



STATE OF HAWAII
BOARD OF EDUCATION

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

On May 16, 2019, the Board of Education (“Board”) completed its end-of-year summative assessment of Superintendent Christina Kishimoto for School Year 2018-2019, pursuant to the Board’s superintendent evaluation process. The 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 December 21, 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 informed, but did not determine, the results of this end-of-year summative assessment because the Board reassessed her performance near the end of the school year.

The Board gave Superintendent Kishimoto an overall rating of “effective” for the ten-month period covered by this summative assessment. To achieve an “effective” rating, Superintendent Kishimoto had to demonstrate performance that consistently met expectations and had to maintain effective results, satisfactory program outcomes, and good relations with students, staff, and community members. The Board is satisfied with Superintendent Kishimoto’s overall performance in this regard and her progress on achieving her ambitious goals.

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

Professional Standards

The professional standards 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 this school year has been “effective” overall. 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.” Note that the Board maintains discretion in deciding how important any particular element is when establishing its ratings. The Board can determine that any particular standard is more important than the others are.

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	Effective

Standard 1: Visionary Leadership and Organizational Culture. The Board believes Superintendent Kishimoto has set a student-centered vision into motion through her focused strategies and reorganization of the Department of Education (“Department”). This vision is reshaping a system-wide culture that supports far more school-level decision making. Her proposed ten-year strategic plan initiative demonstrates that she is forward thinking and proactive in guiding the public education system to higher levels of excellence. Overall, her leadership has provided hope and excitement for schools and communities, and the Board eagerly awaits the full implementation of Superintendent Kishimoto’s vision of a student-centered public education system.

Standard 2: Operations, Resource, and Personnel Management. Superintendent Kishimoto’s ability to manage the Department’s complex operational systems continues to develop. The Board recognizes that educational leadership is her real strength, and certain operational issues, such as those related to personnel and facilities, remain challenging for her. She relies on her leadership team to support her in operations management areas, but she may need more assistance in developing an operational system that is proactive and provides efficient and effective support to our schools. Still, she understands the Board’s interest in this area, and she is focusing on organizational development to build capacity and address the Board’s concerns. As an education leader, she appropriately focuses on academics, but she has proven she is able to shift her attention as necessary to quickly understand operational problems and resolve them. The Board encourages and supports her in making any necessary organizational changes she needs to allow her to keep her attention on student success rather than operational matters.

Standard 3: Board Governance and Policy. Superintendent Kishimoto understands the important role the Board plays in the success of our students, and she has generally demonstrated an ability to provide the Board with the information it needs to fulfill its basic governance responsibilities. While she still needs to improve the quality of the essential decision-making data and information that she provides to the Board and public, particularly the materials the Department generates necessary for the Board to make effective and informed decisions, the Board acknowledges that it could have provided Superintendent Kishimoto with clearer guidance as to the quality of information it expects. She has exhibited responsiveness to the Board’s concerns in other matters and now understands the Board’s expectations in this area. The Board looks forward to working with Superintendent Kishimoto on this and anticipates receiving better quality data and information moving forward for both the Board and public to consider.

Standard 4: Communication and Community Relations. The Board continues to be pleased with Superintendent Kishimoto’s public information strategies and relationships with stakeholders. Her messaging about public education is consistent and clear. She is accessible to the media, and the Board takes pride in her willingness to publicly defend

the quality of the public school system against long-standing and unfair mischaracterizations.

Standard 5: Ethical Leadership. Superintendent Kishimoto continues to demonstrate ethical and professional behavior and champion diversity, equity, inclusivity, and social justice, and the Board encourages her honesty, being forthright, and being at the forefront on these issues.

Superintendent Priorities

Superintendent Kishimoto’s priorities align with the Board’s strategic priorities for the school year. Overall, the Board believes Superintendent Kishimoto made sufficient progress on each of the five priorities and met most of her goals for the year. The Board rated the Superintendent’s end-of-year performance on each priority as “effective” and gave her an overall rating “effective” for her performance on the priorities.

Superintendent Priorities	Ratings
Priority 1: Advance equitable access to quality education for all students	Effective
Priority 2: Advance a positive, productive, supportive, and collaborative learning environment grounded in Nā Hopena A’o	Effective
Priority 3: Adopt an innovations approach to teaching and learning through diverse school portfolio offerings where students have voice in curriculum, teachers engage through collaboration models in creating and sharing impactful instructional designs, and schools with community are hubs of design innovation for student engagement and personalization	Effective
Priority 4: Adopt a talent management approach to capacity building and an empowerment approach to professional development	Effective
Priority 5: Begin transitioning from the current strategic plan to the next visionary ten-year plan from 2020 to 2030	Effective
Superintendent Priorities Overall Rating	Effective

Priority 1: Equitable Access. Superintendent Kishimoto exceeded her goal of increasing the percentage of special education students in inclusion settings. She also ensured that every school has a documented academic and financial school plan that includes academic, financial, capacity building, and gap-closing goals and measures. Her other initiatives to advance equitable access to quality education for all students are on track.

Priority 2: Positive Learning Environment. Superintendent Kishimoto continues to emphasize student voice and tap student leaders for help and input, including for an anti-bullying application for safe reporting of incidents, which Superintendent Kishimoto implemented in all middle and intermediate schools. She has several other initiatives on track to creating a safe and supportive learning environment for students, including the development of a statewide safety plan.

Priority 3: Innovations Approach to Teaching and Learning. Superintendent Kishimoto continues to take steps to improve how the Department serves its English learners, including establishing professional development programs for English learner teachers with higher education partners, updating English learners program guidance and expectations through a Title III handbook, and using procurement tools to streamline

professional development opportunities for personnel who support English learners. Each of her initiatives under this priority are on track, and the Board hopes to see more concrete data in the future on how the innovations approach to teaching and learning is filtering into classrooms.

Priority 4: Talent Management and Empowerment. Superintendent Kishimoto shifted most of the Department's federal Title II funds (83%) to the complex level, hired a project coordinator to implement the Troops to Teachers program, and established a guaranteed induction and mentoring program for beginning teachers, which the complex areas are in the process of implementing. She is also implementing a five-year teacher recruitment and retention plan, but the Board has concerns with the retention piece and continues to have concerns about how effective the plan will be in addressing these perennial issues.

Priority 5: Ten-Year Strategic Plan. Superintendent Kishimoto has begun the strategic plan planning process and has kept the Board regularly apprised of progress. The Board, however, sees ways that she can improve the rollout and messaging of the strategic plan planning process.

The Board's expectations are high, and this evaluation confirms that Superintendent Kishimoto continues to meet these high expectations and guide our public education system to greater equity and excellence. The Board is satisfied that her vision provides the right direction for the Department, and it will begin to expect results that are more tangible now that she has concluded her second year as our Superintendent.

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

[http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202018-06-07\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202018-06-07).pdf).

Plans for Improvement

The evaluation process includes a separate component where the Board and Superintendent solicit internal and external stakeholder feedback to inform them 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 the Superintendent's past performance. Rather, the Board and Superintendent use it to inform future improvement. A summary of the feedback is on the following pages. As they did for this school year, the Board and Superintendent will consider this feedback in develop strategic priorities for the upcoming 2019-2020 school year at a future meeting.

Using this feedback, Superintendent Kishimoto has created (and the Board has approved) leadership development and action plans.

Leadership Development. Superintendent Kishimoto will continue focusing on school-level leadership development, particularly teacher leaders, through the expansion of formalized teacher leadership structures, which is currently under development. In addition, she would like to create a structure in which each island has “ambassadors”—including complex area superintendents, administrators, teachers, and staff—who take on a leadership role by representing the Superintendent and the Department at local events and articulating the Department’s vision, strategic plan, and focus areas.

Action Plan. The community is receptive to Superintendent Kishimoto’s vision, and she believes the Department and community are now ready to shift from a focus on internal alignment to greater external alignment and engagement. To do so, she plans to expand external communications, including moving toward multi-person messaging using ambassadors, sharing more information about family and community engagement, setting up a community “talk story” series, and formalizing periodic meetings with nonprofit partners. Understanding that the community is eager to see improved student achievement results, particularly for students with special needs, Superintendent Kishimoto also plans to continue to implement targeted models and strategies related to special education. Community partners are willing to provide greater support to the public education system, and Superintendent Kishimoto will work to better define and specify how the Department can leverage these partners to maximize their support.

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?

Similar to last year's responses to this question, the most common theme that emerged is how 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. Many respondents also felt the focus promotes and increases collaboration and innovation. Still, some respondents felt there should be better communication with external stakeholders and more attention to the goals outlined in the Department and Board's Joint Strategic Plan ("Strategic Plan"), which relates to some of last year's responses that noted the strategic implementation plan should address all of the priorities in the Strategic Plan.

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

Similar to last year's responses to this question, 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.

Question 3: I believe there is a clear strategic direction for the public education system.

Similar to last year's responses to this question, most of the respondents felt that there is a clear strategic direction for the public education system.

Question 4a: Has the Superintendent effectively engaged with your community? Question 4b: If yes, in what ways?

All respondents felt that Superintendent Kishimoto effectively engages communities by meeting with them and their community members, collaborating with their organizations, visiting schools and communities, being open and transparent, and utilizing different modes of communication. A few respondents offered suggestions for improvement, including more frequent outreach to different stakeholder groups and being more ambitious in activating community partners.

Question 5: How can the Superintendent further develop her community engagement strategies?

The most common thematic recommendation from the respondents was for Superintendent Kishimoto to continue implementing her effective community engagement strategies, including involving various internal and external stakeholders and being open to discussion and feedback. While respondents this year suggested Superintendent Kishimoto hold certain community engagement events and visit particular segments of the community, as similarly suggested last year, these suggestions were not as frequent as last year, and unlike last year, no respondents mentioned school visits this year. Other suggestions included recommendations for leveraging complex area and school personnel to improve community engagement and better goal and priority setting as a way to drive community engagement.

Question 6a: Is the Superintendent's vision, direction, and approach for innovation in public education audible in public discourse and becoming visible/tangible at the school, complex, and state levels?

Question 6b: If yes, in what ways have you experienced it?

Most respondents believed that Superintendent Kishimoto's vision, direction, and approach for innovation in public education is audible in public discourse and becoming visible and tangible at the school, complex, and state levels. Respondents experienced it mainly through meetings and other public discourse, the capacity of leaders at schools and complex areas, and the flexibility and innovation that schools are experiencing. However, a few respondents had reservations about the degree to which Superintendent Kishimoto's vision, direction, and approach for innovation in public education is audible in public discourse and experienced at the school, complex, and state levels.

Question 7: As the Superintendent engages the community in the development of the next ten-year Strategic Plan, i.e. 2020-2030, what are your top three strategic priorities for the school system in the next ten years?

Respondents most frequently suggested strategic priorities that fall under the categories of college and career readiness, other student development and success areas (such as whole child development or general student achievement improvement), and teacher recruitment, retention, and development. Other strategic priority categories include equity and organizational culture, the strategic implementation plan focus areas (particularly school design and student voice), facilities, other finance and infrastructure needs (such as funding and technology), and innovative practices.

Question 8: The Superintendent has articulated a vision of seamless connection between the school system and students' access to competitive college and career opportunities in Hawaii. What do you believe is the greatest area of opportunity? What is the greatest area of need that must be solved in order to provide this seamlessness?

The dominant theme from respondents was the need to coordinate the business, community, and education sectors to develop a plan to provide students with career pathway opportunities through programs such as work-based learning, career and technical education, and improved counseling. Related to this major theme of providing students with career pathway opportunities, some respondents also noted the need to connect and align systems from early learning through higher education, including more connections within the K-12 system. Other themes included providing early college access to students, improving skills for success in college and careers, and giving attention to student voice to support readiness.