



STATE OF HAWAII
BOARD OF EDUCATION

SUPERINTENDENT END-OF-YEAR SUMMATIVE ASSESSMENT AND PLANS FOR IMPROVEMENT

On May 3, 2018, the Board of Education (“Board”) completed its end-of-year summative assessment of Superintendent Christina Kishimoto for School Year 2017-2018, pursuant to the Board’s superintendent evaluation process. The new evaluation process adopted by the Board includes ongoing checkpoints throughout the school year to keep the Board informed of performance and progress. The Board conducted a formative assessment on January 18, 2018, which is a mid-year check-in where the Board and Superintendent can have a formal conversation about performance to date, progress on priorities, and areas of strength or opportunities for improvement. The formative assessment does not determine the results of this end-of-year summative assessment because the Board reassesses her performance near the end of the school year.

The Board gave the Superintendent an overall rating of “highly effective/effective” for the 10-month period covered by this summative assessment. The Board is heartened by what the Superintendent has accomplished in this short period of time and how far she has progressed on achieving ambitious goals.

The formative and summative assessments focused on the same five professional standards and four priorities for the school year agreed upon by the Superintendent and Board. The Board used the ratings for the professional standards and priorities to establish an overall rating.

Professional Standards

The professional standards are designed to measure the Superintendent’s performance of job responsibilities. The Superintendent is responsible for the operation and management of a statewide education system with 292 schools serving approximately 180,000 students and has correspondingly broad responsibilities. The Board determined that Superintendent Kishimoto’s performance of the professional standards for this school year has been “highly effective.” The Board rated her “highly effective” in all areas except two—Operations, Resource, and Personnel Management and Board Governance and Policy—where it rated her as “effective.”

Professional Standards	Ratings
Standard 1: Visionary Leadership and Organizational Culture	Highly Effective
Standard 2: Operations, Resource, and Personnel Management	Effective
Standard 3: Board Governance and Policy	Effective
Standard 4: Communication and Community Relations	Highly Effective
Standard 5: Ethical Leadership	Highly Effective
Professional Standards Overall Rating	Highly Effective

Standard 1: Visionary Leadership and Organizational Culture. The Superintendent has taken significant steps to show that she is an educational leader that has articulated not only a vision for education at all levels of the State’s largest institution, but also an action plan for achieving this vision. She has dedicated numerous hours to laying the groundwork necessary to establish a system-wide culture of collaboration and learning through school visits, one-on-one meetings with policymakers, engaging stakeholders, and guiding and building her leadership team.

Standard 2: Operations, Resource, and Personnel Management. As was the Board’s expectation, the Superintendent focused primarily on the educational side of the Department of Education (“Department”) when she first joined the organization. She has started to get a comprehensive picture of the Department’s complex operational systems and handled operational concerns that arose swiftly and expertly. She will need to take further steps in the coming years, including developing comprehensive plans to address long-standing operational issues proactively.

Standard 3: Board Governance and Policy. The Superintendent does a good job of keeping the Board apprised. She acknowledges that the Board is presented with complex and difficult decisions and has been working to improve the quality of information the Department provides to the Board. The Superintendent has actively addressed challenges in this area, and the Board looks forward to further improvement.

Standard 4: Communication and Community Relations. The Superintendent has done an outstanding job of meeting and engaging with the community. She has visited numerous schools across the state, engaged media, and met with principals, parents, stakeholders, and Board Members. Because it is impossible to meet with everyone personally in a system as large as ours is, the Superintendent has used technology and social media to try to establish a more personal kind of connection with the community.

Standard 5: Ethical Leadership. The Superintendent has made it clear that equitable access to quality education for all students should be the centerpiece of the Department’s work. She has demonstrated her commitment to equity by initiating action on chronic problems and developing plans to address them. The equity issues the Department faces are considerable, but the Board is confident that the Superintendent has the leadership skills necessary to elevate the focus on social justice and individual student needs.

Superintendent Priorities

Because this is the first year of the Superintendent’s tenure, the Board and Superintendent have agreed to prioritize activities that examine existing systems and structures (programmatic reviews). The Board rated the Superintendent’s end-of-year performance on her priorities as “effective.”

Superintendent Priorities	Ratings
Priority 1: Ensure implementation of the Board and Department’s joint strategic plan and Hawaii’s Every Student Succeeds Act state consolidated plan (“ESSA Plan”)	Effective
Priority 2: Give critical importance to closing the achievement gap and recognizing significant contributing factors to the gap are performance outcomes of students receiving special education and English Learner services	Effective
Priority 3: Improving data-driven decision-making and priority setting processes at the Board, Superintendent, State, Complex Area, and Principal levels	Effective
Priority 4: Ensuring that the work at the school-based level helps to inform the Superintendent’s planning and development of vision, policy, budget, supports, and overall direction setting	Effective
Superintendent Priorities Overall Rating	Effective

Priority 1: Plan Implementation. By the end of this school year, the Superintendent will complete the tasks set out regarding the implementation of the Joint Strategic Plan, approval of Hawaii’s ESSA Plan, and chairing the Teacher Education Coordinating Committee. The work the Superintendent did this year laid an important foundation for the system envisioned in the Joint Strategic Plan and other state planning documents.

Priority 2: Achievement Gap Factors. The Superintendent came in with a structured plan to review the Department’s special education and English Learner programs and provided the Board with a timeline that included presenting the Board with recommendations on improving special education and English Learner programs at its May 17, 2018 meeting. While the Board has not received these recommendations as of the date of this writing, the Superintendent has performed this review, and she is on-track to meet her self-imposed deadlines. In this area, results matter, and the Board is anxiously awaiting the results of this crucial work.

Priority 3: Data-Driven Decision-Making Improvement. The Superintendent has clearly communicated that data-driven improvement is paramount. Data is the fuel that drives decision-making, and the Board looks forward to the full development of this system and the resulting outcomes.

Priority 4: School Level Driven Direction. As of the date of this writing, the Superintendent has visited over 60 schools and has participated in numerous meetings with the community. The Board applauds this work and the improvement in communications. Still, there is much work to be done in this area, and both ways of a two-way communication process need to be developed.

The Board is encouraged by the progress made toward fully implementing the vision described in the Joint Strategic Plan and the outcomes that this system can produce. It acknowledges that the Superintendent just started her administration and that there is

still much to be done around complex issues, such as teacher recruitment and retention, the achievement gap, and equity. The Board commends her for her professionalism and her focus on students, and it is satisfied that our organization is heading in the right direction at this time.

A more detailed description of the Superintendent's evaluation process, professional standards, and superintendent priorities is available at:

[http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-\(2017-2018\).aspx](http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-(2017-2018).aspx).

Plans for Improvement

The new evaluation process includes a separate component where internal and external stakeholder feedback is solicited to inform the Board and Superintendent of the community's perceptions of the public education system's successes and areas in need of improvement, help the Superintendent develop and improve future performance, and build an understanding of the educational priorities of stakeholders. This feedback creates a data point for the Board and Superintendent to co-create leadership development and action plans. It is not an evaluation of Superintendent's past performance but is used to inform future improvement. A summary of the feedback can be found on the following pages. The Board and Superintendent will use this feedback to develop strategic priorities for the upcoming 2018-2019 school year at a future meeting.

Using this feedback, the Superintendent has created (and the Board has approved) leadership development and action plans, which the Superintendent will integrate into her priorities.

Leadership Development. While leadership development is important and happens at all levels, the Superintendent is focusing specific leadership development on school and teacher leaders. This includes training school and teacher leaders on school design to build capacity necessary to fully define the school design framework and formalizing additional teacher leadership opportunities in state-level decisions.

Action Plan. The Superintendent has a vision for Hawaii's public education system and a plan to nurture a system that provides a clear picture of school empowerment, infuses design thinking throughout as an engagement and decision-making strategy, clearly outlines a quality school design framework, and connects strategies to data. She is also planning to advance a system that supports teacher collaboration both among teachers and between teachers and communities with a focus on impacting student achievement. The Superintendent will also be developing a comprehensive communications plan that leverages the Department's organizational structure, expands student voice, and connects meaningfully with the community.

The Superintendent has also identified ways the Board can support this vision and the Department's efforts, including a joint Board-Department retreat, Board-led community outreach efforts, and a Department and Board partnership to engage legislators.

SUMMARY OF INTERNAL AND EXTERNAL STAKEHOLDER FEEDBACK

Question 1: How has the strategic implementation plan focus on school design, student voice, and teacher collaboration informed quality practice and expectations for the public education system?

The major theme that emerged from responses is that the focus on these three high-leverage areas (school design, student voice, and teacher collaboration) has generally improved communication and set clear direction for implementation efforts. There are still questions about clear alignment among state plans, teachers collaborating with each other and with the community, and whether the implementation plan should address all of the Department's priorities. Overall, however, articulate and consistent messaging on these three important areas has helped create a structure for systems thinking and discussions.

Question 2: My overall perception of public education in Hawaii improved over the last year. Question 3: Explain why.

Most respondents' overall perception of public education in Hawaii either agreed or strongly agreed that public education in Hawaii has improved over the last year. While there was a strong consensus that there was an improvement, there was much less agreement on the reasons for it. Openness, transparency, focus on students, collaboration, programs (like Advanced Placement, early college, dual credit) are among the many reasons cited. Those that provided a neutral answer to this question did not see significant changes or thought that it was too early to see significant changes in a large system.

Question 4: I believe there is a clear strategic direction for the public education system.

Most of the respondents felt that there was a clear strategic direction for the public education system.

Question 5a: Has the Superintendent effectively engaged with your community? Question 5b: If yes, in what ways?

Most of the respondents felt that the Superintendent effectively engaged communities by meeting with them personally, visiting schools, collaborating with community organizations, using different communication forms (including social media), generating newsletters, attending principal forums, and asking Department staff to engage with them on her behalf. There were concerns raised about whether she spent enough time on the neighbor islands or had engaged with schools that have a high military population, but the overall consensus was that the Superintendent has engaged people through direct interaction and by also by developing a culture of dialogue and collaboration among her staff and Department leadership.

Question 6: How can the Superintendent further develop her community engagement strategies?

Respondents encouraged the Superintendent to continue engaging directly with the community by visiting schools, hosting and attending community and stakeholder meetings and events, using technology (like social media) to continue communicating,

and to keep listening. While there was a clear desire for the Superintendent to go into communities to deliver her message and plans, there was a corresponding undercurrent that spoke to the need for two-way communication with the Board as well as the Superintendent. The meetings that respondents wanted were described as “town hall,” “talk story,” and “conversational.” There were also more specific recommendations that spanned subjects from ways to improve student engagement, cultural and regional work, and expanding the culture of dialogue and collaboration throughout the Department.

Question 7: Has the Superintendent encouraged replacing assumptions of practice and long-held norms of practices with innovative practices?

Most respondents responded positively to this statement.

Question 8: How can the Superintendent encourage everyone to think about new and innovative practices?

Many of the recommendations provided related to consistent stakeholder engagement and messaging that encourages everyone to think about new and innovative practices. Other sets of recommendations focused on using incentives like the Innovation Grant program, empowering staff, and the importance of professional development, training, guidance, or mentoring. There was an acknowledgement that there is a need for collective bargaining changes to expand innovative practices and that partnership with the Board and unions is essential to achieve this.

Question 9: List in order of most important to least important the following priorities, with “1” being the most important.

1	Safe learning environments that support students’ well-being
2	Equity and access
3	Student-centered school design
4	Closing achievement gap
5	Family and community engagement
6	Teacher staffing
7	Career and college pathways
8	Teacher and administrator professional development
9	Data-driven decision-making
10	School-based direction setting
11	Fiscal transparency

Question 10: Describe any other issues that should be a priority and how highly each issue should be ranked.

The most frequently mentioned were facilities and infrastructure and mental health (of students and teachers), but there were a range of responses from those relating to various ways to support teachers to building leadership capacity at every level of the system.