



# **EDUCATION INSTITUTE OF HAWAII**

## **2015 Principals Survey Results**

**March 16, 2015**

**Number of Principals (N = 144)**

## The Impact of School Principals on Student Achievement

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

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

Leading research studies indicate that it is the leadership of the school principal that is the second most critical factor impacting student achievement, second only to the effectiveness of the classroom teacher. All other factors, such as family socio-economic status, new standards, class size, use of computers, length of school year, etc – while important, are significantly less important as compared to the impact of the leadership of the school principal.

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

### 2015 Survey of Principals

This survey of public school principals was taken from February 28 to March 15, 2015. Specifically, this survey included questions relating to school empowerment, Common Core State Standards, Smarter Balanced Assessment, Race to the Top, the system of support for principals, perceived levels of confidence in education leadership, and personnel investigations. Principals were required to identify themselves and their schools for the purpose of ensuring valid and reliable results. However, no principal, school, or complex area will be identified in the EIH survey results.

### Purpose of Survey

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

- To determine if principals have a collective voice, a shared perspective, and common agreement on relevant issues including school empowerment;
- To help monitor the implementation of required policies, procedures, and initiatives;
- To provide feedback that can lead to improving our public education system – so that principals can:
  - be student centered in meeting student learning needs,
  - be more effective instructional leaders that support classroom teachers,
  - build and sustain a positive school culture evidenced by high achievement and high morale, and
  - empower their school communities to provide for innovative and effective teaching and learning.

## Executive Summary of Principal Survey Results

Survey results indicate that principals are in high agreement on nearly two dozen items relating to:

- how the implementation of DOE initiatives have seriously impacted school and staff morale;
- the desire for more flexibility and empowerment for schools, teachers, and principals; and
- the need for an improved “system of support” for principals in terms of resources, communication, and implementation of DOE initiatives.

**97%** of principals agree that they would like more flexibility in hiring personnel.

**94%** of principals state that an employee who is placed on directed leave should be informed of the specific allegations within a relatively short period of time, such as one week.

**91%** of principals agree that they would like greater control over their school’s fair share of systemwide resources.

**91%** of principals agree that if not satisfied with support services provided by the DOE they should have the funds needed, and the ability, to seek comparable services from a different provider.

**88%** of principals agree that DOE funding covered by WSF should be increased to 75% or higher.

**87%** of principals agree that school-level personnel should be able to control the means by which statewide standards and policies are achieved.

**86%** of principals agree that DOE Leadership places too much emphasis on student test scores.

**84%** of principals disagree that DOE Leadership has done a good job of implementing the Smarter Balanced Assessment.

**81%** of principals agree that the DOE Leadership want principals to function primarily as compliance managers.

**78%** agree that implementation of Education Effectiveness System (EES) has adversely affected the morale at their school.

**77%** agree that most of the students in their own school are receiving an excellent education.

**77%** agree that they have confidence in their Complex Area Superintendent.

**77%** agree that the DOE should delay the full implementation of the EES.

**77%** agree that the implementation of EES has adversely affected themselves.

**76%** feel that they have a reasonably good understanding of “school empowerment.”

**73%** disagree that the DOE Leadership has done a good job of implementing the Common Core State Standards.

**71%** of principals disagree that the DOE currently provides an adequate system of support for principals.

**71%** of principals disagree that their school community currently has sufficient control over the curriculum decisions that directly affect students.

**70%** of principals feel that Common Core standards have been good for their students.

**70%** of principals disagree that schools are currently “empowered” to an appropriate degree.

**68%** of principals agree that Race To The Top has adversely affected the morale of the adults at their school.

**49%** of principals agree that the HIDOE should permanently discontinue the EES as the method of teacher evaluation.

**47%** of principals disagree that they can express any concern or critique about HIDOE policies and practices without fear of reprisal, retaliation, or of being unfairly evaluated.

**32%** of principals have confidence in the Superintendent.

**21%** of principals have confidence in Assistant Superintendents.

**11%** of principals have confidence in the Board of Education.

**0%** of principals disagree with the following statement: *“I would like more flexibility in determining who will and will not work in my school.”*

**EDUCATION INSTITUTE OF HAWAII (N = 144)**  
**2015 EIH Principals Survey Results**

**Please indicate your current position:**

Principal	98%
Acting Principal	1%
Recently Retired Principal	1%

**How many years of experience do you have as a school principal?**

1 year or less	7%
2 years	11%
3 to 5 years	18%
5 to 10 years	30%
10 to 15 years	18%
15 or more years	15%

**Please indicate your school level**

Elementary	64%
Middle	15%
High	16%
Other	5%

**Please indicate your geographic area**

Hawaii (Big Island)	17%
Kauai	6%
Maui, Molokai, Lanai	11%
Oahu	65%

**Please indicate your level of agreement with each of the following statements:**

**Common Core has been good for the students in my school.**

Strongly Agree 8%

Agree 62%

Disagree 10%

Strongly Disagree 3%

No Opinion 16%

Comments:

Pace is too fast for deep learning
The CCSS have provided a blueprint for our teachers as to what they have to cover.
Promotes higher level, independent thinking and problem solving.
Actually, it helps the teachers be better focused on curriculum development for the students
It creates a cycle of targeting and backward mapping which affects instruction.
The level of rigor has increased in classrooms, and our teachers are creating their own curriculum based on the CCSS.
Too early to tell, but gets them thinking.
Common core has raised the level of rigor in the classrooms.
The standards are more rigorous and because it's statewide, we are addressing the same standards.
I have no real opinion at this time. Much is because we have not completed any of the assessments yet. I'm not sure what impact it may have on our students who take it when they see the results. While I think I understand Common Core and understand the parity they are trying to create amongst the nation's schools, the implementation and training have been difficult to determine whether it has been effective or not.
Unsure of long term results
Just do CCSS - not all the other initiatives the same year; was too much - so CCSS which really affects students - did not get attention it deserved since teachers busy doing SLOs and getting training and retraining version 2.0 for EES and SLO 2.0...
Too early
Too soon to tell, but implementation has not been easy for my teachers
It allows our students to have a more rigorous and focused curriculum.
We have to build up to the rigor.
One size fits all doesn't work
There has been little difference between Common Core and HCPS.
Provides a set of standards that prepares students for life beyond high school.
Process of having teachers re-visit the curriculum to articulate, pace, and plan has been a positive.

Standards are not the problem. Implementation timeline has been a problem.
No opinion because it has been so confusing and with lack of specific directions.
It is too early to assess. I do like the focus on building problem-solving, critical thinking and knowledge application skills
Teachers are working to implement.

### **The Smarter Balanced Assessment has been good for the students in my school.**

Strongly Agree	1%
Agree	15%
Disagree	31%
Strongly Disagree	15%
No Opinion	37%

#### Comments:

General preparation has helped to engage teachers in discussions related to rigor.
Not enough time to teach students how to navigate the test - it will measure their computer skills not academic skills
Waiting to see how students do on the SBAC. Is the test worth the time that it takes to test?
Need to wait for results. Too time consuming
I do not believe my students will be ready for this assessment.
It is still too early to make comment on the SBAC; however, preparing students has been extremely stressful for teachers and students. Test-taking time is too long.
I think that there needs to be a more thoughtful approach to mandatory assessments. If our purpose is to ensure that students are college and career ready upon exiting from high school, then we should select one assessment that can help us assess how well our students are doing on this indicator. My belief is that the ACT provides research based data predicting success at a certain benchmark level. The concern that schools have about over testing is well grounded. At the high school level, it is absolute madness to be testing juniors almost back to back with ACT and SBAC.
The level of rigor is necessary however the manner in which it is being rolled out needs to be addressed.
Preparing for this year's SBA has made the teachers realize they need to increase the rigor of their curriculum and lessons
Good is a relative term. It will be good to compare apples to apples but it is not the best indicator of learning.
Have not taken SBAC yet.
There is no data to base a response on.

While we want to be able to compare our students and our school with others across the nation, the SBA is not appropriate for elementary students. It is too long and requires knowledge of tech skills that are not age-appropriate.
Very last minute and so much to do!
Will know more after the assessment is given.
If it is aligned to the common core curriculum it should be ok. School hasn't taken it yet.
Not enough data to determine
Too early to tell as this is only the first year
It has been stressful and time consuming. Not to mention that our students don't have all the skills at this point to successfully navigate and complete the SBAC.
Haven't taken the assessment yet.
We haven't taken it yet
Planning for the assessment has been tough. Lots of schedules and a lot of variables to consider. Definitely takes away from focusing in on school initiatives.
Don't really know at this time. Preparing for the SBAC has been challenging from a teacher stand point of how to provide opportunities for practice or comprehending what the students will really face when they eventually take the assessment. Time constraints.
Hard to tell ... just giving test for first time. For High Schools we also give ACT which does mean something. Why not just use ACT, it is a national exam. Doing ACT and then SBAC and then EOC and then AP exams at high school is too much. Elementary schools don't have ACT, EOC or AP exams so SBAC makes sense.... for High schools there is too much testing.
Too early
The time requirement for the assessment takes up valuable instructional time. Our school will take more than 1/2 of the fourth quarter for testing.
Too soon to tell, but very time consuming.
Haven't taken the test, so no information yet.
Our students will need to get acclimated to this assessment, which may take a few years.
Produced sense of urgency
We will need to experience testing and see results to determine the answer to this question.
Test should have been phased in, starting in the elementary schools. Students not prepared for the rigor of the test. Too many students lack pre-requisite skills to be successful.
We have not taken the SBAC but the practice tests are taking longer than expected
Preparing for the format and type of assessments have benefitted students. The scheduling has been horrible with the performance assessments. Scoring and taking Interim Assessments are also another challenge...not to mention possible bandwidth and other potential technology issues...we shall see.
I will have an opinion after the test is taken
We don't have any result yet. Over emphasis on testing has been detrimental.
Not enough info and clarity of timeline, directions and future.
Yet to be taken
Only in that it has helped teachers better understand the common core.
We have spent a lot of time following the recommended testing preparation and worry that we have not spent the necessary time focusing on students learning the standards



Interim assessments and the form and practice for SBA are only now available to teachers to view. Much too late to be able to work with and develop confidence and competence with administering it.
Don't know, haven't completed yet.
This is our first year
Too soon to judge
The roll out process has been confusing and delayed. We will not know how the data extracted from the assessment will assist us in informing our practice until we complete the assessment process. This year should not, however, count for schools or the CESSA since it is baseline data. The fact that it will is unfair.

### **The HIDOE Leadership places too much emphasis on student test scores such as the H.S.A. and Smarter Balanced Assessment.**

Strongly Agree      46%

Agree                      40%

Disagree                8%

Strongly Disagree    2%

No Opinion            4%

Comments:

I agree that we should look at SBA to gauge our progress nationally. I don't believe it should be weighed into teacher and principal evaluations.
Schools are publicly judged by test scores. Monies are allocated by test scores. This causes schools to focus on doing well on the test and not on other aspects of child development that are just as important in being college, career and life ready.
SBAC, ACT, EOC, Universal Screeners 3 x per year, underscores the importance the test scores play.
Accountability is good but the degree and level should be addressed
Not sure if it is that easy. Isn't this the result of a trickle down from federal mandates? How else can we meet the reporting/performance requirements of the former NCLB and the upcoming SBA?
This is a federal problem more than a State problem.
The SBAC should have been introduced gradually and not at the same time as the new core reading and math programs. Everyone is stressing about learning these programs and the new SBAC at the same time. Too much, too soon.
With no real accountability on the student's part to do well, the results may be skewed based on this one reason. When the cohort completes the assessment and is scored, there is no measure to determine who actually put forth the effort to do their best. There is an assumption that they will all do their best.

Whole country places too much emphasis.
Feedback to teachers on student achievement are important for improving lessons and student needs in the classroom.
However the timeline for implementation should be longer because is the difference in the rigor compared to what the expectation was previously .
Three different tests in three years. And unlike the three attempts on the HSA, the SBA has no formative value whatsoever.
The emphasis on using a valued calculation for growth is the problem.
We measure elementary schools with apples, and secondary with oranges. That's the problem. Emphasis in test scores is inevitable in America.
Leadership must look at other factors impacting schools and use multiple measures to evaluate schools.
One test, one number at the end of the SY is EVERYTHING! That is wrong and anti-education in the real sense of the word.
Assessment is important. The DOE has not done nearly enough about how we are to access the data efficiently and provide schools with sufficient resources to carry out improvement plans.
We should put more emphasis in improving instruction.
Assessment results should be used to inform continued school improvement practices rather than labeling schools and causing parent/student concern with regard to the assumed quality of education being provided at the school based upon one piece of data. This data does not accurately assess student skills, knowledge and abilities.

### **The HIDOE Leadership has done a good job of implementing the Common Core State Standards.**

Strongly Agree	1%
Agree	17%
Disagree	52%
Strongly Disagree	21%
No Opinion	9%

#### Comments:

Implementing a "CCSS curriculum" versus using the CCSS as a means to align schools' selected curriculum is different. In hindsight, perhaps we should have focused on the latter.
Department should have provided a system of professional development to ensure that all teachers received the same level of PD and guidance.
Common core curriculum was rolled out with little time for teachers to be thoroughly trained.

More about compliance and not about PD/Quality training
It seems that school-level personnel are generating the practical direction for the implementation of CCSS
The CCSS is accessible and is embedded in systems (cross fillable in eCSSS).
. . . though I don't necessarily think it's the State's fault.
Training has been piece meal and not consistent.
Roll out did not come with training before hand. We are playing catch up.
It all depends on the leadership you are talking about.
The resources they have on the DOE website and the PD we've had has been satisfactory.
Poor planning and trying to do too much at once so schools have a difficult time focusing and implementing effectively
Although teachers and administrators received training, teachers say that it has been difficult to keep the pacing because of some students inability to address material in ELA. There has been frustration from Math teachers because of the late dissemination of curriculum and the guides lacking correct answer keys to support instruction.
They give you a curriculum and a one day training and take credit for implementing . They have no idea that staff turn over is 20% in a high school... new teachers not trained... High schools with good ELA ... why change their Curriculum... if results are good? The math packets are not realistic for some teachers who just want to use them as work books...
Too fast. Math is disjointed
There are many resources if teachers take the time to research.
Only because timeline unrealistic to implement new curriculum
Not enough people to help an assist schools with implementation. Don't have all things in place before implementation phase.
Poor roll out at the secondary level. Specifically High School.
Poor leadership. Schools were forced to implement the standards with little assistance from the State.
Not much teacher training.
Wishy-washy and poor planning and foresight at its BEST!
All grade levels should have started training on CCSS at the same time. And more in depth training was needed.
Change of this magnitude takes time to create ownership. This hasn't happened.
Too rushed
The have taught it; not certain on how many have actually learned what was taught.
Teachers need more support
Initial PD three years ago is no longer the emphasis. Now it's all about SBAC.

## The HIDOE Leadership has done a good job of implementing the Smarter Balanced Assessment.

Strongly Agree	1%
Agree	7%
Disagree	42%
Strongly Disagree	42%
No Opinion	8%

Comments:

We have not completed implementation yet.
Teachers are still not prepared enough for test implementation.
Late in rolling out tools to prepare and information about it.
Looking at the time required for the SBAC coupled with the technology demands, I am unsure that it will be implemented without major issues
Students need more time. Ex: Why can't the students submit the writing via scanned doc rather than assess their typing ability.
It seems that school-level personnel are generating the practical direction for the implementation of CCSS
The SBA has had pitfalls along the way, including having piloting days outside of the school calendar. I wonder if it was within the control of the HIDOE Leadership? I would have liked to see a smoother roll out that included a time of safe practice for administration as well as for students to build the skills necessary to take the SBA.
I think it's more a problem with SBAC than with the State.
The roll out has been inconsistent and information tends to come out after the fact.
SBA training was inadequate and untimely.
I don't think they took the time needed to roll this out properly.
Although we had a conference regarding SBAC, it was a one stop shop. They assume that all students are knowledgeable in computer education and that the schools are highly equipped with technology to be effective for SBAC implementation. Right now trying to implement the SBAC interim assessment is causing us to put aside our other monthly assessments so students are not "tested out".
Absolutely not. DOE provided training for schools and test coordinators on January 20 and when schools are to administer in March. They communicated that schools could administer an interim assessment to get information about how student are predicted to perform on the summative (real) SBAC and teachers could use the information to adjust their instruction. Our students took the interim assessment but in the end, teachers did not get a score because there were problems with correcting the hand scoring items since assessment did not work properly. Teachers wasted valuable time administering a test that did not work properly.

Maui District was trained on the SBAC on January 15th. I think that was the first time I heard about the Interim assessments that could be administered. But even at that, teachers would have to score the assessments. When would teacher find time to administer a battery of assessments and then score them when they still have more CCSS material to cover. Assisting the students through the practice modules has been challenging and time consuming enough. It would have been nice to know some of this ahead of time. Perhaps teachers might have been able to create a pacing guide that would incorporate all of this. More Time Please!
Again; just having finished ACT, now SBAC and the computer requirement... we need to 'clean' our Chrome books... 350 of them so that students can use computers to do SBAC. If state provided more staff to help schools that would be nice.
Too early
Information share too late and in pieces. Answers to performance task retakes are still not available. School must problem solve the unknown on their own.
Couldn't have done it worse
Although much of the blame goes to SBAC itself.
When we ask questions, we get more questions in return.
Most information is provided in memos. Not much teacher training.
We shall muddle through everything and still count it nonetheless.
Everything came too fast. Teachers are not prepared and so students are not prepared.
Lack of creating ownership. Not enough time committed to preparation.
Too rushed
Technology infrastructure and other related matters will impact student performance. Lack of understanding about student stamina in taking this assessment is frustrating.
Not enough info.
Interim assessments came out too late for adequate preparation for students
It's not fair to count the score as they did not meet their timeline for supports

### **I have confidence in the current Board of Education.**

Strongly Agree	1%
Agree	10%
Disagree	38%
Strongly Disagree	26%
No Opinion	27%

#### Comments:

Not enough visibility. No outreach to get to know the schools.

Lacks a balance of educator and business...too heavy business and doesn't know what it's like at the school level.
We have a Board of Education? - that's news to me. They are keeping a very, very low profile.
Education cannot be run as a business, although there is a business side to education.
I would hope that the Governor will provide guidance regarding his vision for public education so that the BOE can establish policies to implement that vision.
I don't think they know what's really happening in our schools.
They are too far removed from school level to know me and for me to know them.
Everything to the BOE is assessments to hold students and school personnel in their learning. I agree to that but not in the way that things have come down to the school level. Everything is important but don't slam us with everything at once.
Not at all. The governor needs to take action on appointing board members who are in support of empowering schools and remove the current BOE members who are not, especially _____.
Have they been exposed to and attempted to complete the available practice assessments?
Not for educational pedagogy.
No one with any education experience is on the board at present. Making decisions on increasing minutes of student time... ended up with all sorts of 'study hall time' which counts for student minutes... a joke. But looks good. To mandate increased student time with teacher contracts limiting teacher time was a recipe for a 'sham' and that is what the BOE got. All kinds of study hall.
I have seen no sign of greater school empowerment despite our change in Governor.
The current BOE is comprised of non-educators. They do not understand what principals and teachers go through on a daily basis.
Most of this response is aimed at _____.
I don't know them enough to have an opinion. As a principal, maybe that speaks volumes.
Believe that the current board is "ignorant" for lack of a better word... No board member has any school level experience and has no idea of the world that educators live in. They may mean well, but Board policy and employer relations or morale has been on an all time low.
I feel they are in the bubble and receive filtered information. I have met once with my island representative since the board was appointed. _____ addressed our EO group once at the DELI.
What would they know about what we do at the school level? Do they ever come and visit to see?
No one spoke up during the Race to the Top rollout debacle.
I really don't know much about them or what they do. The system is too large and they are disconnected from me.
Tying in principal's evaluation to student performance on tests demonstrates misunderstanding of the complex nature of the principalship.
There does not seem to be a lot of collaboration among board members and there is not enough collaboration about the actual status of what is going on in the DOE.
Don't know them well enough to have an opinion.
Making policies, then changing them shows that Board is not making good decisions in the first place...ie EOC counting 15% of grade; option to now opt out of curriculum, etc.
Little or no engagement on the neighbor island. My impression is they do what the Superintendent and her deputies need to accomplish.

**GET THE BUSINESS PEOPLE OFF THE BOARD!**

I don't have information to make a judgment

**I have confidence in the current Superintendent.**

Strongly Agree 3%

Agree 29%

Disagree 31%

Strongly Disagree 13%

No Opinion 24%

## Comments:

She continues to try and does listen but needs to get out to individual schools more often.

Because she seems more like a silent player in the process, it is hard for me to assess her effectiveness. Asst. Supt. have higher profile

At least she seems to enjoy herself at fundraisers for private schools.

I have hope.

I don't think she knows and understands what the schools are going through.

Trying her best...tough job.

I think the Superintendent's initiatives are important and have elevated our schools to help our students to be college and carrier ready. She needs to put in place what was promised in the Race to the Top and I agree with that. What I don't agree with is the timing of what she is asking of our students, teachers, and administrators to do. How can we be effective when we are tasked within one to two years to do EES, Reading Wonders/Springboard, Stepping Stones/Go Math, and SBAC all at once. It's killing us! Morale is down and it's my job as an administrator to do whatever I can to help my people. The use of the 21 hours has helped to provide much needed PD to address the new reading and math programs, EES, and ART.

Absolutely not. The superintendent has allowed the deputy and the others on her leadership team to make poor decisions continuously for the last several years. They have rolled out initiatives without thoughtful planning which resulted in confusion and stress at the school level. Schools are left to figure things out to make it work without effective support. The superintendent has been invisible throughout her tenure as the top leader. Most in DOE do not have confidence in her leadership nor her abilities.

Current sup has no school level experience.

Not for educational instructional matters. It seems she is more concerned with Federal matters vs. local issues in schools.

She is trying to bring some new ideas to the table. But too much too soon to follow the \$\$ from race to the top. CCSS not properly implemented because the Sup had schools do EES and 2 SLO and new curriculum in math and english at the same time... same year.... to much for teacher to absorb
Ms. Matayoshi communicates through emails, newsletters, and has been present at meetings. She has many responsibilities, but still finds time to spend with schools and DOE employees.
I'm not sure that someone without experience in education is an appropriate choice. I wouldn't hire a teacher to represent me in court.
She is a non-educator who does not understand what we go through in the schools.
I'm more neutral on this. There have been both positive and negative changes with one negating the other.
I don't think there is a clear vision for developing leadership and changing classroom instruction. The two most important things.
Although I like the Superintendent personally, I feel her role is more political than educational. We are probably one of the few states where the Superintendent does not have a doctoral in education.
See above. Relies on ASes who have no education background. They mean well, but don't understand. no accountability beyond the school level.
She knows almost nothing about the reality and nuances of being a teacher or principal of a school.
6 Priority Strategies is too many. Organizations cannot make this many changes all at the same time. This shows lack of leadership and knowledge of change...
The Superintendent deserves the support and respect from the field, given the position she holds. Superintendent always has a balcony view that is unbeknownst to most of us, as we have a balcony view of our school that our school community does not have.
Still very much waiting for plans and actions to match the rhetoric. The example are the actions of the new AS for OHR. Her attitude is still very much of the "old school" DAGS style of management which is, "We know best and it is us against them" (them being school principals}. They claim that they are working hard to support the schools and principals. Although many are there are some in the State Office who believe that they have foresight to know what is going on more that those closest to the point of implementation.
Deputy is the most seen
Without an education background, her assistants influence her decisions.
School empowerment will never move from policy to practice under the current superintendent.
Don't know her enough to make a judgment
Still a lack of resources to support teachers and admin and NO INFRASTRUCTURE to support the many initiatives!
I do not know her hidden agenda but she has one. Input is solicited but has no evident influence on decisions that affect schools and personnel
It is unclear what decisions are being made by the Superintendent and which are being made by the Assistant Superintendents.



## I have confidence in the current Assistant Superintendents as a group.

Strongly Agree      3%

Agree                18%

Disagree            33%

Strongly Disagree 17%

No Opinion        29%

Comments:

There are some that I consider to be effective while others are not. The lack of school level experience may be a significant issue.
Players keep changing
I feel that there is more effort to be interactive with the field and to seek input.
It's not so much musical chairs - but they don't seem to last very long in their positions. The question to ask, "Why is that?"
_____ has been great to work with this year. I don't know the rest of the assistants well enough to rate "strongly"
Constantly changing, revolving door with many that do not have school level experience which is important.
It is difficult to understand how they interact as a group--I wonder at the silos that are slowly being dissembled.
Never see them and not quite sure what they're doing.
I know the ASs are trying their best to ensure that the Superintendent's initiatives are moving forward. I disagree with how it's being implemented.
They are not in touch with connecting systems that are contextual to schools. Blanket policies get established that get implemented that "don't" fit school level needs.
Too little info
Again too much too fast... when were they Vice Principals slogging through discipline and athletic issues at a high school and oh by the way doing EES observations as well as classroom walkthroughs. Classroom walkthroughs are much more useful in knowing what is on going in a classroom.... hard to find time now that everyone needs an EES each year... and last year with two EES observations/ no walkthrough happened.
Each have big responsibilities and are passionate to improve our systems. I have seen many improvements with facilities and appreciate the supports being provided through this superintendent.
Neutral as opposed to no opinion
Revolving door. No way any of them know me by face or name.
I do not know them. There have been many changes with the AS personnel. There has to be a delicate balance between having education and experience in the role and understanding a dysfunctional educational system. They do not have a great deal of flexibility.

Most of them have not come from education.
I really don't know them or what they do, but based on what comes down from above, I believe they are out of touch with the demands of running a school successfully.
Decisions must be made in the context of the nature public education, and educational principles.
I believe and support _____ and what he is now trying to do to be more collaborative to include principals. I also support _____ and her efforts to respond to principals. AS _____ has left, AS _____ is solidly entrenched in the bureaucratic style and I don't know the AS in charge of Facilities.
Not enough evidence to determine an opinion yet.
Making decisions without always thinking through the impact at the school level.
They keep changing
They have no contact with schools
The educational system has many flaws. State level offices need to collaborate so that they are all working efficiently and effectively to support the Department's vision and mission as well as the schools. At present, they work as separate entities, often unaware of what other offices are doing or they share inaccurate information. Further, when schools request support, it is extremely difficult to obtain the requested support and to receive a common message. All of the things that principals need to do just for the sake of compliance is very frustrating and it takes away from important work that is required to move the schools forward.

### **I have confidence in the current Complex Area Superintendents as a group.**

Strongly Agree	3%
Agree	45%
Disagree	13%
Strongly Disagree	3%
No Opinion	37%

#### Comments:

I am grateful that each and every one of them has stepped to the plate to help the field. Their job is a thankless one.
I don't know how they work as a group.
Have noticed some more engages CAS than others from the ones I have met. The more engaged CAS have been excellent.
There is inconsistency among the complex areas.
We have a good CAS but they have to follow the DOE leadership.
Not sure what's happening in the other complex
I appreciate my CAS and the support I receive. Not sure about them as a group.

I think they try their best to follow and be good soldiers in what's coming from the top. I know they're trying hard to initiate those directives to ensure that their schools comply.
I can only respond based on my CAS and he is virtually MIA. CAS does not provide any direction nor leadership. CAS is basically quiet and not around.
Innovation is not witnessed as it seems they are "messengers" more so than innovators.
Just want to keep people happy... limited vision.... yes men
Some are stronger than others as a result districts are at differing points of implementation.
I feel bad for them; they are being led by a non-educator position is a no-win for anyone sitting there
I can only speak to the ones I know and have worked with. So as a group I feel like I don't know enough.
I only really know my own.
The CASs are supportive as a group, but can only do what they are told to do.
I only know my CAS. I do not know the others. I perceive they are being given directives. I know they do not have enough funding to effect real change. In short, their job is to disseminate information to the schools and to act as a shield to keep problems from bubbling up to state.
I believe as a group that they are knowledgeable and mean well, but their voices are not heard. ASES carry more weight at upper leadership level. They are only heard if their thinking is aligned to upper leadership's vision or intent.
I am tipping into disagree, but chose agree because they at least have come up through the ranks. They could speak up more for their principals, but they tend to follow directions from the top.
Of those I have met, I believe they are trying to do the best they can to provide for the success of our students and our schools.
I am in full support (strongly agree) with my CAS. It would not be responsible nor professional of me to comment on the collective.
I don't know enough about the other CASes. I fully support CAS_____ and what he is trying to do to make the DOE more collaborative.
Limited in my knowledge of all CAS's.
They listen to concerns from the school level, but don't usually have the authority to change things.
I really only know my CAS.
I deal with only one and have no knowledge about the others and how they interact with their schools

### **I have confidence in my current Complex Area Superintendent.**

Strongly Agree	31%
Agree	46%
Disagree	9%
Strongly Disagree	4%
No Opinion	10%

## Comments:

Hopefully will provide a fresh perspective.
He remembers his roots as a principal and supports the schools.
The vision of the complex and its movement toward it is consistent.
I don't necessarily agree with the decisions, but she basically leaves me alone.
My CAS is supportive of all the schools under her leadership.
He has a big personnel issue to act on for my school. If he supports my decision, I will be more favorable in my assessment of him. If he goes against my recommendation, I have no confidence in him as a leader.
New to position
I believe my CAS is doing a terrific job in moving his complex forward. He is collaborative with outside organizations like KSBE and Ho'okele, an administrators' Leadership Academy, to provide us with professional development in helping us become better leaders. He continuously reminds us of our mission and helps us strive for excellence. If we have questions or concerns he is there to provide support be it with the CAST or his personal assistance and it's done in a timely manner. Our complex has become extremely close, like a family and it's because of the initiatives he has put in place. I have seen him grow as a CAS and he is open and listens to what we have to say to make more informed decisions always reminding us what is best for the students as the focal point of our decision making. His emphasis is not losing sight of our vision and do whatever it takes to stay on course. He has built a system of care where we can call upon any one of our colleagues. Relationship is the key to success and he has done that with fidelity. I personally have grown as an administrator and I lead by example always asking myself, how would this affect students achievement? His greatest accomplishment to date is having his complex involved in the Instructional Leadership Team process (ILT). The goal is not to be reliant on outside providers, but to develop and build leaders from within our schools following the process of the Framework for Powerful Learning and the Cycle of Professional Learning. This is our second year going through this process, and my teacher team said, this is the best, most effective means of moving our school forward focusing on a Targeted Instructional Area and whatever we do, we go by the cycle of learning as our guide. I can say so much more, but I am so fortunate to be working with CAS _____ and I will forever be grateful for his dedication to the _____ Complex and all of the schools that serve under his leadership.
My CAS is virtually MIA. CAS does not provide any direction nor leadership. CAS is basically quiet and rarely around.
Yes, for matters that involve non-instructional matters.
Just want to keep people happy... limited vision.... yes men
Our CAS works with us and makes sure we are supported in our efforts to improve our schools.
CAS _____ is clear and supportive.
Our CAS provides a voice and is an advocate for principals.
I think he's doing the best he can under very difficult circumstances... mainly that he's in a no-win situation
I don't know where my CAS stands. Now there is a new focus on community partnerships which is great but I'm trying to connect it to classroom instruction and improving leadership. Once his vision becomes clearer to me I'll be able to get off the fence.
My CAS is very supportive of our efforts at the school level.

I feel he is doing the best he can do under the circumstances. The CAS is expected to deal with problems rather than supporting Principals.
Good person...want someone who can get something done for our complex schools
Again, almost a disagree but chose agree for same reason as above.
My CAS has done a good job in providing professional learning and bringing his administrative team together as a unit working together for our students.
Given what is developing, there is no way that I would want to assume this job.
She is supportive and takes on many things so we don't have too. Her staff is so helpful.

**I can express any concern or critique about HDOE policies and practices (including, for example, implementation of EES and Race to the Top) without fear of reprisal, retaliation, or of being unfairly evaluated on my performance evaluation.**

Strongly Agree 10%

Agree 32%

Disagree 32%

Strongly Disagree 15%

No Opinion 10%

Comments:

I do so perhaps because of my age and experience as a principal.
Depends on who you're expressing it to.
I feel confident that my concerns that I express to my CAS is not reflected in my performance evaluation.
I have confidence that my CAS is fair.
I have done so in a professional manner.
I trust my CAS but not sure about anyone else in the upper levels.
I can express it without fear, but I don't think it's being heard.
I think the initiatives put in place by Superintendent are well thought out, innovative, and will definitely help our teachers become better at their craft and students be college and career ready and I commend her for that. I believe that the way it was introduced was not acceptable to me, but I did what I had to do. It was just too much too soon. Everything hit the schools at once and yes, it affected the students, teachers, parents, and administrators. I was happy to learn that things were modified with the EES but I didn't agree that all teachers with distinguished rating were given a reprieve. The first year should have been a trial year, no more, no less. I believe that the system can be modified more to make it better before 2015-16 rolls around. I am not fearful in any way that my comments will lead to retaliation against me. I truly believe that my comments will be heard because I feel that many

others feel the same way and it is my hope that the leadership actually takes to heart what the field is saying and take positive action on it.
After what I experienced last year, I don't really want to say a thing in any forum, including this one. That's why I think I'm putting that I really don't have an opinion about the previous questions. This is part of the system where people are just carrying out orders. Last year felt a little like Nazi Germany because it was as if the CASs were only carrying out what they were told to do. This year has been better but perhaps the previous Principal survey tempered leadership in this year's actions.
Only because of our supportive CAS
There have been many examples of DOE EO's who have been put on leave because they tried to buck the system.
By my CAS yes, but not by the State leadership.
Only with my CAS because he is next in the chain in command. I do not have the opportunity to speak to any one else.
I have expressed my honest thoughts openly. However, it could be because I'm about to retire. If I were newbie, I would probably be more reticent.
There are opportunities and forums. However, it is important to be politically correct in spite of my true assessment. I have no problem in being professional.
Leadership may be listening a little more now than before. They seem to be seeking out more input than before. My only concern would be where is all this input going and how is it affecting change.
Principals need a venue to be able to provide input before new efforts are implemented so that the an understanding the needs and of how it will affect the schools is understood before finalizing the roll out process. Further, once efforts are implemented, principals should be asked to provide feedback with regard to efficacy and challenges faced so that proper adjustments can be made.
The CAS is only the "messenger" .

### **Implementation of Education Effectiveness System (EES) has adversely affected the morale at my school.**

Strongly Agree	36%
Agree	42%
Disagree	15%
Strongly Disagree	2%
No Opinion	5%

#### Comments:

Overall, the classroom observations have been a means for further dialogue between teachers and administrators. Visitations should be unannounced. The rest of the EES needs to be eliminated.

EES offers me a vehicle to engage in meaningful discussion with my teachers (individually).

Huge additional stress.
In general my staff has been okay however recent HSTA talks have caused confusion that has impacted morale
Teachers are focused on things that will help their rating, instead of how it will affect the students.
Initially, it did. But, eventually everyone realized it was a tool to reflect upon their craft.
At one time. It has fallen on school level leadership to change the perception of EES and I think most school level leaders have done a good job of affecting change while changing the opinions of teachers.
Not to a detrimental extent and it is expected with any change of this magnitude.
Last year was difficult; this year is easier. I don't hear complaints from the teachers this year.
I think they're worried, but administration tries to buffer as much as we can.
I think teachers are becoming more accustomed to it.
Things are better this 2nd year. It still needs fixing. SLO's need to change. Recommend morphing it into Charlotte Danielson quadrant one.
It has brought my teachers and I closer.
The first year should have been a trial year with no ramifications. I believe that the system should think about not evaluating distinguished teachers for maybe 3 years; proficient teachers for 2 years, basic teachers would be evaluated yearly twice or more a year. Any teacher could return to a yearly cycle dependent on their teaching per administrator's recommendation with evidence. Teachers have shared that I don't have time to visit the classrooms as I have done in the past because I'm so swamped with EES pre-observation-post conferences, not to mention SLOs and discussions on Core Professionalism. When you have 23 teachers and no VP to help, it is time consuming and burdensome. I enjoy observing the lessons and having the conferences with the teachers but I don't enjoy logging the information into the system. Sometimes it catches, sometimes my entries disappear and I need to start over again. It is just a waste of my time.
Absolutely demoralized the faculty and administrators. Too much time is required to implement EES and that takes time away from administrators being able to be instructional leaders. Teachers are frustrated because the EES takes too much of their valuable time and takes away from curriculum planning which negatively affects student learning
Teachers are overwhelmed, feel undervalued, have made administrators inaccessible to faculty, students, and parents.
We're in a better place this year and teachers have had one year under their belts to understand the application of the EES to their evaluation. The changes in requirements have helped both teachers and administrators to feel that they have been heard and the load lightened a bit.
Too much too soon... ACT tests, EES two visits, SLO two of them, EOC exams, HSA bridge test, ACT test.... where is there time to teach if you are always doing something
Teachers are wanting distinguished rating and are comparing/competing against fellow teachers.
Only because of the short time for implementation and last minute changes
Last year had a major impact, this year with reduced requirements and the ability to "carry over" ratings, not too bad.
Teachers say this is the primary reason they feel overwhelmed.
The morale of some teachers, yes.
Morale is extremely poor.

The first year of implementation was brutal with the training schedule. EES became the top priority and overload all else. Things have backed off but it is still time consuming.
It's gotten better. I think the second year of doing this has made teachers more confident. I see a difference in attitude. It is more positive.
Good teachers don't fear the new evaluation, but these sweeping changes have created anxiety for all educators, including me.
Wasted time and energy
The EES was part of the RTTT and the damage it has cause to our school has had and will continue to have a strong negative impact on improving teacher morale. However, now that it is in place and I have a much better understanding of how it is to be implemented, the BOE and DOE need to provide principals with the authority to implement the EES in rigorous fashion.
Not only EES but the increased instructional minutes which takes away from collaboration time.
When teachers were given a "bye" during the first year.
It's better this year with the changes made for effective and highly effective teachers.
It's a distraction from the work we really need to do which is improving instruction.. Too much time on evaluation.
My teachers are burnt out.
This system is degrading to our faculty. They are professionals who strive for continuous improvement and it is counterproductive to its intent.

### **Implementation of Education Effectiveness System (EES) has adversely affected the students at my school.**

Strongly Agree	10%
Agree	28%
Disagree	40%
Strongly Disagree	6%
No Opinion	16%

#### Comments:

Time that is needed to fully implement could otherwise be used to support students.
As teachers improve, quite the opposite is happening as teachers focus on the learners.
Unsure...may be too early to tell.
Teacher concerns over EES have shifted the focus to self-preservation. Teachers have struggled to make the connection between EES tasks and improved instruction.
Teachers are focused on things that will help their rating instead of how it will affect the students.
Most teachers have stepped up their rigor and have made attempts to improve learner engagement.



Teachers are professional.
Anytime teachers improve their professional practice, students benefit.
Hopefully the teachers buffer it for them, but if the teachers are worried then it will affect the students in the long run.
If anything, the quality of the lesson improves especially when the teacher knows he/she is being observed.
Absolutely demoralized the faculty and administrators. Too much time is required to implement EES and that takes time away from administrators being able to be instructional leaders. Teachers are frustrated because the EES takes too much of their valuable time and takes away from curriculum planning which negatively affects student learning. Teachers are too demoralized to want to participate in nor initiate extracurricular activities for students.
Teachers are exhausted
Teachers state the hours they spend completing EES requirements. Admin spends time on EES instead of conducting walkthroughs and supporting teachers and students.
Yes, indirectly, by teachers' stress
Marginal teachers putting more effort into their instructional practice
Teacher morale (and administrator morale) affects students.
EES has forced me to be in classrooms more and forced teachers to play closer attention to student discourse and engagement. That's good.
Hard to judge at this time.
Only because of the effect on morale of the teachers and administrators.
Not yet
When teachers are affected, students are affected. But students can be seen rising above in spite of this.
By impacting the teachers, students have also been adversely impacted.
I've spent many faculty meetings going over Danielson. These are great instructional coaching supports but not PROFESSIONAL DEVELOPMENT that is integral to the success of my school
Yes we have neglected CSS and misbehaviors have increased
Low teacher morale directly impacts the learning environment, thus students.

### **Implementation of Education Effectiveness System (EES) has adversely affected me.**

Strongly Agree	33%
Agree	44%
Disagree	13%
Strongly Disagree	4%
No Opinion	5%

## Comments:

There have been so many changes since its implementation.
EES has provided me with additional tools to help my teachers impact students.
Far too much time is spent on evaluating teachers with little influence over teacher outcome. Our hands are still tied by the union regarding poor teachers.
Huge amounts of time involved in implementation of EES on my part. Professional development required by the EES rollout literally hijacked my PD plans last year and the beginning of this year.
On occasion it has caused a few sleepless nights.
PEP-T gave me the same results with a less-cumbersome system
EES has allowed admin to build communication with what needs to be taught and what goes on in the classroom.
In terms of adding work time - yes.
The larger schools have more struggles with implementation. The thing that bothers me about the EES is because of the highly leveraged components--the system should be whole.
Last year was frustrating; this year, the system has improved and I am more comfortable implementing EES.
Takes up a lot of time!!!
I think the intent is good. It's much better this year for me because last year was a steep learning curve.
Again, it still needs work.
My job is harder
Don't like it
Personally, I am burnt out and retirement looks better and better. I am of the belief that I don't want to front load my observations unless the teacher requests it of me. Most students are not independent learners when they enter a new grade. Students are learning who their teacher is and what her expectations are and vice versa. Without a VP helping me, I get backlogged in my work and to catch up, I come in at 5:30a.m. and stay as late as 7:30-8:00p.m. I am now working on a Saturday. Went to a workshop until 3:00 p.m. came to school and it's now 9:24p.m.
Absolutely demoralized the faculty and administrators. Too much time is required to implement EES and that takes time away from administrators being able to be instructional leaders. Teachers are frustrated because the EES takes too much of their valuable time and takes away from curriculum planning which negatively affects student learning. Teachers are too demoralized to want to participate in nor initiate extracurricular activities for students.
Daily work loaded still too much, my health is being affected for the first time in my life.
For reasons I would not like to express because I would be easily identified if the information was shared.
As a leader, an instructional leader I can not get to classroom on a random , unannounced basis. Spending 14 hours a day at the job and barely keeping up. High school demands with athletics and decisions there as well as all the DOE surveys, DOE required paperwork, DOE 'pilot ' of on-line job posting with one quick visual explanation that was too small to see... again time.

The amount of time that it takes to do the EES is hard. And with no VP, having to juggle all the duties of an administrator is getting really hard.
EES is important in providing our teachers with supports and collaboration to become better educators for our students.
Not enough time and resources have been provided for administrators
I plan to retire in June. I can't lead what I don't believe in.
It is very difficult to balance scheduling EES meetings with my other duties as principal: IEP's are an example.
Time is a problem of course but if being in classrooms is important we have to make changes as administrators.
Difficult to accomplish all that is asked of me.
I would like to put more time in EES but it was an add-on to an already overwhelming job. More is added and nothing is taken off the plates - am working 7 days a week and still cannot get all done. We need help.
Although I see the value of EES, the way it was rolled out was "thoughtless." It seems not thought was given to how deluged and punished principals would feel.
In a school my size, the workload of implementing EES has added approximately 80-120 hours of time to my VP and me. I have found it extremely difficult to conduct walk-throughs, which have much greater impact on students and teachers.
Already strapped for time, this has increased number of hours per week at school, and changed my priorities to compliance.
Only because I don't have confidence that I will be able to efficiently use it to improve instruction and assertively counsel ineffective teachers from the profession.
Very time consuming
Too much of my time is being spent on observations, collecting data, inputting data, etc. A lot of time is still being spent on conferencing, working with teachers on creating adequate student learning objectives, etc. I am having to give up more time on my weekends to complete all of the tasks by certain deadlines.
Workload continues to be the challenge; # of meetings with teachers, record keeping in data base....
I spend too much of my personal time working on this... at least 3 extra hours a week
Frustrated I can't spend quality time focusing on helping teachers with what we need to do. I also have a weak teacher and the EES doesn't really help and I don't have time to focus on this teacher.
I'm burnt out but I keep on trucking.

**I have received the level of training and support reasonable needed to implementation the Education Effectiveness System (EES) properly.**

Strongly Agree	6%
Agree	43%
Disagree	31%
Strongly Disagree	15%
No Opinion	6%

Comments:

SLO training has been especially problematic.
Training, yes; Support, no
Last year yes but this year NO. Too many changes.
Due to having a great EES EO and Complex support.
As we understand the EES better, our needs are being met. This hinges on the complex based team and its understanding and roll out of relevant/timely professional development as well as response to the needs that arise.
Our CAST provided most of the trainings
130 teachers...implementation is a huge burden
Things keep on changing.
My complex EES administrator has been extremely helpful by providing PD with my teachers and always returns my call or emails in a timely manner.
No. Schools are expected to do it all with limited and inadequate resources. Give schools additional resources if we are required to implement such a time consuming teacher evaluation. That way, schools can purchase additional administrators and provide teachers with sub days to work on components for EES.
Being able to receive Danielson Training has been one highlight that allowed me to feel confident and competent in how the process should be applied. The time requirements are the difficult thing to carve out. I think the process has been good but the process is time consuming.
I get EES... I like the evidence... but once every other year would let me concentrate on the teachers who really need coaching... don't have time for these teachers now.
This year, I did. Last year was poor
Too much too fast. Fail to take into consideration situation at individual schools which prevents some schools from moving at the same pace as everyone else. Should have considered a slower implementation.
I DON'T need any more training. Instead, it needs to be implemented more strategically and have it count more for teacher discipline
We have a great CAST team
No calibration to ensure consistency We are just making our own criteria as we go along.

Training has been very scant and poor.
Some training was good, others were not.
My EES support person is very good, however, the work is over-whelming.
In Danielson, yes, but in other areas no.
But if I do, I will spend more time away from school...something I cannot afford to do.
The second year is better, but only because I have managed to learn EES on my own by reading and studying the many documents sent to principals. Essentially, principals are on their own.
I could use some help on figuring out how to schedule everything.
Kudos to district personnel.
Although it was offered and over the past two years, I believe to be proficient in its implementation, principals have not been provided with sufficient resources to implement the EES properly.
I have a TA VP who is still waiting for certification in Charlotte Danielson to be provided. The only training she could attend was for several days on Oahu. For a critical function like this, training should have been done already, and done on island.
I can administer properly but I cannot implement into my school systems. IT does not support my school vision or subsequent programs
Little time for discussions with colleagues and our EES EO just sends us more stuff to read when we need support
Implementing is one thing...staff understanding is another thing.

### **The HIDOE should delay the full implementation the Education Effectiveness System.**

Strongly Agree	38%
Agree	39%
Disagree	8%
Strongly Disagree	6%
No Opinion	9%

#### Comments:

The classroom observation component should be continued with unannounced visits, or at the minimum, a component that includes unannounced visits.
Not certain as to what is being asked (what does full mean). If it means that we do not do all elements of Danielson, then yes, I believe the DOE should delay full implementation.
A review of the purpose would help drive the implementation. Fulfilling the Race to the Top commitments created a process of compliance vs effectiveness.

There are benefits to the process but the roll out is too intense.
Sorry, but with all the constant changes taking place, I'm not sure what the full implementation looks like.
There should be safe practice and a sound understanding of where we are prior to moving on. EES is the answer to the PEP-T's limited rating system. With time, this can become a dynamic and sustainable system wherein a shared understanding of sound instructional practice is reflected on as it is also implemented to better impact instruction and therefore create on-going student success.
Not sure what the full implementation of EES requires. I think the DOE, HSTA, and HGEA need to look at all the EES components to revise the requirements and the % weight for each component.
They need to look at how much is involved in this process and reevaluate.
I think they need to take feedback from all role groups to determine help determine next steps.
I think until it is well thought out and we modify it to improve the system, then we should introduce it piecemeal and not in its entirety. We should also provide schools with more than 20 teachers with some help for administrators who don't have a VP. Where's the equity when some small schools have 5 to 8 teachers total to do EES? It's demoralizing. It is more so when larger schools have 50 teachers and one principal and one VP.
Not only should EES implementation be delayed, components must be eliminated. There just isn't enough time to move a school forward while implementing EES because it takes up too much time. Schools will need to purchase additional administrator positions and provide teachers with sub days to work on EES components.
If we are going to do something then do it but changing mid-course only hurts all school processes and perpetuates the "this to will pass" attitude.
I will continue to use the essence of EES despite states position on EES. Focusing on teacher growth through observations and conference have produced positive gains in my classrooms and great conversations between myself and teachers.
Make up their mind and don't change. Should have thought about this when the grant was written by a lawyer with no education background... of course it did not fit with educational realities.
The "wait and see" position of the use of SBA results in evaluations is just plain stupid. NEA, AFT, ASCD all say we should hold off on using an untried test for accountability purposes.
Maybe they should go back to PEP-T. It was less work and just as effective.
Let's get this thing going and figure out how we can use this to move people that are hurting kids out of the system.
If the purpose was to eliminate poor performing teachers then in its current form it will not work. A teacher will have to be totally incompetent and not care about it before the rating will be low enough. Danielson observations rating needs to be changed. If purpose was to reward the better teacher then it can lead to internal school problems. Teachers talk to each other and might share some information without knowing all the factors that went into making the final decision.
Need to re-think time schedule.
It should be done in phases over a period of time. We could do a better job and focus on EES if we had help with other school operations.
We should concentrate on just the Danielson Classroom observations and SLO aspects of it. CCSS, CSSS/RTI, FI/DT should be the only strategies to work on.
The EES system is not a valid process to determine teacher effectiveness
Rollout was not logical and ill-advised.

At least until we have assurances that resources will be provided for proper implementation. Also, the full implementation should be delayed until the loopholes in the bargaining unit contracts, especially UPW Unit 1 and HSTA. Can be minimized or closed. Example, how can teachers work half a day for 4 days with full pay and not be charged any sick leave or have to provide a doctor's note justifying the absence; and why should UPW Unit 1 workers be able to use their vacation time as sick leave without have to justify absences due to medical reasons?

I don't even know what "full implementation" means. We receive monthly updates in writing that change deadlines and change what we're supposed to do in each of the areas. There's no clear direction of what's going on with this and no one at the complex area is able to tell us what's happening in 2015-16.

It is ridiculous to measure us on Smarter Balanced Assessment when there is NO BASELINE! How do we set targets? Why am I evaluated on it?

Maybe with the reauthorization, everything will change soon.

### **The HDOE should permanently discontinue the Education Effectiveness System as the method of teacher evaluation.**

Strongly Agree 22%

Agree 27%

Disagree 35%

Strongly Disagree 7%

No Opinion 9%

#### Comments:

I agree, with the exception of the classroom observation component. Observations as a means of evaluation should be continued with unannounced visits. This should be used as a means of rewarding outstanding teachers and a means of eliminating ineffective teachers.

Revise for teachers that need oversight.

Needs to be tweaked to make it easier to remove ineffective teachers.

But some elements need to be reconsidered. Such as SLOs for example.

It should be discontinued as it is. Some components may be valuable such as the observation, but the SLO and Core Professionalism is a waste of the principal's time. Teachers can fully make them up and principals do not have the time to review all evidence to verify the data submitted.

I think that as it stands it should be discontinued, but with thoughtful revisions it could become a basis for teacher support

It has merit!

I think some components are effective. I feel the observation should still be implemented.
PEP-T gave me the same results with a less-cumbersome system.
I can't agree or disagree. Some level of evaluation is needed. There are good aspects of EES as well as some unreasonable ones.
Why would we do a 360 at this point? We have invested so much into this and to drop it would cause as much a reverberation within the system as it would to push full-steam without responding to the needs of implementation. There are some strong positives within EES that allows for reflective conversations.
They need to revise it to be a more effective tool for professional growth.
I feel PEP-T did the same job with less time and energy spent on it.
We need some kind of teacher evaluation process in place. There are just too many EES components!
I like the Charlotte Danielson evaluation tool. Gives better feedback to teachers than PEP-T.
It's a good tool that needs time to implement
There are too many pukas in the system.
I think parts of the EES are beneficial but needs to be modified. I liked the teacher observation, I wouldn't have minded the teacher uploading their lesson plan for me to peruse and if I had questions I could respond, if not, go right into the observation. I think the rating system should be Unsat/Basic/Proficient. Eliminate the Distinguished category. Modify the rubric. Some of the wording is unsuitable. For example in 2B - Establishing a Culture for Learning. First and second sentence: The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. Teachers, no matter how basic they are try their best to do a good lesson in their eyes. There is no teacher who would like to fail thus constructs a mediocre lesson. Just my opinion.
I would like the SLOs and tripod survey taken out.
And replace with? I can not answer this question if I don't know what will replace it.
The tool is not effective, bad teachers still marked effective... Even with poor marks.
There are some good things that have come out of the process. There just needs to be either time or resources provided to continue to do a good job. Teacher evaluations are not the only thing that we do.
Just get rid of SLO... it is joke... teachers can easily fudge results. Make observations one every other year except of those with 2.9 or below.
No documented change for the amount of work
The Charlotte Danielson rubric is a good talking point for improving teaching practices and not good for evaluation. It causes unnecessary stress.
The teachers at our school see the improvements and supports this system provides. Teachers appreciate the feedback and dialogue about teaching practices and how to improve student achievement.
PEP-T was a lot easier to use in addressing/removing incompetent teachers
Core professionalism should be 50% of the final rating if we want teachers to model professionalism for their students.
Currently too difficult to get rid of unsatisfactory teachers. Continue to reward distinguished teachers. They should not have to be evaluated as often.



Should not tie evaluations to pay raises.
We need something, and IOTA, PATH, and PEP-T were all flawed. EES needs to be revised and scaled back, and should not be a yearly cycle.
With one caveat. That EES be revised to give no free passes for satisfactory ratings and it be made a more "evaluative" system in that something needs to be put in place that allows for easier termination of those not doing their jobs.
If they do not change the parameters then get rid of it. Can be useful, but not in its current state. Tripod affects the upper grade teacher but not the lower grade. Some questions are still not stated in a child friendly manner. Worst is the use of the root word 'push.' My teacher pushes me ...
Just give us time and manpower to get the job done.
Back to PEP-T
EES should concentrate on teaching improvement, not teacher punishment
We need to stop changing things and make good decisions before we implement something new. These methods have been tried, and failed, in other states. We should learn from that and be smart about what we do. This just creates un-necessary stress and conflict.
Good tools, but not designed for the purpose of evaluation
Too early too tell. More experience needed. I have not seen an increase in student achievement. It is great being in the classroom more, but now at the expense of student and community issues that take longer to resolve in a timely manner.
Modify from every year to once every 3 years for effective teachers and once every 5 years for distinguished teachers
Principals need a stronger evaluation system that will hold teachers accountable. The EES is better than PEP-T. Let's allow principals to implement a system with "teeth".
EES is PATH on steroids.
It is ineffective at so many levels given the amount of work and time involved.
Classroom observations were always conducted by principals and teachers were always given feedback at my school. PEPT was a form of evaluation that allowed a marginal teacher to be helped, or an unsatisfactory teacher to be terminated. The current evaluation system under EES does not allow for this to happen.
With reservations
The Danielson framework for observation is better than PEP-T.
PEP-T was never broken
Maybe they will have no choice soon.
With some overhauls, a form of EES can be used.

**Race To The Top has adversely affected the morale of the adults at my school.**

Strongly Agree 30%

Agree 38%

Disagree 13%

Strongly Disagree 1%

No Opinion 18%

## Comments:

They feel totally over-worked and restricted in their professional practices.

Teachers saw the Race to the Top initiative as benefiting limited zones; but creating unfunded tasks for the rest of the schools

A few aspects need review.

Sorry, but with all the labels for the different initiatives and programs out there, I really can't remember the correct elements of RTTT.

I think this speaks to school level leadership. The front line people, without the help from those ultimately making decisions, have the task of managing perceptions and evoking change while maintaining a positive culture.

To an extent RTTT has had a trying impact on the school. With that said it has also allowed a framework to look at instruction and immediately impact achievement.

I don't think anyone really knows the impact of RTTT now that it is over.

Administration tries to buffer as much as we can.

There was a lot to do, but I also feel some of the initiatives will help the DOE.

If you're referring to the teacher evaluation system and SBAC, definitely!

Not in KKP

Doing things for money not for students. Again ACT tests, EOC tests, AP tests and SBAC tests... to much for high schools; all the decision makers never taught at a high school so do not realize the multitude of issues... jobs for HS principal even if has a VP

We saw very little of this money. Funding was invested in repetitious data systems, and unsustainable initiatives in the "Zones." RTTT rewarded poor performance and simply added "one size fits all" requirements for successful schools.

Staff feels they are responsible for things they cannot control. More things are added but no additional time is added.

Yes, in the sense that none of those monies came to the large majority of schools. Those monies did not help us in implementing the Priority Strategies

It is too simplistic to blame Race for morale issues. There have been system benefits that require time and experience to appreciate. CCSS trainers did not do a good job in recognizing the value of all courses in the ACCN. Educational Specialists in non-ELA and non-Math should have made practical implementation support training materials. They were virtually ignored. Their expertise was sorely missed. Some aspects of Race have actually removed Teacher's Professional duties. In

teacher-preparation institutions, they were trained to evaluate and develop units of study based on their student's needs and in the context of the school's community. Aspects of a "State Curriculum" totally disregards teacher's professionalism. Ignoring the other content areas suggests the non-universal nature of Race and also devalues those areas.
Although we needed the \$75 million, we were very, very far from being able to implement and sustain our commitments to the Feds.
The combination of multiple initiatives simultaneously has overwhelmed staff.
Teachers focus on being the best - not most collaborative. They do not share anymore. They are trying to do better than the next guy.

**Race To The Top has had a positive impact on the morale of the adults at my school.**

Strongly Agree	3%
Agree	8%
Disagree	44%
Strongly Disagree	27%
No Opinion	18%

Comments:

It has provided an increased awareness of changes that need to be addressed at school.
Again, this falls to school leaders to determine how data is used and perceived.
The adults either expressed distaste or ambivalence toward RTTT.
Although not 100% of the time, I believe it has brought in good, reflective conversations as well as student achievement.
I think they could have done without it.
We are not in a zone school, so effect is minimal.
EES, SBAC, Tripod Survey, has brought morale down.
Not in ____
School getting very good ELA scores across all demographics feels demeaned to not be able to use their material... and must change to Springboard!!
I constantly hear the question "Just where did all that money go?" Our budget has been reduced annually despite all the funds.
It is too many initiatives at once.
The rank and file have nothing good to say. Added responsibility needs added support and added time.
We are trying to refocus our efforts and attitudes away from compliance back to commitment.
You can add the children to the impact as well

## Race To The Top has had a positive impact on the students at my school.

Strongly Agree	1%
Agree	18%
Disagree	42%
Strongly Disagree	13%
No Opinion	25%

### Comments:

Other than EES, I am uncertain as to what direct impact RTTT has made at the school level.
The morale and feelings of the adults have an impact on the students. In this case, I think that there is a negative effect on the students.
More engagement.
Too many initiatives going on at the school level during the RTTT to determine that RTTT had a positive impact as a stand alone initiative.
Student achievement has continued to rise.
RTTT has improved our professional practices at our school, so students do benefit from more effective teaching and learning practices.
Forced us to examine current practices
With the Bridge, and now SBAC interim test and the upcoming final test, it is draining them. Too much assessments, too little time for teaching.
Not in ____
Our school did not receive RESOURCES and TOOLS to have parity with the schools in the "Zone". Technology has been slow to change yet is required for all aspects of the Race initiatives. From classroom tools to support CC to EES Teacher evaluations, technology needs to be provided to access the programs and complete the inputs. TIME for input.
Students did not see a penny of the funds. Kauai did not seem to get any of money.
Again, forced many to take standards and requisite teaching strategies seriously.
Didn't get anything so nothing positive about that
It greatly narrows the educational focus.
As mentioned earlier, it is too simple to place blame on Race. Student achievement is complex. Race has definitely distracted their teachers from progressing to where they wanted to go.
There has been positive impact in the area of technology but it is not nearly enough to sustain what was committed to in the RTTT.
The uncertainty about SBAC, and how students prepare for it is only now having an impact on students. Too little time to be understand and prepare for it.
It did raise the level of achievement
Students appreciate Tri-pod survey, i.e., "voice"

**Race To The Top has had a positive impact on me.**

Strongly Agree 3%

Agree 13%

Disagree 46%

Strongly Disagree 22%

No Opinion 17%

## Comments:

With the recent decision to include test scores as a component of principal evaluations, and to exclude them from teacher evaluations, is problematic.

I continue to do what I have to do to make a difference at my school.

It has restricted my ability to be an instructional leader as all initiatives and practices have been mandated either by the state DOE, or complex.

The same.

I try to use any kind of new learning to have a positive effect on me.

I can't comment holistically at this time, although there has been some good things that have come of this. The negatives include the lack of timely professional development and the consistency/level setting across the state.

I don't know what lasting impact RTTT will have on me.

Too much pressure

Not in \_\_\_\_

I'll be retiring earlier than I planned. Frankly, being a Principal isn't any fun anymore, and my conscience is bothering me.

Caused stress and more work.

Neutral as opposed to no opinion

I am much more familiar and comfortable with the what and how of classroom instruction. It was as good a wake up for me as an administrator as it was for some teachers.

More work, more pressure.

It has made my job, which I love and happily work all night and day for, such a burden because it only looks at that one test score at the end of the year and judges my students, teachers, school, and me unfairly.

I've been finding ways to align current school directions with Race expectations, and trying to justify misalignment. The problems with illogical roll-out caused me to take hits for Race from various publics. Effort has been to justify elements of Race, and to justify school directions. This has distracted from school improvement. However, on the positive side, it is never a bad thing to reflect on one's school against state, national and international expectations.

Not enough resources.

Too many initiatives simultaneously.
It was a challenge

**The HDOE Strive HI Accountability Index used to rate schools is fair and incorporates the right indicators and weights of those indicators.**

Strongly Agree      2%

Agree                12%

Disagree            42%

Strongly Disagree 38%

No Opinion         6%

Comments:

I agree with the exception of the high school indicators. Are the SBAC and ACT aligned? If they are not, which do we focus on to specifically help students for college readiness?
--

There are some things such attendance rates, that schools have limited control over. High stakes testing (SBAC, ACT) still plays an overwhelming part of the system.
--

I have seen the proposed changes in the Strive HI index and have appreciated that input was sought from the principal level. If the proposed changes happen, I do see it as a fairer system. One of the changes I would like to see is one assessment on the index for high schools.
--

Small schools are not able to be recognized for their efforts.
--

Parts will continue to need to be refined over time, but overall seems adequate.
--

There can never be a fair system that does not allow for flexibility and a hard look at the expectation of ALL students. The ideal does not allow for individual needs (i.e. students who have health problems will impact attendance through no fault of their own and IDEA will always be a challenge as it will never be equal).
---

It is hard to determine "fairness" when the indicators are un-trackable.
--

When one of the highest scoring schools doesn't receive recognition status, something is wrong!
---

This also needs work. For example, Explore Test no longer going to be used. What will take its place?
---

Schools in high poverty areas need different criteria. We will constantly struggle to meet benchmarks when our student population is transient and homeless.
--

Still not clear on how to get good score. The model pits schools and students against each other and there are winners and losers.
--

If schools do not have equal resources, how do we expect fairness in addressing Strive HI?
--

But still uses only one assessment to determine many of the indicators.
---

Metrics involved in figuring out growth need to be relooked at, especially for high schools/secondary schools
---

<p>Changing tests, when Student Achievement is such an important indicator is not right. Attendance rates make no provision for "sickly" children or irresponsible parents. A teacher that uses their contractual sick leave is guilty of "Chronic Absenteeism" under Strive HI rules, so we are holding five year olds to a higher standard than the professionals who teach them.</p>
<p>Too heavy emphasis on test scores.</p>
<p>If there is no significant measure/credit for growth at the high school level nor accountability of elementary schools to the same exit measures as high schools (i.e. elementary teachers should roster verify students through graduation etc.) then it's a waste and will never give an accurate measure of what the system is really doing (or not) for kids.</p>
<p>How can my school score higher than most other schools in reading, math, science and attendance and only have one not so good area (Achievement Gap) yet that one area pull us down so much? Achieve Gap is important but should not be so critical that it affects a school so much. Nobody can expect all or most of the Sped students to do well on grade level testing when their IEPs have them doing work that is one to three years below the chronological age. Unfair. You could have the best horse racing trainer ever but if s/he had a three legged horse or donkey to train I don't care how good s/he is that animal won't win the Kentucky Derby.</p>
<p>All K12 students are rated as high school students even though two-thirds of the students are elementary.</p>
<p>Chronic Absenteeism = Socio-Economic factor Why are we evaluated on something PARENTS are directly impacting. The other measure are at least more directly impacted by school. Also, Medically Fragile and students needing skilled nursing account for significant percentage of our school's absenteeism...yet they are not from our within school's boundary...why are we penalized? We spend inordinate time on this and get penalized..- other schools may spend no time on this and get rewarded. STUPID!!!</p>
<p>It is unfair. Most unfair is the Growth Index which is a lot of metrics mumbo-jumbo. It makes sense at the student level, but is totally unfair when applied to teachers, school, and principal</p>
<p>Too much emphasis on once a year test scores...</p>
<p>However it is a VAST improvement over the old AYP NCLB system!</p>
<p>This is a good attempt as compared to the previous AYP rules. Secondary schools are at a disadvantage to reach the top 5%. It is a stressor to justify our performance with the parent community. I believe that the school is not as bad as the scores/ratings indicate; some cheat on the numbers to create higher scores and disregard the value of learning at a public school as compared to a community college. Difference in philosophy. Can't blame those schools.</p>
<p>Not the original model. The new one has some very good changes; only time will tell if the changes come to fruition.</p>
<p>I have work to do. EES and CESSA are barriers to our goals.</p>
<p>It is only using one measure (hsa) in multiple ways - achievement, growth, gap</p>

## Most of the students in the HIDOE schools are receiving an excellent education.

Strongly Agree 8%

Agree 53%

Disagree 27%

Strongly Disagree 2%

No Opinion 10%

Comments:

Teachers, administrators, and staff work hard to engage students in meaningful learning.
At the elementary level, I have encountered several under-prepared teachers and those who have remained in the profession because administrators did not dismiss them due to unprofessional conduct that would cause dismissal in other states.
More resources are needed such as technology
Rigorous for sure
I believe more students were but with Race to Top initiatives, there are fewer schools putting emphasis on educating the whole child and focusing mainly on reading, writing, and math.
No basis to respond
I agree because teachers and administrators have always tried to do the best they can with the resources they have.
Too narrow a focus on reading and math
We need to do better on NAEP
Schools are underfunded, many of the improvements (and positions) created during the Felix Consent Decree have been quietly eliminated.
Most have a good education, but not excellent. Too many not so good teachers are still in the system so until they can be 'retired' we'll always have this gap in excellent and poor for all our students.
I think most have the opportunity for a good education. Students at small rural schools do not have the same opportunities
This is evidenced by the number of top teachers and students who are recruited to private schools.
Teachers, staff and administrators are working hard. This is despite having a budget very close to what the DOE had in 2008.
Need more time and training of teachers to be more effective.
I can only evaluate student outcomes at my school



## Most of the students in my school are receiving an excellent education.

Strongly Agree 22%

Agree 55%

Disagree 17%

Strongly Disagree 2%

No Opinion 4%

Comments:

Good, working toward excellent
Not yet (functioning at above average) but the staff is working on it.
There are many areas of improvement that we as a school have identified and are working towards improving.
The level of education is coming up, but hindered by past practices on campus and lack of preparation for successful instructional habits for implementation of curriculum. We are currently addressing these areas to make this answer an 'agree'.
Great Teachers
Instruction drives achievement and we have great teachers.
More resources are needed such as technology
We do the best we can with what we are being asked to do. There is not much time for the arts, etc.
We would be providing students a better education if we had the time we need to design the curriculum to be more relevant and real world. Unfortunately, we are taking much longer to update the curriculum because of limited time available due to EES.
Not there yet but we will get there. : )
School is undergoing a transformation from the top to the bottom to improve student achievement.
The use of the word excellent makes it difficult to give a favorable response!
With some reservations, I agree
This is in spite of the system. We have no counselor, librarian, tech coordinator, or curriculum people to support students and staff. If the economy has recovered, why have our funds been cut by 60% since WSF?
I still have one (placed here) that needs to be worked with.
Small school secondary students don't have the same access to HQ teachers and coursework.
We will continue to reflect, identify critical need areas, and address them. Those need areas go well beyond the almighty test scores.
ELL, SPED and struggling learners continue to struggle.
There again, more time and resources needed to help teachers be more effective.
Not enough money

**Background for the next statement:**

**The HIDOE is supposed to provide for a “system of support” in the performance evaluations of principals. According to the most recent Memorandum of Understanding (MOU) between the HIDOE and HGEA Unit 06, “system of support” includes providing time for the CAS to observe and monitor the principal’s performance, providing time to the principal for reflective practice, providing access to a robust and reliable technology system that provides timely data, and a collaborative review with the CAS of the principal’s daily, weekly, monthly, and yearly workload to assure that responsibilities are realistic.**

**The HIDOE currently provides a system of support for you as defined by the most recent MOU.**

Strongly Agree      2%

Agree                17%

Disagree            39%

Strongly Disagree 32%

No Opinion        10%

Comments:

When do CASes have the time to do that? There are two data technology systems in the department. We should have one with the best components of both.

Need a clearer definition of these "supports." I don't know what these are referring to...or my uncertainty of the supports may be indicating a disagreement with the statement.

My evaluation consists of a pre-conference at the beginning of the year and I am guessing a post conference next year. I understand that CAS's have much on their plate also...no monitoring or observation has been scheduled.

Support is present but not at the level described above.

Not aware of the "system of support" provided by the DOE.

Little supports come from beyond the CAS level. It always falls to school leadership to make sense of things and balance it.

I agree and disagree. The system of support can be robust and then 'go south' as things outside our control shift our focus. What trips me up is the robust tech and realistic responsibilities--will it ever be so within this system?

My CAS is doing the best job possible to support me. The system does not provide a successful system of support.

My CAS has been very supportive of me and my school.
The CAS has not met with me to establish goals, he has not observed, my performance, or provided reliable technology with timely data.
I like being able to select my own goals for improvement in my practice. What takes time away from reflecting on it is the workload at the school level on EES.
Our CAS is MIA.
CAS has not met with routine principal over past 2 years... CAS has not set goals with principals . Workload is not acceptable for high school ...
I am unclear as to what this system of supports might consist of....
Many systems are in place for newer principals that support collaboration and growth.
CASs need more support staff so that they can spend more time at schools.
My CAS has visited our campus twice this year. Once to scold me about the SCC Principal Evaluation from SY13-14, first bad eval in my ___ year career, but the 6 Priorities (especially EES) had my teachers looking for some way to express their dissatisfaction. CAS came once more to give us a Styrofoam check for being a Recognition School. The check, incidentally was for \$_____, NOT the "up to \$90,000" promised when Strive HI was thrust upon us.
The system of support is non-existent.
It is not possible for the CAS to provide this level of Principal support to all of his Principals. His other duties take precedent because he is dealing with pressing problems.
CAS has no time, principal has no time to do this because we are all overfilled with EES, academic plans, and all the other duties in running a school.
My CAS has been providing support.
The ONLY system of support I need is a pool of HQ candidates, which I do NOT have. It's not fair to my kids.
One acronym... SBA? Why in my evaluation when we have no idea how my students will perform? what history can I use to validate my target?
Only the support provided though principal coaches in School Turnaround. I'm glad they make this available for more principals.

**As compared to a year ago, there is improved communication between HIDEOE leadership and those of us at the school level.**

Strongly Agree	4%
Agree	28%
Disagree	32%
Strongly Disagree	22%
No Opinion	15%

## Comments:

There have been attempts to improve communication, but its results have been sporadic.
Department still using train the trainer model
Info on meetings held with supt shared via email
Especially since the lava flow activity began.
No. Too much going on - not enough time to get things done.
About the same
Principal to CAS level is great, but what is reported past the CAS level gets lost because we have decision makers who don't truly know how schools function on a daily basis. The upper leadership needs to look at practical application vs. theoretical application
Within the last few months there has been a significant move to hear and respond to needs. The loss of integral personnel like _____ will have an effect.
Depends on how you look at it. The round table is the avenue, but haven't really seen results yet.
More information and one-way communication.
I have more communication with my CAS. I do however appreciate the visit by Superintendent to our complex meeting. That was a welcome surprise. It is yet to be seen if our suggestions for improvement will be taken to heart.
It is exactly the same and worse. The HDOE has sent people to attend district principal meetings communicating they are there to get input from the field. However, we have yet to see any feedback from the field used to make a substantial change. We have yet to see a compilation of suggestions made from the field. We have yet to see the survey results from a DOE Principal survey conducted two months ago.
Many State level people have made it out to our Complex this year. However, the operations are still the same and when questions were asked and they said they would look into it, we have not received answers.
No personal connection. Work groups are not necessarily indicative of personalization and empowerment as there is an inherent bureaucracy applied to that modality.
There are focus groups.... held 3x a year, but nothing else
They provide opportunities to voice ones concern, but it was done as a result of negative publicity. However, voicing one's opinion has resulted in very little or no significant change and definitely nothing to ease the workload!
After last year's survey, they are "listening." Maybe.
They say they are listening but they do not implement any suggestions we are giving.
Limited interaction with leadership.
There is less but not improved communication.
How can there be when there is no time even during complex area and district meetings to have the sharing of ideas. All meetings are filled with announcements, training on some requirement, reminders on operations.
Nothing has improved...we still get information late, or after the fact.

Superintendent herself has had roundtable discussion at our Complex Principals meeting. Monthly meeting for District and Complex Area provide for discussion on leadership matters.
Communication has improved; actions have shown some improvement.
I truly feel leadership heard the discontent and wants to understand it.
More memos doesn't translate to improved communication. On a positive note, Superintendent's office has sent out _____, Fiscal Operations personnel to principal meetings to present information about their responsibilities so school level has a better perspective of the department's challenges.
Communication goes two ways. They have listened but I haven't heard anything back.
The principal round table discussion at every principal meeting keeps us informed of the improvements.

### Background for the next statement:

**Governor Ige has expressed support for more “school empowerment” and has said that he supports increasing the percentage of HDOE funding allocated by Weighted Student Formula (WSF) to 75%.**

**The share of HDOE funding covered by WSF should be increased to 75% or higher.**

Strongly Agree	40%
Agree	44%
Disagree	4%
Strongly Disagree	1%
No Opinion	11%

Comments:

Certain areas that can be leveraged to reduce costs, like school food services and transportation, should remain centralized. Principals so not have the time to effectively manage these areas.
Too many RTs at the complex level
I disagree if that involves utilities, transportation, food services, etc.
I don't know that all principals and schools are ready to be in control of the funding. Additionally, due to unique factors in Hawaii, such as variation in utilities, there are expenditures that are better spread across the schools, rather than funding them directly, which may create hardships for smaller schools to provide excellent service due to economy of scale.

It should increase to 100% as it is the largest operation in the state and the major contributor to our society and future as a whole.
The problem is that the full pot is insufficient to meet the needs of schools.
I would love to have more flexibility.
What will be the trade off?
Some schools have enough money and others like small schools are starving. Perhaps looking at how the money should be distributed and taking some positions out of the WSF and paying for those positions for each school. Then after that do WSF.
What we are given is not enough to sustain our needs. We are always asking for additional funds from the Superintendent's reserve.
WSF has flaws. Even the AIR report showed that funding is neither equitable or adequate. Unless State Government prioritizes Education, we will continue as status quo.
Athletics has to be protected... or that will be abused by some
As a small school principal, I was adversely affected by WSF. Some steps were taken last year to help equalize this. I am not sure of the impact of increasing WSF to 75% or higher. I am still short of money, especially as compared to larger schools in terms of what I can offer and the many people on my staff who have to assume multiple responsibilities.
Certain responsibilities should remain at the State level.
We need more funds at the school level to implement innovative programs at our school.
I'm not sure as it would depend on what categorical allocations are cut and whether it would result in a dilution of funds
Funding should trickle up. Needed services would be funded and un-needed services would be pruned.
I am not convinced that WSF has improved how principals are able to run schools.
We make do with what we have. CAS should be given discretion to assist in schools having special issues.
Only if it does not include having to fund busing, utility and food service costs.
Depends what the trade off is and what more we will have to be responsible for,
Depends on what services the schools will be providing - I don't want to pay for transportation, food service, R&M or other operational expenses with the increase in funds

### **I have a reasonably good understanding of the concept of “school empowerment.”**

Strongly Agree	18%
Agree	58%
Disagree	15%
Strongly Disagree	1%
No Opinion	6%

## Comments:

I've come to realize that although I have my understanding of "school empowerment", when I talk with colleagues, our interpretations differ.
It's different depending on who's perspective
Compliance driven
I know what it is but is the Governor's idea of that the same as mine?
I would say it's building school leadership from within for sustainability.
In theory yes... in practical application... I have not seen it
Does that mean more responsibilities and nothing taken off our plates?
I was a member of the Los Angeles, Las Vegas and Edmonton delegation and received a good education in empowerment.
I have my own ideas, but haven't heard what that might mean to my bosses.
I understand what school empowerment should be but I don't have a good understanding of the Department's understanding of school empowerment.

**HIDOE schools as a whole are currently "empowered" to an appropriate degree.**

Strongly Agree	1%
Agree	17%
Disagree	53%
Strongly Disagree	17%
No Opinion	12%

## Comments:

Not when we are told what to teach, how to teach, and how long to teach.
To me, an important element of an "empowered" school is the leadership ability of the principal.
This would take more careful study and information than I have time to put in to answer this question thoughtfully.
There are too many things that impact us, starting with the budget and the ability to respond to the needs without having to juggle everything when challenges arise
I think that our school is empowered because our staff knows they have choice in what resources and how they use these resources to ensure that students are engaged and learning what is expected at their grade level.
However, we need to make sure we still make connections to the 6 priority strategies.
Mandated curriculum is not empowerment it's taking away power

Now with ILT, we have a better understanding of the way we will conduct business in the future to move with a successful practice using the framework and the cycle of learning with the six priority leads.
Not when the funding source does not address the needs within the school.
Again.. talk a good story but running a high school with our wireless when we had a working wireless but Honolulu tech took out our system.. put in new Cisco stuff but stopped - since our cables were not appropriate... so now all year we have had no wireless at a high school. I need to spend WSF money about \$25,000 dollars to by my own equipment to get wireless working since I don't trust that cabeling will happen summer 2015.. and if it starts the system won't be done for the next school year... so no I am not empowered. I am TOLD what to do .. TOLD to do Cisco upgrade but then left with angry, angry, angry teachers with no wireless due to what Honolulu Tech people did to my school and then left us with NOTHING... Not empowered but a slave to Honolulu
But a lot of what we're "empowered" with is unwelcome - e.g. MS4
I am empowered to follow the Strategic Plan. Oh boy.
It is a very top-down system.
The problem is not the amount of money or flexibility of such at the school level. Bottom line, certain schools get more "special interest" money (for lack of better term) from state than others. Honolulu schools have electric paper towel dispensers in the student rest rooms. I can't even get new stall doors for my 30 year old ones. The is the tip of the iceberg when it comes to parity of funding.
A little confusion with this as having the ability for buy or hire someone doesn't translate into getting that help in a timely manner. For my Sped students my school has been trying for three months to find bodies for some students. I was authorized to get somebody, but cannot find anyone so still have these gaps.
Too many restrictions on spending.
Not enough support from some State Offices and legislative funding. The WSF needs to provide more equity with increased legislative funding.
I only chose disagree because the single state curriculum is a serious mistake.
Getting better....not there yet.
Decisions about personnel hiring and firing is not completely under the authority of the principal so schools must keep serving up subpar employees to work at school

### **The current HDOE Academic Plan Template and process significantly empowers me to be a school instructional leader.**

Strongly Agree	1%
Agree	30%
Disagree	40%
Strongly Disagree	17%
No Opinion	12%



## Comments:

Technically it does. The form and process is not restrictive, RTTT and other restructuring initiatives are.
It allows me a process to plan according to data on my school. It is limited by the process that changes and the lack of budget--WSF does not allow small schools to meet their needs without struggle
We do what we need to do with what we have, but definitely could do more.
CNA process was like doing two plans at once.
Once again, the Academic Plan contains only that which is afforded through the WSF allocation. It empowers school administration to make decisions on what they can afford. However, it does not provide for what may be needed.
I can plan and be an instructional leader... but then my time is infringed upon so I don't have time to be an instructional leader
Versions change each year and more requirements are added.
With no resources, there aren't many decisions to be made. The Academic plan seems more like an exercise in explaining how we will do what we are told/required to do.
It is cumbersome and confusing.
There is a little flexibility in an inflexible framework. We now have to make plans that involve supports that we do not control or may not be available to us. Determining the cost of goods, services and funding sources is uncertain.
Cookie cutter plan
I always "fit" school improvement/action plan into whatever template is in vogue
If we are moving toward accreditation, the WASC template should be used so the assessment/evaluation matches the plan.

### The HDOE Leadership treat me and other members of my school community like partners.

Strongly Agree	3%
Agree	18%
Disagree	39%
Strongly Disagree	16%
No Opinion	24%

## Comments:

Some members do.
Not quite sure about "partners", especially with the Use of Facilities fiasco.
Top down

No - feel more like compliant administrators to implement "their" will.
The CAS tries... but with the demands from DOE, BOE, Parents, Athletics, Teachers and oh did I say students the ability to feel like a 'partner' is limited
I am an employee, not a partner.
We do what they direct us to do.
There's little engagement
We try to do what we are told.
Input is requested. As a principal, I am sensitive that this input must be put into a bigger context.
There instances where _____ has treated us as partners.
Complex area leadership does this.
There is an effort by the leadership. Needs more work.

### **The HIDEO Leadership sometimes treat me and other members of my school community like servants.**

Strongly Agree	12%
Agree	36%
Disagree	22%
Strongly Disagree	6%
No Opinion	25%

#### Comments:

Some members do.
I wouldn't say servants - more like "We know better than you, so do what we tell you to do."
There are times we are expected to be good soldiers without power over our own actions. Mandates do that.
Not sure what is meant by "servants."
We are public servants.
I see myself as a servant no matter what. This is a work of service.
It's like do what we say or else!
Do this survey, get this data, submit info on murals, submit info on partners, submit bell schedule , upload and use OHR to do teacher transfer... download Tripod... on and on... just telling us what to do while holding us responsible when problems happen
Not sure who HIDEO is but my answer is accurate for HIDEOE.
We are employees
We just get told what to do, usually with some allusion to a collaborative decision making process we didn't participate in.

Too top-down.
Too harsh and inappropriate of a comparison using the word "servants". Servants is leading in connotation and opinion.
However, their priorities are more important than school level properties.
Less not than last year.
Very emotional statement
BOE and HIDEOE
Too strong a word "servant". More like they appear "clueless" in the directives they impose upon school staff and the impact they have as each assistant superintendent's office issues their separated directives.
Not all ... But some, definitely

### **School-level personnel should be able to control the means by which statewide standards and policies are achieved.**

Strongly Agree 28%

Agree 59%

Disagree 7%

Strongly Disagree 0%

No Opinion 6%

Comments:

School-level personnel should have a strong voice, not control, in standards and policies.
My "agree" indicates that the school-personnel should have a voice, but would need guidance in order to make prudent decisions about statewide standards and policies.
Not sure what this means
With guidance from state and district personnel.
Can that ever be achieved?
Not control... someone has to be in charge.. but have someone with education background... someone who has worked in a school.. dealt with angry parents... misbehavior... instructional leadership... and all that goes with a HS principal.. we need bodies at school not at the Honolulu or district level who leave at 4:30 and are not there when you phone for help..
This would include hiring and having timely lists if available qualified candidates. It takes too long with 89 day hires for extended periods of time and good people get tired of waiting for a position with benefits.
It is a collaborative process.
Control?

We should have input.
If everybody thought the same then it could work, but I can see some content area standards getting watered down at some schools and districts.
Tell us where you want to go, but let us determine how we get there.
Absolutely.
To the extent that the State is able to collect the metrics it needs to get a clear picture of how well schools are doing yet provide enough flexibility for schools to be viewed holistically.
We need the professional latitude to customize our efforts to meet the needs of our schools and communities.

**A principal who is not satisfied with support services provided by the HDOE should have the funds needed, and the ability, to seek comparable services from a different provider.**

Strongly Agree	39%
Agree	52%
Disagree	4%
Strongly Disagree	1%
No Opinion	4%

Comments:

Ineffective support services should be corrected. School principals should not shoulder those responsibilities.
I agree to some extent
Flexible spending of funds would provide for an interesting scenario - would Central Services improve support services?
This would also take careful planning and regulation regarding measurement of outcomes and analysis of contracts before this would be recommended.
This comes with responsibility and justification--satisfied needs to mean data-driven decisions and not just feelings on the matter
I have conflicting views on this question because contracting for services would mean extra work for school staff. I would prefer that we improve the system we have now so that schools will be satisfied with support services provided by HDOE.
Most definitely!
Without having to write a huge report or plead from the state.

YES! The state, district and complex personnel proceed without the sense of urgency that is felt at the school level. They do not offer high quality support needed at schools whether it is because of will or skill. Provide the funds to schools and we can choose to purchase services we need. That will encourage a higher level of services and supports available, if those personnel would like to keep their positions.
Perhaps they need to change the personnel who is delivering the services. The State cannot afford to pay for both.
My computer /wireless situation is a case in point....
Currently in a situation like this
The limits on travel. and the idea that only State people need to go to conferences and can then offer us whatever learning they experienced ignores the fact that I may not need the same learning they do. Differentiation doesn't apply to DOE training, and whether by accident or design they keep school leaders from establishing their own professional networks.
This may reduce the ability to take advantage of economies scale, but we should be sufficiently engaged as partners to collectively better those services.
I would first like to see HIDOE get rid of all the RTs and use that money for support services and leadership training. The CAST team does nothing for us at the school level.
Quality HIDOE supports are not always available.
Need more information. Not if it meant other schools would lose funding
This recognizes that "one-size doesn't fit all."
We already have some flexibility in this area. Some schools don't have the financial means to do so.
Although I agree with this statement, I am not sure of what it means.
I would take teacher and classified recruitment, payroll functions out of the hands of DOE. Teacher recruitment going on in New York! Payroll functions are so cumbersome, riddled with unwritten procedures and hidden behind understaffed depts. that could be done so much quicker and efficiently.
More than ever this is necessary as the constant turnover and reorgs has watered down the expertise of the people we all could turn to in the past for support.

### **My school community currently has sufficient control over the curriculum decisions that directly affect our students.**

Strongly Agree	1%
Agree	21%
Disagree	46%
Strongly Disagree	25%
No Opinion	6%

## Comments:

The curriculum is mandatory for ELA and math.
Up until last year.
I have a transient population - turnover of _____% at a 2-year school. Parents don't have a stake in any changes they would want implemented.
We do not have control regarding Spring Board and Math curricula
The school decides the direction of the curriculum
Not with the mandated curriculum!
This is not a bad thing. I like the direction that the state took in creating a statewide reading and math curriculum. What we need is a statewide funded assessment system for K-2.
Within the framework of the state guidelines/6 Prioritized Strategies
Not on common core
Told to do springboard, told to use UH/ Dewey math curriculum... where is the control???
1 curriculum and waiver is a daunting process.
The waiver "opt out" gives the schools a chance to provide curriculum that focuses on the student population at each school and their needs.
We now have a mandated statewide curriculum in tested subjects.
An example of this is the common core curriculum; the DOE mandated it for schools. The process to get an exception is extremely cumbersome and tedious and discourages innovation.
We have control over the how, not the what
Teachers are supplementing a lot of reading, writing and math material from what the DOE had authorized.
We are told which curriculum to purchase.
Race has been pulling us away from curriculum decisions.
One textbook does not fit all. All the "tools" will not help if people don't understand how to use them effectively.
The mandated curriculum is a bad idea as one size does not fit all.

**The students at my school would benefit if my school community has more control over the educational decisions that affect our students.**

Strongly Agree	23%
Agree	54%
Disagree	10%
Strongly Disagree	1%
No Opinion	11%

## Comments:

You would need highly competent personnel in school positions for this to happen and this is not always the case.
Benefits that relate to students' developmental level.
I have a transient population - turnover of ____% at a 2-year school. Parents don't have a stake in any changes they would want implemented.
Not enough information to make this decision.
Not sure what this means.
This can only work if we have more funds available to us so we can have programs that would benefit our school.
Unfortunately some of the "leaders" in the community make things really hard for me and the school.
I'm not sure. I think students would benefit if my school community had more control over decisions made at the district and possibly state level.
Decisions should be made closest to the point of implementation.
One size does not fit all
Concerned about people's motivation and special interest groups should we move to local school boards

### As principal, I would like greater control over my school's fair share of systemwide resources.

Strongly Agree	37%
Agree	54%
Disagree	1%
Strongly Disagree	1%
No Opinion	6%

## Comments:

Only if that means that we get our share of projects (new buildings, rubberized track, and field turf, etc)
Outer island schools often do not have access to the same and the same amount of resources as Oahu schools.
More so of selection of personnel as a resource than anything else.
Of course, how would 'fair share' be calculated? Accounted for?
I strongly agree but how would that control be achieved? How broad is system wide?
Not sure \$\$ is the answer... it is reasonable , realistic leaders

Not sure what you are driving at here. I could always use more resources, but I do want my fair share. This looks like a legislature issue not DOE.
Who defines "fair share?" Fair, equitable, and adequate are all different.
The central office has expanded while school funds have stayed the same. Send more money to schools.
As long as it's a fair share. How do all Oahu schools get turf fields when I can't even get 50 year old lights replaced in my gym?
No idea what my 'fair share' would be. Know that if I had to pay for my Sped teachers, EAs, and support staff that I would not be able to do so if my WSF stays the same, but I also do not know what my fair share of the system wide resources would be.
Due to differing conditions of schools, fair share is not always adequate. A new school needs less than an older school.
I do not have a sense of the System-wide needs, but have a keen sense of my school needs as well as that of my Complex. Therefore, I need to trust Leadership and make do with what I have. It is definitely a challenge when we need to fundraise so much.
With 92%+ of WSF allocation going to personnel costs, there's really not much to control anyway. Especially with limits on carryover and other rules.
This is definitely an issue w/in the dept. Brand new schools are fully resourced, but older schools lag way behind in being brought up to par with resources-facilities, infrastructure, technology.
Due to enrollment count loss of ___ students we are operating with deficit WSF funds. Budget committee in my opinion supported schools with shortages very unfairly.

### **I would like more flexibility in determining who will or will not work in my school.**

Strongly Agree	77%
Agree	20%
Disagree	0%
Strongly Disagree	0%
No Opinion	3%

#### Comments:

The unions run the show and have the power, we are not provided with sufficient discretion over hiring/firing practices.
Especially regarding displaced employees.
Over the years, I've had many people placed at my school - many of them were displaced from a previous school because the principal had no other recourse to get rid of a below-standard teacher.
The school culture is dynamic and will be affected by who works there.
. . . but the system needs to be changed so it is easier to terminate ineffective employees.
I would love to be able to decide who I want on my staff!



How can we make the process easier to remove ineffective employees?
Union rules tie my hands.... getting rid of a teacher is a joke... EES round "up" so a teacher with a 2.5 and 2.5 looked like 3.0 and was satisfactory... not marginal
Difficult with EES system to gather sufficient data for marginal teachers. Displaced tenured people have automatic rights to open school positions even if a highly qualified candidate is available.
We have ineffective employees that have tenure and are difficult to release. Our complex area PROs give little support when it comes to providing counsel in getting employees fired or suspended.
The difficulty to get rid of junk staff is the number one obstacle to progress.
We usually are decreasing hours and positions as funding decreases, so I'm not sure this is an issue for us.
The DOE leadership and BOE leadership want accountability without giving us the tools to get the job done. They need to work on giving school leaders more power to select their own staffs. There should be no "must place" teachers. We should have the freedom to hire the best qualified applicants and not have our hands tied by outdated procedures. It should be what's best for schools and students.
In my ___ years at this school I've have ___ teachers placed here. My staff only has ___ teachers so these ___ teachers was a large percentage. It took me 4 years to get rid of one of them under the PEP-T. If I had to do this with the EES I wouldn't have been able to get rid of her. Right now this is my problem with ___ of the ___ remaining teachers. EES is making it extremely (almost impossible) to get rid of them legally.
Obtaining teachers is much too ponderous.
OHR rules, union processes versus school needs is a problem which causes morale issues. I truly believe there needs to be a match between employee and school community, to include school direction, community expectations and clientele.
I would like to pay my teachers a significant bonus for working in a high needs school as long as I have PEP-T (NOT EES) so I can remove those who can't meet kids' needs.
Place a limit on tenure - renewable every 5 years. There are excellent teachers but some really bad ones that EES ratings will never "touch" because they ride on the school's SGP. PEP-T was more effective in getting rid of bad teachers....based on personal experience.

**I would like more flexibility in determining how to best provide professional development for myself and other members of my school community.**

Strongly Agree	53%
Agree	34%
Disagree	4%
Strongly Disagree	0%
No Opinion	9%

## Comments:

Current flexibility allows for us to decide on much of our own professional development.
Professional development should be personalized because all of us have different strengths and needs.
For the most part I feel I have this.
Besides wonder curriculum, our school determines all PD at our school.
We have flexibility now
I have a lot of flexibility in this area.
We plan our PD that we feel meets the current needs of our school.
We have an Oahu-centric system. Without the PD the state provides, we would have very little PD other than by internal teacher leaders. Also, we don't have resources to contract such services.
We need more freedom to do this.
I have flexibility, I just don't have the financial resources to do it.
Neighbor island schools do not have the same professional development opportunities as Oahu.
I am given that flexibility. The problem is that PD funds are always the first to be reduced (by me).
Complex area leadership has provided PD based on the complex area plan; it's not yet differentiated but a one size fits all.
Why HIDOE believes that people furthest away from the school know better then those in the school day to day is just irresponsible.

**The HIDOE Leadership want each principal to be innovative and take risks.**

Strongly Agree	7%
Agree	17%
Disagree	41%
Strongly Disagree	20%
No Opinion	15%

## Comments:

I do.
As the Indians used to say in the old, old cowboy movies - "White man speak with forked tongue". Today, DOE speak with forked tongue.
This is not the message I get from other principals.
I don't know; hopefully, they do.
Of course they want that, but are we able to depends.

Difficult to do with do many initiatives. Just keeping up is challenging. Hard to be innovative
No, they want compliant administrators.
Not when there are state initiatives that must be implemented and requirements to meet.
Policies do not inspire this. In fact, they curtail innovation.
Not really... they say they do but what they want is good soldiers working 14 hours a day and no complaints.
Policies are binding and do not allow for creativity.
Only when making public presentations for the benefit of positive press.
How can we be risk takers if we aren't allotted resources -- time, money, support at school/district level?
They want us to be innovative and take risks, however, their actions dictate otherwise. There is always the mentality of a "one size fits all" model.
They want us to do what we are told to do, and convince everyone that they want to follow our "lead".
The present system discourages this.
By words but not necessarily by action
Several innovations that were successful were shut down or blocked. Coloring outside the lines and doing things differently draws attention.
Really?
They want this but at times there are too many obstacles and outdated policies and procedures to do so.
Don't know.
Never heard this said out loud or in an written communication, but it's certainly celebrated when someone does this successfully.
Do as your told and fly under the radar are the new requirements and skill set for anyone who wants to be an administrator
However, to yield results, we need the latitude to be innovative and take risks.
It depends on the direction from HIDOE leadership to the mid-level leadership (CAS)

### **The HIDOE Leadership want principals to function primarily as compliance managers.**

Strongly Agree	30%
Agree	51%
Disagree	8%
Strongly Disagree	1%
No Opinion	9%

## Comments:

It is one of our roles and definitely our job.
As the Indians used to say in the old, old cowboy movies - "White man speak with forked tongue". Today, DOE speak with forked tongue.
I don't know; hopefully, that is not the case.
Non-compliance could equal to black-balled!
I feel that way at times because of the various reports/tasks that need to be completed.
That is what is happening.
I feel like that's the bulk of my job at times.... one compliance issue after the next. I don't have time to get into classrooms anymore
Lots of Lip Service to "Instructional Leadership". But everything centers around timely compliance with simultaneous initiatives and timelines.
Seems to be the case with all the restriction we are faced with.
The DOE wants us to be instructional leaders but demands that we are compliance leaders which overrides the instructional leader piece.
That's how it feels most of the time...
Less now that last two years.
Definitely evident when memos and directives require the DOE version of return receipt requested w/ a principal's signature on it.
No room for Principals who want to think for themselves
This is counterproductive to the desired outcomes for schools.

**The HDOE has provided the training and resources reasonably needed by schools to implement new WASC accreditation requirements.**

Strongly Agree	3%
Agree	15%
Disagree	36%
Strongly Disagree	32%
No Opinion	14%

## Comments:

I agree as it relates to high schools. I am not sure about elementary schools.
I have an excellent core group that works with the rest of my staff to implement WASC requirements.

Not yet, as this is still early in the roll-out. However, the trajectory seems reasonable that this goal should be achieved in the future.
The available PD has made the process accessible and WASC is responsive to challenges.
I don't think elementary schools need to go through this. I feel the district or state could do this part on their own with the right system.
We have only had an initial visit but I'm sure we will receive training in the future.
They provided training but it is ineffective.
My school just had a WASC visit and there were major issues with communication being sent to the schools.
Not in WASC yet therefore no training offered directly to me
Schools must pay for invoices received from WASC related to accreditation services.
training is not the issue... it is resources... budgets are lean and not to devote people to WASC and focus groups... just adds more duties which are not student based.
WASC training teams don't help. Our Strive Hi and WASC should align so that schools are not trying to do two different reports.
Training? I had my initial visit with no training or preparation of any kind. Resources? A lot will come out of our dwindling WSF.
If the BOE is requiring this, they need to give us the training and resources to do this.
Elementary principals have not received any training to my knowledge.
Very little WASC training, no support to write the report and the school absorbs the costs.
We just concluded our first WASC accreditation _____. DID so with ZERO assistance from the HIDOE. Relied on our people within school with experience and other schools/resources within Complex Area.
Always need a WASC coordinator. We were able to secure a position. Training was not given, but collective experience here.
Not enough resources.
Perhaps not at the elementary school level.
Not sure what elementary schools have or are receiving.
There's the traditional WASC 3 day training, but other than that we are on our own.
The only support we have today is a 12 month teacher who does clerical support. I would like a support that could actually speak from experience and support!
I'm in the first group and we really struggled and neglected what we really need to do. We expect a major drop in our test scores.
LOL..I'm laughing at this statement!

**Background information for the next several statements: According to a report in the Honolulu Star-Advertiser, HIDOE does not have written policies dealing with directed-leave situations, and some principals and teachers have been placed on direct leave for months and sometimes years before being informed of specific allegations. According to HIDOE, the current unwritten policy is to put an accused**

**person on directed leave only if that person poses a threat to the safety of the school environment, or if that person's presence at the school would impede the investigation.**

**An HDOE employee who is placed on directed leave should be informed of the specific allegations within a relatively short period of time, such as one week.**

Strongly Agree 66%

Agree 28%

Disagree 2%

Strongly Disagree 1%

No Opinion 4%

Comments:

Each situation is different. At times it may take more than a week.
TAKES WAY TOO LONG!!!! I can't figure out why the DOE has not hired more investigators.
Certainly creates a stressful environment!
I thought that was the current policy.
It depends on the investigations and the number of witnesses that need to be interviewed. There's always tons of paperwork that must be completed.
That would be lawful due process.
No brainer - one should know the accusations.
I see both sides. Additional allegations are uncovered during an investigation. There are allegations that take time to investigate; expertise to do the investigation may not be at the school level.
HDOE will provide vague descriptions of allegations in order to protect its own interests and decision making
That is part of the due process per investigation training we had with _____ but people just not follow it. We'll probably lose a lot of cases in grievances.
They should be informed of the specific allegations when they are placed on leave.

## The HIDEO does a reasonably good job of conducting investigations in ways that are fair to the accused.

Strongly Agree	2%
Agree	28%
Disagree	22%
Strongly Disagree	19%
No Opinion	29%

### Comments:

Although I agree in general, I know of a few specific situations where they were not.
Fair but not timely.
TAKES WAY TOO LONG!!!! I can't figure out why the DOE has not hired more investigators.
The process drags on too long.
There is so much that is dependent on who is doing the investigation and what type of investigation it is, as well as the level it is occurring at.
It could be a lot better!
Thoroughness is important, but the timeline to complete investigations needs to be quicker.
Most investigations are done at the school level
No familiar with this area
I believe that there should be a separate person or persons hired to do investigations and the CAS should be the decision maker. It takes so much time and energy for a principal without a VP to do the investigation and if not be the decision maker because protocols need to be followed and the paperwork is time consuming.
I have not been privy to all cases. I have heard of some cases as described above where the accused is on leave and waiting for allegations. If that is still happening, it can't be fair.
In most cases that I know of, but there are other cases which still seem to have been or continue to be poorly handled.
I believe in many cases it is too fair to the accused. Many of these teachers end up back in the classroom with a paid vacation that lasted more than a year. We need more manpower on investigations so that they are addressed as soon as possible.
Don't know enough to have an opinion.
We do a good job of the investigations; the teachers' union does a great job of hog-tying the entire process and allows bad teachers to continue to be employed/working with kids.
This depends entirely on the Investigator and Decision Maker.
The upper DOE administration has used the system for retaliatory purposes.
It seems to vary by complex.
I think HIDEO does what it can under the current system. Change the system, change the outcome. For a lot of this stuff it's not a money or staffing issue

Questionable as they take so long
Investigations are given to individuals add ins at the complex and district level. It is very time consuming at the school level. Things get pushed aside to deal with investigations.
They are time consuming, burdensome and should be handled by someone that has time and experience with the process.
Takes way too long
Don't believe the media. When one leads an investigation, it becomes apparent that time is needed for a fair and through investigation. When allegations are incredible, more so, time is needed. It is terrible that a person's reputation is unfairly questioned, and if proven "innocent," the accused should be able to file for slander.
Because it is not timely and often drags on for months giving onlookers the impression that the accused did "something wrong." These impressions make it very difficult for the accused, especially an EO to regain credibility.
Don't know - everything is so secretive that unless the person investigated discloses what's happening, no one knows if it's fair or not.
The HIDEOE does not protect individual's rights and only protects its own interests.
We used to have training and support though CRCO and labor relations but it stopped. Our complex area have our own investigator and she is excellent.
Unsure as I am not privy to that information.

**The HIDEOE does a reasonably good job of providing me with the training and support I need to address a situation in my school community when someone has been accused of serious misconduct.**

Strongly Agree	4%
Agree	30%
Disagree	39%
Strongly Disagree	14%
No Opinion	13%

**COMMENTS:**

For serious misconduct, there should be a trained investigator.
I've relied on my years of OJT (which includes communication with other principals) to know whom to contact and when, in order to properly respond to any issues that arises.
The information I received was sufficient for me, but I know it was less than adequate for others.



I feel I'm prepared as I've been through many, but I don't think other administrators are prepared, especially the new ones coming out.
I know an updated draft of the investigations manual is being worked on, but it seems to be taking longer than I expected.
We have access to contact our trainer at any time which helps tremendously.
I would agree because I would lean on my CAS and PRO should a similar case arise on my campus.
They give support once a violation has been recorded
The manual is helpful and we can call for support.
I have received support from the district.
The support is strong.
Not in recent years.
Investigation manual is outdated...appears that "things" change so we're not really sure if what we're doing is in line with OHR.
Annual training and a person assigned to investigate other than school VP are essential.
The new investigations manual is not even available to the field and HIDOE has spent much effort to trash the old manual. What happens while we wait?

**I verify that I am a school principal in the Hawaii Department of Education and that I have responded to this survey only once.**

Yes 100%

No 0%

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

**COMMENTS:**

Complex staff role and responsibilities? They should be supporting schools and held accountable for PD, school improvement, and student achievement.
Thanks for putting this together.
There is far too much testing for certain grade levels such as 8th graders. This year, 8th graders had 4 major tests administered...NAEP, SBAC, SCIENCE HSA, ACT. Additionally, they take catapult evaluate tests monthly. There is so much testing, there is little time to teach/learn.
There are many issues with the system we work in and there must be procedures, practices, and protocols to ensure we are addressing what must be addressed. How do we build a better system? I am wondering about consistency and how that may be impacted by too strong an autonomy or too much control. Everyone's ideal cannot exist at the same time.

I realize it's virtually impossible to have a perfect system, but I think we could get closer if leadership listened and really knew what they're putting the administrators, teachers, and school staff through.
When can we anticipate a change in DOE and BOE leadership?
We must always keep our students' best interest at the forefront.
It is not that EES is a negative thing or has had a negative affect, however it is more dependent upon the ability of Administration to implement it correctly and with fidelity to the process.
Way too much on our plate. Feeling overworked, burnt out, and unappreciated by state and at school level. Envious of principals who are eligible to retire.
This survey is too time consuming. I thought of giving up at least three times while taking the survey and even if I wanted to add comments I refrained to if not it would take me an hour longer to complete this survey.
Governor Ige needs to take action to empower schools by removing BOE members who do not support school empowerment. Governor Ige needs to have the BOE search for a new superintendent - one that educators can respect and believe in.
We need more support dealing with crazy and irrational parents. When parents call the sups office the parent feels empowered and continue to mistreat school personnel. No one should be allowed to verbally abuse us for any reason.
The corporate structure of our DOE seems more formatted around legalese vs. a culture of caring and personal ownership that inspires innovation, risk-taking and creative pathways unique to a school's cultural context.
Thanks for letting us speak out. I would never be this honest on a DOE survey.
I am certain the info provided has been shared with leadership on many occasions. I am not anticipating any change soon unless there is a change in leadership.
Need to address bell schedule. Also length of school day impacting spec, etc. Time to address students needs not the needs of the dept. We forget our children's needs in this process. Time for change!
I do think Leadership has made an effort to communicate more frequently with principals; however, what they communicate is just more work. There is NOT enough support being provided to principals... we have an impossible job and it's taking a toll on me, my family, and my school.
We had an election. We have a new Governor. We have the same BOE, Superintendent, Strategic Plan and Priorities. As a Recognition School Principal we met with State Leadership so we could help them figure out what they meant when they said we would have "more flexibility" and a decreased workload. They apparently made the promise with no idea what they would actually do in either area. As we approach the final quarter of the school year, there is no evidence of either. Nothing has changed.
We need a new Superintendent, Deputy Superintendent, BOE chairperson and BOE. We need leaders that listen and follow research based best practices in leading the department.
We need additional time built in in order to complete all requirements that are asked of us and our teachers. Time built in the school day and during the summer before the students arrive.
The first "survey" brought many of HIDOE's problems to light. It's sad that things have only gotten worse in the department since then.
Lack of support for new principals.

Governor Ige really needs to start fulfilling the promises he made about education during his campaign. Schools, teachers, and students will continue to be victims of failed leadership while we all wait for Mr. Ige to pick the perfect time to act.

I'm glad that principals are united in doing what is right for their schools.

The EES requirements for principals with no VP are burdensome. Every school with 400 plus students must be given an allocation for an assistant principal.

As seasoned, tenured EO, I have reservations of encouraging other upcoming administrators in pursuing the remainder of their career within Ed Admin as it currently stands.

## **END OF 2015 EIH PRINCIPAL SURVEY RESULTS**