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June 18, 2020

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Action on Superintendent evaluation system process for 2020-2021
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, 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.

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

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.

They also provided comments during the SY 2019-2020 evaluation.³ The most substantive changes made to the process during the SY 2019-2020 review was with regards to moving stakeholder feedback to another Board process, revising the Ethical Leadership professional standard, removing of quarterly check-ins, and making the mid-year formative assessment a review instead of an evaluation to discuss indications of performance to date.

Board members and the Superintendent have also reviewed the superintendent job description each time they reviewed the evaluation process; there have been no changes to the job description the Board adopted on March 7, 2017.

II. CURRENT EVALUATION SYSTEM

The Board's current process document⁴ begins with a description of the main purposes of the evaluation around which the main components of the evaluation center. The two 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

Board members rate the professional standards and Superintendent Priorities to determine a final performance rating of the Superintendent.

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) Equity Advocacy.

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

³ The Board considered revisions to the evaluation system on June 20, 2019 in accordance with Board Chairperson Catherine Payne's memorandum available here: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20190620_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf. The Board elected to defer action for consideration and incorporation of the Board's discussions. The Board subsequently approved the evaluation process described in Board Chairperson Catherine Payne's July 18, 2019 memorandum available here:

http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20190718_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf

⁴ 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).

that are necessary for the Superintendent to foster to be successful. The last standard focuses on the Superintendent's advocacy for equitable opportunities and conditions for every student and staff member.

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.

Process. The evaluation process is ongoing and cyclical and includes a mid-year review, and an end-of-year evaluation. The mid-year review is a discussion that provides the Superintendent with indications of performance to date. At the end of the first quarter of the school year, the Board and Superintendent 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 evaluation is the 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 changes to the evaluation system and one significant substantive change, which would add strategic plan indicator targets as a third component to the evaluation.

The significant substantive change proposes to add a third component that would rate the Superintendent on progress on strategic plan indicator targets.⁵ Under this proposal, the Superintendent and Board would agree upon annual targets in advance, which would be based on the targets in the Department's current strategic plan. As a part of the end-of-year evaluation, the Board would review a snapshot⁶ of the progress made on the strategic plan indicator targets and determine whether the progress made makes it likely the Department will meet the targets in its strategic plan or not. The goal would be to be on-target for at least half of the indicators, so an effective rating would require at least 50% of the indicators to be on-target.

For discussion purposes, Table 1 shows possible annual targets. The first target in the draft Promise Plan is in 2023-2024, three years from now. Because of this, the annual targets were calculated by taking the difference between the 2019 baseline and the 2023-2024

⁵ Because the Board has not approved the 2030 Promise Plan, a possible proposal could be to use the 14 indicators in the 2017-2020 Strategic Plan. This is appropriate because there is historic data to look at for the 14 established indicators. The strategic plan targets will be those in the draft 2030 Promise Plan. Even if the Board has not approved the 2030 Promise Plan and the targets contained within, these are the targets that the Department has committed to reach.

⁶ The term snapshot is used because the data for the indicators are generated and available at different times. For example, the statewide results from Smarter Balanced Assessments, which inform the indicators for Third Grade Literacy, Academic Achievement, and Achievement Gap are released in the Fall, so the data used for an evaluation in May 2021 would have been collected in Spring of 2020 and released in Fall 2020. Teacher retention data looks at the percentage of positions filled as of August 1 of each year. High School Graduation rate would be available sometime after the end of the school year.

target and dividing it by three. This was just a rudimentary exercise to get an idea of how much progress would have to occur annually to reach the three-year target. If the Board was to adopt this component, Superintendent would be asked to proposed more nuanced annual targets based on her plans to help the Department make these targets together with her priorities at a subsequent meeting. The first three columns with the 2016 baseline, 2019 baseline and the difference between the two is to show how much progress has been made recently. The green boxes indicate an improvement, red boxes decrease and yellow boxes no change or need more data. The colors do not indicate whether the indicators are on target or not. This is to provide Board Members with historical context and understanding of what kind of ratings could result from this additional component.

Note that for the 2020-2021 School Year evaluation, indicators that rely on data from the annual Smarter Balanced Assessment (Third Grade Literacy, Academic Achievement, and Achievement Gap) cannot be used because students were not tested as a result of school closures relating to COVID-19.

Table 1

	Indicators	<u>2016 Base</u>	<u>2019 Base</u>	Difference (2016 vs 2019)	Difference (2019 base vs 2023-2024 Target)	<u>2020-2021 Target</u>	<u>2021-2022 Target</u>	<u>2022-2023 Target</u>	<u>2023-2024 Target</u>
1	Chronic Absenteeism	15%	15%	No change	6%	2%	2%	2%	9%
2	School Climate	TBA	74%	Need more data	4%	1%	1%	1%	78%
3	Inclusion Rate	37%	44%	7%	9%	3%	3%	3%	53%
4	Third Grade Literacy	65%	75%	10%	11%	4%	4%	4%	86%
5	Ninth Grade On-Track	90%	91%	1%	3%	1%	1%	1%	94%
6	Academic Achievement								
	ELA	51%	54%	3%	19%	6%	6%	6%	73%
	Math	42%	43%	1%	23%	8%	8%	8%	66%
	Science	43%	44%	1%	14%	5%	5%	5%	58%
7	Achievement Gap								
	ELA	33 pts	34 pts	(-1) point	12 pts	4 pts	4 pts	4 pts	22 pts
	Math	29 pts	29 pts	No change	9 pts	3 pts	3 pts	3 pts	20 pts
8	High School Graduation	82%	84%	2%	5%	2%	2%	2%	89%
9	Career & Technical Education Concentrator	38%	56%*	+18%*	12%	4%	4%	4%	68%
10	College-Going Graduates	56%	55%	-1%	3%	1%	1%	1%	58%
11	Teacher Positions Filled	93%	93%	No change	3%	1%	1%	1%	96%
12	Teacher Retention	52%	55%	3%	8%	3%	3%	3%	63%
13	Repair and Maintenance Backlog	\$279M	\$983M*	-\$704M*	\$325M	\$108M	\$108M	\$108M	\$658M
14	Family Engagement	TBA	74%	Need more data	6%	2%	2%	2%	80%

There are a couple of reasons why this third component is being proposed. It provides an opportunity to discuss system-wide progress and targets and connect them to discussions regarding the work Superintendent is doing and prioritizing. These discussions can be used to focus the Superintendent's future work and priorities. Also, using indicators as a part of the Superintendent's evaluation is a concept that has been the subject of recent proposed

legislation and serious discussions. This is an opportunity for the Board to shape what this component would look like versus waiting for the Legislature to pass a law that displaces the Board's discretion.

Several comments related to how Board Members rate the Superintendent, the importance of the evaluation worksheet form and the level of detail in justifications and evidence that would be required, which are as follows:

1. Board Members should use the worksheet to determine ratings.
2. Board Members should rate each sub-standard individually and should be provided with justifications and data sources for each sub-standard. Ratings for each of the sub-standards would then be used to establish a rating for the standard.
3. Board Members are strongly encouraged to provide details on areas for improvement for each standard and priority.
4. Board Members agree to establish guidelines that would assist Board Members in determining which rating is most appropriate based on the justification and evidence provided.

Not all comments resulted in revisions to the proposal, such as those related to form of the worksheet regarding the readability of the form and the program used for the form (Google Forms versus Microsoft Excel).

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

1. Revisions to language in sub-standards 2.4, 2.5, 2.6, and 3.1;
2. Removing the step where Superintendent Priorities can be adjusted because these adjustments are based on system wide student assessment data, which did not occur this past school year; and
3. Other non-substantive, technical changes for the purpose of clarity and consistency.

On July 18, 2019, the Board amended its by-laws to limit its meetings to once a month as determined by the Board Chairperson. The General Timeline was amended to reflect a once a month meeting schedule.

On June 27, 2019, the Hawaii Supreme Court issued an opinion regarding discussion of personnel matters in executive session. Based on this opinion, the discussion of the Superintendent's performance should occur in public because there is no clear, legitimate privacy interest in highly personal and intimate information, as described in the opinion. The General Timeline was amended to reflect this.

Superintendent also requested that the evaluation timeline be modified so that the mid-year evaluation is conducted in January instead of December.

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 18, 2020.

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 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.

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).

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

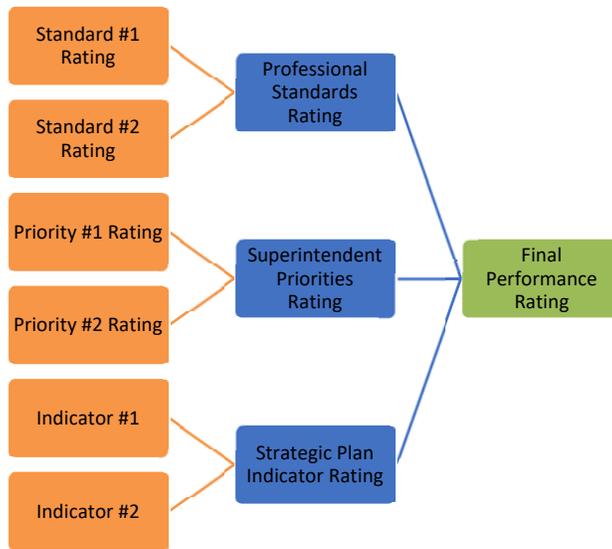
The evaluation is comprised of ~~two~~ three components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual Superintendent Priorities
- Component 3: Assessment of the Department's progress toward meeting annual targets for strategic plan indicators

The ~~two~~ three 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), understanding the progress made toward achieving future targets (Component 3), 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 and rates whether system-wide data shows that the Department is likely to reach the targets in its strategic plan. Next, the Board then determines ratings for each of the ~~two~~ three components (professional standards, ~~and~~ Superintendent Priorities, and strategic plan indicator targets). Finally, the Board determines an overall performance rating for the Superintendent based on the ratings of the ~~two~~ three 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 (with one exception for strategic plan indicators, described below) and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on students, staff, community relations and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with students, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with students, staff, and community members.
Unsatisfactory	Performance does not meet expectations, 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 HÃ-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-Manages the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the strategic plan and 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-Is 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 timely, 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 in a timely manner;
- 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 HÅ-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.

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.

Component 3: strategic plan indicators

The annual strategic plan indicator targets are the annual targets that the Department should meet in order to meet the longer term targets in its strategic plan. The Board and Superintendent mutually agree, in advance, on the annual targets for each indicator. The annual targets should be set at a level that will make it likely that the Department will meet the targets it set out in its most current strategic plan.

The Board will determine whether the Department is on-track or not on-track to reach each of the indicator targets in the Department’s most current strategic plan. The Board will provide the Superintendent with a rating based on the table below.

RATING	CHARACTERISTICS
Highly Effective	<u>100% of indicators on-track</u>
Effective	<u>50-99% of indicators on-track</u>
Marginal	<u>30-49% of indicators on-track</u>
Unsatisfactory	<u>Less than 30% of indicators on-track</u>

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 and strategic plan indicator targets;
- ~~2. Adjustments to the Superintendent Priorities after the release of system-wide student assessment data for the previous school year, if necessary;~~
- ~~3.~~2. 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.~~3. An end-of-year final evaluation of the Superintendent 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 <u>Second</u> 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—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>Second June <u>July</u> Board Meeting</p>	<p>2. The Board and Superintendent mutually agree on and set the <u>strategic plan indicator targets and</u> 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>
	<p>July</p>	<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>	<p>September or October Board Meeting</p>	<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>	<p>Mid/Late November <u>December/Early January</u></p>	<p><u>5.4.</u> At least two weeks <u>seven days</u> prior to the Board’s first December <u>January</u> 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 <u>posts this information with the Board’s agenda for its December meeting.</u></p>
	<p>First December <u>January</u> Board Meeting</p>	<p><u>6.5.</u> In executive open 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>7.6. 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>
<p>Step 4 End-of-Year Final Evaluation</p>	<p>Early May</p>	<p><u>8.7.</u> At least two weeks <u>seven days</u> 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.⁶ The Board Office distributes the supporting documents and evidence to Board members <u>posts this information with the Board’s agenda for its May meeting.</u></p>

⁶ The Superintendent can choose to collect and reflect on stakeholder feedback as part of the self-assessment, and if used, the Superintendent can opt to share the stakeholder feedback with the Board as part of the supporting documents and evidence.

	Second May Board Meeting	<p>9.8. In executive open session, the Board discusses and comes to consensus on the final end-of-year evaluation ratings.</p> <p><u>9.</u> 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 end-of-year evaluation ratings after the discussion.</p> <p>10. <u>The minutes of the meeting serve as the evaluation of the Superintendent.</u></p>
	Late May	<p>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.

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).

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 \bar{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

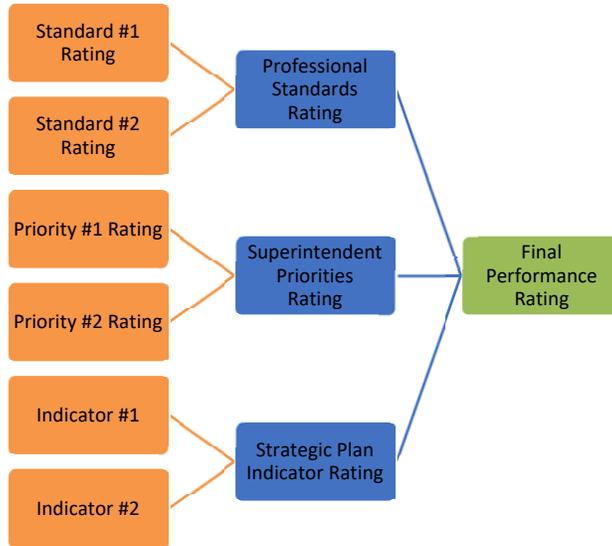
The evaluation is comprised of three components:

- Component 1: Assessment of performance on professional standards
- Component 2: Assessment of progress toward meeting annual Superintendent Priorities
- Component 3: Assessment of the Department's progress toward meeting annual targets for strategic plan indicators

The three 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), understanding the progress made toward achieving future targets (Component 3), 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 and rates whether system-wide data shows that the Department is likely to reach the targets in its strategic plan. Next, the Board then determines ratings for each of the three components (professional standards, Superintendent Priorities, and strategic plan indicator targets). Finally, the Board determines an overall performance rating for the Superintendent based on the ratings of the three 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 (with one exception for strategic plan indicators, described below) and guides the Board in determining ratings:

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on students, staff, community relations and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with students, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with students, staff, and community members.
Unsatisfactory	Performance does not meet expectations, 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 HÃ-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. Manages the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the strategic plan and 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. Is 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 timely, 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 in a timely manner;
- 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 HÅ-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.

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.

Component 3: strategic plan indicators

The annual strategic plan indicator targets are the annual targets that the Department should meet in order to meet the longer term targets in its strategic plan. The Board and Superintendent mutually agree, in advance, on the annual targets for each indicator. The annual targets should be set at a level that will make it likely that the Department will meet the targets it set out in its most current strategic plan.

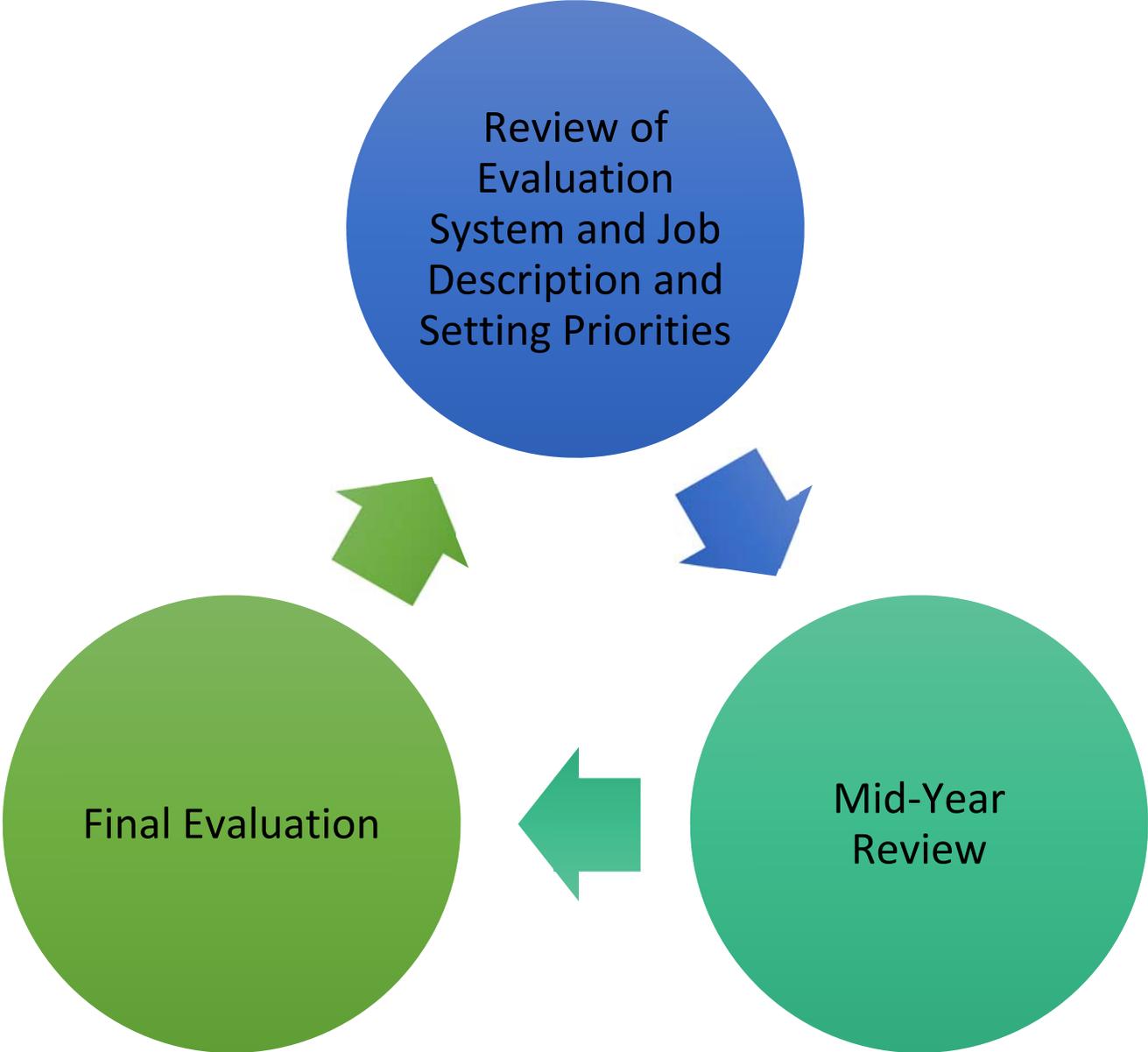
The Board will determine whether the Department is on-track or not on-track to reach each of the indicator targets in the Department’s most current strategic plan. The Board will provide the Superintendent with a rating based on the table below.

RATING	CHARACTERISTICS
Highly Effective	100% of indicators on-track
Effective	50-99% of indicators on-track
Marginal	30-49% of indicators on-track
Unsatisfactory	Less than 30% of indicators on-track

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 and strategic plan indicator targets;
2. 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
3. An end-of-year final evaluation of the Superintendent 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>Second 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—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>July Board Meeting</p>	<p>2. The Board and Superintendent mutually agree on and set the strategic plan indicator targets and 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>
	<p>July</p>	<p>3. The Superintendent communicates the Strategic Priorities and Superintendent Priorities to all Complex Area Superintendents, school administrators, and educational officers.</p>
<p>Step 3 Mid-Year Review</p>	<p>Late December/Early January</p>	<p>4. At least seven days prior to the Board’s January meeting, the Superintendent provides a report on interim progress in achieving the Superintendent Priorities to the Board Office. The Board Office posts this information with the Board’s agenda for its December meeting.</p>

	January Board Meeting	<p>5. In open 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>6. The Board discusses with the Superintendent its comments, questions, and concerns on the Superintendent’s mid-year performance on the professional standards and Superintendent Priorities.</p>
<p>Step 4 End-of-Year Final Evaluation</p>	Early May	<p>7. At least seven days 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.⁶ The Board Office posts this information with the Board’s agenda for its May meeting.</p>
	May Board Meeting	<p>8. In open session, the Board discusses and comes to consensus on the end-of-year evaluation ratings.</p> <p>9. The Board 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</p>

⁶ The Superintendent can choose to collect and reflect on stakeholder feedback as part of the self-assessment, and if used, the Superintendent can opt to share the stakeholder feedback with the Board as part of the supporting documents and evidence.

		<p>recommendations to each other. The Board may make changes to its end-of-year evaluation ratings after the discussion.</p> <p>10. The minutes of the meeting serve as the evaluation of the Superintendent.</p>
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.