



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
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OFFICE OF THE SUPERINTENDENT

December 17, 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 and Strategic Plan Indicator Targets**

**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 1 of the Superintendent's evaluation continues to be centered on the Board's five professional standards: (1) Visionary Leadership and Organizational Culture; (2) Operations, Resource, and Personnel Management; (3) Board Governance and Policy; (4) Communication and Community Relations; and (5) Equity Advocacy. Component 2 remains as 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."

The significant change to the Superintendent evaluation process is the addition of Component 3: Assessment of the Department's progress towards meeting annual targets for strategic plan indicators. The June 18, 2020 memorandum acknowledges that the Board has yet to approve the 2030 Promise Plan, which continues to serve as the Department's plan, and proposes to use the 14 indicators of the 2017-2020 Strategic Plan for School Year 2020-2021. The proposed annual targets were determined by using the Promise Plan targets for School Year 2023-2024. The memorandum does note that data for the indicators that rely on the statewide assessment will not be available because statewide assessments were not administered in School Year 2019-2020 due to the Coronavirus Disease 2019 (COVID-19) pandemic. Per the June 18, 2020 memorandum, "the Superintendent and Board would agree upon annual targets in advance, which would be based on the targets in the Department's current strategic plan."

<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)

During the July 23, 2020 General Business Meeting, I proposed two priorities for Component 2 of my evaluation.<sup>2</sup> For Component 3, I proposed defining a set of equity-driven evaluation measures that would have progress measures for all students relative to the five strategic promises of the Department's 2030 Promise Plan. Board members expressed concerns about the proposed Superintendent's Priorities and targets and deferred action.<sup>3</sup> Board members wanted to see more focus on school opening and did not feel it was appropriate to have measures related to the Promise Plan as it had yet to be approved as a Board strategic plan. During this meeting, I suggested a meeting with the Board Chairperson and another Board Member to discuss the priorities. Board Member Cox agreed with my suggestion and Board Chairperson Payne suggested the Board establish a permitted interaction group to meet with me to discuss my indicators and priorities. Board Members Namau'u and Voss agreed with this suggestion. Board Chairperson Payne suggested that the Board agenda the establishment of a permitted interaction group at the next meeting.

During the November 19, 2020 General Business Meeting, I proposed three priorities for Component 2.<sup>4</sup> Board members again expressed concerns about the Superintendent's Priorities proposed and voted 5-2 against the action to approve the proposed priorities. The Board suggested I focus on two of my proposed priorities: Priority 1 - Accelerate the Department's digital transformation to deliver high-quality instruction using multiple modalities to create more individualized experiences for all students and Priority 2 - Promote innovative strategies to improve literacy at all grade levels. The Board also suggested I develop goals that are Specific, Measurable, Achievable, Relevant, and Time-based (SMART) as performance indicators for these priorities.

Also during the November 19, 2020 General Business Meeting, I expressed interest in the Board's previous offer to convene a permitted interaction group to discuss my evaluation metrics in light of the COVID-19 pandemic's impact on the norms of the public education system. Board Chairperson Payne stated that she did recommend establishing a permitted interaction group during the July 23, 2020 General Business Meeting to have deeper conversations regarding the priorities and indicators.

During the December 3, 2020 Special Meeting, Board Chairperson Payne recommended that the Board establish a permitted interaction group, as discussed during the July 23, 2020 General Business Meeting, to consider changes to my Component 1, Professional Standards, of my evaluation to take into account leadership during crises; consider and propose Strategic Plan indicators and targets for the current school year, including the consideration of indicators that do not rely on statewide assessment data; and propose priorities for Component 2 for the current school year.<sup>5</sup> The Board voted 5-3 against the establishment of the permitted interaction group.

During the December 3, 2020 Special Meeting, the Board did not approve of Board Chairperson Payne's recommended timeline, which included time for the permitted interaction

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

<sup>3</sup><https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/8767541e6beb2e200a2585d6007da970?OpenDocument>

<sup>4</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_11192020\\_Board%20Action%20on%20Supt%27s%20Eval%20for%2020-21%20SY%20-%20Supt%27s%20Priorities.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_11192020_Board%20Action%20on%20Supt%27s%20Eval%20for%2020-21%20SY%20-%20Supt%27s%20Priorities.pdf)

<sup>5</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special\\_20201203\\_Action%20on%20Investigative%20Committee%20concerning%20Supt%20Evaluation%20Process%20and%20Priorities.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20201203_Action%20on%20Investigative%20Committee%20concerning%20Supt%20Evaluation%20Process%20and%20Priorities.pdf)

group to meet.<sup>6</sup> The timeline the Board did approve sets a deadline of December 17, 2020 to establish my priorities and strategic plan indicators and targets for the current school year.

### **Superintendent Priorities**

**Superintendent Priority 1:** During the 2020-21 school year, accelerate the Department's digital transformation as measured by decreases in the access gaps:

- 4.7% for the device gap.
- 13.8% for the connectivity gap.

This will enable the Department to continue 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/DigitalTransformationorLearningPlan.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:**

- The device gap will be decreased from the 9.3% of students without access to a device, as determined for Quarter 4 of the 2019-2020 school year, to 4.7% of students without access to a device by the end of the 2020-2021 school year. By decreasing the device gap (Board Vital Sign Metric 12 - adequately equipped to support distance learning<sup>7</sup>), the Department will 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

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<sup>6</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special\\_20201203\\_Action%20on%20Superintendent%20Evaluation%20and%20changes%20to%20timeline%20and%20process.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20201203_Action%20on%20Superintendent%20Evaluation%20and%20changes%20to%20timeline%20and%20process.pdf)

<sup>7</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)

adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly. The Department aims to reduce the number of students without access to a device by half by the end of the school year.

- The connectivity gap will be decreased from the 27.6% of students without access to connectivity, as determined for Quarter 4 of the 2019-2020 school year, to 13.8% of students without access to connectivity by the end of the 2020-2021 school year. By decreasing the connectivity gap (Board Vital Sign Metric 13 - Connectivity Gap Formula<sup>6</sup>), the Department will address and continue to mitigate student access to connectivity that is sufficient for synchronous and asynchronous distance learning. School-age children lacking the connectivity they need to complete schoolwork at home 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 school campuses. 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. The Department aims to reduce the number of students without access to a connectivity by half by the end of the school year.

**Superintendent Priority 2:** During the 2020-2021 school year, promote innovative strategies to improve literacy at all grade levels as measured by decreases in the language arts gap:

- 2.1% for the elementary school language arts gap.
- 1.1% for the middle school language arts gap.
- 1.4% for the high school language arts gap.

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. To help address this gap, the Department secured a highly competitive Comprehensive Literacy State Development grant to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst our struggling subgroups of students. Complex areas and schools have also employed literacy initiatives that would best meet the needs of their students.

Due to the COVID-19 pandemic, the Department did not administer the annual statewide assessments to all students in Spring 2020. Thus, assessment data is not available to measure student progress. In lieu of assessment data, the Department will use grades for student achievement. Literacy is essential in meeting grade level standards for language arts and our teachers' professional judgement is the best source of data to measure student progress in literacy.

**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:**

- By the end of the 2020-2021 school year, the elementary school language arts gap will be decreased by 2.1% from the 17% reported for Quarter 1. By decreasing the language arts gap (Board Vital Sign Metric 4 - Elementary Quarterly Grades<sup>6</sup>), the Department will address and continue to mitigate the academic challenges experienced by students who are most vulnerable to the disruptions to learning caused by the COVID-19 pandemic. The elementary school language arts gap is a vital sign metric adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly. This is a new metric; thus, there is no baseline or trend data to compare the current data to. The methodology used to determine the proposed targeted decrease is similar to that used for federal accountability -- reducing the number of students not receiving a passing grade for language arts by half and dividing this by the number of years identified in Table 1 of Board Chair Payne's June 18, 2020 memorandum.
- By the end of the 2020-2021 school year, the middle school language arts gap will be decreased by 1.1% from the 9% reported for Quarter 1. By decreasing the language arts gap (Board Vital Sign Metric 5 - Middle School Quarterly Grades<sup>6</sup>), the Department will address and continue to mitigate the academic challenges experienced by students who are most vulnerable to the disruptions to learning caused by the COVID-19 pandemic. The middle school language arts gap is a vital sign metric adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly. This is a new metric; thus, there is no baseline or trend data to compare the current data to. The methodology used to determine the proposed targeted decrease is similar to that used for federal accountability -- reducing the number of students not receiving a passing grade for language arts by half and dividing this by the number of years identified in Table 1 of Board Chair Payne's June 18, 2020 memorandum.
- By the end of the 2020-2021 school year, the high school language arts gap will be decreased by 1.4% from the 11% reported for Quarter 1. By decreasing the language arts gap (Board Vital Sign Metric 6 - High School Quarterly Grades<sup>6</sup>), the Department will address and continue to mitigate the academic challenges experienced by students who are most vulnerable to the disruptions to learning caused by the COVID-19 pandemic. The high school language arts gap is a vital sign metric adopted by the Board during the October 15, 2020 General Business Meeting that will be reported quarterly. This is a new metric; thus, there is no baseline or trend data to compare the current data to. The methodology used to determine the proposed targeted decrease is similar to that used for federal accountability -- reducing the number of students not receiving a passing grade for language arts by half and dividing this by the number of years identified in Table 1 of Board Chair Payne's June 18, 2020 memorandum.

### **Strategic Plan Indicator Targets**

Despite the disruption that the COVID-19 pandemic has caused, the Department will work towards meeting the Board's proposed targets for School Year 2020-2021 with the exception of the following indicators: Chronic absenteeism, school climate, third-grade literacy, academic achievement, achievement gap, and family engagement. Due to the public health emergency, the Department did not administer the annual statewide assessment to all students in Spring 2020. Thus, data for academic achievement, achievement gap, and third-grade literacy are not available.

The COVID-19 pandemic has created a volatile backdrop for our public education system that has led to multiple changes in the delivery of educational services throughout the school year. The chronic absenteeism, school climate, and family engagement indicators are dependent on feedback from students and their families on their experiences in the classroom. The instructional settings vary widely across Department schools and, thus, the resulting data for these indicators will not be based on a consistent baseline. To avoid potentially disparate and confusing data sets, I am proposing to remove the chronic absenteeism, school climate, and family engagement indicators from my evaluation for the current school year. I am proposing to replace chronic absenteeism with average daily attendance, targeting an increase from quarter to quarter to reach pre-COVID-19 levels by the end of the school year, as the Department works towards ensuring all students are receiving a high-quality education on a daily basis.

**Table 1. Proposed Annual Targets for Strategic Plan Indicators**

Indicator	2019 Base	SY 2020-2021 Target Difference	SY 2020-2021 Target
Average Daily Attendance	NA	--	94%
Inclusion Rate*	44%	3%	47%
Ninth Grade On-Track*	91%	1%	92%
High School Graduation*	84%	2%	86%
Career and Technical Education Concentrator*	56%	4%	60%
College-Going Graduates*	55%	1%	56%
Teacher Positions Filled*	93%	1%	94%
Teacher Retention*	55%	3%	58%
Repair and Maintenance Backlog*	\$983M	\$108M	\$875M

*\* from Chairperson Payne's June 18, 2020 memo re: Action on Superintendent evaluation system process for 2020-2021 School Year and Superintendent job description*

The 2020-2021 School Year has been far from ordinary and while the Department has faced many challenges and anticipates even 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 believe that policy changes are necessary to advance innovation under new conditions. 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.

CMK:cm  
 c: Phyllis Unebasami, Deputy Superintendent

Assistant Superintendents