

STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

June 20, 2019

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Action on Superintendent evaluation system process for 2019-2020
School Year and Superintendent job description

I. BACKGROUND

At its October 17, 2017 general business meeting, the Board of Education (“Board”) adopted a new superintendent evaluation system.¹ At its June 7, 2018 general business meeting, the Board made a few revisions to the evaluation system.²

As part of the Superintendent Evaluation Process, in June, the Board and Superintendent are to review, revise (if necessary), and mutually agree upon:

- The evaluation system—including process, timelines, instrument, professional standards, performance indicators, and forms—to be used for the upcoming school year; and
- The superintendent job description to ensure alignment with the professional standards contained within the evaluation system.

Board members and Superintendent Christina Kishimoto provided comments on the evaluation system during the School Year (“SY”) 2018-2019 evaluation. They also had the

¹ For more information, see the submittal dated October 17, 2017 and Bruce Voss’s memorandum dated October 3, 2017, available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20171017_Board%20Action%20on%20Superintendent%20evaluation%20recommendations.pdf.

² For more information, see Lance Mizumoto’s memorandum dated June 7, 2018, available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20180607_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf.

opportunity to review the superintendent job description, which the Board adopted on March 7, 2017.

II. CURRENT EVALUATION SYSTEM

The Board's current process document³ begins with a description of the main purposes of the evaluation around which the main components of the evaluation center. The three main components are:

- 1) An assessment of performance on professional standards;
- 2) An assessment of progress toward meeting annual goals and targets for the Superintendent (referred to as "Superintendent Priorities"); and
- 3) Internal and external stakeholder feedback.

Board members individually and collectively rate the professional standards and Superintendent Priorities to determine a final performance rating of the Superintendent. However, the stakeholder feedback does not factor into this rating.

Component 1: Professional Standards. There are five professional standards, which cover all of the Superintendent's job responsibilities in a simple, yet rich way:

- 1) Visionary Leadership and Organizational Culture;
- 2) Operations, Resource, and Personnel Management;
- 3) Board Governance and Policy;
- 4) Communication and Community Relations; and
- 5) Ethical Leadership.

The first two standards address most of the Superintendent's responsibilities related to the 2017-2020 Board and Department of Education ("Department") Joint Strategic Plan goals and thus have the most indicators. The next two standards focus more on the relationships that are necessary for the Superintendent to foster to be successful. The last standard focuses on the Superintendent's values and professionalism that result in student and staff success.

Component 2: Superintendent Priorities. The Board and Superintendent mutually agree to two to five Superintendent Priorities each year, including associated performance indicators and evidence to use in assessing the Superintendent's progress in achieving these priorities.

Component 3: Stakeholder Feedback. The Board does not use stakeholder feedback to assess the Superintendent's performance or determine the final performance rating. Instead, the Board and Superintendent use the feedback for continuous learning and improvement, professional and leadership development, and goal-setting purposes. The Board collects feedback from internal and external stakeholders through a survey method,

³ The Superintendent Evaluation Process, as adopted by the Board on June 6, 2018, is available here: [http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202018-06-07\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202018-06-07).pdf).

but the Superintendent may also collect feedback through more interpersonal methods and report those findings to the Board.

Process. The evaluation process is ongoing and cyclical and includes quarterly checkpoints, a mid-year formative assessment, and an end-of-year summative assessment. The checkpoints and mid-year formative assessment provide updates to the Board regarding progress on Superintendent Priorities and feedback to the Superintendent as to her performance to date, areas of strength, and areas in need of improvement. During the first checkpoint at the end of the first quarter of the school year, the Board and Superintendent also review the statewide student assessment results to see if they need to adjust any of the Superintendent Priorities for the current year. The end-of-year summative assessment is the final evaluation and conclusion of the evaluation cycle, informing goal setting for the next year, which starts the next evaluation cycle.

III. EVALUATION SYSTEM SUGGESTED CHANGES

Board members and Superintendent Kishimoto suggested several substantive changes to the evaluation system, most notably general and specific request to simplify the process. The suggested substantive changes to meet the request to simplify the process include:

1. Extracting the stakeholder feedback component and process and contemplating it as a piece of a separate, formal process for Board strategic priority setting, which is the primary function of collecting stakeholder feedback;
2. Removing the quarterly check-ins because they are onerous on the Superintendent while providing only minimal value;
3. Changing the mid-year formative assessment, which mimicked the end-of-year summative assessment, to a less intense mid-year review without ratings that still allows for a discussion on progress between the Board and Superintendent on meeting expectations without the burden of a full assessment, which is not appropriate in the middle of the year;
4. Changing the description of the rating scale to simplify how the Board determines ratings; and
5. Removing the leadership development and action plans element, which provide little practical value.

In addition to the suggested changes above, the other suggested changes to the evaluation system based on Board members' comments include:

1. Adding qualitative language to the indicators under Professional Standard 2, entitled "Operations, Resource, and Personnel Management," to allow the Board to more easily evaluate and rate the Superintendent's performance on this standard;
2. Changing Professional Standard 5 from "Ethical Leadership" to "Equity Advocacy" and shifting the standard's focus away from ethical and professional behavior to the Superintendent's efforts to promote equity, diversity, and civil rights throughout the Department;
3. Making small changes to the Superintendent Priorities section to reemphasize the importance of SMART criteria;

4. Removing the Board Support Office's tasks requiring it to create summary documents of Board members' evaluation ratings and comments to ensure the confidentiality of individual Board members' initial thoughts and encourage candid and robust discussion among Board members; and
5. Other non-substantive, technical changes for the purpose of clarity and consistency.

The suggested changes redlined against the current evaluation process are attached as **Exhibit A**. A clean copy is attached as **Exhibit B**.

IV. JOB DESCRIPTION

The current superintendent job description is attached as **Exhibit C**. There are no suggested changes because there has been no comments from Board members or Superintendent Kishimoto on the job description.

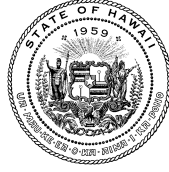
V. RECOMMENDATION

I recommend approving the suggested changes and adopting the process attached as **Exhibit B**.

Proposed Motion: Move to approve the revisions and adopt the revised Superintendent Evaluation Process, as described in Board Chairperson Catherine Payne's memorandum dated June 20, 2019.

Exhibit A

Redlined suggested changes to the Superintendent Evaluation Process



STATE OF HAWAII BOARD OF EDUCATION

SUPERINTENDENT EVALUATION PROCESS

Introduction

This document describes the process, timeline, and instrument used annually to evaluate the Superintendent of the Hawaii Department of Education (“Department”). The Board of Education (“Board”) grounded the evaluation system in Board Policy E-3, Nā Hopena A’o (“HĀ”),¹ so that it reflects the uniqueness of Hawaii and, more importantly, to embrace and model trust, collaboration, and continuous learning at the Board and Department leadership levels.

This document begins with the purpose of the superintendent evaluation and describes how the ~~three~~ **two** main components of the evaluation process address each of the primary purposes. The first component assesses the superintendent’s performance against five professional standards, which capture the essence of the superintendent’s responsibilities and duties contained within the job description. The second component assesses the superintendent’s progress in achieving his or her annual priorities, which the Board and superintendent mutually agree upon in advance each year. The Board uses these ~~first~~ **two** components to give the superintendent a final performance rating. ~~The third component solicits feedback from internal and external stakeholders to benefit goal setting and continuous improvement, but it does not affect the final performance rating.~~

The described evaluation process is ongoing and cyclical and includes ~~quarterly checkpoints, a mid-year formative assessment, review~~ and an end-of-year ~~summative assessment (i.e., the final evaluation)~~. The conclusion of an evaluation informs goal setting for the next year, which starts the next evaluation cycle. This process emphasizes continuous learning and improvement and requires high levels of meaningful collaboration and communication between the Board and superintendent.

Evaluation Purpose

The primary purposes of the superintendent evaluation are to:

1. Establish a record of annual performance by assessing the Superintendent’s past performance and progress toward annual priorities;
2. Promote leader effectiveness and professional growth by creating a safe learning environment with a feedback process that encourages conversations around individual professional development and improving performance; and

¹ Board Policy E-3, Nā Hopena A’o, is available here:
[http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20\(HĀ\).pdf](http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20(HĀ).pdf).

3. Focus on the future and, in conjunction with the Board's annual strategic priority setting process, set clear expectations through the annual review and revision ~~Board and~~ ~~Department strategic priorities and~~ of Superintendent Priorities.

While not a primary purpose of the evaluation, the Board may use the record of performance that it establishes to determine compensation adjustments or bonuses for the Superintendent or renewal, nonrenewal, or termination of the Superintendent's employment contract. The evaluation also serves to:

- Create an opportunity for the Board and Superintendent to periodically reexamine their roles and responsibilities for themselves, the school community, the Department, and the community at-large;
- Create and establish a H_A-based climate of trust and collaboration and enhance the working relationship between the Board and Superintendent;
- Provide an avenue for the Board to partner and communicate with the Superintendent the intended implementation of their collective vision, priorities, and policies; and
- Communicate and provide assurance to the school community and community at-large as to how leadership is holding itself accountable for addressing priorities.

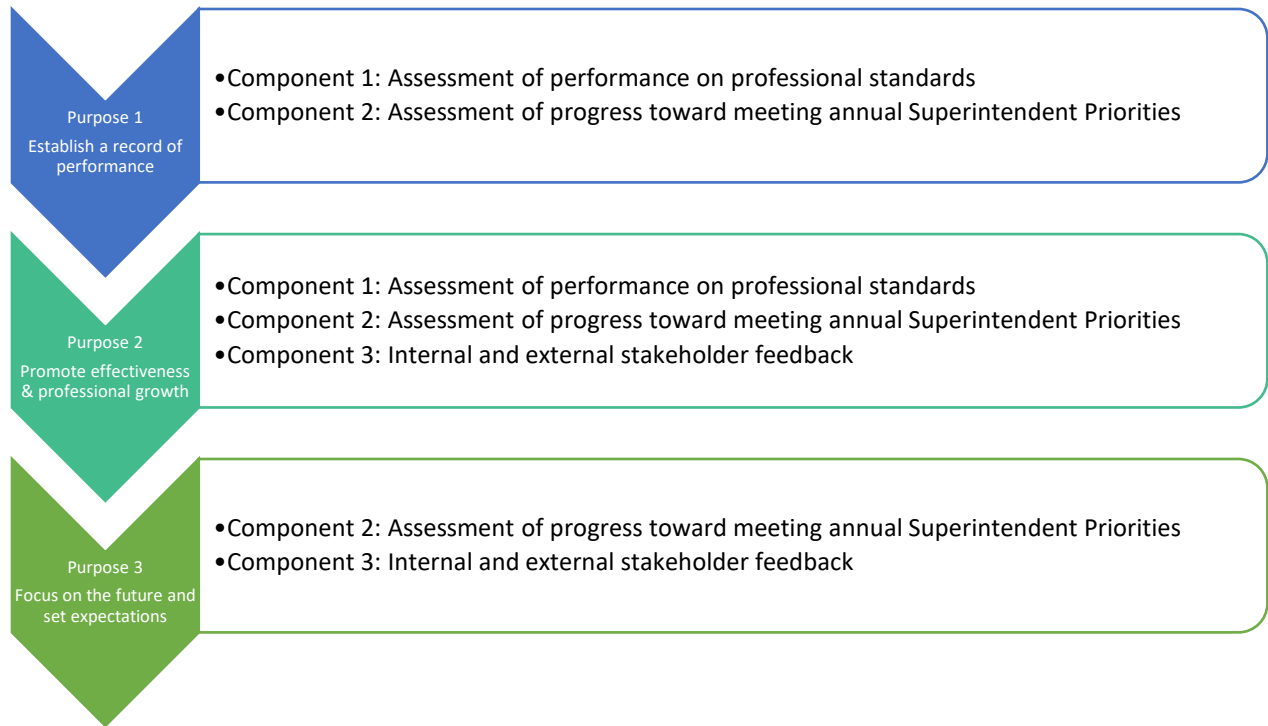
It is the Board's intent to use the evaluation as an objective tool to facilitate constructive feedback, positive and productive conversations, and continuous learning and improvement. The final results of a high-quality evaluation should not come as a surprise to either the Superintendent or the Board, as both parties need to engage in ongoing, respectful, and meaningful conversations with one another about mutual expectations in order for the evaluation to be successfully implemented.

Evaluation Components

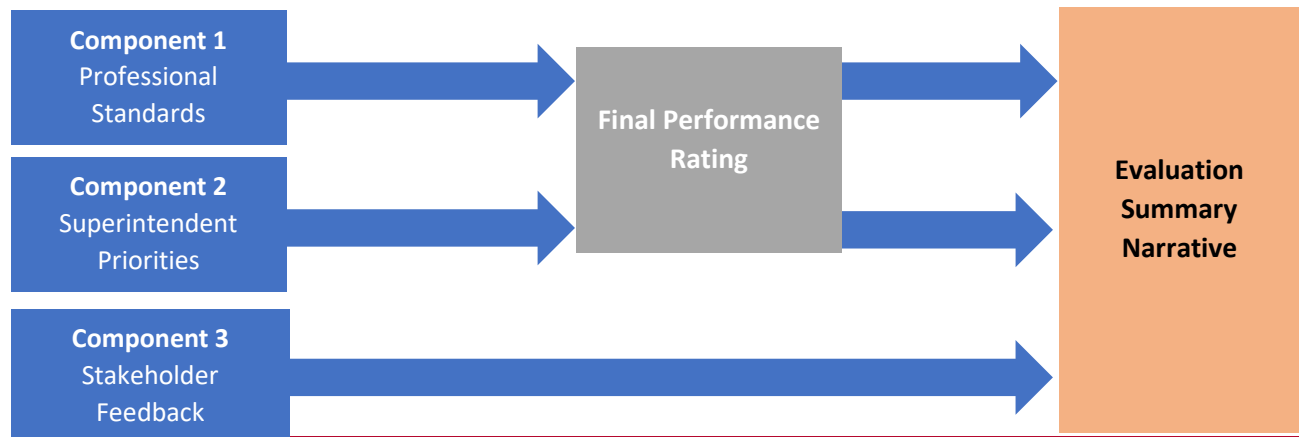
The evaluation is comprised of three-two components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual Superintendent Priorities
- ~~Component 3: Internal and external stakeholder feedback~~

The three-two components address the primary purposes of the evaluation described above. Assessing performance on professional standards (Component 1) and progress on annual priorities (Component 2) establishes a record of performance (first purpose). That assessment ~~(Components 1 and 2) combined with feedback from internal and external stakeholders (Component 3)~~ provides the feedback necessary to support the development of the Superintendent and promote effective leadership and growth (second purpose). Finally, understanding the progress made toward achieving past priorities (Component 2) and the current priorities of stakeholders (Component 3 through the Board's annual strategic priority setting process, which gathers internal and external stakeholder feedback) helps to focus the evaluation on the future and facilitate the setting of the priorities and expectations for the next year (third purpose).

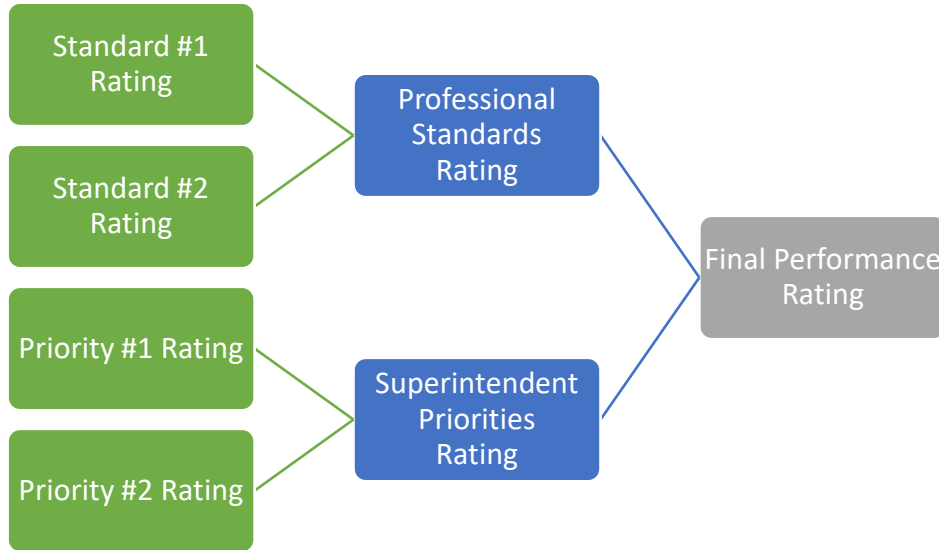


To these ends, Components 1 and 2 play a different role in the evaluation than Component 3. The Board, and the Superintendent through a self-assessment, rate Components 1 and 2 using an evaluation instrument, and the Components 1 and 2 ratings determine the final cumulative performance rating of the Superintendent. Component 3, however, does not contribute to final performance rating because it is not the purpose of the stakeholder feedback to assess the Superintendent’s performance. Rather, the evaluation summary narrative (which is the public document that communicates the results of the evaluation) includes the Component 3 summarized feedback as well as the summarized results and ratings from Components 1 and 2.



Evaluation Ratings

The Board rates the Superintendent at three levels. First, the Board rates individual professional standards and Superintendent Priorities based on indicators. Next, the Board then determines ratings for each of the two components (professional standards and Superintendent Priorities). Finally, the Board determines an overall performance rating for the Superintendent based on the ratings of the two main components.



The Board maintains discretion in deciding how important any particular element is when establishing its ratings. The Board can determine that any particular standard or priority is more important than the others are or that the Superintendent Priorities are much more important than the professional standards. This allows the Board to have more useful and productive conversations with the Superintendent regarding strengths to build on and opportunities for growth.

The rating scale below applies to all three levels and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded <u>stated</u> expectations and has had an exceedingly positive impact on students, staff, community relations and/or program outcomes.
Effective	Performance consistently meets <u>stated</u> expectations and maintains effective results, satisfactory program outcomes, and good relations with students, staff, and community members.
Marginal	Performance is inconsistently or partially meets <u>stated</u> expectations, has moderately affected program results, and has made some gains toward relations with students, staff, and community members.
Unsatisfactory	Performance does not meet <u>stated</u> expectations, and requires significant improvement, and has not made any gains in program results or toward relations with students, staff, and community members.

Component 1: Professional Standards

The Board looked at a number of other sources when developing its superintendent professional standards, including the American Association of School Administrators' Professional Standards,² the New York State School Boards Association's standards,³ and the Oregon School Boards Association's standards.⁴

Each standard has associated performance indicators and suggested evidence or data sources to assist the Board in determining whether the Superintendent's performance meets its expectations. The Board gives a rating to each standard as well as an overall rating to Component 1, Professional Standards. While the standards and indicators provide objective guidance, the Board maintains enough discretion to determine the indicators and standards that it finds are the most important and encourages productive conversations between the Board and Superintendent.

The professional standards and performance indicators are as follows:

Standard 1: Visionary Leadership and Organizational Culture. The Superintendent is an educational leader who promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Superintendent:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a student-centered vision, and that vision is evident in the culture of all schools;
- 1.2. Creates and implements a H \bar{A} -based, focused plan for achieving strategic plan goals and objectives supported by resources;
- 1.3. Nurtures, sustains, and models a culture of collaboration, trust, learning, and high expectations by empowering and collaborating with state, complex area, and school leadership to make decisions that improve student learning;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and teachers; and
- 1.5. Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Suggested data sources: Staffing plans, Department budget, implementation plan(s) for achieving strategic plan goals and objectives, demonstrated examples of leadership empowerment and collaboration, organizational self-assessment(s) and improvement plan(s), list of identified effective

² DiPaola, Michael F. (2010). *Evaluating the Superintendent* [White paper]. Retrieved August 25, 2017, from American Association of School Administrators: http://www.aasa.org/uploadedFiles/Resources/AASA_White_Paper_on_Superintendent_Evaluation.pdf.

³ New York State School Boards Association. (2015). *Superintendent Evaluation*. Retrieved August 25, 2017, from http://www.nyssba.org/clientuploads/nyssba_pdf/supt-eval-write-06052015.pdf.

⁴ Oregon School Boards Association. (June 2014). *Superintendent Evaluation: A Guide for School Boards*. Retrieved August 25, 2017, from <http://www.osba.org/-/media/Files/Resources/Board-Operations/2014-05-16-Supt-Eval-complete-pdf.pdf?la=en>.

practices, school improvement plans, professional development and leadership development plans, Board members' individual observations

Standard 2: Operations, Resource, and Personnel Management. The Superintendent demonstrates the knowledge, skills, and ability to manage operations that promote a safe, trusting, respectful, and effective learning environment for students and staff, ensure the fiscal fidelity and efficiency of the Department, and implement sound personnel practices. The Superintendent:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- 2.2. Develops and ensures the effective implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- 2.4. Guides the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability;
- 2.5. Stays informed of facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures a facilities management plan is in place for future needs; and
- 2.6. Provides relevant and strategic information and advice to the Board during labor negotiations, effectively works with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Suggested data sources: Internal risk assessment and audit, management evaluation of operational systems, recruitment and retention data, professional development plans and data, financial plan, external audit, capital plan(s) and/or facilities master plan, collective bargaining agreements, Board members' individual observations

Standard 3: Board Governance and Policy. The Superintendent partners effectively with the Board to ensure a high-quality education for every student, exhibits an understanding of the roles of the Board and Superintendent and how these roles together lead to shared success, and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent:

- 3.1. Understands and articulates the system of public school governance, differentiates between policy-making and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies;
- 3.2. Works collaboratively with the Board to shape a joint vision, mission, and strategic plan goals with measurable objectives of high expectations for student achievement; and
- 3.3. Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis and keeps the Board regularly informed with quantitative and qualitative data, reports, and information that enables it to make effective, timely decisions.

Suggested data sources: Demonstrated understanding of public school system governance and administration, recent Board policy implementation plans, strategic plan and planning process, reports to the Board, Board members' individual observations

Standard 4: Communication and Community Relations. The Superintendent establishes effective two-way communication and engagement with students, parents, staff, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback and build strong support for the public education system and success of all students. The Superintendent:

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, understand internal and external perceptions of the Department, and promote a positive image of the public education system with families, the media, state officials, and the community at-large;
- 4.2. Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success; and
- 4.3. Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HÃ-based atmosphere of trust and respect with staff, families, and community members.

Suggested data sources: Media reports, Department website, newsletters and other public engagement documents, attendance at community and school events, visible community support for strategic plan goals and objectives, formalized partnerships with community organizations to achieve strategic plan goals and objectives, procedures for internal communications, community readiness indicators, Board members' individual observations

Standard 5: ~~Ethical Leadership~~Equity Advocacy. The Superintendent ~~promotes the success of~~advocates for equitable opportunities and conditions and builds a foundation built on the promise of equity, integrity, and fairness for every student and every staff member ~~by acting with integrity, fairness, and in an ethical manner.~~ The Superintendent:

- ~~5.1. Demonstrates ethical and professional behavior, a high level of self-awareness and reflective practice, and transparency and inspires others to higher levels of performance;~~
- ~~5.2-5.1. _____~~ Champions the importance and execution of a diverse, equitable, and inclusive environment in schools and throughout the Department; ~~and~~
- ~~5.2. Promotes social justice and civil rights, ensuring that individual student needs inform all aspects of schooling, and demonstrates efforts to close the achievement gap across all demographics. schools are safe learning environments free of inequities and injustices; and~~
- ~~5.3. Demonstrates and advocates for equity and fair play at all levels of the Department and between and amongst all student groups, schools, complexes, and state offices.~~

Suggested data sources: Staff diversity data, student diversity data, inclusion rate data, ~~student assessment~~bullying and harassment data, other civil rights data, Board members' individual observations

Component 2: Superintendent Priorities

The Superintendent Priorities are the annual goals, objectives, or targets that the Superintendent focuses on in any given year. The Board and Superintendent mutually agree on at least two, but no more than five, Superintendent Priorities each year. Ideally, the Superintendent Priorities should support the Board and Department's annual priorities, referred to as "strategic Strategic priorities Priorities" in this document, which requires significant collaboration between the Board and Superintendent on both sets of priorities. The table below illustrates the differences between the strategic Strategic priorities Priorities and the Superintendent Priorities.

Strategic Plan	Strategic Priorities	Superintendent Priorities
Sets the long-term goals and objectives of the organization Board and Department	Seek to further the Provide an annual focus on particular strategic plan goals, and objectives, and areas of the Strategic Plan	Seek to support the progress and achievement of the strategic Strategic priorities Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual employee	Can reasonably be considered under the control of the Superintendent
Provides insight to the long-term performance of the organization Board and Department	Provide insight to the annual performance of the organization Board and Department	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect implementation

The Board ideally⁵ seeks to set Superintendent Priorities that meet the SMART criteria:

- **Specific:** Superintendent Priorities ideally are concise, clearly define expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** Superintendent Priorities ideally are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** Superintendent Priorities ideally are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** Superintendent Priorities ideally link to a higher-level strategic Strategic priority Priority and measure outcomes, not activities.
- **Time-based:** Superintendent Priorities ideally have a specific timeframe.

When establishing Superintendent Priorities, the Board also:

- Involves all Board members and the Superintendent;

⁵ During the first year of a Superintendent's tenure, SMART priorities may not be sensible, accurate, or feasible because the Superintendent may not be using the first year to make changes that have immediate impacts and measurable outcomes. Rather, the Superintendent may instead focus on examining existing systems and structures to prepare to make an impact. Therefore, first year priorities may need to focus on these activities (e.g., programmatic reviews) and outputs (e.g., plans of action and improvement plans) instead of measurable outcomes.

- Decides on desired results;
- ~~Develops performance indicators for~~Ensures each Superintendent Priority has measurable performance indicators;
- Identifies supporting documentation, evidence, or data sources;
- Reviews and approves final Superintendent Priorities, indicators, and evidence; and
- Monitors progress ~~at scheduled checkpoints~~during the mid-year review.

Once Board and Superintendent establish the Superintendent Priorities, and the associated performance indicators and evidence, the Board assesses and rates the priorities in the same manner it assesses and rates the professional standards.

Component 3: Stakeholder Feedback

~~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:~~

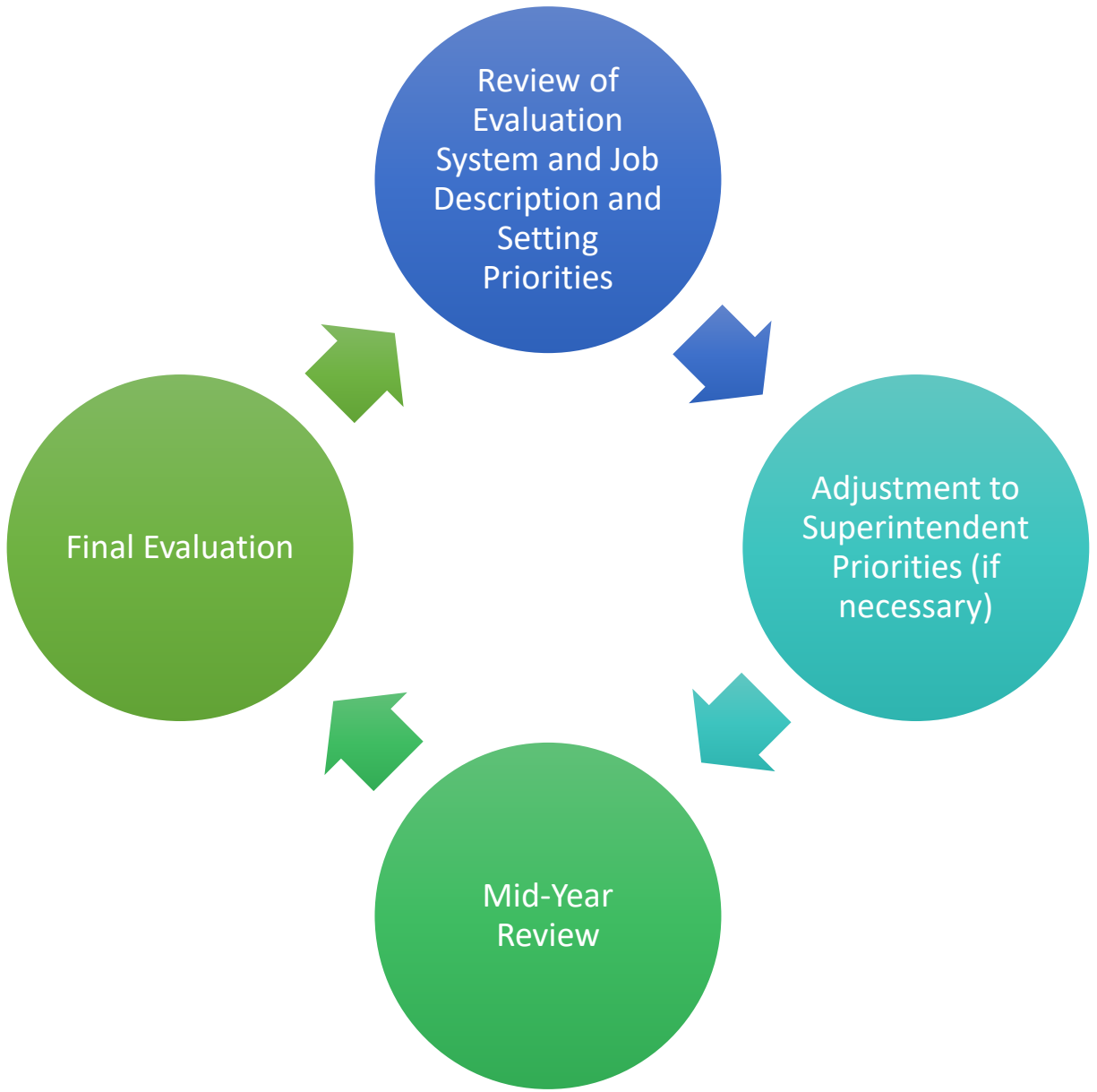
- ~~1.— The Superintendent designs the questions and selects the evaluation respondents from a variety of stakeholders who give fair representation to all groups. The Board reviews and approves the questions and selected respondents.~~
- ~~2.— The Board’s staff distributes surveys with the approved questions 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 any in-person feedback to the Board orally or in writing and may incorporate it into the leadership development and action plans.~~

Process

The graphic below illustrates the general cyclical evaluation process, and a more detailed process is included in the general timeline on the pages that follow. The ~~six~~four main steps of the process are:

1. A review of the superintendent evaluation system and superintendent job description as well as the setting of Superintendent Priorities;
2. ~~Monitoring the progress on Superintendent Priorities and making any adjustments to the Superintendent Priorities after the release of system-wide student assessment data for the previous school year, if necessary (first quarter check-in);~~
3. A mid-year ~~formative assessment review~~ of the Superintendent ~~that is a discussion~~ to provide the Superintendent with indications of performance to date, ~~not an evaluation with ratings (second quarter check-in); and~~
4. ~~The development of questions and identification of respondents in preparation for collecting stakeholder feedback;~~
5. ~~Monitoring the progress on Superintendent Priorities with a third quarter check-in; and~~
- 6.4. An end-of-year ~~summative assessment~~final evaluation of the Superintendent, ~~collection and analysis of stakeholder feedback,~~ and the public release of the evaluation summary narrative.



General Timeline

STEP	TIMELINE	ACTION
<p>Step 1 Review of Evaluation System and Job Description and Setting Priorities</p>	<p>First June Board Meeting</p>	<p>1. The Board and Superintendent review, revise (if necessary), and mutually agree upon:</p> <ul style="list-style-type: none"> • The evaluation system—including process, timelines, instrument, professional standards, and performance indicators, and forms—to be used for the upcoming school year; and • The superintendent job description to ensure alignment with the professional standards contained within the evaluation system. <p>2. The Board and Superintendent mutually agree on and set the Board and Department strategic priorities for the upcoming school year based on the Strategic Plan. While the strategic priorities are not part of the formal evaluation, the Superintendent can use the strategic priorities to develop and propose Superintendent Priorities at the next Board meeting.</p>
	<p>Second June Board Meeting</p>	<p>3.2. The Board and Superintendent mutually agree on and set the Superintendent Priorities, which support the strategic Strategic priorities Priorities and ideally meet SMART criteria, and indicators of success and supporting evidence to include as part of the formal evaluation. <u>Note that before setting the Superintendent Priorities, the Board should have ideally set its Strategic Priorities for the upcoming school year through its annual strategic priority setting process.</u></p>
	<p>July</p>	<p>4.3. The Superintendent communicates the strategic Strategic priorities Priorities and Superintendent Priorities to all Complex Area Superintendents, school administrators, and educational officers.</p>

STEP	TIMELINE	ACTION
<p>Step 2 Monitoring Progress on Superintendent Priorities Adjustment to Superintendent Priorities (1st Quarter if necessary)</p>	<p>First or Second <u>September or</u> October Board Meeting</p>	<p>5.4. The Superintendent presents the statewide student assessment data from the previous school year to the Board. The Superintendent or Board may offer adjustments to the Superintendent Priorities based on the results of the student assessment data.</p> <p>6. The Superintendent reports interim progress on achieving the Superintendent Priorities to the Board. The Board may share any questions or concerns and offer input on progress to date.</p>
<p>Step 3 Mid-Year Formative Assessment (2nd Quarter) Review</p>	<p>Mid/Late November</p>	<p>7.5. At least two weeks prior to the Board’s first December meeting, the Superintendent completes a self-assessment using the mid-year formative assessment form and submits it along with all supporting documents and evidence <u>provides a report on interim progress in achieving the Superintendent Priorities</u> to the Board Office. The Board Office distributes the supporting documents and evidence <u>report</u> to Board members.</p>
	<p>Late November/Early December</p>	<p>8.— At least two days prior to the Board’s first December meeting, each Board member submits his or her mid-year formative assessment forms to the Board Office. The Board Office creates a mid-year formative assessment summary document consisting of each Board member’s ratings and comments and the Superintendent’s self-assessment.</p>

STEP	TIMELINE	ACTION
	First December Board Meeting	<p>9.—In executive session, the Board Office provides the Board with the mid-year formative assessment summary document.</p> <p>10.6. <u>The Board discusses and comes to consensus on the formative assessment final ratings the Superintendent’s mid-year performance on the professional standards and Superintendent Priorities. While the Board does not rate the Superintendent’s mid-year performance, it reviews how well the Superintendent has been meeting the expectations set forth in the professional standards and Superintendent Priorities to date.</u></p> <p>11.7. <u>The Board meets and discusses with the Superintendent its formative assessment findings. Board members can provide comments and recommendations or ask questions for clarification. The Board may make changes to its formative assessment final ratings at the end of the discussion comments, questions, and concerns on the Superintendent’s mid-year performance on the professional standards and Superintendent Priorities.</u></p>
	Mid-December	<p>12. <u>No later than a week after its meeting with the Superintendent, the Board delivers to the Superintendent and publicly publishes a formative assessment summary narrative.</u></p>

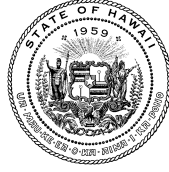
STEP	TIMELINE	ACTION
<p>Step 4 Stakeholder Feedback Preparation</p>	<p>Late February</p>	<p>13. The Superintendent develops a list of questions and identifies internal and external respondents to fulfill Component 3. The questions should seek feedback that will inform the Board and Superintendent of the community's perceptions as to 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. The identified respondents should represent a broad spectrum of stakeholder groups that can provide meaningful and constructive feedback. The Superintendent may also identify individuals for in-person stakeholder engagement opportunities.</p> <p>14. At least one week before the Board's first March meeting, the Superintendent provides the Board members with the list of proposed questions and respondents.</p>
	<p>First March Board Meeting</p>	<p>15. The Board and Superintendent discuss the proposed questions and respondents. The Board approves a list of questions and respondents.</p>
<p>Step 5 Monitoring Progress on Superintendent Priorities (3rd Quarter)</p>	<p>First March Board Meeting</p>	<p>16. The Superintendent reports interim progress on achieving the Superintendent Priorities to the Board. The Board may share any questions or concerns and offer input on progress to-date.</p>
<p>Step 6 End-of-Year Summative Assessment and Stakeholder Feedback (Final Evaluation)</p>	<p>April</p>	<p>17. The Board Office sends the Component 3 questions to the selected respondents and collects, collates, and summarizes the anonymous responses.</p>

STEP	TIMELINE	ACTION
<p>Step 4 <u>End-of-Year Final Evaluation</u></p>	<p>Early May</p>	<p>18.8. At least two weeks prior to the Board’s second May meeting, the Superintendent completes a self-assessment using the end-of-year summative assessment evaluation form and submits it along with all supporting documents and evidence to the Board Office. The Board Office distributes the supporting documents and evidence to Board members.</p> <p>19.—— The Board Office provides the Superintendent with summarized data from the Component 3 stakeholder responses for analysis. The Superintendent develops a report on the stakeholder feedback and proposed leadership development and action plans to improve on successes and address concerns.</p>
	<p>Mid-May</p>	<p>20. At least two days prior to the Board’s second May meeting, each Board member submits his or her end-of-year summative assessment forms to the Board Office. The Board Office creates an end-of-year summative assessment summary document consisting of each Board member’s ratings and comments and the Superintendent’s self-assessment.</p>

STEP	TIMELINE	ACTION
	Second May Board Meeting	<p>21. In executive session, the Board Office provides the Board with the end-of-year summative assessment summary document.</p> <p>22.9. The Board discusses and comes to consensus on the summative assessment final evaluation ratings.</p> <p>23. The Board meets and discusses with the Superintendent its summative assessment final evaluation findings. The Board and Superintendent engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from the evaluation. The Board and Superintendent may provide comments, ask questions, and make recommendations to each other. Board members can provide comments and recommendations or ask questions for clarification. The Board may make changes to its summative assessment final evaluation ratings after the discussion.</p> <p>24.10. The Superintendent presents his or her report on the stakeholder feedback and proposes the leadership development and action plans. The Board and Superintendent engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from all evaluation components. The Board and Superintendent may provide comments, ask questions, and make recommendations to each other. The Board adopts the leadership development and action plans and determines how it will publicly report the stakeholder feedback and leadership development and action plans.</p>
	Late May	<p>25.11. After its meeting with the Superintendent, the Board delivers to the Superintendent and publicly publishes the evaluation summary narrative.</p>
Go back to Step 1 and repeat the process		

Exhibit B

Clean copy of the Superintendent Evaluation Process with suggested changes



STATE OF HAWAII BOARD OF EDUCATION

SUPERINTENDENT EVALUATION PROCESS

Introduction

This document describes the process, timeline, and instrument used annually to evaluate the Superintendent of the Hawaii Department of Education (“Department”). The Board of Education (“Board”) grounded the evaluation system in Board Policy E-3, Nā Hopena A’o (“HĀ”),¹ so that it reflects the uniqueness of Hawaii and, more importantly, to embrace and model trust, collaboration, and continuous learning at the Board and Department leadership levels.

This document begins with the purpose of the superintendent evaluation and describes how the two main components of the evaluation process address each of the primary purposes. The first component assesses the superintendent’s performance against five professional standards, which capture the essence of the superintendent’s responsibilities and duties contained within the job description. The second component assesses the superintendent’s progress in achieving his or her annual priorities, which the Board and superintendent mutually agree upon in advance each year. The Board uses these two components to give the superintendent a final performance rating.

The described evaluation process is ongoing and cyclical and includes a mid-year review and an end-of-year final evaluation. The conclusion of an evaluation informs goal setting for the next year, which starts the next evaluation cycle. This process emphasizes continuous learning and improvement and requires high levels of meaningful collaboration and communication between the Board and superintendent.

Evaluation Purpose

The primary purposes of the superintendent evaluation are to:

1. Establish a record of annual performance by assessing the Superintendent’s past performance and progress toward annual priorities;
2. Promote leader effectiveness and professional growth by creating a safe learning environment with a feedback process that encourages conversations around individual professional development and improving performance; and
3. Focus on the future and, in conjunction with the Board’s annual strategic priority setting process, set clear expectations through the annual review and revision of Superintendent Priorities.

While not a primary purpose of the evaluation, the Board may use the record of performance that it establishes to determine compensation adjustments or bonuses for the Superintendent or renewal,

¹ Board Policy E-3, Nā Hopena A’o, is available here:
[http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20\(HĀ\).pdf](http://boe.hawaii.gov/policies/Board%20Policies/Nā%20Hopena%20A'o%20(HĀ).pdf).

nonrenewal, or termination of the Superintendent's employment contract. The evaluation also serves to:

- Create an opportunity for the Board and Superintendent to periodically reexamine their roles and responsibilities for themselves, the school community, the Department, and the community at-large;
- Create and establish a H_A-based climate of trust and collaboration and enhance the working relationship between the Board and Superintendent;
- Provide an avenue for the Board to partner and communicate with the Superintendent the intended implementation of their collective vision, priorities, and policies; and
- Communicate and provide assurance to the school community and community at-large as to how leadership is holding itself accountable for addressing priorities.

It is the Board's intent to use the evaluation as an objective tool to facilitate constructive feedback, positive and productive conversations, and continuous learning and improvement. The final results of a high-quality evaluation should not come as a surprise to either the Superintendent or the Board, as both parties need to engage in ongoing, respectful, and meaningful conversations with one another about mutual expectations in order for the evaluation to be successfully implemented.

Evaluation Components

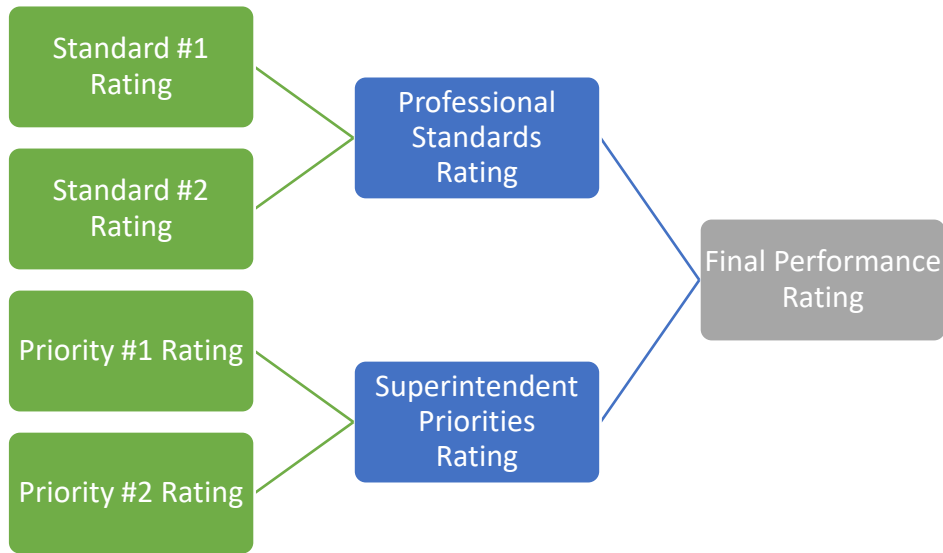
The evaluation is comprised of two components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual Superintendent Priorities

The two components address the primary purposes of the evaluation described above. Assessing performance on professional standards (Component 1) and progress on annual priorities (Component 2) establishes a record of performance (first purpose). That assessment provides the feedback necessary to support the development of the Superintendent and promote effective leadership and growth (second purpose). Finally, understanding the progress made toward achieving past priorities (Component 2) and the current priorities of stakeholders (through the Board's annual strategic priority setting process, which gathers internal and external stakeholder feedback) helps to focus the evaluation on the future and facilitate the setting of the priorities and expectations for the next year (third purpose).

Evaluation Ratings

The Board rates the Superintendent at three levels. First, the Board rates individual professional standards and Superintendent Priorities based on indicators. Next, the Board then determines ratings for each of the two components (professional standards and Superintendent Priorities). Finally, the Board determines an overall performance rating for the Superintendent based on the ratings of the two main components.



The Board maintains discretion in deciding how important any particular element is when establishing its ratings. The Board can determine that any particular standard or priority is more important than the others are or that the Superintendent Priorities are much more important than the professional standards. This allows the Board to have more useful and productive conversations with the Superintendent regarding strengths to build on and opportunities for growth.

The rating scale below applies to all three levels and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded stated expectations.
Effective	Performance consistently meets stated expectations.
Marginal	Performance inconsistently or partially meets stated expectations.
Unsatisfactory	Performance does not meet stated expectations and requires significant improvement.

Component 1: Professional Standards

The Board looked at a number of other sources when developing its superintendent professional standards, including the American Association of School Administrators’ Professional Standards,² the New York State School Boards Association’s standards,³ and the Oregon School Boards Association’s standards.⁴

² DiPaola, Michael F. (2010). *Evaluating the Superintendent* [White paper]. Retrieved August 25, 2017, from American Association of School Administrators: http://www.aasa.org/uploadedFiles/Resources/AASA_White_Paper_on_Superintendent_Evaluation.pdf.

³ New York State School Boards Association. (2015). *Superintendent Evaluation*. Retrieved August 25, 2017, from http://www.nyssba.org/clientuploads/nyssba_pdf/supt-eval-write-06052015.pdf.

⁴ Oregon School Boards Association. (June 2014). *Superintendent Evaluation: A Guide for School Boards*. Retrieved August 25, 2017, from <http://www.osba.org/-/media/Files/Resources/Board-Operations/2014-05-16-Supt-Eval-complete-pdf.pdf?la=en>.

Each standard has associated performance indicators and suggested evidence or data sources to assist the Board in determining whether the Superintendent's performance meets its expectations. The Board gives a rating to each standard as well as an overall rating to Component 1, Professional Standards. While the standards and indicators provide objective guidance, the Board maintains enough discretion to determine the indicators and standards that it finds are the most important and encourages productive conversations between the Board and Superintendent.

The professional standards and performance indicators are as follows:

Standard 1: Visionary Leadership and Organizational Culture. The Superintendent is an educational leader who promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Superintendent:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a student-centered vision, and that vision is evident in the culture of all schools;
- 1.2. Creates and implements a H \bar{A} -based, focused plan for achieving strategic plan goals and objectives supported by resources;
- 1.3. Nurtures, sustains, and models a culture of collaboration, trust, learning, and high expectations by empowering and collaborating with state, complex area, and school leadership to make decisions that improve student learning;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and teachers; and
- 1.5. Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Suggested data sources: Staffing plans, Department budget, implementation plan(s) for achieving strategic plan goals and objectives, demonstrated examples of leadership empowerment and collaboration, organizational self-assessment(s) and improvement plan(s), list of identified effective practices, school improvement plans, professional development and leadership development plans, Board members' individual observations

Standard 2: Operations, Resource, and Personnel Management. The Superintendent demonstrates the knowledge, skills, and ability to manage operations that promote a safe, trusting, respectful, and effective learning environment for students and staff, ensure the fiscal fidelity and efficiency of the Department, and implement sound personnel practices. The Superintendent:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- 2.2. Develops and ensures the effective implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- 2.4. Guides the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, makes

sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability;

- 2.5. Stays informed of facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures a facilities management plan is in place for future needs; and
- 2.6. Provides relevant and strategic information and advice to the Board during labor negotiations, effectively works with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Suggested data sources: Internal risk assessment and audit, management evaluation of operational systems, recruitment and retention data, professional development plans and data, financial plan, external audit, capital plan(s) and/or facilities master plan, collective bargaining agreements, Board members' individual observations

Standard 3: Board Governance and Policy. The Superintendent partners effectively with the Board to ensure a high-quality education for every student, exhibits an understanding of the roles of the Board and Superintendent and how these roles together lead to shared success, and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent:

- 3.1. Understands and articulates the system of public school governance, differentiates between policy-making and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies;
- 3.2. Works collaboratively with the Board to shape a joint vision, mission, and strategic plan goals with measurable objectives of high expectations for student achievement; and
- 3.3. Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis and keeps the Board regularly informed with quantitative and qualitative data, reports, and information that enables it to make effective, timely decisions.

Suggested data sources: Demonstrated understanding of public school system governance and administration, recent Board policy implementation plans, strategic plan and planning process, reports to the Board, Board members' individual observations

Standard 4: Communication and Community Relations. The Superintendent establishes effective two-way communication and engagement with students, parents, staff, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback and build strong support for the public education system and success of all students. The Superintendent:

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, understand internal and external perceptions of the Department, and promote a positive image of the public education system with families, the media, state officials, and the community at-large;
- 4.2. Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success; and

- 4.3. Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HĀ-based atmosphere of trust and respect with staff, families, and community members.

Suggested data sources: Media reports, Department website, newsletters and other public engagement documents, attendance at community and school events, visible community support for strategic plan goals and objectives, formalized partnerships with community organizations to achieve strategic plan goals and objectives, procedures for internal communications, community readiness indicators, Board members’ individual observations

Standard 5: Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation built on the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent:

- 5.1. Champions the importance and execution of a diverse, equitable, and inclusive environment in schools and throughout the Department;
- 5.2. Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- 5.3. Demonstrates and advocates for equity and fair play at all levels of the Department and between and amongst all student groups, schools, complexes, and state offices.

Suggested data sources: Staff diversity data, student diversity data, inclusion rate data, bullying and harassment data, other civil rights data, Board members’ individual observations

Component 2: Superintendent Priorities

The Superintendent Priorities are the annual goals, objectives, or targets that the Superintendent focuses on in any given year. The Board and Superintendent mutually agree on at least two, but no more than five, Superintendent Priorities each year. The Superintendent Priorities should support the Board’s annual priorities, referred to as “Strategic Priorities” in this document, which requires significant collaboration between the Board and Superintendent on both sets of priorities. The table below illustrates the differences between the Strategic Priorities and the Superintendent Priorities.

Strategic Plan	Strategic Priorities	Superintendent Priorities
Sets the long-term goals and objectives of the Board and Department	Provide an annual focus on particular strategic plan goals, objectives, and areas	Seek to support the progress and achievement of the Strategic Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual	Can reasonably be considered under the control of the Superintendent
Provides insight to the long-term performance of the Board and Department	Provide insight to the annual performance of the Board and Department	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect implementation

The Board ideally⁵ seeks to set Superintendent Priorities that meet the SMART criteria:

- **Specific:** Superintendent Priorities are concise, clearly define expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** Superintendent Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** Superintendent Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** Superintendent Priorities link to a higher-level Strategic Priority and measure outcomes, not activities.
- **Time-based:** Superintendent Priorities have a specific timeframe.

When establishing Superintendent Priorities, the Board also:

- Involves all Board members and the Superintendent;
- Decides on desired results;
- Ensures each Superintendent Priority has measurable performance indicators;
- Identifies supporting documentation, evidence, or data sources;
- Reviews and approves final Superintendent Priorities, indicators, and evidence; and
- Monitors progress during the mid-year review.

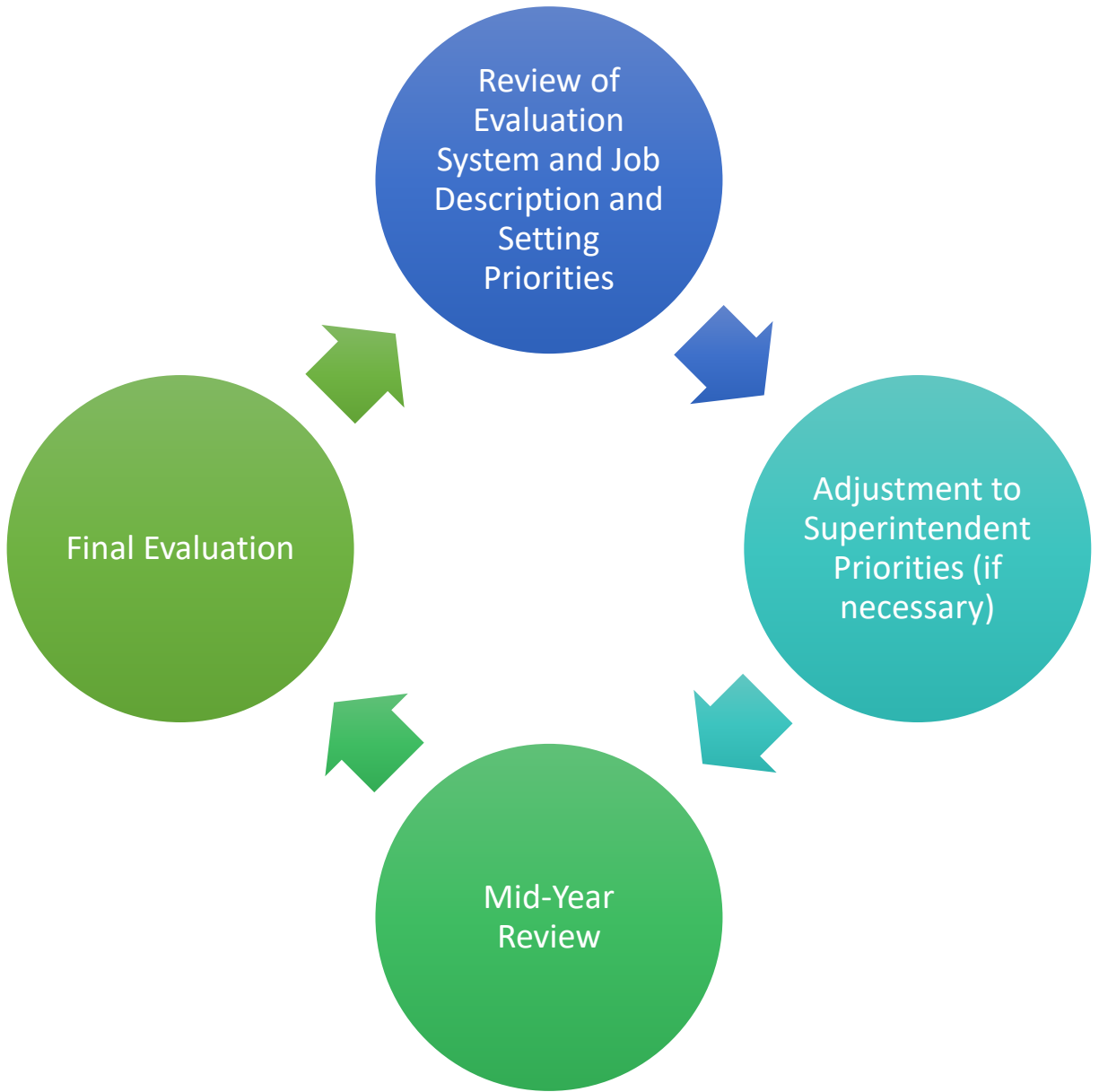
Once Board and Superintendent establish the Superintendent Priorities, and the associated performance indicators and evidence, the Board assesses and rates the priorities in the same manner it assesses and rates the professional standards.

Process

The graphic below illustrates the general cyclical evaluation process, and a more detailed process is included in the general timeline on the pages that follow. The four main steps of the process are:

1. A review of the superintendent evaluation system and superintendent job description as well as the setting of Superintendent Priorities;
2. Adjustments to the Superintendent Priorities after the release of system-wide student assessment data for the previous school year, if necessary;
3. A mid-year review of the Superintendent that is a discussion to provide the Superintendent with indications of performance to date, not an evaluation with ratings; and
4. An end-of-year final evaluation of the Superintendent and the public release of the evaluation summary narrative.

⁵ During the first year of a Superintendent's tenure, SMART priorities may not be sensible, accurate, or feasible because the Superintendent may not be using the first year to make changes that have immediate impacts and measurable outcomes. Rather, the Superintendent may instead focus on examining existing systems and structures to prepare to make an impact. Therefore, first year priorities may need to focus on these activities (*e.g.*, programmatic reviews) and outputs (*e.g.*, plans of action and improvement plans) instead of measurable outcomes.



General Timeline

STEP	TIMELINE	ACTION
<p>Step 1 Review of Evaluation System and Job Description and Setting Priorities</p>	First June Board Meeting	<p>1. The Board and Superintendent review, revise (if necessary), and mutually agree upon:</p> <ul style="list-style-type: none"> • The evaluation system—including process, timelines, instrument, professional standards, and performance indicators—to be used for the upcoming school year; and • The superintendent job description to ensure alignment with the professional standards contained within the evaluation system.
	Second June Board Meeting	<p>2. The Board and Superintendent mutually agree on and set the Superintendent Priorities, which support the Strategic Priorities and ideally meet SMART criteria, and indicators of success and supporting evidence to include as part of the formal evaluation. Note that before setting the Superintendent Priorities, the Board should have ideally set its Strategic Priorities for the upcoming school year through its annual strategic priority setting process.</p>
	July	<p>3. The Superintendent communicates the Strategic Priorities and Superintendent Priorities to all Complex Area Superintendents, school administrators, and educational officers.</p>
<p>Step 2 Adjustment to Superintendent Priorities (if necessary)</p>	September or October Board Meeting	<p>4. The Superintendent presents the statewide student assessment data from the previous school year to the Board. The Superintendent or Board may offer adjustments to the Superintendent Priorities based on the results of the student assessment data.</p>
<p>Step 3 Mid-Year Review</p>	Mid/Late November	<p>5. At least two weeks prior to the Board’s first December meeting, the Superintendent provides a report on interim progress in achieving the Superintendent Priorities to the Board Office. The Board Office distributes the report to Board members.</p>

STEP	TIMELINE	ACTION
	First December Board Meeting	<p>6. In executive session, the Board discusses the Superintendent’s mid-year performance on the professional standards and Superintendent Priorities. While the Board does not rate the Superintendent’s mid-year performance, it reviews how well the Superintendent has been meeting the expectations set forth in the professional standards and Superintendent Priorities to date.</p> <p>7. The Board meets and discusses with the Superintendent its comments, questions, and concerns on the Superintendent’s mid-year performance on the professional standards and Superintendent Priorities.</p>
Step 4 End-of-Year Final Evaluation	Early May	8. At least two weeks prior to the Board’s second May meeting, the Superintendent completes a self-assessment using the end-of-year evaluation form and submits it along with all supporting documents and evidence to the Board Office. The Board Office distributes the supporting documents and evidence to Board members.
	Second May Board Meeting	<p>9. In executive session, the Board discusses and comes to consensus on the final evaluation ratings.</p> <p>10. The Board meets and discusses with the Superintendent its final evaluation findings. The Board and Superintendent engage in a joint self-reflection to identify lessons learned and areas of improvement for both parties using the information and data from the evaluation. The Board and Superintendent may provide comments, ask questions, and make recommendations to each other. The Board may make changes to its final evaluation ratings after the discussion.</p>
	Late May	11. After its meeting with the Superintendent, the Board delivers to the Superintendent and publicly publishes the evaluation summary narrative.
Go back to Step 1 and repeat the process		

Exhibit C

Current Superintendent Job Description

**State of Hawaii Department of Education
POSITION DESCRIPTION - SUPERINTENDENT**

Position Summary

The Superintendent of the State of Hawaii's Department of Education ("Department") serves as the chief executive officer of the statewide public school system, with responsibility for both the State Education Agency ("SEA") and Local Education Agency ("LEA") roles for 256 schools (15 complex areas) on six islands, over 175,000 students, approximately 22,300 permanent employees, and approximately 13,500 casual hires and substitute employees, and an annual operating budget in excess of \$1.9 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the Department's goals as set out in the Department and Board's joint strategic plan.

Position Qualifications and Competencies

Education. Master's degree from an accredited college or university in education, business, or public administration, or a closely related field. Alternatives to these education qualifications may be allowed as the Board may find appropriate and acceptable.

Experience. Minimum of 5 years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least five years shall have been in an executive capacity leading a diverse senior team in a large multigeographic organization, and at least three shall have been in an educational environment.

Competencies.

- Demonstrated success in collaboratively building, nurturing, and sustaining an organizational culture which supports a school system that serves all students and educational equity, develops a climate that fosters innovative continuous improvement, and promotes collaboration, trust, and high expectations.
- Understanding of complex organizations and how to produce successful change management efforts and educational reform.
- Deep understanding of Hawaii's culture and values and demonstrated ability to incorporate them into leadership decisions, actions, and style.
- Ability to effectively communicate to diverse audiences to achieve desired results and practices strong two-way communication skills.
- Demonstrated ability to advocate for and effectively represent the Department's position on legislative initiatives and work effectively with state and federal political leaders and public officials.
- Understands and responds appropriately to news media.

Primary Responsibilities

- Works with the governor, Board, and key stakeholders to ensure the efforts of the Department are aligned with the goals of the joint strategic plan.
- Formulates, prioritizes, and deploys appropriate strategies, change efforts, action plans, and key performance indicators to achieve the goals of the joint strategic plan; regularly communicates and reports on the progress of the goals of the joint strategic plan to the Board and other key stakeholders.

- Attracts, leads, builds, and retains a strong leadership team which drives achievement of the goals of the joint strategic plan.
- Defines the State accountability system and selects and administers statewide assessments aligned with State standards. Ensures data systems for the inputs and outputs of the education system support a focus on achievement, equity, and progress, and are broadly available.
- Oversees the administration of state and federal funds and programs; ensures allocation of funds, programs and resources align with joint strategic plan and direction from the Board. Ensures the preparation, transparency, and fiscal management of the Department's budget and advocates funding to achieve the vision and goals of the joint strategic plan.
- Promotes standards and statewide programs that continuously incent and improve teacher quality.
- Develops and maintains working relationships with key stakeholder groups, related state agencies (such as the Department of Health and Department of Human Services), federal agencies, state and federal political leaders and other public officials, and serves as the primary contact for such individuals and agencies.
- Cultivates and maintains learning relationships with national education leaders, evaluates new strategies and innovations, and implements best practices and necessary system changes.
- Ensures the Department has processes and systems in place for the internal organization, operation, and management of the public school system, including a proactive 2-way communication plan and process, which address both internal and external stakeholders, as well as safety, disaster recovery, and business continuity plans to effectively respond to emergency situations.
- Ensures compliance with all applicable state and federal laws, including those that recognize both of Hawaii's official languages, and any Board, state, and federal policy and regulations governing education.
- Serves as Department's Chief Procurement Officer and ensures appropriate financial controls are in place.
- Approves the appointment of all Educational Officers, hires and seeks Board approval for all Department executives, makes final decisions on actions where serious disciplinary action is contemplated for an employee, and engages in labor negotiations.
- Exercises administrative oversight of attached agencies.
- Champions the importance and execution of a diverse, equitable, and inclusive environment in schools.