



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
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OFFICE OF THE SUPERINTENDENT

November 19, 2020

TO: The Honorable Catherine Payne  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto   
Superintendent

SUBJECT: **Board Action on Superintendent's evaluation for the 2020-2021 School Year: Superintendent's Priorities**

**Background**

On June 18, 2020, the Hawaii State Board of Education (Board) unanimously approved revisions to the evaluation process of the Superintendent of the Hawaii State Department of Education (Department) for the 2020-2021 school year as described in Board Chairperson Catherine Payne's memorandum<sup>1</sup>. 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."

During the July 23, 2020 General Business Meeting, I proposed two priorities for Component 2 of my evaluation.<sup>2</sup> Board members expressed concerns about these Superintendent's Priorities and deferred action. Part of the challenge has been the obstacle of not being able to meet to plan and dialogue prior to Board meetings in the midst of the health pandemic. I remain interested in the Board's offer to convene a Permitted Interaction Group to discuss this year's Strive HI related Superintendent evaluation metrics that will not be available due to the 2020 assessment waiver and appropriate replacement measures, as well as to discuss how the board will account for crisis leadership.

The Coronavirus Disease 2019 (COVID-19) pandemic has brought to light the degree to which a gap exists amongst our multiple subgroups of students. Since the day I began my term as superintendent, I have made it my mission to ensure equitable access to quality education for all students. Thus, I am making it my priority to continue the work of closing this achievement gap by providing the means through which this equitable access can be achieved.

<sup>1</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20200618\\_Action%20on%20Superintendent%20Evaluation%20and%20Job%20Description.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20200618_Action%20on%20Superintendent%20Evaluation%20and%20Job%20Description.pdf)

<sup>2</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20Superintendent%20Evaluation%20for%20the%2020-21%20SY%20-%20Supt%27s%20Priorities.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20Superintendent%20Evaluation%20for%20the%2020-21%20SY%20-%20Supt%27s%20Priorities.pdf)

## **Superintendent's Priorities**

**Superintendent Priority 1:** Accelerate the Department's digital transformation to deliver high-quality instruction using multiple modalities to create more individualized experiences for all students.

The COVID-19 pandemic has forced the Department to shift from a traditional in-person educational institution into a new way of teaching and learning that leverages the use of technology and virtually extends curriculum and instruction into the homes of our families and our communities. To ensure all students are able to access their education, we have had to find ways to provide devices and internet access to our students who need them; deliver student support services virtually; and offer a variety of educational opportunities through multiple media.

Information on the Department's efforts to accelerate digital transformation may be viewed at <http://www.hawaiipublicschools.org/DOE%20Forms/Digital%20Learning/DigitalTransformationforLearningPlan.pdf>.

The Department's Digital Transformation for Learning Plan for School Year 2020-2021 may be viewed at <http://www.hawaiipublicschools.org/DOE%20Forms/Digital%20Transformation%20for%20Learning%20Plan.pdf>.

A long-term plan for the Department's Digital Transformation for Learning is currently being developed for the following years.

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

**Related Professional Standards:** Visionary Leadership and Organizational Culture; Operations, Resource, and Personnel Management; Communication and Community Relations; Equity Advocacy

### **Indicators:**

- Decrease in device gap (Board Vital Sign Metric 12<sup>3</sup>) to address and continue to mitigate student access to devices to ensure students are able to engage in distance learning. The device gap is a vital sign metric adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly.
- Decrease the connectivity gap (Board Vital Sign Metric 13<sup>3</sup>) to address and continue to mitigate student access to connectivity that is sufficient for synchronous and asynchronous distance learning. The homework gap in education is part of the larger digital divide issue across the state and will require a concerted cross-sector effort from government, education, business and philanthropic organizations. As interim measures, the Department will provide broadband access through mobile devices; deploy mobile learning hubs in highly targeted areas to extend access to devices and internet connectivity to our most isolated students; and allow students without connectivity to attend learning hubs on campus. The connectivity gap is a vital sign metric adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly.

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<sup>3</sup> [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20201015\\_Action%20on%20Metrics.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20201015_Action%20on%20Metrics.pdf)

- Sustain the Ohana Help Desk, which was implemented at the start of the 2020-2021 school year, to provide technical support for students and families.
- Continue to provide 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 in person and virtually.
- Continue to provide students with health access and care through telehealth at no cost to ensure the continuity of care for all public school students.

**Superintendent Priority 2:** Promote innovative strategies to improve literacy at all grade levels.

As the public school system of a multicultural island state, the Department faces unique challenges in providing highly effective literacy services for all students from pre-kindergarten to grade 12. As a result, the Department has struggled to close the achievement gap between the educationally disadvantaged students and their non-disadvantaged peers. The Comprehensive Literacy State Development grant provides the Department with the means to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst our struggling subgroups of students.

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

**Related Professional Standards:** Visionary Leadership and Organizational Culture; Operations, Resource, and Personnel Management; Communication and Community Relations; Equity Advocacy

**Indicators:**

The following indicators are the measurable outcomes for the Comprehensive Literacy State Development grant. Due to the COVID-19 pandemic, the Department did not administer the annual statewide assessment in School Year 2019-2020; thus, the annual statewide assessment administered in Spring 2021 will serve as the baseline data for the grant outcomes.

- The number and percentage of fifth-grade students at participating schools who meet or exceed proficiency on State reading/language arts assessments.
- The number and percentage of eighth-grade students at participating schools who meet or exceed proficiency on State reading/language arts assessments.
- The number and percentage of eleventh-grade students at participating schools who meet or exceed proficiency on State reading/language arts.
- The number and percentage of third grade students who did not meet proficiency on the HIDOE reading/language arts assessment in third grade, but did meet proficiency in fourth grade.
- The number and percentage of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments.
- Change in the number and percentage of third through eighth and eleventh grade students at participating schools who do not meet, nearly meet, or exceed proficiency on State reading/language arts assessments.

**Superintendent Priority 3:** Modernize the Department's systems to allow for seamless operations and a greater focus on our students.

The Department is currently in the process of replacing our financial management system as the first phase of a larger modernization effort. The new cloud-based system will be more user-friendly and intuitive to better support innovation, empowerment, and transparency.

The Department is also currently in the process of updating our student data system to improve data quality and access. The new Longitudinal Education Information (LEI) system will better facilitate the identification of student achievement gaps and student needs to improve student learning and outcomes.

The Department has partnered with the Hawaii Executive Collaborative to procure the ClimbHI Bridge, an online portal for work-based learning. The ClimbHI Bridge matches schools and students with public and private industry work-based learning opportunities. The ClimbHI Bridge will increase access to these learning opportunities for all students and will provide data on student engagement as well as on the partnerships the Department has engaged in and the opportunities these partnerships provide.

The modernization of our financial and data systems lend to better decision-making to support the achievement of all students.

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

**Related Professional Standards:** Visionary Leadership and Organizational Culture; Operations, Resource, and Personnel Management; Board Governance and Policy; Communication and Community Relations; Equity Advocacy

**Indicators:**

- By June 30, 2021, training on the use of the new cloud-based financial management system will have been conducted in preparation for implementation for Fiscal Year 2021-2022.
- By April 30, 2021, the new cloud-based Longitudinal Education Information system will be live for schools and offices to utilize.
- By January 4, 2021, launch the ClimbHI Bridge and ensure 50% of the Department's high schools are enrolled to utilize the system.

The 2020-2021 School Year has not been the typical school year and while the Department has faced many challenges thus far and anticipates more challenges ahead, our priority continues to be providing high-quality educational services to all students. As superintendent, I am committed to advocating for equity in our public education system and understand that, as a visionary leader, I may have to employ unconventional and innovative means to achieve this equity. This will be reflected in my mid-year and year-end report, which will be presented in a manner that will best convey my adherence to the Board's professional standards.

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c: Phyllis Unebasami, Deputy Superintendent  
Assistant Superintendents