UH Mānoa College of Education
2015-16
Educator Effectiveness System
Data Analysis

Select Findings
Data Notes

• All data are from the Hawai‘i Department of Education (HI DOE) Educator Effectiveness System (EES) academic year 2015-2016 data provided to the University of Hawai‘i at Mānoa’s (UHM) College of Education (COE) by Hawaii P-20 on 03/24/17.

• All visualizations include subsets of FY2011-2012 through FY2015-2016 graduates who were found in the DOE.

• Many indicators did not include data for all graduates (e.g. the majority of graduates and teachers in the state do not have Tripod scores). In these cases, only teachers with data were included.
Finding: Of our 1233 graduates in the past 5 years, 973 (78.9%) of them are working in the DOE.

Finding: The number of our degree earners has declined from FY2011-2012 to FY2015-2016.
Finding: The majority of our recent graduates are teaching elementary school.

Finding: The areas that employ the largest numbers of our graduates are: Kaimuki-McKinley-Roosevelt, Campbell-Kapolei and Farrington-Kaiser-Kalani.
Finding: ALL of our graduates who had EES ratings (n=620) received an overall EES rating of “Effective” or higher. A smaller proportion of our recent graduates were rated “highly effective” than the state overall.

% of UHM Grads with an EES Ranking of Highly Effective or Effective

UHM Graduates
- Highly Effective: 99
- Effective: 521
- Marginal or Unsatisfactory

State of HI Overall
- Highly Effective: 4186
- Effective: 7489
- Marginal or Unsatisfactory

% of teachers
Finding: 99% of our graduates with Danielson ratings received an overall Danielson rating of 2.0 (Basic) or higher, with 67% of them being at a 3.0 (Proficient) or higher.
Finding: Our graduates had Danielson component scores that largely mirrored the state trends. They had higher than state average ratings on 3 of the 5 reported components and lower ratings on “3B: Using questioning and discussion techniques” and “3D: Using assessment with instruction.”

### Average Danielson Component Scores

<table>
<thead>
<tr>
<th>Danielson Component</th>
<th>UHM Grads</th>
<th>State of HI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2B: Establishing a culture for learning</td>
<td>3.18</td>
<td>3.11</td>
</tr>
<tr>
<td>2D: Managing student behavior</td>
<td>3.22</td>
<td>3.14</td>
</tr>
<tr>
<td>3B: Using questioning and discussion techniques</td>
<td>2.64</td>
<td>2.81</td>
</tr>
<tr>
<td>3C: Engaging students in learning</td>
<td>3.16</td>
<td>3.07</td>
</tr>
<tr>
<td>3D: Using assessment in instruction</td>
<td>2.78</td>
<td>2.93</td>
</tr>
</tbody>
</table>
Finding: 61% of our graduates with SLO scores had an overall SLO rating of Highly Effective, and 35% had an overall SLO rating of Effective, very closely following the state trends.
Finding: Our graduates exceeded the state average NCEs on all tripod indicators except “Control.” They scored highest on the “Challenge” and “Clarify” components and lowest on “Control.”

### Tripod Overall and Components Scores
(Normal Curve Equivalents)

<table>
<thead>
<tr>
<th>Tripod</th>
<th>Overall</th>
<th>Care</th>
<th>Control</th>
<th>Challenge</th>
<th>Clarify</th>
<th>Captivate</th>
<th>Confer</th>
<th>Consolidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHM</td>
<td>52.6</td>
<td>73</td>
<td>69.9</td>
<td>75.3</td>
<td>75.3</td>
<td>66.1</td>
<td>60.4</td>
<td>69.1</td>
</tr>
<tr>
<td>State of HI</td>
<td>51.7</td>
<td>69.9</td>
<td>54.8</td>
<td>74</td>
<td>73</td>
<td>64.2</td>
<td>57.8</td>
<td>67.3</td>
</tr>
</tbody>
</table>