THE VOICE OF HAWAII SCHOOL PRINCIPALS

Results of Principal Survey

May 13, 2014

The Impact of School Principals on Student Achievement

“... as we began our work five years ago, we argued that leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, after controlling for student intake factors. Five years later, we are even more confident about this claim.”

“Investigating the Links to Improved Student Learning” by Wahlstrom, Louis, Leithwood, and Anderson, Wallace Foundation, 2010

The purpose of this essay is to provide a much needed review on the status of the Hawaii School Principal or “CEO” leader in our public schools. Leading research studies indicate that it is the leadership of the school principal that is the second most critical factor impacting student achievement, second only to the effectiveness of the classroom teacher. All other factors, such as family socio-economic status, new standards, class size, use of computers, length of school year, etc – while important, are significantly less important as compared to the impact of the leadership of the school principal.

Given that the impact of the leadership of the school principal holds such significance, it is essential that the principal be empowered to lead through a positive working organizational environment, and a positive school culture that produces high student achievement and high morale for all stakeholders.

Unprecedented Change

The 2013-2014 school year has included an unprecedented number of new initiatives and new responsibilities for school principals – all in addition to the existing demands for schools. While principals have always focused on essential duties such as (1) ensuring safety and security on their school campuses, (2) increasing student achievement, and (3) providing appropriate services for students, the new 2013-2014 requirements for principals include:

• transitioning all teachers and students to the new national Common Core State Standards
• preparing students to be proficient on the new national performance test by the Smarter Balanced Assessment Consortium
• implementing new college career tests
• implementing new End of Course Exams
• beginning new WASC Accreditation for all elementary schools
• implementing new data systems
• implementing new computer technology systems
• implementing new bell schedules

However, the above list does not include the most demanding new requirement for school principals. The most critical change impacting principals is the implementation of the teacher evaluation system from Race To the Top, called the Educator Effectiveness System (EES). The new system was hastily thrown out to schools to implement and requires a huge increase in the number of teachers to be reviewed and another huge increase
in the number of meetings for principals to schedule, facilitate, and document. Many principals have said that they agree with the intent of the EES but have voiced serious concerns about the lack of capacity of the HIDOE to implement such a resource intensive system. An example is the cumbersome and dysfunctional website that principals and vice principals are required to use to document evaluation data with each teacher.

The second key area of review is the new principal performance contract (named the “CESSA” -Comprehensive Evaluation System for School Administrators) implemented by the HIDOE. A main requirement is that the principal evaluation be done consistently so that there would be as high a degree of fairness, fidelity, and consistency regardless if a principal were in Honolulu, Hana, or Hilo.

Finally, the third area surveyed was on the perceived culture of openness and transparency in the Hawaii DOE. Educators have voiced the concern that as CEOs and leaders facing the day to day challenges, school principals should be encouraged to share what is working and what is not working, and that their leadership voices should be sought out and valued to improve the system as a whole. Yet many have reported that they are fearful for speaking out and raising concerns about how to improve initiatives.

**Survey of Principals**

A recent survey was taken of public school principals from April 18 to April 28, 2014. The purpose of the survey was to determine if there are priorities that principals identify that presently impact their effectiveness as instructional leaders. Specifically, this survey included questions relating to whether the new Educator Effectiveness System was impacting other important school services and programs, and whether the new principal performance contract was being implemented consistently and according to the agreement between the Hawaii DOE and school principals.

**Purpose of Survey**

There were multiple purposes for administering this survey – all focused on what Hawaii school principals perceive to be factors that impact their effectiveness to be instructional leaders. The purposes include:

- To determine if principals have a collective voice and a shared perspective on relevant issues that impact the ability of Principals to lead schools as instructional leaders
- To monitor and improve the implementation of the new CESSA principal performance evaluation process to achieve a fair and consistently implemented performance evaluation for all principals
- To provide information that will lead to improving the current culture of the system – so that principals can:
  - provide more effective leadership
  - build and sustain a positive school culture focused on high achievement and high morale
  - can provide leadership in a positive work environment where principals and vice principals do not feel fearful, demoralized, and disempowered
Summary of Survey Results

Only 12.3% of principals agree that there is a “system of support” for principals as required by the agreements between the DOE and principals collective bargaining agreement ... 87.7% of principals disagree that there is a system of support

Only 30.5% of principals state that the CESSA process provided quality feedback for improvement ... 61% state that the process was not focused on providing quality feedback

Although it was required that pre-evaluation conference be held before Sept 30, 2013, 44.2% of principals responded that their pre-evaluation conference was held after September 30; 14% said they did not have such a conference.

While 24% of principals felt that their principal evaluation process was very collaborative, over 30% responded that there was no collaboration in the process.

64.4% of principals feel less empowered to implement decisions that they feel would be in the best interest of their school

While 34.5% of principals agree that they can express their concerns without fear of retaliation, 65.5% of principals disagree and state that they are not able to express their concerns for fear of reprisal or retaliation.

75.5% of principals feel that the implementation of the Race to the Top and the Educator Effectiveness System (EES) has negatively impacted their schools:

- 94% feel that the EES has negatively impacted Faculty and Staff Morale
- 87% feel that the EES has negatively impacted Professional Development
- 78% feel that the EES has negatively impacted preparing students for the new national test
- 67% feel that EES has negatively impacted campus supervision and monitoring of student behavior
- 63% feel that the EES has negatively impacted transition to the Common Core State Standards
- 63% feel that the EES has negatively impacted Data Teams

88% of principals disagree that the implementation of Race to the Top is responsible for increased test NAEP scores and successful college and career academies at Waipahu High School (as was reported in the media)

65.8% of principals do not have a clear understanding of Student Growth Percentile and Median Growth Percentile and how it is used for evaluation of teachers, principals, and schools

61% of principals do not have a clear understanding of Core Professionalism for the teacher evaluation system

22% of principals report that they have employees on paid leave and 8% of principals report that employees have been on paid leave for investigations lasting for a time period of 1 year or longer
2014 HAWAII PRINCIPAL SURVEY RESULTS

160 Principals responding from all islands, complex areas and school levels

Total number of principals responding: 160 (63% of public school principals)

Elementary principals: 113
Secondary principals: 47

Oahu - 110 Hawaii - 22 Maui-Molokai-Lanai - 13 Kauai - 8

QUESTION #1:

SYSTEM OF SUPPORT for COMPREHENSIVE EVALUATION SYSTEM FOR SCHOOL ADMINISTRATORS (CESSA )

According to the MOU between the HIDOE and HGEA Unit 06, the performance evaluation for principals will be implemented with a "system of support" as provided by the HIDOE this school year. The "system of support" is defined as:

- providing time for CAS to observe and monitor principal performance
- providing time for reflective practice by principal
- principal having access to robust technology and data system that is reliable with timely data
- collaborative review with CAS of principal's daily, weekly, monthly, and yearly workload to assure responsibilities are realistic

Do you agree that there is a system of support for you and your CESSA performance evaluation as provided by the HIDOE?

I strongly agree that the HIDOE has provided a "system of support" for principals 0%
I agree that the HIDOE has provided a "system of support" for principals 12.3%
I disagree that the HIDOE has provided a "system of support" for principals 38.7%
I strongly disagree that the HIDOE has provided a "system of support" for principals 49%
QUESTION #2:

Which of the following best describes the CESSA principal evaluation process that you have experienced?

The process HAS been centered on providing quality feedback, a focus on student learning, and building trust and rapport between the CAS and the principal 30.5%

The process HAS NOT been centered on providing quality feedback, a focus on student learning, and building trust and rapport between the CAS and the principal 61%

Although it was required, I did not have a CESSA principal evaluation process this past year 8.5%

I am a vice principal and did not go through the CESSA process 0%

COMMENTS:

I feel that the process is still not understood by all. We have been so busy with EES and regular duties, I have not really been able to truly understand the CESSA process.

I cannot determine this answer yet. New TA CAS and evaluation not completed

The process was implemented but in the absence of quality. I met with my CAS to initially review my selections for my CESSA indicators; however, not much in terms of follow up or observations on my practice has occurred. Completed the CESSA this year without a clear understanding of whether to select achievement or growth.

There are currently too many "must do" things to accomplish to build any kind of depth in any one area right now.

Too much time is dedicated to proficient teachers and not enough time is spent with the teachers who truly need more guidance and support.

There is not enough time to do this w/fidelity

While the development was well thought out with the input of Principals, elements were "forced" in, i.e. the link to pay increase for student performance which is not going to be fairly managed. After the acceptance and agreement with HGEA, the implementation has been as varied as the number of CAS's that are responsible for the evaluations. No consistency, no support.

Trust and rapport already exist between CAS and principal prior to the CESSA.

CAS has tried their best, but is there a system of support for the CAS?

I believe my CAS wants to implement CESSA with quality, but does not have the time to spend with me to do that.

For me, the issue wasn't that the CAS did not attempt to be flexible, but that the state expects everyone to do it one way.

Feedback and data has not been the focus of the process

As structured, CESSA could provide quality feedback, focus on learning, etc., but it's revision from the original CESSA makes it difficult.

I was a VP last year and did not go through the process.

I don't have time to work on my CESSA it's just another hoop to jump through

Used only once so far, no opportunity for quality feedback or focus on student learning.
PEP-T was in place for year 2 teachers, Danielson was practice for the rest of our classroom and non-classroom teachers. The VPS and classified staff remained on PAS. I felt it very unfair for the State to "throw" the CESSA in our faces, but felt like we had no choice but to go along and accept it.

I trust my CAS and have shared my concerns with her, but it stops at that point. She's not in a position, it seems, to give schools the support that are needed.

I had a mtg to start the CESSA but it was not completed.

We have met but the meeting really didn't change what we are doing at our school.

**QUESTION #3:**

**When did you participate in your CESSA pre-evaluation conference?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My CESSA pre-evaluation conference was held BEFORE September 30, 2013.</td>
<td>41.5%</td>
</tr>
<tr>
<td>My CESSA pre-evaluation conference was held AFTER September 30, 2013.</td>
<td>44.2%</td>
</tr>
<tr>
<td>I did not have a CESSA pre-evaluation conference.</td>
<td>14.3%</td>
</tr>
<tr>
<td>I am a vice principal and did not participate in the CESSA process.</td>
<td>0%</td>
</tr>
</tbody>
</table>

**QUESTION #4:**

**Please select the statement that best describes the "target setting" or selection of performance indicators used for your CESSA evaluation process.**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was very collaborative - the selection of performance indicators was a collaborative process between me and my Complex Area Superintendent.</td>
<td>24.1%</td>
</tr>
<tr>
<td>It was somewhat collaborative - the selection of performance indicators was discussed between me and my CAS.</td>
<td>44%</td>
</tr>
<tr>
<td>There was no collaboration - I did the target setting for my CESSA evaluation.</td>
<td>25.5%</td>
</tr>
<tr>
<td>There was no collaboration - my CAS did the target setting for my CESSA evaluation.</td>
<td>6.4%</td>
</tr>
<tr>
<td>I am a vice principal and did not go through the CESSA process.</td>
<td>0%</td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today is April 28, 2014 - I have no idea what my targets are.</td>
</tr>
<tr>
<td>I switched districts in late January and did not yet have the opportunity to have a CESSA conference.</td>
</tr>
<tr>
<td>Didn't do it yet.</td>
</tr>
<tr>
<td>My CAS did it for 2011-12 and never did it for 2013-14, I retired in Dec.</td>
</tr>
<tr>
<td>No collaboration - set by Academic Plan targets</td>
</tr>
<tr>
<td>Haven’t done anything with my CAS….just my mentor</td>
</tr>
<tr>
<td>No pre-eval conference held to conduct target setting</td>
</tr>
</tbody>
</table>
The pull down menu limited the options and does not provide for the uniqueness of each principal.

Although we discussed it together, it seemed to be entirely my decision to select the target. I am unclear on which target would be more appropriate to select because we need training on the evaluation tool because we did not have training on understanding the measures for evaluation.

My CESSA targets are still being chosen. No collaboration in it. CAS made recommendations but I don't understand process.

Did not set any targets
I have not met with my CAS.
Part of my CESSA was pre-populated and others parts I was allowed to select.
There really was no choice given the limited choices.
There never was any target setting.

**QUESTION #5:**

**As a school administrator and instructional leader, to what extent do you feel empowered by your CAS and the Superintendent to make important decisions to meet the needs of your students, school, and community?**

I feel empowered to the same degree of empowerment as I have experienced in the past 30.1%

I feel MORE empowered than I have been in the past - I can make instructional leadership decisions to a greater extent that I know are best for my school and school's culture 5.5%

I feel LESS empowered than I have been in the past - I am often not allowed to implement instructional leadership decisions that I feel are best for my school and school's culture 28.1%

As an administrator, I feel that I must only be in compliance mode and I cannot make decisions nor take actions even though I feel it is in the best interest of my students, teachers, and school. 36.3%

**COMMENTS:**

I feel a mixture of empowerment. I often feel that I am operating in compliance mode however, I do feel somewhat empowered to make some instructional leadership decisions.

New principal... no experience in the past

Compliance has been the direction for the last 4 years, each year the system has implemented a more stringent, "comply or else" style of management, I cannot even call it leadership! The requirements are so severe now there is no time to do what needs to be done to keep our schools moving forward on their unique programs. In fact they are being forced out.

Our school improvement initiatives are second to the Superintendent's priorities.

The Six Priorities and state curriculum contradict the intent of Act 51

We do things based our data - not empowered or supported by our CAS/CAST.

I am empowered by my CAS but the actions of state seems to contradict efforts at the school level.

have to say that my CAS has let me make a wide range if decisions related to my school

The State has made unilateral decisions and treats schools as the same. Solutions are predetermined.

Compliance driven mode but affects decisions and actions due to time constraints
It felt like an avalanche this year, I feel buried under all of the initiatives with little or sometimes no support.

Neutral

Although I am still able to make many decisions affecting our school, there just is not enough time to effectively implement priority actions due the time involved to conduct all the new compliance items for EES. There was already insufficient time to run a school before EES and now, there are many operational tasks that are falling through the cracks or they may not be completed thoroughly. I worry that there is so much emphasis and monitoring of EES components and a significant amount of an administrator’s time is spent on fulfilling the EES components, that operational tasks such as safety, special education services compliance items, etc. may become compromised at the school.

State directives have decreased the time to pursue school-specific initiatives.

It's more that we are so bogged down with compliance such as EES that there is very limited time to initiate anything else. When the Deputy sends letters to point out %of completion, it is demoralizing. Especially when their technology had glitches which caused the less than 100% calculation.

Too many restricts, rules, regulations, etc. If a principal does something even slightly wrong (not knowingly) then it seems that we get thrown under the bus with little to no support.

We're in compliance mode with little time for much else.

As a more seasoned principal, I make decisions based on what is best for our school and put off "required" mandates that I feel are not in line with our school vision. Our CAS has supported me in my decisions, but we will see what happens when the deadline for implementation arrives.

Leadership support is nebulous overall. As a Focus School, mentorship is lacking experience in working with high schools. In regards to the EES program, little regard is given to the "normal workday activities" which requires an extraordinary balance of time and resources.

QUESTION #6:

As a school administrator, I can express a concern or critique about the HIDOE's implementation of the EES and Race to the Top without of fear of reprisal, retaliation, or of being unfairly evaluated on my performance evaluation.

Strongly Agree, I can express my concerns without fear 6.1%
Agree, I can express my concerns without fear 28.4%
Disagree, I am not able to express my concerns 38.5%
Strongly Disagree, I am not able to express my concerns 27%

COMMENTS:

I express concerns but no results nor answers to my concerns
I can express my concerns But it means nothing. HNL does not listen or act on our concerns. A lot of empty mahalos.

Many principals with acumen have been unfairly punished. Their school passed AYP but they receive CAS not having a small percentage of EES completed. I feel badly that I completed 100% because my fellow colleagues have greater challenges to contend with.
But even though it is expressed, nothing changes, I feel no one cares and they do not listen or want to know. If they ask, it is to give us that opportunity, but nothing is done about it.

The order of the day with this leadership is "comply or else" and they have gone after good, even excellent leaders with a vengeance, to put fear into the system that if you do not comply we will get you one way or another. At meetings feedback is tolerated but never followed up on or implemented. It is strictly a "do as we say or else" environment. Healthy educational discourse is neither welcomed nor encouraged.

It feels like I can't trust anyone above the Complex level.

I can express how I feel to my district staff, but that information does not seem to be given attention by those that make decisions.

I express my concerns knowing that it may used against me

I prefer not to express my concerns

I was told that I would be written up for insubordination when I express my concerns and feedback about the process and lack of support for schools

Actually we have been asked but nothing has changed for the better.

I do not feel anyone wants to hear my concerns or input

Disagree that I can express concern. Not that I am not able to but rather I choose not to because I will be looked at negatively.

There has been many veteran administrators who have been moved, removed, or placed on leave and many question the reasons for the actions.

When I do say something, the response from the STATE-level DOE tries to intimidate the person

I've expressed concerns but still fear retaliation of some sort

Don't believe these concerns are being heard beyond the Complex Area level. Meetings with State Office are top down not for implementation adjustments.

Might be silently moved to another position.

I have expressed my displeasure, but nothing has been done about it. I don't fear reprisal, but suggestions and concerns seem to fall on deaf ears or a deep pit. Nothing is being done to correct this.

My CAS knows how I feel, but I doubt that those above him are aware.

Not sure

**QUESTION #7:**

**Some school leaders have expressed concerns in forums and meetings that the implementation of Race To The Top (RTTT) and the Educator Effectiveness System (EES) may be negatively impacting school services.**

**Do you feel that the implementation of the RTTT and EES has negatively impacted you or your school?**

No it has not negatively impacted me nor has it negatively impacted my school. 4.1%

Yes, it has negatively affected student learning and teacher instruction and administrative operations 75.5%

Not Sure 20.4%
**COMMENTS:**

<table>
<thead>
<tr>
<th>It has required a lot of resources in terms of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although the practices are great. The timeliness and support could use improvement. Too much expectations all at once. Morale has been hurt.</td>
</tr>
<tr>
<td>It has negatively affected admin operations but positively affected teacher instruction</td>
</tr>
<tr>
<td>EES is a good thing; however the all at once, unprepared rollout tremendously disrupted learning, teacher instruction, and administrative operations. If RTTT was meant to utilize the work of the zone schools, the work that happened there, the lessons learned did not generalize to other schools. It seemed like the bulk of the $ went to a few areas and the result was an EES system that was implemented without much thought of what mass implementation would look like.</td>
</tr>
<tr>
<td>RTTT is just the vehicle, anything rolled out this quickly and without proper supports stresses the whole school.</td>
</tr>
<tr>
<td>Even though our HSA scores are decent teachers are still pressured.</td>
</tr>
<tr>
<td>It allows for the school to move to some extent, but most within the system see the effects as compliance based rather than having true ownership of what is in place.</td>
</tr>
<tr>
<td>The initiatives are good ones but not to roll out all in the same year!</td>
</tr>
<tr>
<td>All good initiatives but a ridiculous amount of changes all at once</td>
</tr>
<tr>
<td>Morale and health of faculty and myself has been negatively affected. So much, so fast without clear instructions for implementation has made it a tough year to be in education.</td>
</tr>
<tr>
<td>Time is needed</td>
</tr>
<tr>
<td>Very viable programs that were emphasizing rigorous learning have had to be dropped or sales back. Effective efforts such as data team work has had to be scaled back, thoughtful processes of implementing common core have had to be tabled. Everything is about compliance to directives to meet RTTT reporting.</td>
</tr>
<tr>
<td>Poor implementation and lack of resources for RTTT and EES.</td>
</tr>
<tr>
<td>With change that we do, we see some student progress because more at school have stepped up and are working together.</td>
</tr>
<tr>
<td>Although the components of EES (i.e. Danielson to reflect on practice) make sense, the implementation of all components of EES is too much, too fast, with not coherent plan. It has negatively impacted administrative operations.</td>
</tr>
<tr>
<td>This refers to the time necessary to carry out the task. All other school tasks completed prior must also still be done.</td>
</tr>
<tr>
<td>STEM and PD efforts have been put on the side to deal with compliance issues and due dates. EES has added approximately 160 hours of work to my responsibilities at school and done at night and on weekends. And we do this while working without a contract.</td>
</tr>
<tr>
<td>Yes its had negative impacts because of the time required and the crappy way its been rolled out. we have no EES EO to facilitate or help us so the workload has been shared among 4 district staff which has been difficult for them and us. in the other hand I’ve had great conversations with staff this year and I’ve been able to use EES to focus our ac fun plan for next year. it also was a great segue into talking about our school SGP score which was extremely low</td>
</tr>
<tr>
<td>No time left to sustain school initiatives started before EES</td>
</tr>
<tr>
<td>Yes but there are merits to RTTT and EES</td>
</tr>
<tr>
<td>So much time is spent in meetings to complete the EES process that it is taking away from allowing myself to be in classrooms and teachers planning and collaborating on instruction</td>
</tr>
</tbody>
</table>

---

10
The pace of implementation has forced schools to lose effective practices. Every principal should make a list of what their school had to give up to have the time to be in compliance with EES. We have lost sight of our students' well-being and educating the total child.

It has had a negative impact but not because the initiatives are important but because if the time all of this has taken! I believe in EES and RTTT implementation but it was way too much, way too fast!

The tools of EES are good, but the use for evaluation has impaired its effectiveness and wasted a great amount of time and energy.

This is mainly in the form of teachers feeling overwhelmed and overworked. Despite efforts it has impacted morale and we are trying to do the best we can without all of the structures and resources.

So much was implemented at once that I do believe there will be an implementation dip...the longer term impact remains to be seen.

It has a positive impact on instruction to the students, but a negative impact to staff morale.

Keeping up teacher morale has been challenging as they need to learn the EES, the new reading curriculum, and new math curriculum.

It will take time to see how it truly works. I've seen some good and some bad.

Unable to attend and/or monitor IDEA meetings since EES had taken over.

Though it has not negatively affected student learning, teachers and administrators agree that we are too busy complying.

Teachers and admin spending way too much time answering the various components of EES rather than teaching students or visiting classrooms. Currently I'm using more effort and spending 2 or 3 times longer just doing the required paper work and reports.

Sometimes due to the lack of time

### QUESTION #7:

*Some school leaders have expressed concerns in forums and meetings that the EES may be negatively impacting school services.*

**Has the HIDOE implementation of the Educator Effectiveness System (EES) negatively impacted your school in the following areas?**

<table>
<thead>
<tr>
<th>AREA OF IMPACT FROM RACE TO THE TOP</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED services and IEP Meetings</td>
<td>54%</td>
<td>38%</td>
<td>8%</td>
</tr>
<tr>
<td>Professional Development time</td>
<td>87%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Collaboration time for Academic Plans</td>
<td>75.5%</td>
<td>22%</td>
<td>2.6%</td>
</tr>
<tr>
<td>WASC Accreditation meetings</td>
<td>48.6%</td>
<td>30.8%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Data Teams</td>
<td>63.4%</td>
<td>31.4%</td>
<td>5.2%</td>
</tr>
<tr>
<td>ILT Teams</td>
<td>42.5%</td>
<td>31.5%</td>
<td>26%</td>
</tr>
<tr>
<td>Common Core State Standards</td>
<td>63%</td>
<td>32%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Preparation for Smarter Balanced Assessments</td>
<td>78%</td>
<td>16.5%</td>
<td>7.2%</td>
</tr>
<tr>
<td>New Teacher support</td>
<td>54%</td>
<td>39%</td>
<td>8.4</td>
</tr>
<tr>
<td>Campus Supervision &amp; student discipline</td>
<td>67.3%</td>
<td>30%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Safety and Security Preparedness</td>
<td>45.1%</td>
<td>50.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Category</td>
<td>2019</td>
<td>2018</td>
<td>2017</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>49.7%</td>
<td>44.4%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Senior Projects</td>
<td>12.5%</td>
<td>50.7%</td>
<td>36.8%</td>
</tr>
<tr>
<td>Student activities (leadership activities, May Day, assemblies, field trips, etc)</td>
<td>55%</td>
<td>39%</td>
<td>6%</td>
</tr>
<tr>
<td>Faculty and Staff Morale</td>
<td>94%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Retention of Faculty / Staff</td>
<td>56%</td>
<td>25.3%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Building relationships with parents and community</td>
<td>52.3%</td>
<td>37.7%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**COMMENTS:**

Professional Development

Morale is low because of EES. SLO's, CD, tripod has taken up time from teachers.

Collaboration time with colleagues. Many "no shows" to meetings because admin has to conduct EES observations and meetings.

I would like to clarify that any initiative rolled out this quickly causes stress to the whole school.

Rescheduling EES due to tight scheduling of IEPs, WASC mtgs., ART mtgs, SCC mtgs., etc. creates anxiety for teachers.

It has taken so much time away from the daily function of the schools and the good work that was intended to happen.

The compliance attitude, atmosphere has taken over almost everything school leaders do. the workload has increased so much it is next to impossible to do meaningful improvement.

Negatively impacting: managing fiscal responsibilities, conducting fair and timely performance PAS evaluations for employees, maintaining accurate inventory, technology plans, addressing bullying, transitioning students, college and career readiness, and our own professional reflection for CESSA.

Teachers have expressed a desire to change professions, but are unable to do so with a degree in education.

Not Sure - both positive and negative results.

Stress: more teachers taking a mental health day(s), more sickness, more subs on campus than ever before

Principals are carrying the sole responsibility for communicating initiatives with minimal support and guidance and it negatively impacts our relationships with teachers

There has been little time for anything else, if we had a full staff of administrators maybe it would be more realistic

New teachers are leaving the profession because of EES

Although EES and the 6 Prioritized Strategies are interconnected, Principals and a few teachers may see that but not ALL teachers.

not sure replies is due to there was not a choice if it did not apply to elementary schools.

It has impacted all of these things because of time. There is no time. I'm always in meetings and it makes it hard to do anything right.

Burning the teachers and admin out. Everybody getting more and more negative on the DOE/BOE leadership and direction education is heading in

I have 230 EES related meetings in 180 school days. This takes my time and attention away from campus before and after school and away from IEPs and 504 preparedness, thus creating greatly increased exposure for the state and system.
QUESTION #8:

According to a recent news report, U.S. Secretary of Education Arne Duncan stated that Hawaii’s Race to the Top progress is "extraordinary" - implying that the recent implementation of RTTT in Hawaii is responsible for increases in test scores and for the excellent college career academies at Waipahu High School.

What best describes your level of agreement with this report?

I STRONGLY AGREE that the recent implementation of RTTT is responsible for increased test scores and in the development of successful college career academies at Waipahu High School 0.7%

I AGREE that the recent implementation of RTTT is responsible for increased test scores and in the development of successful college career academies at Waipahu High School 11.2%

I DISAGREE that the recent implementation of RTTT is responsible for increased test scores and in the development of successful college career academies at Waipahu High School 56.7%

I STRONGLY DISAGREE that the recent implementation of RTTT is responsible for increased test scores and in the development of successful college career academies at Waipahu High School 31.3%

COMMENTS:

I do not have enough information to answer this question.

Can't directly determine or determine in isolation

Somewhat - at the expense of other things.

The success experienced at specific school sites are happening despite RTTT

Please correct me if I am wrong but is Waipahu High in the Zone of Innovation? Did they receive more funding or a higher pay for teachers? Would they have done just as well without RTTT?

Don't know.

Not Sure

Don't know enough about Waipahu HS prior to RTTT.

Waipahu has improved because of their school within a school grant participation. They are not even a RTTT zone school. It is because the Principal and his team of VP's and teacher leaders have pushed smaller learning communities that the school has improved. the increase in test score are from efforts that were implemented way before RTTT even came about.

We did not receive money or support from the RTTT at our school.

I'm not sure I can comment on that....Mr Hayashi has done many things well at Waipahu

I have no clue about Waipahu HS

Keith Hayashi's leadership is responsible!

not sure

Neutral

Individual schools and principals, like Waipahu are excellent because they just are! nothing to do with RTTT

I don't know enough about this article or what happens at Waipahu High to comment. I can say that Strive HI is a huge step in the right direction as is EES. Unfortunately, the fast-moving implementation
of all of the new initiatives has put a serious drain on my school’s resources and my ability to be as effective a principal as I would like.

I thought that RTTT was applied to Nanakuli-Waianae Complex. Was Waipahu in the Zone? Did Mr. Duncan visit Waianae, Nanakuli, Keaau, Pahoa, Kau during his stay? These were the schools that received the financial benefit of RTTT. Why weren't those schools featured? I can't help thinking that this was also a timely highly political move by the Governor.

I do not know enough about Waipahu to comment

I would say that based on Waipahu's school level leadership, they would have accomplished gains in learning and successful college career academies even without RTTT.

IT has nothing to do with RTT.... It's Keith Hayashi and his wonderful staff

The leadership of Keith and his staff was the driving factor for success not Race to the Top

It's too early success might have happen with or without RTTT. 5 years will tell if things have changed. Plus it's not RTTT it's the people who are doing the work that make any success possible.

I don't know enough about Waipahu High's success to comment, nor would I ever be critical of a colleagues efforts to do whatever it takes to help their school.

I had no idea what has happened at Waipahu until I read about Sec. Duncan's visit.

If testing of all students were conducted in high schools then a true picture could be concluded. Good for Waipahu HS for doing well, but what about all the other high schools in that and other complexes? If Hawaii is a one board school system then we cannot single out one school and make conclusions from that. RTTT is a statewide initiative and not one high school.

This is a result of a forward-thinking principal and not RTTT.

Can't speak to this item

I have no idea.

QUESTION #9:

As a school administrator, do you have a clear understanding of the following:

<table>
<thead>
<tr>
<th>AREA</th>
<th>YES</th>
<th>NO</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards</td>
<td>71.2%</td>
<td>20.3%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Springboard</td>
<td>14.1%</td>
<td>74.5%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Wonders</td>
<td>11.9%</td>
<td>74.8%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Go Math</td>
<td>6.8%</td>
<td>84.3%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Smarter Balanced Assessments</td>
<td>21%</td>
<td>70%</td>
<td>9%</td>
</tr>
<tr>
<td>SGP – MGP Growth Model for evaluation and accountability</td>
<td>25.8%</td>
<td>65.8%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Overall Teacher Evaluation - EES</td>
<td>47.7%</td>
<td>45.7%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>46.7%</td>
<td>45.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Charlotte Danielson Classroom Observations</td>
<td>77.3%</td>
<td>18.8%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Core Professionalism</td>
<td>33%</td>
<td>61%</td>
<td>6%</td>
</tr>
<tr>
<td>Testing (H.S.A., SBAC, End of Course, universal screening)</td>
<td>33.8%</td>
<td>54.5%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
Biggest concern is unavailable funds to purchase State reading/math materials

Go Math has been our school's program for several years. That's the only reason we have a familiarity with it.

I do not think that Danielson was rolled out effectively. Now with the full certification, we are finding that ratings and evidence in the past 2 years are not accurate and we need to re-train teachers as to our expectations.

I answered no to most because yes would imply that I understand and can implement. I know things about most of the efforts but not enough to adequately plan an effective school implementation. In addition in most cases we keep getting conflicting information on any one of them! The roll outs have been hasty incomplete and confusing. they are being done so that a check box can be filled out on the RTTT fed report.

**ART STEM**

We are just a step ahead of teachers on EES, and things change midstream. Other critical things like SBAC are just not being addressed. Our students and scores will suffer next year.

I have an introductory level of understanding, not a crystal CLEAR level of understanding.

Tripod, Working Portfolios,

The PDE3 electronic tool is clearly consuming unnecessary time with its cumbersome navigational processes. Too many initiatives at once. We are burning teachers out!

EES was never explained to administrator with any depth. With the exception of Danielson none of the other components (portfolios, SLO, Core, SGP) were explained in detail and data entry for all areas were never conducted. Principals are asking principals on how to do this. SRS & CART staff unsure so schools are guessing and doing things by trial and error in accomplishing the required data entry.

**QUESTION #10:**

Some principals have raised concerns about the cost and disruption to learning caused by a lengthy DOE investigation process. Please respond to the following questions about investigations.

**At this time, how many employees at your school are on paid leave because they are being investigated?**

None - 118

1 - 22

2 - 5

3 - 7

4 - 0

Other

**COMMENTS:**
I have that employee on a TA on campus.

$300K+ of DOE funds are wasted because inexperienced State level make impulsive & damaging decisions only to find a year later that there was no ground for the allegation.

None, but did have a teacher on workers compensation for 2+ years (employee recently retired) despite most people involved in the case dispute the incident occurred.

Plus one retired, two quit. and there are at leaf 6 open investigations that have gone on for 7 months and counting

1 employee, but not on paid leave
I am waiting for an investigation to start.

Had 2 employees on paid leave in 1st semester because of being investigated.

I did have one that went on for 2 years that just ended in January

An investigation was initiated on me over a year ago with no results.

2 casual hires

**QUESTION #11:**

**If you indicated that you currently have an employee on paid leave, what is the longest length of time that an employee has been on paid leave?**

1 month - 3
2 to 3 months - 4
3 to 6 months - 9
Longer than 6 months - 8
Longer than 1 year - 8
Longer than 2 years - 4

**COMMENTS:**

In the past I had a really sweet teacher who just waved her finger to focus an ADD gr. 2 student. This very dedicated teacher quit soon after she was found innocent.

None on leave.

Employee retired in January 2014 after being on leave for approximately 2.5 years.

No one really knows how many investigations are on going or have been done. the DOE has a policy that allows them to place employees on leave with only vague charges then launch into investigations to do witch hunts and try and justify their actions. It tramples all over basic rights and the opportunity to defend one's self aguish charges. In many cases they even refuse to identify the accuser . In fact there recent "hotline' ENCOURAGES people to complain with guarantees of not having to face the accused

3 months, continuing
investigation started in January, waiting for employee meeting with CAS to be scheduled, delay because union rep on one month vacation

Did have one teacher being investigated and it took three years to settle.

1 ptt's investigation has been going on for 7 months.

**QUESTION #12:**

*What recommendations do you have as possible solutions to current problems you are experiencing or observing, or on how to improvements for our public schools.*

**Please share below.**

<table>
<thead>
<tr>
<th>Expect the Leadership Team to possess a clear understanding of all the initiatives in Item #13 and model understanding and active implementation at the highest level. Show us that it works!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire someone to do all investigations.</td>
</tr>
<tr>
<td>Take things off our plates.</td>
</tr>
<tr>
<td>ILT</td>
</tr>
<tr>
<td>SLO's</td>
</tr>
<tr>
<td>Implement new initiative in increments. Too much at one time.</td>
</tr>
<tr>
<td>Add parent component.</td>
</tr>
<tr>
<td>Not sure</td>
</tr>
<tr>
<td>Cut down on the amount of EES evaluations. Doing all faculty members, every year, is not doable.</td>
</tr>
<tr>
<td>Take some things off of our plate. For example, quarterly SCC meetings would be sufficient rather than monthly meetings, and posting agendas and minutes online. Creating 1 due date for PAS evaluations so that due dates are not scattered throughout the year.</td>
</tr>
<tr>
<td>Core professionalism should be simplified. If there is a concern, administrators would have that documentation. If there is no summary of conference or other documentation of professionalism deficiencies, teachers should be proficient in this area by default. If they want to be looked at to see if they are distinguished, then they should have to upload documentation of that.</td>
</tr>
<tr>
<td>One initiative at a time,</td>
</tr>
<tr>
<td>Leadership understanding of the concepts and their interrelatedness</td>
</tr>
<tr>
<td>Additional collaboration and PD days are needed in the school year to discuss and train with faculty and staff about the critical changes of curriculum development.</td>
</tr>
<tr>
<td>Funds are needed to purchase Wonders and Stepping Stones material</td>
</tr>
<tr>
<td>Tenured teachers should be observed 1x / yr. Non tenured 2x / year. Complex SRS &amp; DES should be required to do observations. They had to pass Danielson so should observe.</td>
</tr>
<tr>
<td>SLOs need another trial year. Core is a waste of time.</td>
</tr>
<tr>
<td>Having 6 Priorities is having No Priorities. We can not effectively implement this many changes. I recommend we choose 1 or 2 priorities and focus on implementing them with fidelity. Once these are in place we can move on to other priorities. We are currently doing everything poorly because there are too many things to do and we have not been adequately prepared or supported to do them.</td>
</tr>
<tr>
<td>Utilize more &quot;voice&quot; from the school level. One of the major flaws of RTTT initiatives, EES... is the fact that there is no concept of what happens at school level thus the implementation and expectations that are thrust onto schools are not realistic.</td>
</tr>
</tbody>
</table>
Stagger and/or streamline the teacher evaluation requirements (SLOs, observations, meetings). Also review classified employees who have been on worker's comp for years.

All administrators have a school calendar of events. It would greatly help if the DOE had a calendar of events and due dates. This would increase communication between offices so that everything is not due at the same time and reduce all the redundant reports. This would greatly help communication among and between all offices.

The words of wisdom from curriculum strong E.O.'s need to be respected. Those find security in lock-step procedures are demoralizing dedicated E.O.s who sacrifice their own family time to continually improve educational services to students.

Allow the principals to determine teachers in need of a second CD observation/the need for portfolios, etc.

Allowing pilot group input to count. Make decisions more transparent and utilize the input given verse what seems to be top down decisions. Take away the onus that you are constantly on the verge of being removed if you do not move your school. If we were truly given the ability to hire, fire, and be in control of our schools. I would then see that we are truly CEO's. We should then be paid and have a true evaluation system in place as we would be in control and accountable.

LISTEN to what is going on in the schools. Let the schools do what is working, do not micromanage us. Everyone is the school is doing the best they can to support student achievement, but it is our of fear. It should be out of love and positive motivation. So many rumors circulate amongst teachers that are questionable. Do something about it. Assure them that the process will be fair. Trust needs to be built...right now it is being destroyed. And expectation of principals to distract negativity and fix everything...we can't!

I would recommend a revamp of the implementation plan that took into consideration a representative sample of school level personnel, not focus groups, and used an open and collaborative process in its development. Then I would communicate and train, communicate and train, communicate and train before implementing. I would remove the issue of pay from teacher and administrator evaluations and focus on professionalism and continuous improvement to build commitment and not mandate compliance.

Slow down on the rolling out of initiatives. Too many all at once. I would suggest to improve not only morale for the teachers but for the administrators too is to provide more resources to the schools instead of creating an EES cast who may not necessarily have the right tools to support schools. This seems to be more of a compliance driven entity and telling the schools what they HAVEN'T done rather than saying 'let me do this for you'.

There needs to be a reduction of the workload of principals and VP's. The EES has doubled our workload. No one in DOE upper administration is listening to the field. I don't feel supported. We live in a climate of fear of retaliation more than ever before.

Think through & thoughtfully plan for training & implementation of initiatives. Do one or two at a time. Roll things out the way you would want a teacher to do in her classroom to insure all students learn, grow & improve.

EES is taking too long, taxing on resources and time from administrators. No training on professionalism component!

too many observations-disempowers professionalism of educators

ridiculous to give k,1 students a survey used to evaluate teachers and impact pay

The initiatives were operationalized too quickly without clear understanding by the field. Take one initiative at a time and implement it well. Too much too soon....and no one listens or cares about the concerns from the field. If you say something or disagree, you are "punished."

Anticipating PD needs prior to implementing initiatives.

Provided feedback but it feels like no one listens

- less new initiatives all at once

- get rid of unions

- state and district to support principals to remove incompetent personnel so we can strive for excellence instead of just saying we're striving for that using subpar employees

We need confidence in our leadership and in order for us to get that they need to show confidence in us. They need to back up our decisions for our schools. Unfortunately so many of the Principals are new and may need real support and guidance with decision making. Any gains the state has made is due to the hard work of teachers and administrators at the school level. This was not the impact of
RTT, but rather the quality work that came prior to all of this.

There are too many components, deadlines, and meetings to keep track of while running a school. Administrators are drowning under the current workload.

My suggestion is to revisit the current EES System and focus on the parts that will have the most impact on teacher effectiveness and student learning.

We need too slow down... Let's go slow to go fast.

If I had more administrative support (such as a VP for our small school), along with more and targeted PD, some of the negative impacts listed could be addressed.

Too much time CD observation time, along with pre, post meetings as well as input time on computer. Recommend every other year for teachers formal observations. If schools have effective data teams on each grade level, SLO's are redundant and time consuming busy work.

Allowing teachers the time they need to collaborate and plan to TEACH. The many hours required to meet the requirements for EES is demoralizing.

The monolithic single statewide system needs to be broken up to allow for individual communities to have input on crafting a educational system that works for their communities. We will never have independent school districts with taxing powers like the mainland, however we can have flexibility built in that will allow for creativity in addressing regional problems and still have state wide directions. For the Superintendent an the Deputy to think that they can control and improve the whole state with a one size fits all models not only outdated it is pure folly and as witness by why is happening now creating low morale in all employees and creating a climate of fear and intimidation that will harm the system for hers to come if it is not changed soon. Organize the complexes into regional districts and give the principals control of 90 % of the funding. Require them to organize and select their regional leadership and develop their systems of improvement with a framework of expectations that are truly educational sound (not simply RTTT driven ) The money to operate these regional units would come from the schools. The personnel OHR system is broken, the facilities system from R & M to CIP are a backlog shamble . These need to be fixed at all levels and I suggest they be decentralized and reorganized

Need a vice principal at all schools to help maintain the other EO responsibilities that fell by the wayside due to the implementation of EES and 6 Priorities.

Initiative roll out can be improved.

I believe we need additional time to properly implement most of the initiatives coming down in the department, as well as executive and legislative decisions. We also need to develop more inquiry based sessions on these issues, rather than advocacy meetings to introduce our vision.

Increased communication from leadership. Once a year at the ILI is not enough. They need to also visit our schools to understand the extraordinary work our faculty, staff and students are doing.

Cut back EES, too much, and there is no differentiation between the process for great teachers and the process for struggling teachers.

Better understanding of state's perspective/understanding/vision so I may make the connections for school level.

Having an additional administrator (VP) would help to even out the load.

Ask the school level administrators for their ideas to implement. It's the only way to effectively and efficiently move forward. However, the discussion must be open and conducted in a trusting environment.

Instead of conducting EES classroom observations for all teachers twice a year, doing it on a rotational basis 1 time every 2 to 3 years.

Clear templates that can be followed. Check lists so investigation can be easily completed.

EES implemented in parts at at time to get trained well and then we are able to train our staff well. This helps with the frustration and anxiety.

Not pre-populated CESSA - it is demoralizing to feel you are working so hard only to see basic pre-populated because of a state average. Demographics can not be ignored ruled out. 300 on HSA for affluent communities are not equal to 300 in high needs communities. Look at research data pertaining to attendance, health, study habits, home vocabulary...

Scale back and streamline RTTT and EES initiatives. Try actually listening to the principals before implementing policies they have to work under.

Take things off the principals plate.
Roll out of state initiatives need to be clear, timely and no revised every other month.

<table>
<thead>
<tr>
<th>Single curriculum should not be forced on schools and force the schools to pay for the cost.</th>
</tr>
</thead>
<tbody>
<tr>
<td>more monies to school level, less district support as district RT's with focus schools, we do not get much support at all, or RT's too top down telling schools what to do (turn in etc) because they are not in our schools enough and told my fault because I do not invite them in!</td>
</tr>
<tr>
<td>1. Timing and pacing of the roll out of EES needs to be changed to one that gives principals and teachers time to learn and process for effective implementation. 2) The training for components of EES needs to be more thorough. SLO and Core Professionalism were especially shoddily rolled out.</td>
</tr>
<tr>
<td>Danielson Observation should be done once for proficient and distinguished teachers. Any teacher with a lower rating should then be rated by an objective rater from the district/state whose job is solely to do observations and to work with marginal teachers.</td>
</tr>
<tr>
<td>Administrators should also be compensated for the additional work done.</td>
</tr>
<tr>
<td>Just a waste of resources, time and money. We can never get back. The new bell schedule should be done and it's not. Again such a waste of effort to comply. No plan for retention and replacement of educational officers. This has been my worst year as a principal, not what I signed up for!</td>
</tr>
<tr>
<td>Less is more. Let's work on a few items and do it well.</td>
</tr>
<tr>
<td>I'm a principal at a small school. WSF does not provide enough funding to buy a vice-principal position. I am unable to implement all of the 6 Initiatives with fidelity alone.</td>
</tr>
<tr>
<td>Hire district people to do all of the observations.</td>
</tr>
<tr>
<td>Take something off of our plates!</td>
</tr>
</tbody>
</table>

**Rotation**

<table>
<thead>
<tr>
<th>Rethink EES requirements for the next few years...state is killing people and morale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give some</td>
</tr>
<tr>
<td>Flexibility to high performing/growth schools. They figured things out in their own way so let them</td>
</tr>
<tr>
<td>Continue. There is a one size fits all since RTTT and with finite time there is no time for continuing the Practice that made us successful.</td>
</tr>
<tr>
<td>Fix the problems and areas of need in the HIDOE that were already identified before RTTT came along.</td>
</tr>
<tr>
<td>It seems that an agreement with HSTA drives the demand that EOs complete the CD observation workshops and pass the tests by the end May. Our complex made the mistake of selecting the online workshop and it is turning out to be so lengthy that we are having difficulty completing it. The face to face workshop cannot be provided until after the May deadline. Why can't we propose adjustments instead of demanding our time away for the workshops that take us away from school matters.</td>
</tr>
<tr>
<td>Create outside teams of trained observers to perform the Danielson Observations of teachers that will work within a complex. This will ensure consistency for all observations in a complex.</td>
</tr>
<tr>
<td>Unions and CBA need to be student focused and centered.</td>
</tr>
<tr>
<td>One to one computer program for all schools and students, not just a select few schools</td>
</tr>
<tr>
<td>Change the number of observations of teachers in the classroom. Lower the number we have to do.</td>
</tr>
<tr>
<td>VP provided at every school</td>
</tr>
<tr>
<td>1:1 computing</td>
</tr>
<tr>
<td>SLOW DOWN ON THE #of initiatives, we do not have the infrastructure, technology, and personnel in place to support them, can we stagger the roll out? We need more PD, our teachers need more direct PD, especially those on rural areas.</td>
</tr>
<tr>
<td>The need for dedicated time to conduct EES required meetings. Especially at the end of the year.</td>
</tr>
<tr>
<td>We need more administrators to support EES, when done well it can support teacher growth</td>
</tr>
<tr>
<td>Maybe with RTTT's sunset, there will no longer be these ridiculous deadlines and expectations - and ART and those six priorities - we get it - to the point of nausea. Also, we are so ill prepared in technology - it's frightening and embarrassing.</td>
</tr>
<tr>
<td>Consider decreasing the number of initiatives that must be implemented next year. Have a focused professional development plan that is beyond an overview. It should be meaningful and relevant w/opportunities to meet again and share how it's impacting student learning. For example, wonders</td>
</tr>
</tbody>
</table>
training should be available during the entire year so teachers can get the support needed to effectively implement. Summer training would be a good start.

I really think I could have used a Mentor as a new principal.

Make VPs 12 month.

Give high schools an additional VP.

State has to provide the systems of support as outlined in the CESSA. Moral and ethical principals (who take the time to address substandard performance) have to be supported. They also need to support EOs with timely investigations to keep up a positive morale among EOs.

Only 1 observation cycle necessary.

I believe that focusing on one or two things and doing those really well is a better plan that doing a whole bunch of new things with mediocre results. If EES needs to be my main focus, then I need more support to accomplish all of my other duties.

I would like to recommend an incremental adaptation to EES such as Danielson observation for the first year only. These observations has assisted with creating a better relationship with our faculty however with the other caveats in EES, it is very demanding implementing all at once.

1. Stop trying to calculate teacher evaluations

2. Use the tools in ESS for teacher feedback and improvement (as they were designed).

3. Scrap SLO's teacher evaluation. They are currently account for 50% of the majority of teachers effectiveness rating. Poor quality teachers have the opportunity to fudge their data and retain effective ratings. It will be more difficult to remove bad teachers.

Use a different tool to conduct teacher evaluations.

State leadership needs to get in touch with the school and not look at the school as a business. Needs to add the human factor.

Perhaps complete the EES rollout in increments. Quality instead of quantity.

T-I-M-E There is not enough time in the day to take care of ALL of these requirements. In discussion with some of my colleagues, it appears that some of us are having to choose to be compliant vs. being truthful. By COMPLIANT I mean that some have talked about shortcuts such as ratings. That's why when you go in some of the ratings and evidence don't necessarily match. However, the State is looking at only the completions and for the sake of being in compliance with completing the task. TRUTHFUL may mean that there is not a completed rating because there just was not enough time for wither the teacher or the Principal to complete the requirements but the information is accurate and truthful. How do we know we have GOOD Data or BAD Data. How do we get a true picture of what it takes to complete the EES system if we are all not truthful. In addition, the misconception is that ALL of these elements of EES can be done. That's bad if we are not acting with integrity in order to comply.

Use the EOs at the district level to assist principals with EES at the school level (SLOs, observations, core professionalism)

While we have 6 Priority Strategies + STEM to implement, we need to have a real priority list and should not be implementing all 7 with the same level of priority.

1. Significantly cut down on the number of compliance reports that administrators are required to submit and work towards streamlining those that are a must.

2. Increase staffing for special education to make inclusionary/co-teaching practices WAY more attractive to schools than traditional resource/FSC models.

3. Empower administrators as professionals by allowing them to use EES in a more differentiated fashion rather than requiring the SAME for everyone.

3a. Ditch the "bell curve" model that EES is based on and instead use a standards based "j curve" approach". The current system guarantees winners and losers and will breed mediocrity!!! I really do not think this is what we want.

4. Overhaul PDE3 to reduce the amount of "clicking" and have a teachers ENTIRE evaluation on ONE page rather than on 50 different screens.
5. KEEP the 21 hours FOREVER AND bring back the ability for schools to have 6 PD days a year without having to do a waiver. (remember, the year we had furlough days, test score increased...seat time does not mean more learning)

6. The whole bell schedule thing this year was RIDICULOUS! Never let that happen again.

7. State needs to work across the tri-level system to create more supports for students who have medically fragile needs including ways to train and retain teachers who are specialists to work with this types of students.

8. Convince the legislature to go with 1:1 for the entire state.

9. Support complex areas to adopt a common universal screening and progress monitoring system.

10. Minimize the addition of any major new initiatives for the next 5 years.

11. Increase the number of VPs at every school, or fund an operations officer at every school, AND then increase the expectation of every principal to be a true instructional leader OR find another profession.

<p>| Time to meet with everyone is insufficient. I am doing some 7:15 a.m. and 3:00 p.m. meetings just to do pre- and post-conference. I am also hiring substitutes so I can get in SLO, Core Professionalism and final conferences in. |
| provide the time and personnel to support the implementation of EES if it is here to stay. |
| Refine the EES system so ineffective teachers can be handled appropriately. |
| Focus on less initiatives. |
| Review EES task requirements and modify requirements to a more reasonable/doable level with no negative impacts on other school level priorities. |
| The SLO process needs to be clearer and is burdensome for the teachers. There needs to be alignment with the SLO process to the new curriculum. Please do not share school data as a testament that the system is working until everyone has a clear understanding and all metrics have been reviewed and revised. |
| I think we should consolidate and streamline components of EES. We need to focus on that area that will make the biggest impact for the time spent. Also, STRIVEHI and the Hawaii Growth Model schools up to compete with one another, disincentivizing collaboration. Worse, it's based on episodic test scores which may not accurately reflect student learning over time. Instead, growth should be determined by more authentic measures that track progress throughout the school year. Further language and actions from leadership should center on how we help each other succeed and build our collective capacity by learning from each other. |
| we cannot use a coaching model to evaluate teachers |
| Too much, too fast without proper supports in place. One of the biggest problems is that the STATE-level people cannot provide adequate answers to the school-level people. We are helping THEM learn their jobs. We're going in 3000 directions at one time. |
| DOE needs to step back, regroup, and PLAN before implementing. DOE needs to listen to those at the school level. Too many STATE people do not have any school-level experience. Tell them to get off their damn high horses and get their feet in the muck - maybe they'll learn something. |
| DOE leadership should share vision and plan for EES and initiatives. Provide supports and resources to adequately implement the initiatives. Accountability measures not only for school level. School level input actually considered and acted upon...not just heard |
| Keep state initiatives to 3. 6 are too many! |
| Get rid of SGP and Tripod as part of EES |
| Create cycles similar to PEPT, especially for already effective teachers |
| Need more inservicing on the components of EES. We should implement only 2 at a time |
| Evaluations on a rotation. Not all teachers evaluated with Charlotte Danielson. Have an evaluation like PEP-T and use Charlotte Danielson for teachers who require more assistance/support. |</p>
<table>
<thead>
<tr>
<th>Limit the amount of new initiatives rolled out at one time. Provide a complete system and training prior to implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide funding to support programs when required such as the one curriculum roll out of Wonders and Stepping Stones.</td>
</tr>
<tr>
<td>Workload is excessive, not enough time, personnel to be visible in campus, do informal walkthroughs of classrooms.</td>
</tr>
<tr>
<td>1. Place proven educators that have been successful school level implementers with a track record of success into authority and decision making positions vs. policy makers that have had little to no level of educational experience.</td>
</tr>
<tr>
<td>2. Get rid of _____ that does not have credibility in the field.</td>
</tr>
<tr>
<td>3. Stop contracting external personnel to do work that can be done by DOE employees with the right leadership in place.</td>
</tr>
<tr>
<td>Recommendation is to have us take the CCSA as soon as possible so that we know what we are up against.</td>
</tr>
<tr>
<td>Cut back on the number of observations and SLOs need to do, do away with the roster verification process, develop rubrics for observations of preschool and sped, simplify the wording of the Lower elementary tripod survey, allow greater flexibility with the data team process and RTI for those schools achieving higher student growth</td>
</tr>
<tr>
<td>Improve implementation. Don't do everything at once. Give time to learn and practice. Go slow to go fast.</td>
</tr>
<tr>
<td>One tripod, one observation, one roster Verification for tripod one for testing. Every school has VP and set funding for basic school needs to keep school stable.</td>
</tr>
<tr>
<td>Phase in reforms instead of implementing all of them simultaneously. Have well designed plans and systems ready to go; don't create them as they are being implemented.</td>
</tr>
<tr>
<td>Slow down and let's focus on a few things that we can do well.</td>
</tr>
<tr>
<td>Cut back on the mandates!</td>
</tr>
<tr>
<td>Give schools back time for PD focused on school improvement!</td>
</tr>
<tr>
<td>Have teachers that are proficient the first semester not do a second observation on EES.</td>
</tr>
<tr>
<td>Decrease the number of formal observations, let the walk through data be used.</td>
</tr>
<tr>
<td>The changes (EES, SLO's, etc.) are too much too fast, morale is declining. Slow down let teachers and administrators do their jobs.</td>
</tr>
<tr>
<td>Thoughtful rollout not half completed hope it works rollout</td>
</tr>
<tr>
<td>Go slow to go fast. I really think it is a step in the right direction and I agree with most of the initiatives but things were coming so fast and furious that it did not have time to sink in before we moved on to the next initiative</td>
</tr>
<tr>
<td>Have the resources match the plan. Our department expects schools to meet/exceed standards with minimal support. Not sure much longer we can operate like this.</td>
</tr>
<tr>
<td>The unions have to start working with the DOE/schools to correct each problem. I've had union issues with HSTA and UPW and they don't care about how bad their workers are. Only thinking about protecting that persons union right. Of course that is their job, but it should be a win-win situation and not just moving a broken product from school to school. The unions should work with the school and together help this employee get better. The unions have to realize that this one bad egg is hurting their other members as well and this just causes more school dissatisfaction with its members.</td>
</tr>
<tr>
<td>Cut down on the number of Charlotte Danielson observations. Do away with SLOs...what's the purpose? Too time consuming. Time frame to get everything done is too intense. CD as an eval tool is not effective.</td>
</tr>
<tr>
<td>Provide ample fiscal and professional development support. Minimize the number of initiatives to focus on one or two high leverage strategies and allow for reasonable learning, implementation, and adjustments.</td>
</tr>
<tr>
<td>1) Danielson observations should not be used for evaluations. They are intended to improve teacher instruction through a coaching process, not to evaluate teacher performance. 2) The SGP for teachers in tested grades should reflect their current classroom or not be included at all. Likewise, the school score should be for the present year, not the past year when the students were different. 3) rather than...</td>
</tr>
</tbody>
</table>
increasing support at the Complex or District level, give schools more funds to determine what kind of support they need for their own school.

Adjustments to the EES....Slow down the process, implement one initiative at a time. Do not begin any implementation without having a thoroughly thought out implementation plan. Provide the necessary support at school level and focus on positive work being done to encourage improvement rather than punitive action.

In terms of EES, I'm concerned that in this 1st year, some CAS may feel a need to "hit 100%" where quantity replace quality. In terms of a Focus designation, I'm under the impression that the State DOE is not prepared for support and providing resources.

Observe 1/2 the staff every other year or give a 1.0 position to every school only for EES implementation

QUESTION #13:

Please share any additional comment, concern, or question that you may have.

Time for Change.

Very over worked and stressful.

It is very difficult to be the only administrator on campus. If I am scheduled to be in an observation or pre/post conference and there is a discipline issue with a student. There is no one else to help with that. All campuses need to have adequate admin to deal with the large scope of responsibilities of running a school successfully. There must also be incentive to have educators to enter the admin field or at the very least, not penalize them for leaving their classrooms to help out the school (like having them lose their medical coverage because they are serving as a TA for the year)

What is Leadership thinking; how do they rationalize their mandates. For the first time as an educator in the DOE, I feel the possibility of reprisal, futility of effort, loss of hope, loss of faith in the integrity of the organization

Frustration has come as a result of the untimeliness of the roll out of our strategies. Also, it seems as though not all stakeholders are on the same page as to what needs to be done, how things need to be done, etc.

ART seems like a waste of time.

Maybe those who work in the Office find it useful. It's just one more thing to do. Is this part of RTTT? Choosing curriculums totally digitally based is a noble idea. What about schools that donor have the computers to support this for all students? DOE seems to have no one to do real PD. Companies like Edison & SFA do the real training. DOE PD system sucks. We got better & more meaningful PD working w/UH. DOE has made this almost impossible. DOE wrap around services for our students is terrible.

Staff morale at all levels is suffering. The increased workload is taking it's toll. I have never, in my 20 years in the DOE, heard so many people talking about retiring or changing careers. It has been too much, too fast and we are feeling overwhelmed and under-appreciated.

The initiatives are excellent, the time frame caused implementation to be an inch deep.

The Strive High regulations have so many contradictory regs. like standards-based ed using bell curve force fit discriminatory guidelines. Unless those who truly understand psychometrics can clean-up the misinterpretations, our leaders will continue to misdirect our teachers, staff, and community.

To be honest...everyone who can retire will because expectations are becoming unreasonable. Everyone is tired and we are not being respected for all the time and effort that is expended.

I generally do not have issues with the state initiatives in and of themselves but I do have major concerns with the manner in which they were implemented, that is to say with a poorly communicated, inconsistent and incoherent implementation plan that did not consider reasonable timelines or training and did not allow for input from the field. The state has created a top down system that mandates compliance and not commitment and holds teacher and principal evaluation and pay over our heads.
Success at schools is built upon the effort and determination of teachers, staff and administrators working in conjunction with parents and the community to engage, challenge and inspire its students despite the distraction and turmoil caused by poorly implemented state mandates.

What can be done? The Superintendent and her team seem to only want to look good to people like Arnie Duncan while they are killing their people in the field through mandates that are implemented too much too soon. I feel often lost as training has been inadequate. Hirings and firings of principals are becoming more and more political and retaliatory.

Thank you for coordinating this survey.

Need to look at the stress it's placing on all educators
While others are moving away from standardization in education we are being rapidly forced in that direction with no clear understanding of where this will actually take us.

We are trying to be good soldiers... complete the tasks while being on time. We are trying to keep morale up despite being beat up emotionally and physically.

This year is taking a toll on my health and family. My efforts have been on moving the school: strive hi, 6 priority standards, and EES. Many of the forms (ACFIN, Title I) have changed with little to no guidance on how to fill them out.

I believe in the direction that we are moving. However, the changes are overwhelming and time consuming. Communication to the field is poor and the current work load is not sustainable.

All these changes are occurring while knowing that my CESSA evaluation is just around the corner and I haven't been able to work on my evidence binder.

The bottom line is... this is tough year. I wonder what next year look like? I love my job but wonder if I should leave this profession for my health and well being?

The 6 Strategies and EES have had positive effects at the school level... however they are costly (money but especially time) in other areas.

Leadership fails to understand that the demands being made on teachers and administrators will impact our students in ways we are yet to fully understand.

A serious effort needs to be made to either rewrite or eliminate the departments ability to put people on directed leave with vague charges. The current policy was never meant to be used as it is now being "abused"! It was meant for those situations that created a potential for harm or for safety. It is being misused now. Either pressure needs to be brought on the BOE or the legislature will have to get involved. The unions should unite to reframe the policy as all units are subject to it's misuse. Labor law attorneys should be consulted to guide a rewrite. Create true leadership training programs for school leaders at all levels. From novice to experienced. Allow school leaders to lead!! Expect them to do so and they will. We should not be treated as lackeys for the Superintendent and BOE. Their is a complete lack of communication from the BOE and Superintendents office to the field. Fix it. Understand that often less is more and these are educational organizations not for profit businesses.

School staff are used to make the implementation of EES and the 6 Priorities successful, instead of the intended purpose of curriculum coordinators and academic coaches. If that be the case, the Superintendent should pay for these positions.

I am afraid to speak up in opposition to what I believe is causing more harm that good for our students. The message we are getting from above is, "We know it is a heavy lift, but just do it and do not complain."

Morale is even lower than it was a year ago. These new initiatives are causing an adverse effect in our schools. I am very concerned about where this is heading for our students.

Those at the school level do not feel appreciated for all the "heavy lifting" that is going on in the schools.

Our teachers are very stressed out and it takes away from effective instruction.

Where is the research base for most of the initiatives we have adopted for RTTT? With all the millions of dollars, why does my school get less?

Information is good only if it is known, useful, and supports school level.
Scale back on the EES - 1 observation for teachers performing satisfactorily; 2 times for probationary and marginal teachers. One SLO. The numerous meetings are challenging to schedule and other things are taking a back seat.

There are too many disconnected initiatives being implemented at once, then leaving it to the schools to figure it out. All of this coordination at the school level, then, takes time away from other important efforts. It seems that the implementation plan lacks the input of experienced school level administrators because of the chaotic nature of the rollout. Principals should have been an integral part of the initial plan. Now, as an afterthought, we are tasked with being accountable to clean it up.

EES is absolutely detrimental to high performing schools, since it consumes the time, energy and resources that those schools used to become high performing in the first place.

CAS support is there, but cancelled quarterly visits, or just phone conference and feel CAS "inflates" success at schools when presenting to state level.

SRS is a wasted position. Clerk could do same. Lots of information from state to district but not shared to schools or shared piecemeal through RT's to school coaches, by passing admin.

We give feedback but do not know what happens with that feedback, essentially no feedback to our feedback.

Too many rumors, not good for our profession.

School level leaders being moved, so fear of who is next to be moved.

I want to do well in my job but we've had so many unknowns with EES and left to figure things out at school level. School level unit 5 members have stepped up to assist (coaches) when they should not have to. Again, too many rumors about how EES has rolled out at different districts, complexes, and schools which has triggered more rumors and frustration for me to hear some of my colleagues are not completing SLO's or doing any observations, leaving it all to VP's etc. Rumors not good.

We need to restore humane treatment of principals and teachers. Too much, too fast, too perfunctory, too demanding is just too inhumane. I always aim to perform at the highest level possible; I strive to do a laudable job in all my responsibilities. My school was not part of the multi-year pilot, so EES came in one fell swoop for me. In additional to that were Title I requirements. It has been a thoroughly punishing year for me--not an overstatement.

The rate and scope of change, without sufficient training and adequate support, is unrealistic.

I plan to leave this career and do something better.

I have a very dedicated hard working, willing to learn new things faculty. RTTT mandates and EES are breaking their backs. I have never seen them get so sick so often. The same is true of me.

Would like to be part of a more coordinated and unified Unit 6 effort to stand up against the "culture of mistrust and fear" that the current HIDOE leadership has created.

One important purpose of an evaluation is to correct and if finally necessary, release the individual from the job. That is very different from helping teachers incrementally improve. The research says that the teacher improves incrementally most efficiently from short and often feedback, not an extended observation with pre and post conferences. There are teachers who are better off seeking another profession this year. The CD rubric doesn't have to be used in the way it is being demanded.

Teacher evaluation process makes it problematic to remove poorly performing teachers - only 2 formal observations and 2 SLOs will not provide quality information about poor teaching practices. The individual Student Growth percentile rankings for teachers in "effective" is way too generous!

Act. VI positions added to the WSF "pot"

SBBH positions converted to 10 month employees.

There is an extreme lack of support in getting info, training, and funding for the new curriculum.

Teachers with proficient rating should be able to just have walk throughs as opposed to a second cycle. Admin should always have the right to put teacher on observation cycle if necessary.

Our CAS left the department very abruptly. He was extremely supportive and served as a buffer between the nonsense at state level and those of us at the school level. With him gone, and with many GOOD people leaving, I am discouraged and no longer have any faith in ____. It borders on contempt. At the same time, we plow ahead to due what's best for out staff and children - and let those two take all the credit. Whatever. I feel like people in the Lili building think that they have all the answers to
Before making changes and more mandates, consider how schools will implement that new directives. What funds will be available for schools in order to personalize these initiatives. What resources/supports will be available to schools. If we are truly building capacity then there must BE DOE experts available to train administrators and teachers. St this time is costing schools a lot to purchase new curriculum for math and ELA, not to mention STEM and what that will require.

We need step raises, not atb raises.

Thank you for asking these questions.

I understand the political need to implement a connection between pay and performance, but the system being implemented does not reward good performance. It only threatens to punish (take away a negotiated pay raise) for a very few.

The PD3 system is way too time consuming to input and upload. Why are we wasting our time inputting data. Are our evaluations being evaluated? If so, by who? No one with real experience conducting evaluations is available to evaluate our evaluations. I work 50-60 hours a week. I resent wasting my time clicking and uploading data that no one will or should be viewing.

Will a Principal's CESSA be impacted by the implementation of RTTT initiatives could have been another area of survey. With these changes comes staff morale, time constraints which were surveyed as impacting student learning. Do those negative factors get put on the principal? If the student learning factors are impacted by implementation of these initiatives, we'll see if in the Strive HI Report. Each of the Strive HI areas are attributed to teacher s who work with our students.

The superintendent states that they are moving from the "gotcha" mode to a supportive role; however, it doesn't feel like that mindset has moved down.

My CAS told me what my targets would be for my CESSA and there was no pre-conference.

Administrators are tasked to do much more with the same amount of resources. You can increase my pay but that will not resolve the fact that there isn't enough time in a day to accomplish all that we are required to do, especially with EES. Give us more resources for another administrator because schools without a VP are struggling.

Danielson ratings take time to do a good job. I use the excel spreadsheet but then I have to sort 2 ways. Getting this done and to teachers in a timely fashion means I have to take them home to do in the evenings.

while it is not our goal to "remove" teachers, it should be an option when teachers are ineffective and do not demonstrate the desire or effort to improve. The EES system makes nearly impossible to remove ineffective teachers. Much more difficult than PEPT, and there were concerns with this issue even with PEP-T.

It is difficult for a teacher to receive "unsatisfactory" or "marginal" overall when there are schoolwide measures taken into consideration that does not directly tie into their performance. the tripod survey's validity is questionable for lower el teachers and this is also a part of their measure.

Before EES, I didn't have enough time to attend to every facet of being a school leader. Now with EES, it's harder for me to provide at least the same or preferably, better, level of leadership and management for my school.

I've been around for many years. This is the most stressful year I've ever had. The STATE doe is running around like a chicken with it's head cut off, and it still thinks it knows what it is doing. I give credit to the district-level people - they are caught in the middle and are still working hard to support us.

System will continue to devastate what is left of morale and stifle the voices of students

EES for teachers is not suitable for teacher evaluation. It is designed for in depth coaching and requires exorbitant amount of time for administrators

I have worked more weekends this past year than my five previous years combined. The workload is impossible.

The rollout of EES has caused great concern for our school. Teacher morale is down. The amount of things that need to be completed takes too long. This does not allow administrative to lead their schools as they are only trying to be in compliance.

Many dedicated teachers are voicing their high level if stress because if EES and are looking for other employment opportunities.

Too many seasoned principals are leaving schools because of unrealistic expectations, 11-12 hour days, in addition to working evenings for school functions.
Who is leading our system? Politicians or Educators?

I am disappointed the funding for the technology and the digital reading/math programs did not come through.

I worry about the DOE’s decision-making, the absence of collaborative leadership and the negative impact on Public Education in Hawaii.

My health is going down hill I’m worried that this job could cause major health problems if relief isn’t provided soon.

When I look at the amount of additional work required of teachers and administrators, the lack of effect systems of support and the deadlines for compliance, I think the DOE is being administered by staff that don’t have experience or understand what it takes to work at the school level and/or don’t follow the Plan-Do-Check-Act cycle for implementing change.

Superintendent and deputy superintendent needs to experience and understand what the schools are going through.

I have 29 plus years w/ the DOE, 18 as an administrator. I am dedicated and hardworking my evaluations have always been 4's or 5's. I intended to continue to work a few more years, but because of EES, I will retire this year, enough!!!

I have never felt so far removed from school activities. My teachers comment, "We never see you anymore."

The various components of the EES are okay, but the DOE/state rolled it out too quickly and with little to no explanation to administration or teachers on how they work. They gave everybody a copy of the EES booklet and it only confused the situation more as each role group interpreted it differently. Too many intricate and components that needed to be cleared up, but there was nobody who could explain it well. Date entry requirements is still a nightmare to do and determining what needs to be submitted. Timeline to accomplish all this is unrealistic too. If you are the sole administrator with a fairly large staff it makes doing all this in a timely matter nearly impossible. It takes between 5 to 7 hours per teacher to do this well and the DOE expects this to be done 2 or more times per year. For my school that translate into spending nearly 50 eight hour days just to accomplish this. That's over one quarter of the school year. The higher ups forget that school level administrator have many other task, duties, and obligations that must be done daily otherwise we might get in the news.

The motivation to get other core content teachers to fully engage in school improvement is to link student test scores in SS and Science to MSGP scores of their own...don't limit only to ELA and math teachers.

The Principal is expected to do too much in too short of time with minimal or no support and resources.

Faster action on faculty that are placed on leave.

Let's do this type of survey one more time again.

END OF SURVEY QUESTIONS AND RESPONSES

For more information, please contact Darrel Galera, at principalsforchange@gmail.com