



**STATE OF HAWAII
DEPARTMENT OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

July 23, 2020

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
Superintendent

A handwritten signature in blue ink, appearing to read "Christina M. Kishimoto".

SUBJECT: **Board Action on Superintendent's Evaluation for the 2020-2021
School Year: Superintendent's Priorities and Strategic Plan Indicator
Targets**

Background

The Coronavirus Disease 2019 (COVID-19) disrupted our public education system at the beginning of the fourth quarter of the 2019-2020 school year. The Hawaii State Department of Education (Department) was thrust into a new mode of education, quickly shifting from traditional face-to-face classroom instruction to a mixed methodology approach using our limited distance learning capabilities along with other technology solutions such as pre-loaded lessons and activities, and paper packets. During this experience, we were faced with multiple challenges tied to the technology gap that exists between students with access to devices and connectivity at home and students without such access which contributes to the learning, engagement and access gap. We also were faced with the need to pivot to a teaching and learning structure delivered via distance learning, a model that has not historically been a part of our core design, which requires a robust platform, quality professional development, family and student technical support, and appropriately-designed quality digital content.

As the Department prepares for the 2020-2021 school year, we know that teaching and learning will be anything but normal. Our schools will be implementing school models that will welcome students back to campus for face-to-face instruction while continuing with distance learning through synchronous and asynchronous modes of instruction. The Department will provide teachers and school staff with professional development to effectively teach students via an online platform and will provide families with training to better support their children with distance learning. This requires a full year of on-going

commitment to designing the system, creating or procuring digital content across all grade levels, and providing quality professional development and support. The Department remains committed to providing 180 days of instruction and to the closing of the technology and learning gaps.

The COVID-19 pandemic led me to shift my attention from fully meeting the objectives of the Superintendent Priorities to addressing the immediate needs of our public education system in response to this public health emergency; thus, the Board of Education (Board) did not issue a rating for the Superintendent Priorities for the 2019-2020 school year. On June 18, 2020, the Board unanimously approved revisions to the Superintendent evaluation process for the 2020-2021 school year as described in Board Chairperson Catherine Payne's memorandum¹. Component 2 of the Superintendent's evaluation is Superintendent Priorities. Per the June 18, 2020 memorandum, the "Board and Superintendent mutually agree to two to five Superintendent Priorities each year, including associated performance indicators and evidence to use in assessing the Superintendent's progress in achieving these priorities." Component 3 of the Superintendent's evaluation is the strategic plan indicator targets. Per the June 18, 2020 memorandum, the "Superintendent would be asked to propose more nuanced annual targets based on her plans to help the Department make these targets."

Component 2: Superintendent's Priorities

Superintendent Priority 1: Accelerate digital transformation to enable more individualized experiences for all students, both in response to the impact of the COVID-19 health crisis and as a modernization expansion of our school system, both in response to the impacts of the COVID-19 health crisis and as a modernization expansion of our school system. Additional information on the 2020-21 Digital Transformation plan may be viewed at <http://www.hawaiipublicschools.org/DOE%20Forms/Digital%20Learning/DigitalTransformationforLearningPlan.pdf>.

Related Board Strategic Priorities: Equity and Access; Staff Professional Development, Recruitment, and Retention; Communication and Engagement

Indicators:

- Ensure all students who have been identified as not having a device at home due to poverty factors have access to a loaner device at home regardless of the in-person, blended or distance learning model they are engaged in.
- Deploy mobile learning hubs on Hawaii Island, Kauai, Lanai, Maui, Molokai, and Oahu in highly targeted areas to extend access to devices, internet connectivity, hub programs and support services to our most isolated and vulnerable students.

¹http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20200618_Action%20on%20Superintendent%20Evaluation%20and%20Job%20Description.pdf

- Implement an Ohana Help Desk to provide technology support for students and families for the upcoming school year.
- Provide ongoing professional development for teachers and staff to effectively deliver instruction through face-to-face, blended, and online teaching; to actively engage students through different modes of instruction; and to address the social emotional needs of their students.

Superintendent Priority 2: Re-engage the tri-level Department team in identifying viable Promise Plan metrics that will inform the development of the strategic plan dashboard in preparation for Board feedback.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students' Wellbeing, Student-centered School Design, Staff Professional Development, Recruitment, and Retention; Communication and Engagement

Indicators:

- Establish and convene advisory committees for each promise theme - Hawaii, Equity, School Design, Empowerment, and Innovation - to identify priorities and potential indicators, establish priorities for this year-of-planning, and build a collective will to determine next steps. Members will be appointed to include multiple stakeholders representing the Department, the Board, institutions of higher education, the community and external partners. Due to the disruption of the COVID-19 pandemic, these convenings were delayed.
- During Fall 2020, re-engage the tri-level leadership team to identify new system-wide metrics aligned with the *2030 Promise Plan* to tell a more complete story of the student learning experience.
- Create and propose to the Board a data dashboard with metrics indicating the progress the Department is making towards the fulfillment of the five promise themes and progress measures for all students.

Component 3: Strategic Plan Indicator Targets

The Department facilitated a significant community engagement protocol to create its *2030 Promise Plan*. Unfortunately, the COVID-19 pandemic forced the Department to delay the establishment of the advisory committees and their work to identify new system-wide metrics. My goal is to re-engage in this important work during the fall semester for a discussion with the Board early in 2021 around a new set of progress metrics to potentially replace the StriveHI indicators, based on previous discussions with the Board on our desire to have metrics that tell a more complete story of the student learning experience.

As an interim step, I propose defining a set of equity-driven evaluation measures that will serve as a precursor to the broader Promise Plan dashboard development work

which will have progress measures for all students. It is appropriate for the State Superintendent to focus evaluation measures on the subgroup of high-need students and a conversation with the Board on this shift in approach is necessary. Some ways to look at these measures relative to the five strategic promises are as follows:

Indicators:

- **Hawaii Promise:** Advance biliteracy as a distinctive strength of the Hawaii public school system by increasing the attainment of the Seal of Biliteracy to promote and support multicultural and multilingual learning opportunities.
- **Equity Promise:** Increase the participation and proficiency rates of students with an Individualized Education Program on the statewide assessments and increase the percentage of students within specific disability categories who attain proficiency in English Language Arts for third and fourth grade, ensuring students with disabilities are receiving the support they need to succeed in school.
- **School Design Promise:** Increase the number of students consistently participating in the educational activities provided through various modes of instruction as measured by attendance. Schools will implement school models that provide for face-to-face instruction, blended learning, and online distance learning to support social distancing while ensuring academic learning continues in whatever environment students may be provided. The school models allows schools to re-vision the use of time, flexible scheduling, and the demonstration of mastery of competencies to facilitate school design and curricular offerings.
- **Empowerment Promise:** Increase the percentage of English learners on-track to attaining English language proficiency and the percentage of English learners at Levels 1 and 2 attaining at least one level of growth within an academic year, ensuring English learners are receiving the support they need to succeed in school. As proficient English speakers, English learners will be better able to develop their authentic voice and provide input on what, how, and where they learn.
- **Innovation Promise:** Increase work-based learning opportunities (e.g., guest speaker, career fair participation, job shadowing, mentoring, internships) for students, with an emphasis on increasing access to career pathways for vulnerable subgroups of students to prepare students for the workforce, and implement an online platform to coordinate such opportunities and serve as a data-collection tool.

Mahalo for your continued support and dedication to our haumana. By working together, we can deliver on the promise of public education to Hawaii's students.

CMK:cm

c: Phyllis Unebasami, Deputy Superintendent
Assistant Superintendents