**Quantifying Participant Experiences and Opinions Regarding the Hawaii Educator Effectiveness System (EES): 2015**

--- Executive Summary from an Online Survey among State of Hawaii Bargaining Unit 5 Employees ---

The following are key findings from an online survey sent to all N=12,991 State of Hawaii Bargaining Unit 5 (BU5) employees. The objective of the survey was to collect quantitative feedback on how BU5 members are experiencing the EES for the 2014-15 school year.

A total of n=4,225 BU5 employees completed the online survey from February 23 to March 13, 2015, which represents a 33% response rate. Maximum sampling error for a sample of n=4,225 is +/- 1.2%. A similar survey was conducted in March 2014 for the 2013-14 school year (the response rate for the 2014 survey was 30%). Where available, tracking data is shown.

**Understanding the EES**

- Understanding of the EES and the measures that comprise the EES categories increased dramatically in 2015. Significantly greater proportions of respondents than in 2014 indicated high levels of understanding (8 to 10 ratings on a 10-point scale, where 10=completely understand) of the EES overall and of the measures that comprise the EES categories. The decrease in 1 to 3 ratings or low levels of understanding should also be noted. When looking at the results by EES classification, years at DOE, teacher status, etc., significantly greater proportions of respondents across the board indicated high levels of understanding of the EES in 2015 than they did in 2014.

| | 8 to 10 ratings | | 1 to 3 ratings | | Mean | |
|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| *Overall* | 18% | 30% | 20% | 10% | 5.46 | 6.33 |
| *Classroom Observations* | 36% | 46% | 17% | 11% | 6.25 | 6.81 |
| *Core Professionalism* | 22% | 37% | 32% | 16% | 5.16 | 6.30 |
| *Student Learning Objectives* | 20% | 35% | 31% | 17% | 5.10 | 6.18 |
| *Working Portfolio* | 19% | 36% | 30% | 18% | 5.12 | 6.17 |
| *Hawaii Growth Model* | 12% | 19% | 43% | 29% | 4.29 | 5.10 |

- Understanding of the EES ratings also increased, based on the proportions of respondents indicating strong agreement (rating 8 to 10 on a 10-point scale, where 10=strongly agree) with *I understand how the final performance rating is calculated* (29% in 2015, up from 16%) and *I understand what behaviors characterize a highly effective performance rating, an effective rating, a marginal rating, and an unsatisfactory rating* (36% in 2015, up from 23%).

**Effectiveness of the EES Resources**

- Respondents were asked how effective specific resources were in bettering their understanding of the EES. Among those who utilized the available EES resources and based on ratings of 8 to 10, where 10=very effective, *school leaders* (33%) and *school-led professional developments* (32%) were the most effective. Six of the resources included in this year's survey were also included last year and respondents found all of the resources more effective this year compared to last year.

**Impact**

- Greater proportions of respondents indicated strong agreement (rating 8 to 10 on a 10-point scale, where 10=strongly agree) with these three statements relating to the impact of the EES than with any of the other statements tested in the survey: *Setting a learning goal and monitoring progress is important to my practice* (64%), *Teachers in my school or workplace are held to high professional standards for delivering instruction* (61%), and *I have successfully adjusted my teaching to reflect the relevant Common Core State Standards* (59%).

**Implementation**

- One-fifth of respondents felt strongly (rating 8 to 10 on a 10-point scale, where 10=strongly agree) that the *time they are investing in the EES helps them become more effective teachers* (18%), still a small proportion but significantly greater than the reported proportion last year (6%).

- *CLASSROOM OBSERVATIONS:* More than two-fifths indicated strong agreement with *The observation provided adequate time to demonstrate a lesson with students to my observer* (45% versus 24% rating 1 to 3 or disagreement) and *Observer feedback from my observation is useful and actionable* (44% versus 22% disagreement).

- *CORE PROFESSIONALISM:* 33% of respondents reported strong agreement that *expectations for Core Professionalism are clear and consistent* (the one statement relating to *Core Professionalism* tested in the survey), compared to 28% who reported disagreement.

- *STUDENT LEARNING OBJECTIVES:* More than one-half reported strong agreement that their *evaluator was knowledgeable about the SLO criteria and approval process* (54%) and nearly one-half that their *school integrates the SLO process with data teams* (48%). However, smaller proportions reported strong agreement that the *SLO (or SSIO) process empowers them to set individual targets for their students or target population to measure their growth and impact* (31%), that *the SLO midterm check-in process was helpful in gauging student progress* (30%), or that *writing and implementing a SLO (or SSIO) helps them better understand their students or target population* (25%).

- *HAWAII GROWTH MODEL:* Similarly, while one in three respondents indicated strong agreement that *student growth scores are used in data team conversations to identify strengths and challenges* (37%), a smaller proportion indicated strong agreement that they *understand how the performance of similar students on state assessments is used to generate a growth percentile* (26%).

**Communication and Possible Changes**

- Based on ratings, respondents **do** want further changes to the EES, with approximately three in five indicating disagreement with *I do not want further changes to the EES design for the upcoming school year* (58% rating 1 to 3 where 1=strongly disagree). A majority of respondents felt strongly (rating 8 to 10 where 10=strongly agree) that their *evaluation cycle should be differentiated based on how they performed last year* (51%).

- One-third of respondents indicated strong agreement that they were *given an opportunity to provide feedback about their experiences with EES to their administrator* (34%) and more than one-fourth that they were *satisfied with the communication from their school leaders about EES* (28%). However, only small proportions of respondents indicated strong agreement with *The EES system reflects the right amount of principal judgment* (16%) and *I believe that teacher voice is heard throughout the process of implementing EES* (13%)

**Additional Suggestions**

*More time*, *more training* (including examples, videos, or modeling), and *better communication* (e.g., send timelines and reminders, provide feedback) were mentioned most often when respondents were asked "What type of further information or training would help you use the EES for improvement?"