



STATE OF HAWAII
BOARD OF EDUCATION

SUPERINTENDENT MID-YEAR FORMATIVE ASSESSMENT

On January 18, 2018, the Board of Education (“Board”) completed its mid-year formative 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 formative assessment 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. This formative assessment does not determine the results of the final evaluation that the Board conducts at the end of the school year because the Board will reassess her performance during the final evaluation near the end of the school year.

The Board gave the Superintendent an overall rating of “effective” for the five-month period covered by this formative assessment. The Board is encouraged by the plans and vision that the Superintendent has communicated, the trajectory she has set, and the progress she has made to date and looks forward to seeing a full year of information relating to performance and to the achievement of all of her priorities.

The formative assessment focused on 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 thus far has been “effective.” The Board rated her “effective” in all areas, except ethical leadership, where it rated her as “highly effective.”

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

The Board sees notable progress in establishing and communicating a consistent, student-focused vision in a short period of time and looks forward to seeing the substance and detail behind this vision with an emphasis on school empowerment. The Board acknowledges the work the Superintendent has done on the education side of the position and is confident that the Superintendent has the skills, vision, and plan to improve the operational side of the organization given enough time. The Board appreciates Superintendent’s participation and valuable input at Board committee meetings and looks forward to continuing to improve in this area. There is a great deal of work that needs to be done in the areas of communication and community relations, but the Superintendent has made significant progress by effectively communicating with internal and external stakeholders and establishing the relationships necessary to support student success. During this short time period, the Superintendent has demonstrated and championed ethical and professional behavior, emphasizing the importance of a diverse, equitable, and inclusive environment for students and employees.

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) rather than outcomes. The Board rated the Superintendent’s mid-year performance on each priority as “effective” and gave her an overall priority rating as “effective.”

Superintendent Priorities	Ratings
Priority 1: Ensure implementation of the Board and Department of Education’s joint strategic plan (“Joint Strategic Plan”) and Hawaii’s Every Student Succeeds Act (“ESSA”) state consolidated 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. Superintendent has maintained focus on implementation of the Joint Strategic Plan by establishing and broadly sharing her three driving strategies of School Design, Student Voice, and Teacher Collaboration and has shepherded federal approval of Hawaii’s ESSA Plan to completion. The plan she is developing in partnership with the Teacher Education Coordinating Committee for teacher preparation, recruitment, and retention is a work in progress, and the Board anticipates seeing a five-year, data-driven plan to advance these areas later this year.

Priority 2: Achievement Gap Factors. The Superintendent has established a plan and has started executing reviews of our special education and English Learner programs and has established a self-imposed deadline to ensure all schools provide the least restrictive environment. The Board has watched work on this priority advance but expects to see significant and meaningful progress in this high priority area.

Priority 3: Data-Driven Decision-Making Improvement. The Superintendent has been working on a system that makes data relating to the Strive HI performance system more easily accessible and also supporting schools in understanding the development of school improvement plans that align with school data reports. The Board appreciates emphasis on data-driven decision-making and anticipates completion of these activities.

Priority 4: School Level Driven Direction. The Superintendent has exceeded her goal of visiting two schools in each of the fifteen complex areas and has done an admirable job of meeting directly with students, holding community forums, and speaking with internal and external stakeholders. The Superintendent and Board have agreed to set high goals, so there is a great deal of work that remains to be done with respect to internal and external communications; however, the Superintendent has demonstrated the capacity and ability necessary to achieve these goals.

The Board's expectations are high, and this formative evaluation process confirms that the Superintendent is on track to meet these high expectations and guide our public education system to greater equity and excellence.

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%28adopted%202017-10-17%29.pdf>.