

**Agenda Item VII.B., Board Action on Superintendent’s evaluation for 2017-2018 School Year:
questions and respondents to ascertain community perceptions of the successes and
challenges of Hawaii’s public educational system**

General Business Meeting

March 1, 2018

Pursuant to the Board of Education’s (“Board”) superintendent evaluation process,¹ the Board and Superintendent solicit feedback from internal and external stakeholders to help promote leader effectiveness and professional growth, focus on the future, and set clear expectations for the coming school year. More specifically, the intent of the stakeholder feedback component is to ask internal and external stakeholders for input that will:

1. Inform the Board and Superintendent of the community’s perceptions of the public education system’s successes and areas in need of improvement;
2. Lead to appropriate professional development and improvements to interpersonal and administrative methods for the Superintendent; and
3. Provide valuable insight into the priorities of the community to inform goal setting for the next school year.

It is not *the* evaluation. Instead, the evaluation uses stakeholder feedback as a data point that the Board and Superintendent reflect on and use to co-create leadership development and action plans to improve and address concerns. The stakeholder feedback is not just a learning opportunity for the Superintendent, but the Board as well, and the co-creation of the leadership development and action plans is another opportunity for the Board and Superintendent to discuss roles, responsibilities, and expectations.

The stakeholder feedback component works as follows:

1. The Superintendent designs the questions and selects the evaluation respondents from a variety of stakeholders who give fair representation to all groups. The Board reviews and approves the questions and selected respondents.
2. The Board’s staff distributes surveys with the approved questions to the selected respondents then collects and summarizes the anonymous responses for the Superintendent.
3. The Superintendent analyzes the data, creates and presents a report to the Board, and proposes leadership development and action plans to improve on successes and address concerns.
4. The Board reviews the proposed leadership development and action plans and has a discussion with the Superintendent before adopting them.
5. The Board summarizes the feedback and the leadership development and action plans in the evaluation summary narrative document with the rest of the evaluation summary.

The Superintendent may also identify individuals for one-on-one, in-person stakeholder engagement opportunities to exchange feedback for a continuous learning benefit. The Superintendent may report

¹ More information about the superintendent evaluation can be found here:
[http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-\(2017-2018\).aspx](http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-(2017-2018).aspx).

any in-person feedback to the Board orally or in writing and may incorporate it into the leadership development and action plans.

In accordance with the evaluation process, the Superintendent proposes the list of survey questions and respondents at the Board's first March general business meeting for Board approval. Superintendent Christina M. Kishimoto's proposed questions and respondents are attached as **Exhibit A**.

Exhibit A

**Superintendent Christina M. Kishimoto's proposed list of survey questions and respondents for the
School Year 2017-2018 superintendent evaluation**

Superintendent Evaluation: Stakeholder Feedback Questions

Superintendent Christina M. Kishimoto proposes that the following questions be distributed to the identified internal and external stakeholders to inform the Board of Education and Superintendent of the community's perceptions as to the successes and challenges of Hawaii's public education system, help the Superintendent develop and improve future performance, and build an understanding of the educational priorities of stakeholders.

Category 1: Public Education System's Successes and Areas in Need of Improvement

1. How has the strategic implementation plan focus on school design, student voice, and teacher collaboration informed quality practice and expectations for the public education system? *(open-ended question)*
2. My overall perception of public education in Hawaii improved over the last year. *(strongly disagree to strongly agree 1-5 scale)*
3. Explain why. *(open-ended question)*
4. I believe there is a clear strategic direction for the public education system. *(strongly disagree to strongly agree 1-5 scale)*

Category 2: Superintendent's Interpersonal and Administrative Methods to Improve

1. Has the Superintendent effectively engaged with your community? *(yes/no)* If yes, in what ways?
2. How can the Superintendent further develop her community engagement strategies? *(open-ended)*
3. Has the Superintendent encouraged replacing assumptions of practice and long-held norms of practices with innovative practices? *(yes/no)*
4. How can the Superintendent encourage everyone to think about new and innovative practices? *(open-ended)*

Category 3: Priorities for Public Education. This list of priorities was developed using issues that have been included in the Board and Department's Joint Strategic Plan, Board Standing Committees' strategic priorities for the 2017-2018 School Year, and the Superintendent's Priorities. The priorities focus on high-level issues and not categories. For example, closing the achievement gap is an issue. Categories related to this issue are special education, English learners, and economically disadvantaged students.

1. List in order of most important to least important the following priorities, with "1" being the most important.

Career and college pathways

Closing achievement gap

Data-driven decision-making

Equity and access

School Year 2017-2018

Family and community engagement

Fiscal transparency

Safe learning environments that support students' well-being

School-based direction setting

Student-centered school design

Teacher staffing

Teacher and administrator professional development

2. Describe any other issues that should be a priority and how highly each issue should be ranked.
(open-ended)

Superintendent Evaluation: Stakeholder Feedback Respondents

Superintendent Christina M. Kishimoto proposes that the following individuals serve as respondents for the superintendent evaluation stakeholder feedback component. The respondents represent a broad spectrum of internal and external stakeholder groups that can provide meaningful and constructive feedback. Each individual identified represents his or her organization or stakeholder group.

Internal Department of Education Respondents

Respondent's Name	Position
Heidi Armstrong	Campbell-Kapolei Complex Area Superintendent
Lisa Delong	Kailua Intermediate Principal
Linell Dilwith	Aspirant Complex Area Superintendent/ Stevenson Middle Principal
Kathy Dimino	Baldwin-Kekaulike-Maui Complex Area Superintendent
Chad Keone Farias	Kau-Keaau-Pahoa Complex Area Superintendent
Donna Lindsey	Kahuku High and Intermediate Principal
Dawn Kauai Sang	Office of Hawaiian Education Director

External Education Community Respondents

Respondent's Name	Organization	Stakeholder Group
Stacey Aldrich	Hawaii State Public Library System	Partner Entity
George Carroll	University of Phoenix, Hawaii	Higher Education/TECC
Neil Castaneda (Waipahu High)	Hawaii State Student Council	Student Leader
Terry George	Harold K.L. Castle Foundation	Foundation Partner
Gary Kai	Hawaii Business Roundtable	Business Leader
Micah Kane	Hawaii Community Foundation	Foundation Partner
Ian Kitajima	Oceanit	Business Leader
David Lassner	University of Hawaii	Higher Education
David Miyashiro	HawaiiKidsCAN	Advocacy
Ginny Pressler, M.D.	Hawaii Department of Health	Peer State Agency
Colonel Peter P. Santa Ana	Board Military Liaison	Military
Sione Thompson	State Public Charter School Commission	Education Partner
Jack Wong	Kamehameha Schools	K-12 Education Partner