacher. • Inform the teacher if evidence will be submitted for evaluation purposes.*

Process, Requirements* & Best Practices for: WP, Continued

*notates required actions

Mid-Year Conference (Optional)	The purpose of the optional Mid-Year Conference is to review the progress made, verify if revisions are necessary, and repeat the Beginning Conference process for any revisions to the components or types of evidence collected.	
	Teacher	**Evaluator**
	Conference with the evaluator as needed. Share evidence/justification for revisions.	Review progress and provide feedback. Document conference, ensure changes are reflected and approved in PDE[3].*
Ending Conference	The purpose of the Ending Conference is to discuss the submitted evidence for the WP and discuss areas of strength, identified areas for growth, and next steps. The Ending Conference may be used to document reflections of the WP process within the Ending Conference Summary in PDE[3]. The WP Reflection Questions or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Organize and submit evidence for the evaluator's review prior to the Ending Conference.* - If physical evidence is used, attach the WP Teacher Evidence Submission Form; - PDE[3], Google, and other online media may also be used to submit descriptions. - Explain evidence alignment to rubric. Reflect upon the ratings as applicable to the expectations of the evaluator. Document any concerns or additional information.	Facilitate an evidence-based discussion rooted in aligning evidence to the WP Rubric. Discuss areas of strength and weakness and performance level demonstrated for each of the 5 components. Review, if any, reflections that the teacher submits & add in any additional comments as applicable. Document date & component ratings in PDE[3].*

Rating Calculation for Working Portfolio

During the Ending Conference, the evaluator assigns a performance level rating using agreed upon rubrics for each of the applicable components chosen for the WP. The individual component ratings are then quantified using the performance level scoring scale. The final WP rating is a number from zero to four that is produced by averaging the scores from all five component ratings. 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 (0=Unsatisfactory, 2=Basic, 3=Proficient, 4=Distinguished). Additional WP resources can be found on the HIDOE Intranet.

Student Growth & Learning Measures

Student Success Plan (SSP) and School or System Improvement Objective (SSIO)

In order to show evidence of student learning, Student Success Plans (SSP) are thoughtfully selected outcomes or standards that will reflect the most important desired learning. The SSP should be specific to the course or subject and grade for the semester, quarter (for applicable secondary teachers), or year. Teachers will provide baseline data to establish initial student readiness, as well as the instructional strategies to be utilized. At the end of the term, teachers will provide assessment data that shows student growth, and reflect on their practice as it relates to student achievement. CTs (classroom teachers) are required to develop one complete, written SSP for approval and implementation during the year of their On-Cycle evaluation.

The School or System Improvement Objective (SSIO) is similar to an SSP and serves as an option for NCTs (non-classroom teachers) only, depending on the nature of their assignment. An NCT who works directly with students on acquiring new or improved learning should complete an SSP. An NCT who works toward school or system improvement(s) should complete an SSIO. The evaluator and teacher should collaborate to determine which is appropriate, an SSP or SSIO as it relates to the complex, school, and/or classroom needs. If an agreement cannot be reached, the evaluator will select the most appropriate focus.

The SSP/SSIO process should be integrated into existing efforts to analyze data, set goals, and implement formative instructional cycles. (e.g., if a group of teachers in the same department, course, or grade level can agree on a common SSP, or if the school develops a school-wide SSP, data team meetings can become a useful forum for analyzing progress towards the SSP and sharing teaching strategies that are successful in helping students demonstrate growth.)

Special Considerations

Alternative Learning Settings

Teachers working with students in an alternative learning setting, either on or off campus, may consider both the SSP and SSIO as options. The teacher and evaluator should work together to determine which is more appropriate but the evaluator will select the focus if an agreement cannot be reached.

Mid-Year Assignment Changes

If a teacher changes roles mid-year, the teacher and evaluator can work together on a new SSP/SSIO within appropriate approval deadlines.

Preschool Teachers

Teachers of preschool students should use SSPs instead of SSIOs.

Teachers in Self-Contained Classrooms

Teachers working with students with severe cognitive disabilities in a fully self-contained setting may have a small class with drastically different needs. Teachers and evaluators have the following additional options depending on the context of the class:

➢ Create different SSPs for each student; SSPs may integrate Individualized Education Program (IEP) 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 Components of an SSP

While there is no specific template for SSPs, the format must include:

- Standard(s) or desired learning
- Identified student population
- Assessments for baseline data
- Individual baseline analysis for students
- Instructional strategies
- Assessment and assessment tool to measure desired growth for the quarter, semester or year
- Reflection

SSP/SSIO Requirements

Schools should use existing documents that support teaching and learning and/or school or system improvements for the SSP/SSIO if the documentation addresses all components of the SSP/SSIO. Teachers and evaluators must agree on the format, rating rubric, and supporting documentation prior to or during the Beginning of Term Conference. If an agreement cannot be reached, the evaluator will determine the format and process by which the SSP/SSIO will be documented. Only approved SSPs/SSIOs shall be implemented, measured, and used in the evaluation. The following information highlights both processes.

Process, Requirements*& Best Practices for: SSP
*notates required actions

	The purpose of the Beginning of Term Conference is to plan for an effective SSP implementation. The interval of instruction should be identified and the teacher should begin to plan out the components of the SSP. Evaluators and teachers should discuss meaningful ways to document and align the SSP to current schoolwide and classroom practices.	
Prior to the Beginning of Term Conference	**Teacher**	**Evaluator**
	Determine the priority content focus area based on student needs as evidenced by baseline data. Submit SSP and supporting document(s) to the evaluator for review and feedback by the evaluator's deadline.*	Clarify the SSP process and expectations with the teacher and set the Beginning of Term Conference date.
Beginning of Term Conference **(Approval Process)**	The purpose of the Beginning of Term Conference is for the evaluator to review the SSP (and any supporting document(s) with the teacher. Refer to pg. 29 for SSP Components and Requirements.	
	Teacher	**Evaluator**
	Share the SSP and any supporting document(s) with the evaluator* • Explain the rationale why it was selected and how it addresses student needs. Explain the outcome and how it is aligned to the assessment(s), the desired learning, and the instructional strategies.	Review the SSP to determine approval for implementation and provide feedback to the teacher if the SSP doesn't meet expectations.* • Discuss the components of the SSP, the data used to determine student needs, the assessments, and the strategies that will be used to determine student growth. Document conference date and approval into PDE[3].*

Process, Requirements*& Best Practices for: SSP, Continued
*notates required actions

Throughout the Term	The purpose of this phase is for the teacher to implement the SSP and for the evaluator to monitor and support as necessary. A Mid-Term Conference may be scheduled if the teacher or evaluator determines a need.	
(Implementation, Progress Monitoring, Mid-Term Conference)	**Teacher**	**Evaluator**
	Implement the appropriate assessments & strategies of the approved SSP, monitor progress and determine if adjustments are needed.* • Formative assessment data, such as conversations & student work can provide insight into progress being made. If adjustments to SSP Assessment(s) are needed, request a Mid-Term Conference with the evaluator. Factors include: ➢ New/exited students ➢ Extenuating circumstances that impact administration of assessments ➢ Misalignment of assessment data and desired learning outcome(s)	Monitor and provide support for the teacher as needed. • If requested, schedule a Mid-Term Conference and discuss ways to adjust; document the date and approval in PDE[3].*
Prior to End of Term Conference	The purpose of this phase is to prepare for the End of Term Conference. Teachers should gather SSP implementation data and start organizing and analyzing it for their End of Term Conference.	
(Compilation of Outcome)	**Teacher**	**Evaluator**
	Collect, compile, analyze & submit assessment data and student growth information (as applicable to the evaluator's expectations).* Prepare to discuss the SSP result(s).	Schedule End of Term Conference and review the SSP results from the teacher.
End of Term Conference	The purpose of the End of Term Conference is for the teacher & evaluator to review the SSP evidence and assign a rating.	
	Teacher	**Evaluator**
	Share the results of the SSP using the components outlined in the approved SSP.*	Facilitate the discussion about the data, supporting documents, and end results based on the SSP and Differentiated Rating Chart. Document the End of Term Conference date & assign rating in PDE[3].*

Process, Requirements* & Best Practices for: SSIO		
*notates required actions		
Prior to the Beginning of Term Conference	The purpose of this phase is to plan for an effective SSIO implementation. The interval should be identified and the teacher should begin to plan out the four components of the SSIO. Evaluators and teachers should discuss meaningful ways to document and align the SSIO to current schoolwide practices.	
	Teacher	**Evaluator**
	Determine the priority area for the school, complex, or office. Collect data or provide rationale on the importance of the Goal. Align data to Goal and determine Improvement Objective and strategies based on students' or organization's need as applicable. Submit SSIO and gather supporting documents for Beginning of Term Conference.*	Clarify the SSIO process and expectations with the teacher and set the beginning conference date.
Beginning of Term Conference (Approval Process)	The purpose of the Beginning of Term Conference is for the evaluator to review the SSIO with the teacher using the SSIO Criteria Sheet (see pg. 34) for the designated term or school year through a mutually agreed upon meeting.	
	Teacher	**Evaluator**
	Share the SSIO, and any supporting documentation(s) with the evaluator and explain the rationale for Improvement Objective(s).* Identify which rating rubric aligns to the outcome.	Review the SSIO to determine approval for implementation and provide feedback to the teacher if the SSIO doesn't meet the expectations outlined in the criteria sheet (see pg. 34).* ● Discuss the rigor of the SSIO, the data that was used to determine needs, the aligned evidence/criteria and the strategies that will be used to get to the outcome. ● Identify which rating rubric aligns to the outcome. Document conference date and approval into PDE[3].*

Process, Requirements* & Best Practices for: SSIO, Continued

*notates required actions

Throughout the Term (Implementation and Progress Monitoring)	The purpose of this phase is for the teacher to implement the SSIO and for the evaluator to monitor and support as necessary. A Mid-Term Conference may be scheduled if the teacher or evaluator determines a need. The SSIO Mid-Term Reflection Sheet is optional unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Implement the appropriate strategies of the approved SSIO, monitor progress, and determine if adjustments are needed.* • Formative assessment data, such as conversations & evidence can provide insight into progress being made. If adjustments to SSIO are warranted, request a mid-term conference with the evaluator. Address the SSIO Mid-Term Reflection Sheet as applicable to the expectations set by the evaluator. Factors include: ➢ New job role/priority focus ➢ Extenuating circumstances that impact administration of evidence ➢ Misalignment of data and Improvement Objective(s)	Monitor and provide support for the teacher as needed. • If requested, schedule a Mid-Term Conference and discuss ways to adjust; document the date and approval in PDE[3].*
Prior to End of Term Conference (Compilation of Outcome)	The purpose of this phase is to prepare for the End of Term Conference. Teachers should gather SSIO implementation data and start organizing and analyzing it for their End of Term Conference.	
	Teacher	**Evaluator**
	Collect, compile, analyze & submit assessment data and results of Improvement Objective(s) (as applicable to the evaluator's expectations).* Prepare to discuss the SSIO result(s).	Schedule End of Term Conference and review the SSIO results from the teacher.
End of Term Conference	The purpose of the End of Term Conference is for the teacher & evaluator to review the SSIO evidence and assign a rating. The SSIO Results and Reflection Tool or their alternate are optional, unless the evaluator requires this as a matter of practice at the school or office.	
	Teacher	**Evaluator**
	Share the results of the SSIO using the evidence outlined in the approved SSIO, SSIO Criteria Sheet and Rating Rubric.* Reflect on outcomes and practice by addressing the SSIO Results and Reflection Tool as applicable to the expectations set by the evaluator.	Facilitate the discussion about the data, supporting documents, and end results based on the SSIO and Rating Rubric. Document the End of Term Conference date & assign rating in PDE[3].*

School or System Improvement Objective (SSIO) Criteria Sheet

Use the criteria to determine the quality and completeness of the SSIO. The SSIO has met the development requirements if <u>all</u> boxes are checked.
Only an approved SSIO can be implemented.

Goal *What will be accomplished at the end of the interval based on identified needs?*	**Evidence and Success Criteria** *What evidence will be used to measure attainment of the goal?*
☐ The statement thoroughly describes what will be accomplished by the end of the interval ☐ When applicable, standards listed are clearly aligned to the goal and the full text of each specific standard is provided	☐ Explicit measures for data collection are used to monitor progress and adjust implementation strategies ☐ Scoring guides or rubrics provide clear criteria for measuring all areas of the goal
Improvement Objective(s) *What are the expected results by the end of the interval?*	**Implementation Strategies** *What strategies will I use to reach my goal?*
☐ A starting point is established by relevant data source(s) and if there is no baseline data, information is provided to explain a starting point ☐ The Improvement Objective(s) are specific, measurable, attainable, relevant, and time-bound (SMART)	☐ Strategies are appropriate, evidence based, and specifically address the goal

Rating Calculation for SSPs and SSIOs

During the End of Term Conference, the evaluator assigns a final rating for the SSP/SSIO based on the outcomes. An incomplete SSP/SSIO will result in a zero rating. Some possible reasons for an incomplete SSP/SSIO may include failure to revise the SSP/SSIO to meet acceptable indicators of quality, administer assessment(s), implement the SSP/SSIO, or collect appropriate documentation.

Teachers who have an incomplete SSP/SSIO due to an approved leave or a change in position during the school year which impedes their ability to complete all aspects of a SSP/SSIO will not receive a SSP/SSIO rating nor an overall final effectiveness rating.

SSP Rating Rubrics

SSP rating rubrics are differentiated on the basis of HIDOE teaching experience and tenure status. Teachers should be rated using the applicable SSP Rubric below:

SSP Rubric #1: Emergency hire and Probationary semester 0-2 at start of school year			
4 (Highly Effective)	**3** (Effective)	**2** (Developing)	**1** (Ineffective)
76-100% of students showed growth over term/year	56-75% of students showed growth over term/year	45-55% of students showed growth over term/year	Less than 45% of students showed growth over term/year

SSP Rubric #2: *Probationary semester 3+ at start of school year and Tenured teachers (*SY21-22 only)*			
4 (Highly Effective)	**3** (Effective)	**2** (Developing)	**1** (Ineffective)
76-100% of students showed growth over term/year	61-75% of students showed growth over term/year	50-60% of students showed growth over term/year	Less than 50% of students showed growth over term/year

SSP Rubric #3: Probationary semester 5+ at start of school year and Tenured teachers			
4 (Highly Effective)	**3** (Effective)	**2** (Developing)	**1** (Ineffective)
86-100% of students showed growth over term/year	70-85% of students showed growth over term/year	showed growth over term/year	Less than 55% of students showed growth over term/year

SSIO *Rating Rubrics*

SSIO rating rubrics are differentiated on the basis of situational context in order to most effectively facilitate the specific school or system improvement established for the school, complex or office.

4 (Highly Effective)	**3** (Effective)	**2** (Developing)	**1** (Ineffective)
Met 90-100% of Improvement Objective(s)	Met 75-89% of Improvement Objective(s)	Met 60-74% of Improvement Objective(s)	Met less than 60% of Improvement Objective(s)

The following Rating Rubric should be used for evaluating results assessed by a NCT developed rubric as opposed to percentage based Improvement Objective(s).

4 (Highly Effective)	**3** (Effective)	**2** (Developing)	**1** (Ineffective)
Exceeded the Improvement Objective(s) set in the rubric	Met the Improvement Objective(s) set in the rubric	Did not meet the Improvement Objective(s) as set in the rubric	Did not meet the Improvement Objective(s) as set in the rubric due to inadequate implementation

Final Effectiveness Rating

A teacher's final effectiveness rating is based on combined ratings from the measures of Student Growth as well as Teacher Practice.

The Student Growth and Learning rating is determined by the SSP/SSIO component rating. The Teacher Practice rating is determined by calculating the weighted average of the Core Professionalism (40%) and Observation(s)/Working Portfolio (60%) component ratings. The Student Growth and Learning rating and the Teacher Practice rating are then applied to the matrix below to determine the Final Effectiveness Rating.

Student Growth & Learning	Teacher Practice

SSP or SSIO

Core Professionalism (40%)

Observation(s) or Working Portfolio (60%)
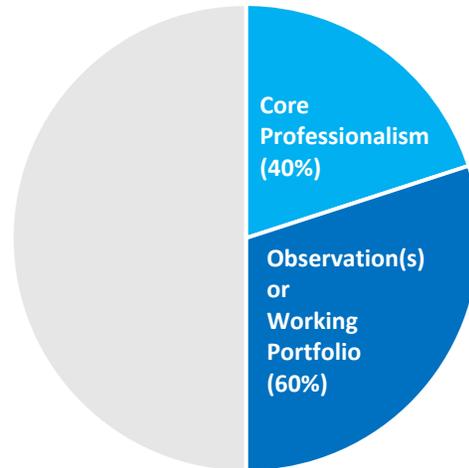
Student Growth and Learning

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

Teacher Practice

Exceptions to the Teacher Practice Weights

An exception to the weighted measures shall occur if a teacher earns an Unsatisfactory rating in either the Observation or CP components of Teacher Practice. If the overall observation rating is Unsatisfactory, the Teacher Practice rating shall be Unsatisfactory. If a teacher earns an Unsatisfactory CP rating, the overall Teacher Practice rating shall be Unsatisfactory. A final rating may be rendered in situations where only the SSP/SSIO and CP components exist and are justified by proper documentation.

Within PDE[3], 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.

Impact of Final Rating on Employment Action(s)

Note: there may be employment circumstances that may not be addressed below.			
TEACHER STATUS	FINAL SY 2020 – 2021 RATING	FINAL SY 2021 - 2022 RATING	EMPLOYMENT ACTION(S) ****
Tenured	Effective/ Highly Effective	Effective/ Highly Effective	Continuation of employment
Tenured	Marginal	Effective/ Highly Effective	Continuation of employment
Tenured	Effective/ Highly Effective	Marginal	Continuation of employment
Tenured	Marginal	Marginal	2021-2022 Rating deemed Unsatisfactory
Tenured	Effective/ Highly Effective or Marginal	Unsatisfactory	Termination of Employment
Non-Tenured *	Effective/ Highly Effective	Effective/ Highly Effective	Continuation of employment**
Non-Tenured *	Effective	Marginal	Continuation of employment & extension of probation. **
Non-Tenured *	Marginal	Marginal	Non-renewal of employment***
Non-Tenured *	Effective/ Highly Effective or Marginal	Unsatisfactory	Non-renewal of employment***
Tenured teachers with a final rating of Marginal may file for an Expedited Appeal Process.			
* In order to be probation complete a teacher must complete required semesters of probation and have effective or better ratings in the last two years of probation. The transition from non-tenured to tenured may change EES track for the subsequent school year.			
** Refer to Collective Bargaining Agreement, Article VIII. P			
*** Refer to Collective Bargaining Agreement, Article VI. JJ			
**** Refer to Collective Bargaining Agreement, Article XX.7			

Appendix A: Key Terms

Educator Effectiveness System (EES)
The evaluation system for BU05 members employed as teachers within the HIDOE.

Professional Development Educate, Empower, Excel (PDE[3]) (https://pde3.k12.hi.us)
PDE[3] is a platform for transparent documentation between teachers and evaluators for the EES, as well as a platform to search and record professional development opportunities. Employees need to log in with a secured username and password.

Roster Verification (RV) (https://rostersonline.k12.hi.us)
A process to record and validate instructional relationships between students and teachers. The online tool captures data from the Infinite Campus (IC) to help schools build rosters for teachers to verify. While the same online tool is used for Student Perception Survey and HGM, the two RV administrations are unique due to the type of information used by each metric. RV administrations involve:
- school teams and administrators preparing the system,
- classroom teachers verifying student roster data, and
- school administrators approving the data at two points in a school year.

All CTs 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 Student Perception Survey RV window. Only teachers who are responsible for both providing and assessing direct instruction for math, ELA, Hawaiian Language Arts, and ELL, in grades 4-8 will verify rosters for SGP attribution purposes.

Schoolwide ELA MGP
The median of all SGPs achieved in ELA across a school.

Smarter Balanced Assessment (SBA)
The 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.

Strive HI Performance System
Hawaii's school accountability and improvement system that was approved by the U.S. Department of Education in May 2013, and currently includes 14 common statewide measures.

Student Growth Percentile (SGP)

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

Student Perception Survey

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.

Teacher ELA MGP

The median, or middle value, summarizing the growth performance of students linked to an individual teacher instructing grades 4-8 ELA 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 MGP summarizing the complete set of student growth scores, both ELA and math, linked to an individual teacher.

Appendix B: Supporting Resources

*Adjustments to the EES for SY 2021-2022 Memo**
SY 2021-2022 Memo from the Superintendent summarizing the changes to EES for the current school year.

Complex Area Support Team
Each complex area will have at least one lead educator who will serve as the EES contact.

Educator Effectiveness System Summary of Conference (EES SOC)
The form to document conversation between the evaluator and teacher regarding EES issues. The document memorializes the events, conversations, and possible next steps to situations.

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: 8:00 A.M. - 3:00 P.M.
  - ➢ Days: Monday-Friday, except state holidays and the winter break period

Expedited Appeals Process (EAP): *EAP Form* and *EAP Form Instructions*
A process for tenured teachers rated Marginal and is to be used instead of Step 1 and 2 of the grievance procedure.

HIDOE Intranet
The Intranet is an internal website for HIDOE staff. It includes a site devoted to the EES that connects users to the manual, orientation training video, component overviews, reference documents, FAQs, and other supporting materials. Employees need to log in with a secured username and password.

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.

Appendix C: EES SOC Form

DOE OTM 500-006
Last Revised: 07/01/2019

EDUCATOR EFFECTIVENESS SYSTEM (EES)
SUMMARY OF CONFERENCE

DEPARTMENT OF EDUCATION
Office of Talent Management
EES 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/or 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/or performance concerns; as applicable.

Appendix C cont.: EES SOC Form pg. 2

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

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Part III: If applicable, state failure to comply with the items in Part II above, may result in a less than proficient/effective component and/or overall EES rating, as well as consequent employment action, up to and including termination.

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[blank box]
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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.

Appendix D: Multi-Track Schools Implementation Timelines

YELLOW Track Schools Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
August		
8/18*	PDPDP (*Plan activities shall not begin until 9/28/21, unless there is mutual agreement between teacher and evaluator.)	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
September		
9/3 (or prior to starting EES evaluation)	Training	• SY2021-2022 EES Orientation Video Training for **ALL teachers**. Teachers informed of online EES Manual on the DOE public website (hawaiipublicschools.org) • EES Overview Training for **teachers NEW to the EES*** • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) *Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
October		
10/8	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 10/11-11/17: Teachers implement SSP/SSIO plan • Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating

10/29	• WP (for NCTs as applicable) • CP • IPDP • 1st Sem. SSP/SSIO • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators • Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3] Evaluators approve Year-long SSP/SSIO in PDE[3] 11/1-4/29: Teachers implement SSP/SSIO plan
November		
11/17	• 1st Sem. SSP/SSIO • Observations	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO • 1st Sem. Observations completed
11/18-1/7	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/7	• 1st Sem. SSP/SSIO • Observations	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3] • Evaluators finalize 1st Sem. Observations ratings in PDE[3]
1/14	• Year-long SSP/SSIO • EES Track Movement	• Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3] • Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2021-2022
1/28	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/4	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/8-4/29: Teachers implement SSP/SSIO plan

March		
3/31	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE^3
April		
4/29	2nd Sem. Obs. - WP - CP - IPDP/PDPDP 2nd Sem. or Year-long SSP/SSIO - Student Perception Survey & HGM Reflections	2nd sem. Observations completed - Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO - Teachers should prepare for the final evaluation conference as applicable
May		
5/2-5/20	- Observations/WP SSP/SSIO - CP - PDPDP - Student Perception Survey & HGM Reflections (as applicable)	- Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective. - Evaluators finalize and lock all relevant components in PDE^3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2021-2022. - For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 5/20.
Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & HGM reflections.		

RED Track Schools Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
September		
9/8*	PDPDP (*Plan activities shall not begin until 9/28/21, unless there is mutual agreement between teacher and evaluator.)	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/27 (or prior to starting EES evaluation)	Training	• SY2021-2022 EES Orientation Video Training for **ALL teachers**. Teachers informed of online EES Manual on the DOE public website (hawaiipublicschools.org) • EES Overview Training for **teachers NEW to the EES*** • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) *Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
October		
10/8	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 10/11-12/10: Teachers implement SSP/SSIO • Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
10/15	• WP (for NCTs as applicable) • CP • IPDP • 1st Sem. SSP/SSIO • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators • Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3] Evaluators approve Year-long SSP/SSIO in PDE[3] 11/8-5/27: Teachers implement SSP/SSIO plan

December		
12/10	• 1st Sem. SSP/SSIO • Observations	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO • 1st Sem. observations completed
12/13-1/7	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/7	• 1st Sem. SSP/SSIO • Observations	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3] • Evaluators finalize 1st Sem. Observations ratings in PDE[3]
1/14	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
1/21	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2021-2022
1/28	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/25	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/28-5/27: Teachers implement SSP/SSIO plan
April		
4/1	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE[3]

May		
5/27	• 2nd Sem. Obs. • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & HGM Reflections	• 2nd Sem. Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO o Teachers should prepare for the final evaluation conference as applicable

5/31-6/17	• Observations/WP
	• SSP/SSIO
	• CP
	• PDPDP
	• Student Perception Survey & HGM Reflections (as applicable)
		• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective.
		  o Evaluators finalize and lock all relevant components in PDE^3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2021-2022
		  o For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/17.

Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & HGM reflections.		

GREEN Track Schools Implementation Timeline

Evaluator or Implementation Deadline	Component	Implementation Notes
September		
9/15*	PDPDP (*Plan activities shall not begin until 10/18/21, unless there is mutual agreement between teacher and evaluator.)	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/27 (or prior to starting EES evaluation)	Training	• SY2021-2022 EES Orientation Video Training for **ALL teachers**. Teachers informed of online EES Manual on the DOE public website (hawaiipublicschools.org) • EES Overview Training for **teachers NEW to the EES*** • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) *Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
October		
10/29	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 11/1-12/10: Teachers implement SSP/SSIO • Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating
November		
11/19	• WP (for NCTs as applicable) • CP • IPDP • 1st Sem. SSP/SSIO • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators • Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3] Evaluators approve Year-long SSP/SSIO in PDE[3] 11/22-5/27: Teachers implement SSP/SSIO plan

December		
12/10	• 1st Sem. SSP/SSIO • Observations	• Teachers end data collection/implementation of 1st sem. SSP/SSIO • 1st Sem. Observations completed
12/13-1/28	1st Sem. SSP/SSIO	Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/28	• 1st Sem. SSP/SSIO • Observations	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3] • Evaluators finalize 1st Sem. Observations ratings in PDE[3]
1/28	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/4	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
2/11	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2021-2022
2/25	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] • 2/28-5/27: Teachers implement SSP/SSIO plan
March		
3/30	2nd Sem. SSP/SSIO	Evaluators approve Mid-term 2nd Sem. SSP/SSIO in PDE[3]

May		
5/27	• 2nd Sem. Obs. • WP • CP • IPDP/PDPDP • 2nd Sem. or Year-long SSP/SSIO • Student Perception Survey & HGM Reflections	• 2nd Sem. Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO o Teachers should prepare for the final evaluation conference as applicable

5/31-6/17	• Observations/WP
	• SSP/SSIO
	• CP
	• PDPDP
	• Student Perception Survey & HGM Reflections (as applicable)
		• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective.
		   o Evaluators finalize and lock all relevant components in PDE^3, including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2021-2022.
		   o For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/17.

Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & HGM reflections.		

BLUE Track Schools Implementation Timelines

Evaluator or Implementation Deadline	Component	Implementation Notes
September		
9/9*	PDPDP (*Plan activities shall not begin until 9/28/21, unless there is mutual agreement between teacher and evaluator.)	Evaluator-led PDPDP developed for • Teachers who received a final effectiveness rating of less than Effective in the prior school year, or • Teachers who are on extended probation
9/27 (or prior to starting EES evaluation)	Training	• SY2021-2022 EES Orientation Video Training for **ALL teachers**. Teachers informed of online EES Manual on the DOE public website (hawaiipublicschools.org) • EES Overview Training for **teachers NEW to the EES*** • Evaluators may start scheduling Beginning Conferences for components (Observation, CP, WP, IPDP as applicable) *Relative to teachers hired after the school year starts, training should be conducted as soon as possible.*
October		
10/8	1st Sem. SSP/SSIO	Evaluators approve 1st Sem. SSP/SSIO in PDE[3] • 10/11-12/10: Teachers implement SSP/SSIO • Secondary teachers who only teach quarter-long classes must collaborate with their evaluators to determine the following deadlines: approval, mid-term, data collection, and end-of-term rating

10/22	• WP (for NCTs as applicable) • CP • IPDP • 1st Sem. SSP/SSIO • Year-long SSP/SSIO	Beginning Conferences completed • Evaluators & NCTs collaborate & agree upon 5 components for WP • Evaluators share CP expectations • Teachers share IPDP with evaluators • Evaluators approve mid-term 1st Sem. SSP/SSIO in PDE[3] Evaluators approve Year-long SSP/SSIO in PDE[3] 10/25-5/6: Teachers implement SSP/SSIO plan
December		
12/10	• 1st Sem. SSP/SSIO • Observations	• Teachers end data collection/implementation of 1st Sem. SSP/SSIO • 1st Sem. Observations completed
12/13-1/7	1st Sem. • SSP/SSIO	• Evaluators conduct 1st Sem. SSP/SSIO ending conferences
January		
1/7	• 1st Sem. SSP/SSIO Observations	• Evaluators finalize 1st Sem. SSP/SSIO End-of-term rating in PDE[3] • Evaluators finalize 1st Sem. Observations ratings in PDE[3]
1/14	Year-long SSP/SSIO	Evaluators approve Mid-term Year-long SSP/SSIO in PDE[3]
1/21	EES Track Movement	Deadline for moving a teacher from Off-Cycle to On-Cycle for SY 2021-2022
1/28	Student Perception Survey	Results for Student Perception Survey distributed Teachers review & reflect upon the results
February		
2/4	2nd Sem. SSP/SSIO	Evaluators approve 2nd Sem. SSP/SSIO in PDE[3] 2/8-5/6: Teachers implement SSP/SSIO plan

April		
4/1	• 2nd Sem. SSP/SSIO	Evaluators approve mid-term 2nd Sem. SSP/SSIO in PDE[3]
May		
5/6	• 2nd Sem. Obs. • WP • CP • IPDP/PDPDP • 2nd Sem. or Year - long SSP/SSIO • Student Perception Survey & HGM Reflections	• 2nd Sem. Observations completed • Teachers stop data collection/implementation for WP, CP, IPDP/PDPDP, Year-long or 2nd Sem. SSP/SSIO • Teachers should prepare for the final evaluation conference as applicable

5/9-6/17	• Observations/WP
	• SSP/SSIO
	• CP
	• PDPDP
	• Student Perception Survey & HGM Reflections (as applicable)
		• Evaluators complete all ending conferences within this time frame; especially for teachers rated less than Effective.
		    o Evaluators finalize and lock all relevant components in PDE[3], including the Summary Tab where evaluator & teacher should e-sign and date to acknowledge the final effectiveness rating for SY 2021-2022.
		    o For teachers that receive a less than Effective final rating, the principal must review and discuss the final effectiveness rating no later than 6/17.

Note: **Off Cycle Teachers** finalize IPDP and Student Perception Survey & HGM reflections.		

Kūlia Academy

Attachment X - Start-up Project Management Plan

Start-up Project Management Plan

Kulia Academy has developed a management plan with timelines for this project, which is driven by our goal to open our high school in August 2024 and remain on target to meet our project's performance measures.
The Board will discharge its power and responsibility by functioning primarily as a policymaking body and delegating day-to-day administration to the Principal.
The Board of Directors is scheduled to meet once a month during the pre opening years to engage in the activities of the governance and oversight of the school once operational.

Principal and Office Manager Hiring
Our school principal will be hired starting August 2023 and our office manager in February 2024. Their prospective salaries ($90,000/year for the principal starting in August 2023) and $1,200/month for the part-time office manager starting in January 2024 have been included in our Year 0 budget).

The assistant principal will be hired in June 2024.

Student Marketing and Recruitment
Kulia Academy has already developed initial print and online marketing materials and started reaching out to potential students.

Staff and Faculty Hiring
- In order to recruit new teachers, the Principal will start advertising on frequently visited websites such as www.craigslist.org, and the SPCSC's website by the beginning of January 2024.
- The principal and a team of founders (Andy Gokce, Dr. Robert Bley-Vroman) will conduct interviews during the months of February through June to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

Background Checks: Before employment, Kulia will process background checks through LiveScan, administered by the Department of Justice. All employees must furnish or be able to provide:
- Medical clearance including proof of medical exam and tuberculosis (TB) testing

- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to the Department of Justice check.
- Documents establishing legal citizenship and work status, current copies of all teacher certificates

For professional development and summer PD sessions, please see our Charter Proposal.

Academic Tasks / Curriculum Development
Please see Attachment D for details of our curriculum development.

Social Media Advertisement
Facebook lets its engineers do free advertisement on the social network worth $250 every month for the causes and events they like. Three Facebook engineers have pledged to let Kulia Academy use their free advertisement rights for at least 4 months as an in-kind donation. We have started reaching out to our prospective students and families to advertise our school and events through Facebook targeting our specific audience which is future students and parents.

We will also offer a free three-hour coding and game design session to interested students aged 4-9 in the following months. Other future planned outreach activities: Please see our narrative proposal for other planned outreach activities during Year 0. Andy Gokce will be the responsible person, managing Kulia's student marketing and recruitment activities.

School Facility
Our charter proposal includes detailed information on our prospective school facility. Murat Arabaci on Kulia Academy Foundation non-profit board and Dr. Littman on Kulia Board will be primarily in charge of making the building ready for instruction on time.

Financial Plan
Before the school opens, Andy Gokce will manage fiscal management, compliance and reporting under the guidance of our board. Once the school is open, Kulia Academy's business manager will work directly with the principal to manage the fiscal operations of the school.

Kulia Academy will follow Generally Accepted Accounting Principles (GAAP) and Hawaii State's Budget and Accounting Policies as it relates to all transaction regulations, guidelines and filing procedures. The school will use a state-of-the-art system for all financial, accounting, and purchasing transactions. The Payroll Human Resource Statewide Technology system will be used for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Hawaii Department of Education (HI DOE). All personnel involved in executing these processes will be properly trained in accordance with state requirements.

Internal controls will be established, monitored, and modified as needed. Internal controls will include, but not be limited to, the approval of the annual school budget by the Board, monthly reconciliation with expenditure reports, quarterly disclosure to the Board of expenditures, authorized approval documentation on appropriate financial transactions, and employment of a system of checks and balances in processing financial transactions. Complete and accurate documentation will be regularly available for inspection.

PLEASE NOTE THAT THIS IS A DRAFT PLAN AND WILL BE FINALIZED AFTER THE APPROVAL.

Please see the next page for detailed tasks and timeline.

Kulia Academy Startup Plan
Phase 1
Early Planning – 2+ Years Before Opening

ACTIVITIES	START TIME / POINT	DURATION / DEADLINE	STATUS	RESPONSIBILITY	NOTES
INITIAL DESIGN STEPS					
Assemble initial founding design team	2+ years before targeted school opening date	Duration -- 4 to 6 months, with team in place no less than 1 year before school application filing date and 10 months before SPCSC deadline	COMPLETED	ANDY GOKCE ROBERT BLEY-VROMAN	
Establish team decision making process	Immediately upon team assembly	Within 60 days of initial team formulation	COMPLETED	DR. ROBERT BLEY-VROMAN ANDY GOKCE	
Research best practices	Immediately upon team assembly	Ongoing throughout planning; agree on specific practices for further exploration 6 months before application due and 4 months before Commission review deadline	COMPLETED	Andy Gokce Karen Awana	
Determine key school structures	Immediately upon team assembly	No less than 4 months before application due / 2 months before submission to Commission	COMPLETED	INITIAL BOARD	
Identify potential partnerships needed	Immediately upon team assembly to build community support and roots	No less than 4 months before application due	COMPLETED	Murat Arabaci Andy Gokce Karen Awana	
Draft 3-5 page Executive Summary covering key aspects of the school	Immediately upon team assembly	One to 2 months after planning process commences with initial design team	COMPLETED	ANDY GOKCE	

Review SPCSC school application requirements, guidelines, and submission deadlines for preferred model	(Review prior year's documents) immediately upon team assembly	Check SPCSC web site periodically for updates	COMPLETED	Andy Gokce	
Meet with appropriate Authorizing officials	When certain that you will be submitting an application	Call or check SPCSC web site for trainings and workshops, attend, and meet appropriate officials	COMPLETED	Andy Gokce Murat Arabaci	
Understand available funding	Call or check SPCSC web sites immediately upon team assembly; familiarize team with SPCSC budget documents	Ongoing during entirety of planning process; by month three of planning process, develop list of other potential funding sources	COMPLETED	Dr. Robert Bley-Vroman Andy Gokce Murat Arabaci	
Obtain schedules for orientations and workshops offered by the Commission, SPCSC, and other support organizations	(Review prior year's documents) immediately upon team assembly	Call or check SPCSC web site periodically for updates; attend orientations	COMPLETED	Andy Gokce	
Obtain a minimum of 3 quality charter applications for review	Immediately upon team assembly	1 to 2 months after planning commences with initial design team	COMPLETED	Andy Gokce	Archived applications available from the Commission
Determine governance structure for new school (i.e. policy governance, all parent board, etc.)	Immediately upon team assembly	Two to three months into planning process	COMPLETED	All Board Members	

Identify initial board members	Six months into planning process	Before filing separate non-profit status; no less than two months before submission	COMPLETED	DR. ROBERT BLEY-VROMAN ANDY GOKCE	
Develop and file Articles of Incorporation, By-laws, and research IRS 501c3 tax exempt status application for Kulia Academy Foundation non-profit	Six months into planning process		COMPLETED	Dr. Robert Littman	*501c3 status obtained prior to authorization will be for an entity other than the school once it is operating.*

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EARLY COMMUNITY OUTREACH

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Determine initial target community or communities	Immediately upon team assembly (if not the basis for assembling team)	Three months into planning process, with targets revisited monthly to evaluate changing circumstances	COMPLETED	INITIAL BOARD	
Research demographics in chosen community	Immediately upon determination of target location	3.5 months into planning process, with targets revisited periodically to evaluate changing circumstances	COMPLETED	INITIAL BOARD	
Research and contact existing resources in community	Immediately upon team assembly (if key members of design team are not rooted in targeted community)	Ongoing up to completion of final draft application one month before submission	COMPLETED	INITIAL BOARD	

Charter School Startup Plan
Phase 2
School Design/Charter Application Writing - 2 Years Before Opening to Charter Submission

ACTIVITIES	START TIME / POINT	DURATION / DEADLINE	STATUS	RESPONSIBILITY	NOTES
GOVERNANCE / BOARD DEVELOPMENT					
Define roles and responsibilities of the Board	One year before draft application submission deadline	1.5 months before draft application deadline to Commission	COMPLETED	Dr. Robert Bley-Vroman Dr. Robert Littman	
Conduct governance orientation	No less than six months into planning process	One month before completion of draft application	COMPLETED	Dr. Robert Bley-Vroman	
Determine skills and experiences needed in additional Board members	As appropriate during planning process	Ongoing	ONGOING	Dr. Robert Bley-Vroman	Identifying needs on design team and adding more capacity is often necessary
Develop process for adding new Board members	As appropriate during planning process	Six months into planning process	COMPLETED	All Board Members	

LEADERSHIP IDENTIFICATION OR DEVELOPMENT

Determine school leadership structure and job descriptions	2 months into planning process	4 months before school application submission	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	This will be based on the school design and community need
Develop process to hire school leader (if needed)	3 months into planning process	4 months before school application submission		Andy Gokce Dr. Robert Bley-Vroman	Ideally, school leader will be a member of the design team. Timing of hiring is funding dependent.
Determine leadership development opportunities	6 months into planning process	4 months before school application submission; ongoing thereafter		Andy Gokce Dr. Robert Bley-Vroman	Depends on experience and qualifications of identified school leader and familiarity with school design / curriculum
Develop job descriptions for other leadership positions	4 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	

Develop identification or hiring process for other leadership positions	Ideally, early on in process	As funding allows, with adequate time prior to opening to assist with design and implementation	COMPLETED		Can interview for positions for hire and make job offers as soon as application is approved, with Business Manager coming on no later than April 15th.
ACCOUNTABILITY AND ACADEMIC TARGETS					
Create academic performance goals written as SMART goals	2 months into planning process, or earlier	4 months before school application submission	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	This is a critical early planning step. SMART Goals document available from Commission.
Create organizational and management performance goals written as SMART goals	2 months into planning process	4 months before school application submission	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	See SMART Goals document.
ASSESSMENT PLAN					
Create a plan to gather baseline student data	2 months into planning process	4 months before school application submission	COMPLETED	Andy Gokce	
Determine required standardized assessments; and determine additional baseline or interim assessments	2 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	As school design is fleshed out, this will be an evolving activity. Contact Commission for assistance

Determine desired use of student performance data and create Performance Management process to analyze student results and a data warehouse to track them	2 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	Contact Commission for assistance
Develop external and interim assessment schedules / timing, based on intended use of results	2 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	Contact Commissionfor assistance
EDUCATIONAL PROGRAM DEVELOPMENT					
Research a plan for low-performing and gifted students	2 months into planning process	4.5 months before school application submission	COMPLETED	Andy Gokce	This activity is essential for overall educational program development
Plan school day structure, including student and teacher schedules, and annual calendar	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	Sample documents available from the Commission
Select curriculum (or determine clear, viable process for curriculum development)	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	A great deal of thought and time should be devoted to this task, and it should be driven by needs of targeted school community
Determine standards and expectations for student performance, grading, promotion and graduation	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	

Develop explicit method for instilling a planned school culture, including behavior system and expectations for students and faculty	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	For many schools, these programs are essential school design features
Determine before- and after-school programs and extracurricular options	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	For many schools, these programs are essential school design features
Write promotion/graduation requirements	6 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	Based on academic performance standards above
Determine instructional staffing needs	3 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	
Write a draft of the education program description to include Philosophy, Curriculum and Instruction and how these tie into assessment and professional development	4 months into planning process	4 months before school application submission	COMPLETED	Andy Gokce	Ideally, a rough first draft will be completed no less than 6 months into the planning process
PROFESSIONAL DEVELOPMENT					
Research best practices regarding professional training needs of new school staff	2 months into planning process	Ongoing through planning process		Andy Gokce	

Determine induction process	3 months into planning process	3.5 months before school application submission		Andy Gokce	Specialized school designs, models or programs may have fully developed professional development components
Allocate funds for teacher salaries/stipends to cover training	3 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	This is a key consideration in new school planning
SPECIALIZED POPULATIONS					
Determine guidelines for special education, English Language Learners, students with social and emotional needs and homeless students	As early as possible in planning process	No less than 3 months into planning process	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	
Determine the type and degree of student needs expected at proposed school based an understanding of the proposed community	2 months into planning process	No less than 4 months into planning process		Andy Gokce	
Create a process to identify students with special needs including: special education, English Language Learners, students with social and emotional needs, and homeless students	2 months into planning process	No less than 4 months into planning process	COMPLETED	Andy Gokce Dr. Robert Bley-Vroman	
Develop a framework to address the needs of each specialized population	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	

Determine staff, supplies and additional programs needed to support each specialized population	2 months into planning process	Initially, no less than 6 months into planning process	COMPLETED	Andy Gokce	This determination should be made earlier in the process to evaluate affordability or need to raise additional resources
Integrate special needs service delivery into school model to include a Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process for all students and steps included for SpEd identification	2 months into planning process	No later than completion of initial draft of educational program description 6 months into planning process	COMPLETED	Andy Gokce	
TECHNOLOGY					
Determine technology needs based on proposed educational plan requirements	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce Murat Arabaci	
If planning to use, determine E-Rate discount eligibility (depending on location and facility prospects)	2 months into planning process	As early as possible		Andy Gokce Murat Arabaci	Eligibility can be estimated based on targeted community. This is a key budget consideration.
FACILITIES AND LOCATION					
Conduct a facilities needs assessment and determine space needs	Immediately upon beginning planning process	2 months or earlier into planning process in conjunction with academic program development needs	COMPLETED	Andy Gokce Murat Arabaci	*Resources available through the Commission*

Investigate potential sites	Immediately upon beginning planning process	Tentative sites no less than 6 months into planning process	COMPLETED	Murat Arabaci	
Develop necessary team skills and resources to identify and obtain a facility	2 months or earlier into planning process	As early as possible	COMPLETED	Murat Arabaci Dr. Robert Littman	This activity requires expertise
Identify potential sites	2 months or earlier into planning process	2.5 months before school application submission	COMPLETED	Murat Arabaci	Process is ongoing and can change as opportunities are identified, even up to final school application submission or after
Conduct preliminary architectural review and assessment of facility/property including ADA requirements	As potential facilities are identified	no later than 1 month before school application submission	COMPLETED	Murat Arabaci Dr. Robert Littman	
Develop space usage plan based on needs assessment	As potential and viable facilities are identified and assessed	1.5 months before school application submission	COMPLETED	Murat Arabaci Andy Gokce	Only for suitable sites

Determine acceptable budget range (% of total costs) for all facilities related expenditures -- optimally between 15% and 18%	2 months into planning process	No less than 6 months into planning process	COMPLETED	Murat Arabaci Andy Gokce	Start-up and first year % of total costs may be higher than 15%, but should decline annually thereafter and be as close to 15% as possible
Estimate cost of improvements and annual lease payments (via preliminary negotiations with owner when possible)	As viable sites are identified	3.5 months before school application submission	COMPLETED	Murat Arabaci Dr. Robert Littman	This is an ongoing process, but determinations based on clearly stated assumptions must be made before submission to finalize budgets
Determine a back-up facility	Ongoing as facilities are being examined	3 months before school application submission		Murat Arabaci Dr. Robert Littman	Back up facility may change from design framework submission to final school approval

Identify project manager for facility	Once site is preliminarily determined	2 weekss before application due date to Commission	COMPLETED	Murat Arabaci Dr. Robert Littman	The alternative is to set forth a process to identify a project manager if school approval seems likely
Develop timeline for facility acquisition and improvements	Once site(s) preliminarily determined	2.5 months before school application submission	COMPLETED	Murat Arabaci Dr. Robert Littman	This is preliminary plan for inclusion in facility plan narratives below
Finalize facility plan narrative for inclusion in application	2 months before draft application deadline	2.5 months before school application submission	COMPLETED	Murat Arabaci	
COMMUNITY OUTREACH					
Craft a community outreach strategy	Immediately upon starting planning process (and ideally, when forming design team)	No less than 6 months into planning process	COMPLETED	Karen Awana	
Develop preliminary Q and A, fact sheet on school design, Ed. Program, and goals to distribute to parents, students, and community members.	Immediately upon development of Draft Education Plan no later than 4 months into the process	Ideally done at time of draft Education Plan completion 6 months into the process.	COMPLETED	Andy Gokce	

Identify and meet with critical stakeholders in the community	At outset of planning process	Ongoing	COMPLETED	Karen Awana Murat Arabaci	
Solicit community input in school design	Once executive summary describing long-term school vision is completed	Up to 2 months before draft application submission	COMPLETED	Karen Awana Murat Arabaci Andy Gokce Ben Cabreros	
Gather letters of support from community members	Three months before draft application submission	Up to 2 weeks before school application submission	COMPLETED	Karen Awana Murat Arabaci Ben Cabreros	
Attend SPCSC meetings	Consistently throughout planning process after initial contacts made	Ongoing	ONGOING	Murat Arabaci Andy Gokce	
STAFFING					
Determine staffing requirements based on educational program needs	4 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	
Determine the hiring protocol and process for start-up and first year, and years thereafter	6 months into planning process	3 months before school application submission		Andy Gokce	
Develop faculty and non-instructional staff recruiting strategy and timeline	6 months into planning process	3 months before school application submission		Andy Gokce	
OPERATIONS, FINANCIAL PLANNING AND FUNDRAISING					

Familiarize team with application and ensure design team has financial planning capacity	At outset of planning process	2 to 3 months into planning process	COMPLETED	Dr. Robert Bley-Vroman Andy Gokce	
Review financial models and projections for similar schools (model, grade level, enrollment)	At outset of planning process	Reviews completed no later than four months into planning process	COMPLETED	Murat Arabaci Andy Gokce	
Identify all state, federal, and private planning and start-up grants available	At outset of planning process	2 to 3 months into planning process (with exception of private grants)	COMPLETED	Andy Gokce	Searching for non-entitlement grant options should be ongoing
Verify criteria for including grants and soft money in application projections	At outset of planning process	2 to 3 months into planning process	COMPLETED	Andy Gokce	
Develop operations organizational chart	2 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	
Prepare staffing chart with associated costs	4 months into planning process	3.5 months before school application submission	COMPLETED	Andy Gokce	This is a critical part of budgeting and needs to be provided for each year covered in the budget as the school grows
Prepare necessary budgets (in accordance with state chart of accounts guidelines)	4 months into planning process	1 month before school application submission	COMPLETED	Andy Gokce Murat Arabaci	Further adjustments may be made to final school application after external review and mock interview

Prepare worst case financial projections including only committed revenues or revenues allowable per SPCSC and statutory guidelines	4 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce Murat Arabaci	
Appoint design team member or board member to oversee financial responsibilities	As early as possible in planning process	3 months before school application submission	COMPLETED	Dr. Robert Bley-Vroman	This needs to be stated in school application
Write budget narrative for inclusion in application	2 months before draft application deadline to Commission	2 months before submission to SPCSC	COMPLETED	Andy Gokce Murat Arabaci	
STUDENT RECRUITMENT AND ADMISSIONS					
Determine targeted grade levels and seats per year (and annual growth strategy, if not opening at full enrollment capacity)	2 months into planning process	4 months into planning process	COMPLETED	Andy Gokce	Targets may be revisited based on changing SPCSC needs
Determine enrollment policy and outreach plan	2 months into planning process	4 months into planning process	COMPLETED	Andy Gokce Murat Arabaci Karen Awana Ben Cabreros	This should fit with the federal regulations for lottery requirements in order to access the CSP grant
Develop action plan and timetable for student recruiting to reach all students	4 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	

Establish student recruiting goals of at least 125% of projected student enrollment in year one; and 115% in subsequent years	4 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	A minimum of 50% of enrollment Intent forms should be in place prior to application due dates.
Develop enrollment benchmarks, with deadline for initiating back-up recruiting plan if targets are not hit at least 60 days before scheduled school opening	4 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce	
FOOD SERVICE PROGRAM					
Determine likelihood of eligibility for Free and Reduced Lunch (FRL) federal meals program (based on target community and anticipated student population)	2 months into planning process	4 months into planning process	COMPLETED	Andy Gokce Murat Arabaci	
Determine whether meals will be prepared on the school site (if the school has a cafeteria) or contracted out through a qualified School Food Authority (SFA)	4 to 6 months into planning process	3 months before school application submission	COMPLETED	Andy Gokce Murat Arabaci	
If food will be prepared on site, determine standards and policies for food program	4 to 6 months into planning process	3 months before school application submission	N/A		Kitchen and descriptions should meet FRL requirements for reimbursement.
If food will be prepared on site, create budget with possible fees charged, staffing and equipment needs, and any other equipment costs	4 to 6 months into planning process	4 months before school application submission	N/A		

TRANSPORTATION					
Determine student transportation requirements	At outset of planning process	No less than 4 months into planning process	COMPLETED	Andy Gokce	
Decide if school will provide non-required transportation and if so, obtain adequate cost estimates for use in budget assumptions	2 months into planning process	5 months before school application submission	N/A	Andy Gokce	
COMMUNICATIONS, MESSAGING, & APPLICATION PROCESS					
Designate primary spokesperson for school (principal or board member) and create short "school message"	Initial determination 2 to 3 months upon formulation of design team	No less than 3 months before submission of draft application	COMPLETED	Dr. Robert Bley-Vroman	

Charter School Startup Plan
Phase 3
Application Finalization and Submission through Approval

ACTIVITIES	STARTING DATE	DURATION / DEADLINE	STATUS	RESPONSIBILITY	NOTES
APPLICATION REVIEW					
Review full first draft proposal to ensure all sections are aligned and flow together.	At least 10 weeks prior to submission date	Complete at least 8 weeks prior to submission deadline so Commission has time to do a thorough review.	COMPLETED	Andy Gokce	Reviews should be ongoing until submission
Refine school application based on feedback from the first review of application.	At least 4 weeks prior to submission date	Review takes about 2 weekss	COMPLETED	Andy Gokce	
Refine school application based on feedback from the second application review and prepare for submission to SPCSC.	Immediately upon receipt of feedback	1 week before school application submission	COMPLETED	Andy Gokce	
GOVERNANCE / BOARD DEVELOPMENT					
Recruit additional Board members to fill missing expertise	Continuing from phase 1 up to draft application submission and immediately after feedback, if necessary	Ideally, initial Board in place 2 weeks before school application submission, if not long before	COMPLETED	Initial Board	
Approve additional Board members	As necessary	Up to 2 weeks before school application submission	COMPLETED	Initial Board	

Schedule Board training (post-approval)		Immediately upon application approval		Initial Board	
Continue development and refinement of Board policies and procedures (in manual form)	Continue from phase 1	Key policies such as grievance, non-discrimination, employment, enrollment, and discipline in place 2 weeks before school application submission	**ONGOING**	Initial Board	Ongoing development of policies between now and when school opens.
FACILITIES AND LOCATION					
Negotiate terms of lease or purchase agreement to be signed upon approval (for independent facility)	Continue from phase 1 and immediately upon draft application feedback	2 weeks before school application submission	COMPLETED	MURAT ARABACI DR. ROBERT LITTMAN	Leases can be executed in advance of school application submission, though they should be conditioned on school approval. Budget should reflect reasonable assumptions.
COMMUNITY OUTREACH					
Participate in community meetings	Continue from phase 1	Up to and beyond school application submission	ONGOING	KAREN AWANA MURAT ARABACI ANDY GOKCE BEN CABREROS	

Continue to meet with key critical stakeholders in community	Continue from phase 1 and immediately upon draft application feedback, if outreach is deemed insufficient	Until school application submission and ongoing thereafter	ONGOING	KAREN AWANA MURAT ARABACI ANDY GOKCE BEN CABREROS	Consider including key community stakeholder in mock application interview
Solicit letters of support from stakeholders and some type of agreement from partners	Continue from phase 1 and immediately upon draft application feedback, if letters or signatures of intent to enroll are deemed insufficient	1 week before school application submission	COMPLETED	KAREN AWANA MURAT ARABACI ANDY GOKCE BEN CABREROS	This is an essential element of final school application submission

OPERATIONS, FINANCIAL PLANNING AND FUNDRAISING					
Engage foundations to cultivate potential funders; and confirm funding commitments contingent upon school approval	Continue from phase 1	2 weeks before school application submission	COMPLETED	KAREN AWANA MURAT ARABACI ANDY GOKCE	Final budget can include foundation grants if commitment letter is in hand; otherwise, such funds cannot be included in school application
Determine narrative description of system for internal financial controls	Continue from phase 1 and immediately upon draft application feedback	2 weeks before school application submission	COMPLETED	DR. ROBERT BLEY-VROMAN MURAT ARABACI DR. ROBERT LITTMAN	

Revise budgets per draft application feedback and to accommodate all modifications to school plan made by design team	Immediately upon draft application feedback	2 weeks before school application submission	COMPLETED	MURAT ARABACI ANDY GOKCE	
STUDENT RECRUITMENT AND ADMISSIONS					
Finalize application and enrollment plan	Continue from phase 1 and immediately upon draft application feedback	2 weeks before school application submission	COMPLETED	MURAT ARABACI ANDY GOKCE	
COMMUNICATIONS, MESSAGING, & DRAFTING APPLICATION					
Review full proposal to ensure all sections are aligned and flow together prior to submission	Immediately upon draft application feedback	2 weeks before school application submission	COMPLETED	MURAT ARABACI ANDY GOKCE	
Identify team members to participate in interview	Immediately upon draft application feedback	2 weeks before interview	TO BE SCHEDULED		
Participate in a mock interview (conducted by internal members or external partners)		10-14 days before interview with SPCSC	TO BE SCHEDULED		
Participate in interview or public hearing (notify parents of meeting)		On date(s) scheduled	TO BE SCHEDULED		
Respond to any questions from the SPCSC in writing	Ongoing after submission until approval	Prior to final board vote on decision to authorize	ONGOING	MURAT ARABACI ANDY GOKCE	

Charter School Startup Plan
Phase 4
Post-Authorization through School Opening

ACTIVITIES	START TIME	DURATION / DEADLINE	STATUS	RESPONSIBILITY	NOTES
COMMUNICATIONS, MARKETING AND STUDENT RECRUITMENT					
Refine further the "school message" and determine primary spokesperson(s) for the school (and in which topical areas) once the school opens	Immediately upon school approval	Generally, chair of board and/or school principal speak on behalf of school once school opens	to be executed after school approval	Dr. Robert Bley-Vroman	
Upon school approval, distribute marketing materials and otherwise announce planned school, opening date, school leader, school location, school type and focus, and enrollment process	Immediately upon school approval. Ideally, school web site is up and running upon approval.	Issue periodic updates on school related activities and continually update school web site	to be executed after school approval	Andy Gokce Murat Arabaci	
When the principal is hired, announce selection to the school community and other stakeholders	Immediately upon hiring of principal		to be executed after school approval	Dr. Robert Bley-Vroman	

Run ads, distribute literature (leaflet), and promote school via special events and activities in targeted neighborhoods, and via any other strategies indicated in school application	Immediately upon school approval	Ongoing -- until initial enrollment deadline. If school is not fully enrolled or is not attracting targeted population, launch targeted recruiting and marketing	to be executed after school approval	Karen Awana Andy Gokce Murat Arabaci Ben Cabreros	
Develop and implement strategy to elicit parent and community support and volunteers and formalize school partnerships (see partnerships)	Immediately upon school approval	Ongoing -- though program specific partnerships for year one should be in place by August 15th	to be executed after school approval	Karen Awana Andy Gokce Murat Arabaci Ben Cabreros	
Develop format and process for regular communication with parents -- include on-line and hard copy options	Immediately upon school approval. First benchmark for informing parents is during registration	Additional information provided at pre-opening student and parent orientations and available on school web site	to be executed after school approval	Andy Gokce Murat Arabaci	Not all families have access to online options so communication will need to be in various forms
ADMISSIONS					

Launch student marketing and recruiting campaign, including application timeframe, process, and deadline	Immediately upon school approval	Until school is fully subscribed at 120% or more of projected first year enrollment	to be executed after school approval	Karen Awana Andy Gokce Murat Arabaci Ben Cabreros
Finalize student application form	Immediately upon school approval	1 month after school approval	to be executed after school approval	Andy Gokce
Complete/finalize student registration packet content	Immediately upon school approval	1 month after school approval	to be executed after school approval	Andy Gokce
Develop confidentiality policy for student records, including filing system safeguards	Immediately upon school approval	1 month after school approval	to be executed after school approval	Andy Gokce
Accept and acknowledge student applications	Immediately upon school approval -- no later than Feb. 1st	Within two days of receipt of applications until enrollment is cut off	to be executed after school approval	Andy Gokce
Set initial enrollment cutoff date		March 15th / no later than April 1st	to be executed after school approval	Andy Gokce

Conduct lottery and establish waitlist (if applicable)	Lottery: Within 5 work days of enrollment cut off	Wait List: Maintain throughout school year: establish final date for enrolling new incoming students	to be executed after school approval	Principal	
Notify parents of admission status and deadline for completing registration	Within three work days of lottery	Ongoing -- until school is fully enrolled and no further vacant seats exist	to be executed after school approval	Andy Gokce until Principal and Office Manager hired	
Register students	Immediately upon lottery or final application date if lottery is not required or needed	Ongoing -- until school is fully enrolled and no further vacant seats exist	to be executed after school approval	Andy Gokce until Principal and Office Manager hired	
Execute school, student & parent contract (optional)	During registration process	Ongoing -- until a contract is in place for all enrolled students if applicable	to be executed after school approval	Principal, office manager	
Provide and gather appropriate information from parents, including emergency contact info, immunization records, SPED status or special needs, FRL forms, etc.	During registration process	Ongoing -- until school receives and reviews student records from prior school (if applicable)	to be executed after school approval	Principal, office manager	

Request transfer of student records from previous schools as students are enrolled	April 15th	Ongoing -- until school is fully enrolled and no further vacant seats exist, but before summer vacation begins	to be executed after school approval	office manager under supervision of principal	
Set-up student files along with a process for accessing files.	When student records begin arriving.	Prior to opening day, and ongoing as needed for new student enrollments and transfers	to be executed after school approval	office manager under supervision of principal	
Move students off of waitlist and continue registration	Immediately upon registration deadline and determination of unfilled seats by grade	Ongoing -- until school is fully enrolled and no further vacant seats exist	to be executed after school approval	Andy Gokce until Office Manager hired	
Schedule one or more parent and student orientations prior to school opening	Notify parents of orientation dates during registration process	Hold orientations in mid- to late August, depending on school start date	to be executed after school approval	Principal, office manager	

Finalize student / parent handbook	Immediately upon charter approval	By no later than two weeks before pre-opening staff development and/or student & parent orientation date(s), whichever comes first	to be executed after school approval	Principal, office manager
Print and distribute student / parent handbook at orientation session(s)	Two weeks before pre-opening staff development and/or student & parent orientations, whichever comes first	At orientations and during first week of schools for parents / students that did not attend orientation sessions	to be executed after school approval	office manager under supervision of principal

STUDENT RECORDS				
Develop / convert templates for student records to meet state reporting requirements.	Immediately upon charter approval	April 10th	to be executed after school approval	Principal, office manager
Schedule SIS training for staff	Schedule dates with SPCSC and/or vendors in conjunction with procurements / identification of SIS	Office staff and teacher training to be coordinated with the DOE	to be executed after school approval	Assistant Principal

Administer and evaluate diagnostic pre-tests to determine baselines	Ideally, one to two weeks before school opens	Through second week of school	to be executed after school approval	Assistant Principal	
Administer language assessments (if applicable for ELL)	Ideally, one to two weeks before school opens	By end of first week of school	to be executed after school approval	Assistant Principal	
Update student records with baseline data from diagnostic tests	Immediately upon availability of assessment results	Target date: No later than September 15th	to be executed after school approval	Assistant Principal	

BOARD OF DIRECTORS					
Hold first annual Board organizational meeting	Suggest this be done in April or May following school approval	In April of subsequent years or according to bylaws	to be scheduled every year	Dr. Robert Bley-Vroman	
Schedule and hold annual Board retreat	To be determined by the board	To be determined by the board	to be scheduled every year	Dr. Robert Bley-Vroman	

Schedule periodic Board training, to include Board modules for new members, and self-evaluations	Initial training -- In May or June preceding opening of school and as part of first annual retreat	Ongoing -- at least one training per school year. Annual evaluation in September (following receipt of performance data for prior school year)	to be scheduled every year	Dr. Robert Bley-Vroman
Establish committees as needed.	Upon identification of need, or right after official board approved	Ongoing as needed or required by bylaws	as needed	Dr. Robert Bley-Vroman
Make minutes of meetings and public records available.	As soon as begin holding open meetings	Each month after minutes approved, and ongoing upon request of applicable documents	ongoing	Dr. Robert Bley-Vroman
Finalize contract with SPCSC	Begin upon approval		to be executed after school approval	Dr. Robert Bley-Vroman
FINANCIAL MANAGEMENT, FUNDRAISING, AND OPERATIONS				

Determine responsibility for managing, administering, accounting for, and reporting on initial grant funds, other revenues, and disbursements until school opens and afterwards	Immediately upon school approval (though should be included in approved school application)	By June 1st or as soon thereafter, upon hiring of COO, CFO, business manager, or appropriate staff	to be executed after school approval	Dr. Robert Bley-Vroman	
Establish school bank accounts and make other banking arrangements, if applicable	Immediately upon school approval or receipt of any revenues, including seed grants or donations, whichever comes first		to be executed after school approval	Dr. Robert Littman, Murat Arabaci	
Determine number of check signers required (or thresholds above which multiple signatories are required) and authorized check signers	Immediately upon school approval	Formal policies (i.e., internal controls) should be in place no later than May 1st	to be executed after school approval	BOARD OF DIRECTORS	
Affirm or revise Total Year One and year two Operating Soft Money Needs	Immediately upon school approval	April 15th initially; September 15th review; determine fundraising responsibility at this time	to be executed after school approval	BOARD OF DIRECTORS	

Finalize financial management policies and establish internal controls, to include appropriate funds segregation, as restricted and unrestricted	Immediately upon school approval, working from draft policies contained in school application	May 1st, or sooner if grants received	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Create and implement a purchase order and cash disbursements system	Immediately upon school approval	May 1st	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Develop and implement an internal accounting, expenditures v. budget monitoring, and financial reporting system	Immediately upon school approval	May 1st	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Identify and procure financial management software for generating monthly financial reports and all other reports required by law, state, local agencies and federal agencies, grantors, contract, or SPCSC, or as requested by school's Board	Immediately upon school approval	May 1st	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Obtain insurance policies, if necessary, consistent with approved charter contract	Immediately upon school approval	Directors liability in place by first board meeting upon school approval; all other coverage by August 1st	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Arrange with SPCSC, establish internally, or contract out for a payroll system	Upon hiring of COO/CFO/Business Manager, but no later than April 1st	June 15th	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	

Hire initial business manager charged with financial management and reporting duties	ASAP upon school approval	No later than April 15th if funding allows	to be executed after school approval	Principal	
Select and contract with independent auditor	Upon hiring of COO/CFO/Business Manager, but no later than June 1st if school has significant start-up revenues and activities before opening	By June 1st of each year	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
FACILITIES AND FURNITURE, FIXTURES, AND EQUIPMENT					
Begin or continue to implement facilities plan contained in school application	Immediately upon school approval	Ongoing -- target date for Certificate of Occupancy (CoO) should be no less than 30 days before school is scheduled to open	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	
Perform due diligence on any potential facility or property, including inspections, analyses, environmental, asbestos, lead paint, contamination, etc. studies, and obtain current appraisal	Immediately upon school approval	Upon completion of charter contract	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	

Secure facility through executed use agreement, lease agreement, lease with purchase option agreement, purchase or sales agreement, or other legally binding document with multi-year disclaimer language.	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management)	No later than 30 days after charter contract finalized.	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	It's highly advisable to have legal counsel review any contracts prior to signing.
Develop facilities improvement / code compliance timeframe, to include targeted occupancy date	Immediately upon school approval (this is an offshoot of establishing clear responsibility for facilities project management)	Ideally done by completion of charter contract	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	No later than 45 days after district contract
Issue RFP's for all work that must be contracted out	Immediately upon completion of facilities improvement plan (this is an offshoot of establishing clear responsibility for facilities project management)	No later than 60 days after district contract finalized.	to be executed after school approval	Dr. Robert Littman, Murat Arabaci for Board Approval	
Provide Initial Board, and school leadership with weekly reports on building readiness status with established overage parameters.	Weekly, beginning as soon as a purchase and/or lease agreement for a facility is executed	Up to opening of school	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	

Procure and Manage Communications (Phone Lines and Internet Wiring) Installation	Infrastructure part of project management plan with installation started 90 days or more before school is scheduled to open	Schedule delivery and installation for no less than 15 days before school opens	to be executed after school approval	Murat Arabaci	
Initiate work order changes on timely basis		Ongoing once construction begins	to be executed after school approval	Murat Arabaci	
Complete construction and contractor obtain temporary C/O		No less than 45 days before school is scheduled to open	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	
Complete all inspections--fire code, health & safety, ADA, FRL kitchen compliance, etc.	As soon as construction is completed (should be scheduled in advance by project manager)	No less than 35 days before school is scheduled to open	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	
Perform walk-through and contractor to draw up punch list. Finalize punch list corrections.	Begin 90 days before construction is to be completed	Finalize all work 5 days after construction is completed	to be executed after school approval	Murat Arabaci	
Contractors clean and clear site after punch list. Final acceptance walk-through.	After punch list completed	Ideally 15 days but no later than 10 days before school opens	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	

All permit finalization and final delivery of documents, drawings, permits and final Certificate of Occupancy. Approve final payment.	Simultaneous with final acceptance walk-through	Ideally 15 days but no later than 10 days before school opens. TURN OVER KEYS	to be executed after school approval	Dr. Robert Littman, Murat Arabaci	
Initiate acquisition of furniture, fixtures, equipment, technology, and other materials (see Procurement)	Begin process no later than April 1st	Schedule delivery for no less than 15 days before school opens	to be executed after school approval	Principal	
Install computer hardware and other non-permanent technology (See also Procurement)	As soon as temporary Certificate of Occupancy is received and construction allows	Installation to be completed no less than 15 days before school opens	to be executed after school approval	Principal	
Move in furniture & arrange classrooms, offices, library-media center, computer labs, multi-purpose and other space	No less than 15 days before school is scheduled to open	Complete move-in no later than one week before school is scheduled to open	to be executed after school approval	Principal	
Allow staff in building for professional development and training and to set up classrooms, offices, etc.	As soon as temporary Certificate of Occupancy is received and construction allows; no less than one month before school is schedule to open	Ongoing until school opens	to be executed after school approval	Principal	

Complete hiring of custodial, maintenance, and other facilities staff per school design and application	Start hiring process upon school approval	Staff in place no less than 15 days before school is scheduled to open	to be executed after school approval	Principal	
EDUCATIONAL PROGRAM DEVELOPMENT					
Principal assumes responsibility for finalizing development and implementation of educational program and preparing initial faculty and staff for the school opening	Immediately upon charter approval, if feasible; otherwise no later than June 1st	Ongoing -- until school opens, and thereafter	to be executed after school approval	Principal	
Finalize plans and schedule for parent / student orientations	Immediately upon school approval; preliminary plans must be completed before school registration begins	No later than 30 days before school opening date, so parents can receive adequate notice of any changes in schedule	to be executed after school approval	Principal	
Develop or revise roll out and implementation plan for all components of school design and educational program as described in school application	Immediately upon school application	Educational plan, including any necessary revisions, should be ready to go before pre-opening staff training begins	to be executed after school approval	Principal	

Based on baseline data or assessment of actual students enrolled, make necessary adjustments to school calendar, teacher and student schedules, ancillary programs and supports, ongoing faculty training, staffing, etc.	Immediately upon school application -- Data for students coming from other schools should be sought and obtained by June 1st	Prior to pre-opening staff training (or, if school administers baseline assessments in first weeks of school, whenever data is available and can be analyzed)	to be executed after school approval	Principal	
Complete and finalize curriculum	Ongoing -- based on curriculum contained in approved school application	No later than 10 days before pre-opening staff training begins	to be executed after school approval	Principal	
Finalize teacher guides and other supports	Immediately upon approval of school application	No later than 10 days before pre-opening staff training begins	to be executed after school approval	Assistant Principal	
Develop, organize, contract out, and prepare to implement all supplemental and extended day activities for students and families	Immediately upon approval of school application, though no later than April 1st	No later than 10 days before pre-opening staff training begins	to be executed after school approval	Principal	
Based on initially hired faculty and staff, review planned pre-opening training schedule and sequence, make any necessary revisions or adjustments, and finalize professional development schedule before school opens and for school year. Schedule outside trainers.	Begin sometime between June 1st - June 30th	No later than 10 days before pre-opening staff training begins	to be executed after school approval	Principal	

Pre-opening training begins and ends	Three to four weeks before school opening date	No less than 10 days to one week before school opens	to be executed after school approval	Principal	
Plan and establish timetable for implementing teacher leadership training during first year to begin developing and grooming leadership from within	July 1st	Ready to go when school opens, with date fixed for identifying training candidates	to be executed after school approval	Principal	
Organize and plan structure for teacher meetings to regularly evaluate curriculum (by grade, subject areas, or department), assessment results and student progress, and reaffirm or revise frequency and amounts of time initially scheduled / projected for staff development and collaboration	July 1st	To be presented at pre-opening staff training	to be executed after school approval	Assistant Principal	
Develop substitute teacher pool or plan for class coverage when teachers are absent or otherwise off campus	July 1st	To be presented at pre-opening staff training	to be executed after school approval	Assistant Principal	
PROFESSIONAL DEVELOPMENT					
Create a schedule for induction and site training	3 months into planning process	3.5 months before school application submission	to be executed after school approval	Principal	This may be adjusted between draft application and final school submissions, or after school approval
Determine resources needed for induction and on-site training	3 months into planning process	3.5 months before school application submission	to be executed after school approval	Principal	

Develop professional development schedule for first school year	3 months into planning process	3.5 months before school application submission	to be executed after school approval	Principal	This should include enough detail to identify critical training areas, time they will be covered, cost, and method to analyze additional need.
Develop plan to train new teachers in subsequent years	3 months into planning process	3.5 months before school application submission	to be executed after school approval	Principal	This is a key out-year budget consideration, as well as staff preparation activity
EXTRACURRICULAR PROGRAMS AND STUDENT ACTIVITIES					
Identify and/or contract with partners, providers, or part-time staff for provision of all after school and student support activities, ensuring there is plan to coordinate such activities with regular instructional program	Immediately upon approval of school application and/or hiring of principal	To be in place prior to pre-opening staff training	to be executed after school approval	Principal	
Develop schedule for creating or establishing all extracurricular programs and activities for students contained in school application.	Immediately upon approval of school application and/or hiring of principal	To be presented and discussed at pre-opening staff training	to be executed after school approval	Principal	
Develop process for determining student interest in additional extracurricular programs and activities and how such additional programs and activities can be put into place	July 1st	To be presented and discussed at pre-opening staff training, and in place when school opens and ongoing as needed	to be executed after school approval	Principal	

FOOD SERVICE					
Distribute forms to determine eligibility for USDA Free/Reduced Price Meals Program and to make final determinations about provision of free or fee-based meals to non-eligible students and to finalize budget (and staffing) to operate program	Immediately following admissions lottery and as part of registration process	First waves of forms should be collected by May 31st or as provided for by law; additional forms by end of second week of school	to be executed after school approval	Office Manager under the supervision of Principal	
Submit all USDA forms (for each student) to appropriate entities		Before established deadlines	to be executed after school approval	Office Manager under the supervision of Principal	
Determine first month menu (before first parent/student orientation)	During pre-opening staff training or two weeks prior to school opening	To be announced at parent-staff orientations before first day of school	to be executed after school approval	Principal	
SITE GOVERNANCE AND SHARED LEADERSHIP					
Consistent with school application and interests of school community, establish one or more of the following:					
Parent and Community Advisory Group	June 1st	Prior to pre-opening staff training	Initial PCAG assembled, to be expanded	Karen Awana Murat Arabaci Ben Cabreros	
HEALTH AND SAFETY					

Acquire student medical and health forms, including most recent physical exam, immunization records from previous schools and/or collect required forms from parents	With beginning of registration post-lottery	Ongoing until school is fully enrolled	to be executed after school approval	Office Manager under the supervision of Principal	
Check medical and health forms for completeness and conduct follow-up if necessary	With beginning of registration post-lottery	Ongoing until complete records are on file for all enrolled students	to be executed after school approval	Office Manager under the supervision of Principal	
Develop health and medical records management system, procedures for authorizing administering of medication to students according to statutory requirements, and storage repository for student medications	Upon hiring and/or contracting out for school nurse or medical services	In place before pre-opening staff training	to be executed after school approval	Principal	
Establish policy for addressing noncompliance by parents or guardians in ensuring school receives all medical and health information required by statute or regulation	Immediately upon school approval	In place when registration begins	to be executed after school approval	Principal	
Provide all staff with first aid training and ensure school has adequate first aid supplies inventory		During pre-opening staff training	to be executed after school approval	Principal	
Develop school safety manual and/or health & safety policies and emergency procedures handbook	Immediately upon school approval	Prior to pre-opening staff training	to be executed after school approval	Principal	
Establish evacuation routes and procedures and schedule fire drills	August 1st	Prior to pre-opening staff training	to be executed after school approval	Principal	

Provide staff, parents students with orientation on code of conduct, behavioral requirements, suspension and expulsion policies, and prohibition of any and all weapons on school property, get signatures of receipt	Working from contents of charter application, complete code and all applicable policies between school approval and pre-opening training	For staff - by pre-opening training; for parents and students -- by parent/student orientations (and re-emphasis in first week of school)	to be executed after school approval	Principal	
Develop and formalize partnership with local police force to ensure the regular presence on or near school grounds by uniformed police officers	Immediately upon school approval and/or determination of school location	In place by students' first day of school	to be executed after school approval	Principal	
LEGAL AND ORGANIZATIONAL					
Affirm and/or add new members to Board of non-profit if this is a distinct entity from school	Immediately upon school approval	ongoing	to be executed after school approval as required by law	Dr. Robert Littman	
If tax exempt status has not been received from IRS for the nonprofit, apply for 501c3 or follow up with IRS with notification	Immediately upon school approval	twice monthly with IRS until recognition is received	In process	Murat Arabaci	
Have legal counsel review all employee agreement forms, and school policies.	Ongoing as they are completed	Prior to school opening	to be executed after school approval	Dr. Robert Littman	

PARENT AND COMMUNITY INVOLVEMENT					
Elect or select one or more parents, staff or community members to serve on governing board, advisory board, PCAG or other council(s) if indicated in school application or by statutory requirement.	Provide information during registration and student/parent orientations; notify parents of meetings / election dates during first two weeks of school	Election / selection made and member(s) installed on Board by November 1st	Initial boards/gro ups assembled, to be expanded	Karen Awana Murat Arabaci Ben Cabreros	
PARTNERSHIPS					
Continue attending the commission meetings	Monthly or more frequently	Ongoing until and after school opens	ONGOING	Murat Arabaci Andy Gokce until principal is hired	
Institutionalize / actualize partnerships or relationships with community-based organizations and/or other entities that will work collaboratively with school, share space, provide or offer additional programming or supports, etc.	Immediately upon school approval	Before pre-opening staff training, but on ongoing basis thereafter (see procurement concerning contracts, MOU's, etc.)	to be executed after school approval	Karen Awana, Murat Arabaci Andy Gokce Ben Cabreros	
PROCUREMENT					
Contact Commission to learn about preferred vendors for annual financial audits and other required services.	Immediately upon school approval	Ongoing as needed	to be executed after school approval	Murat Arabaci until principal is hired	

Contact sales reps for discounts, and publishers for payment plans as needed. Order and manage delivery of textbooks, assessments, instructional materials, training materials, software, classroom supplies, library collection, etc.	No later than April 1st to ensure delivery on time	Deliveries received no later than two weeks before school opens	to be executed after school approval	Office Manager under the supervision of Principal	
Order and manage delivery of teacher requested supplies	July - August	Deliveries received no later than one week before school opens	to be executed after school approval	Office Manager under the supervision of Principal	
Order & manage delivery of classroom furniture, equipment and technology (see facilities section).	No later than April 1st to ensure delivery on time; this may be part of facilities project management	By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; delivery targeted no less than at receipt of CoO (unless school has pre-designated storage areas off site)	to be executed after school approval	Office Manager under the supervision of Principal	
Order and manage delivery of any labs specific Furniture, Fixtures, and Equipment (FF&E)	Same as above	Same as above	to be executed after school approval	Office Manager under the supervision of Principal	

Order & manage delivery of office and non-instructional FF&E	Immediately upon school approval for temporary office space; by May 1st otherwise	By no later than July 1st or by issuance of temporary CoO	to be executed after school approval	Office Manager under the supervision of Principal	
Order & manage delivery of office and non-instructional program supplies	Immediately upon charter approval	Ongoing	ONGOING	Office Manager under the supervision of Principal	This should include any needed signage for outside school, traffic control, check-in procedures, flags for classrooms, room markings, posted mission statements, etc.
Order and manage delivery and proper installation (where appropriate) of special or capitalized assets, including kitchen equipment, playground equipment, busses, vans, etc.	No later than April 1st to ensure delivery on time; this may be part of facilities project management	By no later than April 15th, ensure procurement and facilities project management responsibilities are clearly designated; (unless school has pre-designated storage areas off site)	to be executed after school approval	Office Manager under the supervision of Principal	
Order and manage delivery of computers and other technology for classrooms and non-instructional uses in accordance with technology plan	June 1st	Installation to be completed no less than 15 days before school opens.	to be executed after school approval	Office Manager under the supervision of Principal	

Negotiate and execute contracts with service providers -- ensuring services and outcomes are clearly stated (and no gaps exist between initial expectations of service provision by partners or external entities and exact terms of contract)	Immediately upon school approval	Prior to pre-opening staff training	to be executed after school approval	Principal	
STAFF HIRING, DEVELOPMENT AND TRAINING					
Depending on timing of approval, target hiring and having entire school leadership team in place by no later than four months before school is to open; preferably, the principal will be on board a year in advance to fully drive school implementation	Immediately upon school approval	Dates will vary by position, no later than March 1st for principal and no later than April 15th for Business Manager			
Principal			to be executed after school approval	Dr. Robert Bley-Vroman, Andy Gokce for board approval	
Assistant Principal			to be executed after school approval	Principal	
Business Manager			to be executed after school approval	Principal	
Office Manager			to be executed after school approval	Principal	

Establish policies for screening, interview training, interviewing, personal information control, notification, etc.			to be executed after school approval	Principal	
Finalize applicant information kit and place on school web site	Immediately upon school approval	Until school opens, at which time information should be posted for next year	to be executed after school approval	Principal	
Finalize all employee forms, evaluation process and timelines, agreements and policies, and prepare employee package	Immediately upon school approval	No later than March 1st	to be executed after school approval	Principal	
Extend formal offers to and hire all faculty and staff to which tentative offers were made prior to school approval	Immediately upon school approval	Ongoing	to be executed after school approval	Principal	
Launch all faculty and staff recruiting activities described in application	Immediately upon school approval, if not already underway	Assess progress on May 1st; change strategy if need be	to be executed after school approval as required by law	Principal	
Establish target date for hiring all faculty and staff described in application and contained in staffing plan	Immediately upon school approval	Prior to pre-opening staff training	to be executed after school approval	Principal	

Finalize staff handbook		Prior to staff orientation	to be executed after school approval	Principal	
Set-up HR files	Beginning with first hire	As employees are hired-ongoing	to be executed after school approval	Principal	
Hold new employee orientation, train in staff handbook content and policies, and have new employees sign-off for receipt of information prior to beginning work.		During pre-opening staff training	to be executed after school approval	Principal	
Based on needs of initially enrolled student population, assess additional faculty/staff hiring and development needs and develop strategy for hiring and supporting financially, including making adjustments to other portions of school budget	Immediately upon opening of school	By October 1st	to be executed after school approval	Principal	
Complete background checks for all employees in compliance with state statute to include fingerprinting.	Immediately upon hiring	Prior to opening school and extended contact with students	to be executed after school approval	Principal	
STAFFING					
Develop "at will" employment agreement	Continue from phase 1	2 weeks before school application submission	to be executed after school approval	Principal	Draft employment agreements should be reviewed by legal counsel, and attached to final school application

Continue to develop employee handbook	Continue from phase 1 and immediately upon draft application feedback	(draft handbook) 2 weeks before school application submission	to be executed after school approval	Principal	For inclusion in school application. At the very least policy intent should be included in the application narrative along with a timeline for final development.
Develop background check procedure (include FBI & Child Abuse & Neglect Registry) and other SPCSC requirements	Continue from phase 1	2 weeks before school application submission	to be executed after school approval	Principal	
Continue informal recruiting of faculty and staff	Continue from phase 1	Until school application submission and SPCSC hearing or interview	to be executed after school approval	Principal	Recruiting should continue after application submission and interview, if school approval is likely
Screen applicants, including checking references, and prepare list of potential individuals per position to interview	Continue from phase 1 and immediately upon draft application feedback	Until school application submission and SPCSC hearing or interview	to be executed after school approval	School principal & Andy Gokce	Interviews can commence immediately upon school approval
Consider interviewing applicants if approval is likely and tentative or formal (conditioned on school approval) commitments can be made	Continue from phase 1 and immediately upon draft application feedback	Until school application submission and SPCSC hearing or interview	to be executed after school approval	School principal & Andy Gokce	Any offers should be made contingent on approval.
SPECIAL NEEDS EDUCATION					

Survey parents during registration about known or suspected special education or EL needs	Forms / survey developed immediately upon school approval or obtained from SPCSC when applicable	Forms / surveys ready for use during student registration and should include a Home Language Survey	to be executed after school approval	Office Manager under the supervision of Principal	
Review closely all registration forms and materials to verify students with IEPs and determine if records suggest possible need for SPED services, reading intervention or advancement needs and to identify students whose primary language is not English	Beginning with registration	Ongoing during enrollment process and receipt of records from previous school	to be executed after school approval	Office Manager under the supervision of Principal	Review Home Language Surveys or other methods of determining ELL qualification. Also, check on requirements for SpEd interventions and all documentation and reporting requirements.
Obtain documents for all students from previous schools	Beginning with registration	Ongoing -- see SPCSC guidelines	to be executed after school approval	Office Manager under the supervision of Principal	
Determine additional students who may need assessment or reassessment	Beginning with registration	Ongoing -- into first semester if not first year of school	to be executed after school approval	Office Manager under the supervision of Principal	
Obtain parent approvals for assessments or reassessments	Immediately as deemed necessary		to be executed after school approval	Office Manager under the supervision of Principal	

Establish multidisciplinary team consisting of a, for example, social worker, school psychologist, speech & language therapist, clinical psychologist in coordination with the DOE.	Immediately upon school approval	Final determination of staff needs or services provided by SPCSC for SPED students determined by May 1st	to be executed after school approval	Principal	
Conduct assessments and reassessments of all students to include indicated WIDA Assessments	Starting with opening of school	Ongoing	to be executed after school approval	Assistant Principal	
Obtain mental health records from appropriate officials or entities if applicable	Immediately as deemed necessary		to be executed after school approval	Office Manager under the supervision of Principal	
Determine SPED and ELL service requirements and appropriate service delivery needs	During student registration	Ongoing -- until school opens and all students are fully assessed and full records are on file	to be executed after school approval	Office Manager under the supervision of Principal	
In coordination with the DOE, identify appropriate SPED, ELL or other service delivery	Immediately upon school approval	Personnel / contracts in place before pre-opening staff training	to be executed after school approval	Office Manager under the supervision of Principal	
Order any needed assessments and materials	In April when other materials are ordered	Ongoing as needed	to be executed after school approval	Office Manager under the supervision of Principal	

Determine transportation needs of SPED students (during registration)	Develop forms or information materials immediately upon school approval	Ongoing -- beginning with student registration after lottery is held	to be executed after school approval	Office Manager under the supervision of Principal	
Compile master list of statutory, regulatory, contractual, SPCSC, and other requirements and timeframes / deadlines	Immediately upon approval and execution of school contract	Ongoing -- in place by pre-opening staff training and by opening of school	to be executed after school approval	Principal	

Annual Budget
For Fiscal Year July 1 20__ through June 30 20__

yellow cells - Formula cells, do not enter information.
blue cells - information provided by applicant
gray cells - leave cell blank, info not applicable
green cells - provide brief description

		Year 1	Year 2	Year 3	Year 4	Year 5	Line	Instructions/Notes
	OPERATIONAL FUNDING							
1	State Per Pupil	780,000	1,560,000	2,340,000	3,120,000	3,900,000	1	Per pupil funding received by the schools from the State of HI. *Use $7,800 per student to determine budget for application purposes.*
2	Grants - Federal	122,641	231,282	339,923	448,564	557,205	2	Grants awarded by the federal government (including those that pass through the Commission such as Title I, Title IIa, Impact Aid, Charter School Start-Up Assistance, etc.)
3	Grants						3	Grants awarded by private (non-governmental) foundations, corporations, federal, state, or local government. or individuals.
4	Nutrition Funding - Federal	49,514	99,029	148,543	198,057	247,572	4	Funding for nutrition programs is split between the federal and state governments.
5	Nutrition Funding - Fees	41,214	82,427	123,641	164,855	206,069	5	Fees collected from students/parents for nutrition programs.
6	Other Program Fees						6	Any other fees (other than for nutrition or transportation) that the school collects transportation, uniforms, etc.
7	Contributions, cash	99,467					7	Ongoing or on-time donations from individuals, businesses, or corporations.
8	Transportation Fees						8	Fees collected from students or parents for for transportation services.
9	Other: *Anticipated from Special Education Share from DOE*	72,000	144,000	216,000	288,000	360,000	9	Please enter a brief description in the highlighted green cell, if applicable.
10	Other:						10	Please enter a brief description in the highlighted green cell, if applicable.
11	**TOTAL OPERATING REVENUES**	1,164,836	2,116,738	3,168,107	4,219,476	5,270,845	11	Calculates automatically.
	OPERATING EXPENSES							
12	Administration	335,300	485,500	535,500	735,500	763,500	12	Information for this cell pulled from the Sch_FuncExp sheet.
13	Instructional Services	440,907	900,734	1,416,718	2,062,060	2,713,660	13	Information for this cell pulled from the Sch_FuncExp sheet.
14	Pupil Services	117,650	235,300	352,950	470,600	588,250	14	Information for this cell pulled from the Sch_FuncExp sheet.
15	Operation & Maintenance of Facilities	148,140	338,675	464,910	719,554	942,304	15	Information for this cell pulled from the Sch_FuncExp sheet.
16	Benefits and Other Fixed Charges	1,000	1,500	2,000	2,500	3,000	16	Information for this cell pulled from the Sch_FuncExp sheet.
17	Community Services	-	-	-	-	-	17	Information for this cell pulled from the Sch_FuncExp sheet.
18	**TOTAL OPERATING EXPENSES**	1,042,997	1,961,709	2,772,078	3,990,214	5,010,714	18	Calculates automatically.
19	**TOTAL OPERATING GAIN/(LOSS)**	121,838	155,030	396,029	229,262	260,131	19	Calculates automatically.
	NONOPERATIONAL FUNDING:							
20	Contributions, in-kind						20	Monetary value of in-kind donations for services that would otherwise have been purchased.
21	Rental Income						21	Income generated from rental of space.
22	Other:						22	Please enter a brief description in the highlighted green cell, if applicable.
23	Other:						23	Please enter a brief description in the highlighted green cell, if applicable.
24	**TOTAL NONOPERATING REVENUE**	-	-	-	-	-	24	Calculates automatically.
	OTHER/MISCELLANEOUS EXPENSES:							
25	Other:		-	-	-	-	25	Charter School figures will be populated from the Sch_FuncExp sheet.
26	**TOTAL NONOPERATING EXPENSES**	-	-	-	-	-	26	Calculates automatically.

27	**TOTAL NONOPERATING GAIN/(LOSS)**	-	-	-	-	-	27	Calculates automatically.
28	**CHANGES IN NET ASSETS:**	121,838	155,030	396,029	229,262	260,131	28	Calculates automatically.
29	**Other:**						29	Please enter a brief description of other changes in net assets (prior year adjustments,
30	**NET ASSETS AT BEGINNING OF YEAR**		121,838	276,868	672,897	902,160	30	Estimated Beginning Net Assets
31	**NET ASSETS AT END OF YEAR**	121,838	276,868	672,897	902,160	1,162,291	31	Calculates automatically.

NAME: | Kūlia Academy | **Form A4**

Proposed Year 0 Budget

Line	Functional Category	Year 0	Line	Instructions/Notes
	Total Operating Funding	300,000.00		
	Grants - State Other			
2	Grants - Federal		2	
3	Grants - Private		3	Private grantors
7	Contributions and donations	300,000.00	7	Individual or one-time cash donations
9	Fundraising		9	Proceeds from any fundraising activities

Line	Functional Category	Year 0	Line	Instructions/Notes
100	**Administration**	21,000.00	**100**	**Administration - Calculates automatically.**
110	*Subtotal - Governing Board*	2,000.00	*110*	Calculates automatically - expenses for the Governing Board
111	Contracted Services	1,000.00	111	Professional services, such as Governing Board training and professional development.
112	Travel and other expenses		112	Travel and other expenses for Board members such as dues, subscriptions and memberships.
113	Supplies & Materials	1,000.00	113	Supplies and materials for the operation of the Governing Board
120	*Subtotal - School Leadership*	-	*120*	Calculates automatically - expenses for the School Leadership office.
121	Salaries - Professional		121	Salaries for non-instructional school-wide administrative personnel such as executive director (Principals and Instructional Leaders should be noted in Instructional Services) and Vice Principals.
130	*Subtotal - Business and Finance*	-	*130*	Calculates automatically - expenses for the Business and Finance office.
131	Salaries - Professional		131	Salaries for non-instructional school-wide administrative personnel such as business manager,
132	Contracted Services		132	Contracted professional services, including all related expenses covered by the contract.
140	*Subtotal - Human Resources*	-	*140*	Calculates automatically - expenses for the HR office.
141	Salaries - Professional		141	Salaries for non-instructional school-wide administrative personnel such as an HR director.
142	Contracted Services		142	Contracted professional services, including all related expenses covered by the contract.
150	*Subtotal - Audit Services (Annual)*	-	*150*	Calculates automatically - Average cost for annual audit services for the School.
152	Contracted Services		152	Contracted professional services for annual audit services for the School - average cost
160	*Subtotal - Info. Management & Technology*	-	*160*	Calculates automatically - expenses that support the data processing needs of the school, including
161	Salaries - Professional		161	Salaries for non-instructional school-wide administrative personnel such as a network support
162	Contracted Services		162	Contracted professional services, including all related expenses covered by the contract.
170	*Subtotal - Development*	-	*170*	Calculates automatically - expenses related to development, fundraising, and recruitment.
171	Salaries - Professional		171	Salaries for non-instructional school-wide administrative personnel such as a Director of Development.
172	Contracted Services		172	Contracted professional services, including all related expenses covered by the contract.
173	Fundraising		173	Expenses related to fundraising.
180	*Subtotal - Other Administration*	19,000.00	*180*	Calculates automatically - expenses related to development, fundraising, and recruitment.
181	Salaries - Clerical, School Support Staff	6,000.00	181	Salaries for administrative support personnel such as registrars and school office staff who prepare,
182	Recruitment/Advertising	10,000.00	182	Recruiting/advertising for students, staff, and board members.
183	Travel and other expenses	1,000.00	183	Travel and other expenses for staff and the school such as dues, subscriptions and memberships.
184	Supplies and Materials	1,000.00	184	Office Supplies and postage
185	Other: Dues, Licenses, Permits, Admin Meetings	1,000.00	185	Dues, Licenses, Permits, Admin Meetings
200	**Instructional Services**	99,533.33	**200**	**Instructional Services - Calculates automatically.**
210	*Subtotal - Instructional Leadership*	98,333.33	*210*	Calculates automatically - expenses for instructional leadership.
211	Salaries - Professional	88,333.33	211	Salaries for instructional personnel in leadership roles such as Curriculum Directors (including SPED),
213	Contracted Services	10,000.00	213	Contracted professional services, including all related expenses covered by the contract.

Code	Description	Value	Code	Notes
214	Supplies and Materials		214	Materials and items of an expendable nature that is consumed or loses its identity through incorporation
215	Travel and other expenses		215	Travel and other expenses for staff such as dues, subscriptions and memberships.
220	**Subtotal - Classroom and Specialist Teachers**	-	**220**	Calculates automatically - expenses for teachers.
221	Salaries - Teachers, Classroom		221	Salaries for teachers with primary responsibility for teaching designated curriculum to established
222	Salaries - Teachers, Specialists		222	Salaries for teachers with primary responsibility for teaching designated curriculum to established
230	**Subtotal - Other Teaching Services**	-	**230**	Calculates automatically - expenses for other teaching services.
231	Salaries - Educational Assistants		231	Salaries for Educational Assistants hired to assist teachers/specialists with classroom instruction or to
233	Substitute Teachers Cost		233	Anticipated cost for substitute teachers.
234	Contracted Services		234	Contracted professional services, including all related expenses covered by the contract, for other
240	**Subtotal - Professional Development**	-	**240**	Calculates automatically - expenses for professional development of instructional personnel.
242	Contracted Services		242	Contracted professional services, including all related expenses covered by the contract, for
243	Supplies and Materials		243	Materials and items of an expendable nature that is consumed or loses its identity through incorporation
244	Travel and other expenses		244	Travel and other expenses for staff such as dues, subscriptions and memberships.
250	**Subtotal - Guidance, Psychological & Testing**	-	**250**	Calculates automatically - expenses for guidance, psychological, and testing.
251	Salaries - Professional		251	Salaries for guidance counselors and school social workers (for school adjustment, higher education,
253	Contracted Services		253	Contracted professional services, including all related expenses covered by the contract, for guidance,
254	Supplies and Materials		254	Materials and items of an expendable nature that is consumed or loses its identity through incorporation
260	**Subtotal - Materials, Equipment & Technology**	1,200.00	**260**	Calculates automatically - expenses for materials, equipment & technology.
261	Textbooks & Related Media/Materials		261	Expenditures for all textbooks, workbooks, and materials including accessories, such as CD-ROMS, videos, etc. provided as an integrated package, and printed manuals, used to support direct instructional activities
262	Other Instructional Materials		262	Books and other materials, excluding textbooks, for use in school libraries or classroom libraries (trade
263	Instructional Equipment		263	Non-capitalized expenditures for purchase of furniture, science laboratory, physical education,
264	General Instructional Supplies		264	Papers, pens, pencils, crayons, chalk, paint, toner printer cartridges, calculators, etc.
265	Other Instructional Services		265	Cost for field trips, including admissions and transportation costs.
266	Classroom Instructional Technology		266	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer
267	Other Information Technology Hardware	1,200.00	267	Computers, servers, networks, scanners, digital cameras, etc. for school, administrators, and staff.
268	Instructional Software		268	Programs, licenses and other instructional programs, such as STAR, NWEA, and Achieve 3000.
269	Depreciation for Instructional Equipment		269	Annual depreciation expense for capitalized Instructional Materials, Equipment, & Technology.
270	Other:		270	Specify other expenditures, if applicable.
300	**Pupil Services**	-	**300**	**Pupil Services - Calculates automatically.**
310	Salaries - Pupil Services		310	School nurses and coaches, etc. on payroll.
320	Health Services		320	Contracted professional services and related costs, including stipends.
330	Student Transportation (to and from school)		330	Contracted professional services and related costs incurred by the school for Home-to-school student
340	Depreciation of Transportation Vehicles		340	Annual depreciation expense for capitalized transportation vehicles according to Generally Accepted
350	Food Services		350	Contracted professional services and related costs, including stipends incurred for the school's food
360	Athletic Services		360	Contracted professional services and related costs, including stipends.
370	Other:		370	Specify other pupil services expenditures, if applicable.
400	**Operation & Maintenance of Facilities**	70,000.00	**400**	**Operation & Maintenance of Facilities - Calculates automatically.**
410	Salaries - Operation & Maintenance of Facilities		410	Custodians, maintenance, etc.
415	Utilities		415	Cost of heating fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.
420	Maintenance of Buildings & Grounds		420	Includes contracted custodial services and building security.
425	Maintenance of Equipment		425	Equipment parts and repair, materials, and tools, contracted services, including vehicles.
430	Networking and Telecommunications	2,000.00	430	Costs for supporting school technology infrastructure, including wiring, PBX Systems, file servers, etc.
435	Depreciation of Equipment, Building, & Grounds		435	Annual depreciation expense for capitalized Equipment, Networking and Telecommunications, Building,
440	Rental/Lease of Buildings & Grounds	68,000.00	440	Annual operating lease/rental costs on Building/Grounds.
445	Rental/Lease of Equipment		445	Annual operating lease/rental costs on other operations and maintenance of plant equipment.
455	Other: Custodial supplies		455	Custodial Supplies
460	Other:		460	Specify other operations & maintenance of plant expenses
500	**Benefits and Other Fixed Charges**	-	**500**	**Benefits and Other Fixed Charges - Calculates automatically.**

510	Employee Retirement		510	Not an expense for the schools
520	Fringe Benefits		520	Not an expense for the schools
530	Insurance (non-employee)		530	Insurance premiums for property, fire, liability, fidelity bonds; judgments against the school resulting
570	Other:		570	Specify other fixed charge expenditures, if applicable, which may include costs of public safety

600	**Community Services**	10,000.00	**600**	**Community Services - Calculates automatically.**
610	Community Engagement	10,000.00	610	Activities designed to engage the school community in the school's mission and vision.

700	**OTHER/MISCELLANEOUS EXPENSES:**	-	**700**	**OTHER/MISCELLANEOUS EXPENSES: - Calculates automatically.**
730	Other:		730	Please enter a brief description in the highlighted green cell, if applicable.

800	**TOTALS**	**200,533.33**	**800**	**TOTALS - Calculates automatically.**

TOTAL AVAILABLE FUNDS (at the end of Year 0)	**99,466.67**	**Total - Calculates automatically; total should be used in Exhibit 5 Financial**

Kūlia Academy

Attachment Z. Funds Committed

ENDEPO®

01.20.2022

HAWAII STATE PUBLIC CHARTER SCHOOL COMMISSION
1111 Bishop Street, Suite 516,
Honolulu, Hawaii 96813

Dear Chairperson Kim and Commissioners,

This letter is to confirm my commitment to donate below listed amounts and to provide the support detailed.

I am a businessman residing in Newport Beach, CA. Our family group companies areinvolved in every aspect of renewable energy from manufacturing solar panels in different countries to investment in renewable energy projects worldwide. Having more than 200+ employees, our total turnover was 190 Million USD in 2017.

I was fortunate enough to learn about Kulia Academy in 2018 and it was my pleasure to meet with Kulia Academy's board members during trip to Hawaii in March, 2018. I value education, especially when high quality education is provided to socioeconomically disadvantaged families free of charge. I am pleased to confirm my commitment as listed below to Kulia Academy, recognizing that Kulia Academy's Board of Directors and administration will rely upon my pledge when making expenditures, entering into contracts, and engaging in other activities.

1- I will donate $300,000 (three hundred thousand US dollars) to Kulia Academy over the course of Kulia Academy's pre-opening phase. As the first step of this donation, I already donated $5,000.

2 - In case if the school needs a co-signer or guarantor for their lease or financing needs, I will happily be the co-signer or the guarantor.

I can provide proof of availability of funds upon request.

Please do not hesitate to contact me with any questions/concerns,

Sincerely,

Egemen SEYMEN
Board Member

Kūlia Academy

Attachment AA: Statement of Assurances Form

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:

AOG ☑ will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;

AOG ☑ 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;

AOG ☑ 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;

AOG ☑ 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;

AOG ☑ 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;

AOG ☑ 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);

AOG ☑ will comply with all provisions of Every Student Succeeds 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];

AOG ☑ 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;

AOG ☑ 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;

AOG ☑ will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;

AOG ☑ will follow any federal and state court orders in place in the local school district;

AOG ☑ will comply with federal and state applicable health and safety standards;

AOG ☑ will permit the Commission to audit, review, and inspect the operator's activities, books, documents, papers, and other records;

AOG ☑ will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;

    (1) 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;

AOG ☑ will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;

AOG ☑ will maintain its accounts and records in accordance with generally accepted accounting principles;

AOG ☑ will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and

AOG ☑ 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 performance framework.

Certification	
Name of Proposed School:	Kūlia Academy
Name of Authorized Representative:	Andy Omer Gokce

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

▮▮▮▮▮▮▮▮	02/03/2022
Signature of Authorized Representative	Date

Exhibit 5: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

AOG A copy of the application and all of its attachments has been saved for your records.

AOG All required attachments have been submitted.

AOG The application adheres to all applicable page and word limits.

AOG All elements of the application have been converted to proper format for submission.

AOG Application does not contain handwritten parts (other than signatures).

AOG Every page of the narrative proposal is properly labeled with a page number and name of the proposed school in the footer.