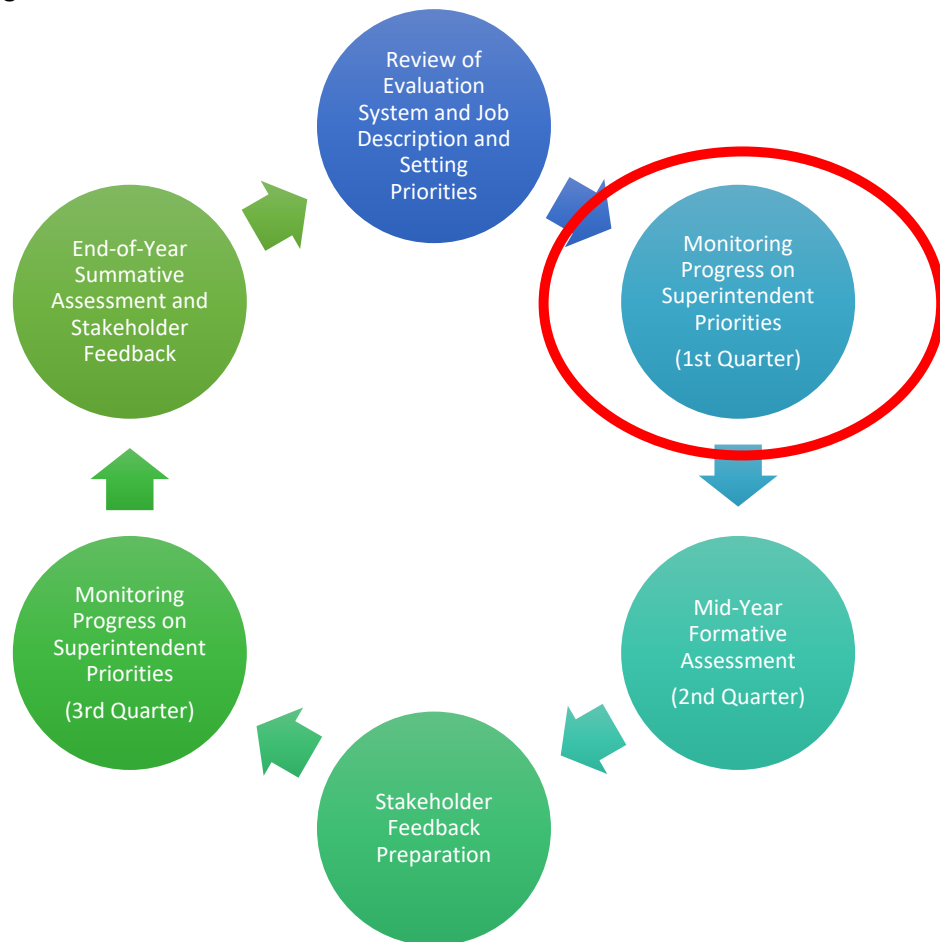


**Agenda Item V.B., Update on Superintendent’s evaluation for 2018-2019 School Year:  
adjustments to and status of achieving Superintendent’s priorities and  
Agenda Item VII.A., Board Action on adjustments to Superintendent’s priorities  
(Superintendent’s evaluation for 2018-2019 School Year)**

General Business Meeting  
October 4, 2018

Pursuant to the Board of Education’s (“Board”) superintendent evaluation process,<sup>1</sup> the Board monitors the progress of the Superintendent Priorities on a quarterly basis. The Superintendent Priorities are the annual goals that the Superintendent focuses on in any given year. In accordance with the evaluation process, the Superintendent presents her first quarter progress at the Board’s first October general business meeting.



Superintendent Christina M. Kishimoto’s first quarter report on the status of achieving her Superintendent Priorities is attached as **Exhibit A**. Superintendent’s proposed adjustments to her priorities are shown in blue text and strikethroughs.

<sup>1</sup> More information about the superintendent evaluation can be found here:  
[http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-\(2018-2019\).aspx](http://boe.hawaii.gov/About/Pages/Superintendent-Evaluation-(2018-2019).aspx).

**Exhibit A**

**Superintendent Christina M. Kishimoto's first quarter report on the status of achieving the  
Superintendent Priorities for School Year 2018-2019**

**Hawai'i Department of Education  
SY19 Board of Education and Superintendent Priorities**

Priority Areas	Board Priorities (Adopted June 7, 2018)	Superintendent Priorities (Adopted June 21, 2018; Updated based on new data Oct 4, 2018)	Quarter 1 Progress Report Oct 4, 2018
<p><b>A. Equity and Access</b></p>	<p>Ensuring that the appropriate policies, structures and resources are in place to guarantee the advancement of access and support structures that allow all students to engage in learning through the core curriculum design. This priority references special education and English language learners in particular, but does not preclude issues like civil rights and Title IX.</p>	<p>Advance our mission of equitable access to quality education for all students:</p> <ol style="list-style-type: none"> <li>1. Provide equitable access to advanced placement and early college courses across all of our high schools aligned with school design models, higher education partnerships, and pathway designs.</li> <li>2. 100% of schools will have a documented academic and financial school plan that includes academic, financial, capacity building, and gap closing goals and measures.</li> <li>3. A minimum of 25% of our portfolio of schools will have a documented and Superintendent-approved school design plan based on the new HIDEO school design matrix.</li> <li>4. A ten-year Title IX Athletics Plan will be documented for Board approval and utilized for legislative funding requests.</li> <li>5. Chapter 41/89 <a href="#">Hawaii Administrative Rules</a> and related sections of Chapter 19 HAR will be updated, and vetted by community and approved by the Board for adoption and implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased early college course funding by \$500,000 through a cost-sharing partnership with UH. <a href="#">LINK to Dual Credit Slide</a> <ul style="list-style-type: none"> <li>• 7% Dual Credit only</li> <li>• 9% AP and Dual Credit</li> <li>• 26% AP Credit only</li> </ul> </li> <li>2. Completed. Schools are now reviewing their 2018-19 plan based on recently released Strive HI data.</li> <li>3. Design of template in progress. This work will be a focus for the spring semester and will be linked to the 2019 ELI Conference in July.</li> <li>4. Draft completed. Will be finalized for presentation on October 18, 2018 BOE meeting.</li> <li>5. Stakeholders engaged in the drafting of revisions. Presented to the BOE on Sept. 20, 2018. Revisions based on feedback to be presented to BOE on Oct 4, 2018</li> <li>6. Linked to CAS evaluation/goal setting plans.</li> </ol>

		<p>6. Increase percentage of special education students in inclusion settings from 41% to 43% in 2018-19 to ensure movement toward our Strive HI goal and alignment with federal IDEA Least Restrictive Environment requirement by identifying and implementing multiple strategies.</p>	
<p><b>B. Safe Learning Environments that Support Students Well Being</b></p>	<p>Ensuring that the appropriate policies, structures, and resources are in place so learning environments that support students' emotional and physical well-being can be cultivated. This includes things that range from physical facilities to policies that prohibit bullying and discrimination or support physical and mental health to addressing and preparing for natural and man-made disasters. A truly safe learning environment that supports student's</p>	<p>Grounded in our core values of Na Hopena A'ō, a positive, productive, supportive and collaborative learning environment will be advanced:</p> <ol style="list-style-type: none"> <li>1. HIDOE Student Voice strategy will be integrated into all HIDOE conferences, curriculum committees, Task Force study work, school-based Academic and Financial Plans, and board policy reviews and development.</li> <li>2. The HIDOE will develop and adopt a statewide safety plan.</li> <li>3. 100% of <del>[secondary]</del> <b>intermediate/middle</b> schools will implement an anti-bullying <b>application</b> for safe reporting of incidents.</li> <li>4. <del>[A culturally informed, targeted strategy plan will be developed to reduce chronic absenteeism, focused on the regions with the highest rates of student absences.]</del> <b>Establish a targeted plan for the ten schools with the highest Chronic Absenteeism Rate to ensure data progress toward the Strive HI Strategic Plan measure, specifically reducing our rate from 15% to 13% in 2018-19.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. ELI (July) and Leadership Institute (September) included student presentations. Hawaii Student Council is providing voice on Anti-Bullying Education App in October.</li> <li>2. In Progress. Negotiating price with selected contractor to assist in drafting our statewide plan.</li> <li>3. App RFP, student input and design in progress. Roll out is scheduled for middle grades in January 2019.</li> <li>4. Data review in progress of highest chronic absenteeism schools and most improved schools; school by school plans will be approved by a tri-level leadership team in October.</li> <li>5. Internal protocols revised based on debriefs of last 9 months of incidents with the volcano on Big Island, mudslides in Kauai, and hurricanes statewide. Protocol for interagency collaboration, CAS and Principal roles and contacts, and decision points on school closures, shelters, and emergency response process are updated. Public Charter Schools (PCS)</li> </ol>

	<p>well-being is one that students themselves want to be in so they attend school regularly and willingly, thereby reducing chronic absenteeism.</p>	<p>5. HIDOE will create a coordinated plan for health and safety decisions based on on-going natural disaster challenges on [Big] all islands that includes coordinated support for impacted Charters.</p>	<p>were included in all notifications in the newly revised protocols.</p>
<p><b>C. Student Centered School Design</b></p>	<p>Ensuring that the appropriate policies, structures, and resources are in place to support schools designed to engage students in a rigorous and innovative curriculum supported by a purposely designed learning environment with applied learning practices that are aligned to college and careers. Design includes every aspect of a school: physical facilities, school models, themes, resources, partners (families, communities, and organizations),</p>	<p>The HODOE is committed to adopting an innovations approach to teaching and learning through its 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 their community are hubs of design innovation for student engagement and personalization.</p> <ol style="list-style-type: none"> <li>1. Utilize the newly adopted computer science standards as a model, design a tri-level curriculum framework that promotes creativity, sharing of practices and multiple design implementation options that support K-12 complex area designs.</li> <li>2. <del>[Create a multi-disciplinary, creativity-based early literacy (K-3) system and articulate a K-readiness standard aligned with EOEL, Head Start, and all public/private PK providers.]</del> Ensure improved early learning readiness for future Kindergartners entering the school system by increasing</li> </ol>	<ol style="list-style-type: none"> <li>1. Two RFPs for high-level technical supports and professional development have been issued to create approved vendor/partner lists. One RFP completed; one in progress. Applied for competitive Chiefs for Change teacher leadership grant for computer science grant to support an annual Computer Science teacher leader conference. Awaiting response.</li> <li>2. 22 specific classrooms identified for PK in the next biennial - shared with ELB for 2018/19 legislative request. One high school teacher preparation program identified as a pilot site for the potential PK training component. Principals and Complex Asst Supts organized in this call-to-action.</li> <li>3. Meeting set for October 5, 2018 including OSSS (EL), HTSB, higher education and OTM to discuss licensure pathways for EL teachers and PTTs.</li> <li>4. In Progress as it is a deliverable for the CAS performance evaluation for SY18-19.</li> </ol>

	<p>school day schedule, pedagogical approaches, allocation of teacher collaboration time, technology, governance, and organizational structure.</p>	<p>access by at least 20 Pre-kindergarten classes across the state in the next biennial.</p> <p>3. <del>[Develop a system-wide biliteracy goal with a multi-year plan to ensure an elementary through high school experience aligned to our biliteracy policy.]</del> Develop specific content requirements and clarify certification needs for EL service providers (teachers and others). Develop an EL professional development program and support structure. Explore a Bilingual Education Certification approach with higher education partners.</p> <p>4. Establish for each Comprehensive Support and Improvement (CSI) school a curriculum and instructional framework that promotes best practices in core content areas; and creativity in meeting the unique needs and aspirations of their students.</p> <p>5. Articulate detailed implementation plans with outcome expectations for special education and English language supports as informed by Task Force recommendations.</p>	<p>Started in-person school visits to each of our seven (7) HIDEO CSI schools. This is one of my school visit priorities for this school year.</p> <p>5. Briefing of CAS and DES for Medicaid claiming completed. In Progress. Drafts for communicating with schools being refined.</p> <p>Instituted new statewide conference for teachers and administrators on special education topics.</p> <ul style="list-style-type: none"> <li>● Summer conference held on July 16 -25, 2018. The one-day conferences were held in multiple locations and on all major islands.</li> <li>● Fall Conference to take place on October 8 and 9, 2018.</li> <li>● Summer 2019 Conference dates TBD.</li> </ul>
<p><b>D. Staff Professional Development, Recruitment and</b></p>	<p>Ensuring that the appropriate policies, structures, and resources are in place to allow for the</p>	<p>The HIDEO is a learning organization that has adopted a talent management approach to capacity building and an empowerment approach to professional development.</p> <p>1. Shift, at minimum, half of our federal Title</p>	<p>1. Accountability system set up and shift of \$8.5M of funds (65%) completed for the start of school.</p> <p>2. Adoption of the plan completed. Implementation in progress. Continue to</p>

<p><b>Retention</b></p>	<p>establishment of a dynamic learning community designed to continuously develop staff capacity to lead the work that results in high student achievement, the development of clear leadership pathways, supports, and incentives that attract and retain talent.</p>	<p>II funds to the complex level to encourage more school-specific professional development planning.</p> <ol style="list-style-type: none"> <li>2. Adopt and implement a five-year teacher recruitment and retention plan in partnership with Teacher Education Coordinating Committee (TECC).</li> <li>3. Establish a Troops to Teacher program.</li> <li>4. Establish a guaranteed induction and mentoring program for beginning teachers.</li> <li>5. Initiate a teacher collaboration model that supports creativity, sharing, and design thinking <b>to advance</b> our rigorous instructional design approach (focus on computer science in SY19 as a starting point for conceptualization).</li> </ol>	<p>co-chair TECC with Dean Nathan Murata of the UH School of Education.</p> <ol style="list-style-type: none"> <li>3. Our Federal Grant application accepted. \$600,000 grant received. In Progress. OTM in the process of hiring. An offer made to a candidate.</li> <li>4. Design completed. Implementation in progress. Increased mentor stipends.</li> <li>5. PD opportunities in progress. Design of annual summer teacher collaboration institute in progress. Summer 2019 will be the first of a series of this new Computer Science Summer Institutes.</li> </ol>
<p><b>E. Communication and Engagement</b></p>	<p>Ensuring that the appropriate policies, structures and resources are in place so the Department and Board thoughtfully and intentionally engage with students, staff, families, and community stakeholders in two-way communications that</p>	<p>The HIDEOE will begin to transition from the current strategic plan to the next visionary ten-year plan, 2020-2030, with planning intersections in alignment with the Charter Commission’s strategic plan and Kamehameha Schools’ 2020-2030 strategic planning process.</p> <ol style="list-style-type: none"> <li>1. Adopt a two-year communications plan that transitions the HIDEOE from the current strategic plan to the next ten-year strategy plan for 2020-2030.</li> <li>2. Implement the first annual Superintendent’s State of the Schools event, hosted externally.</li> <li>3. Engage four parent focus groups on special education services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Two-year communications plan for 2018-2020 presented to the BOE on September 6, 2018. Next steps beginning in December and into the spring will be to develop and communicate the process for a 2020-2030 strategic plan.</li> <li>2. Completed and held in partnership with the Hawaii Community Foundation on September 5, 2018. Approximately 70 attendees. The focus was on the business sector. Second annual State of the Schools planning for fall 2019 will begin in Oct 2018.</li> <li>3. Special Ed focus groups in planning.</li> <li>4. 10-year 2020-2030 strategic plan planning</li> </ol>

	<p>will help to inform decision-making and priority setting and improve transparency and access to information.</p>	<ol style="list-style-type: none"> <li>4. Create the ten year strategic plan development process.</li> <li>5. Expand information and best practice sharing through each of our seven Assistant Superintendents who represent our seven core areas of state level work.</li> </ol>	<p>process will begin in December 2018 and go into the spring.</p> <ol style="list-style-type: none"> <li>5. Each Assistant Superintendent has a communications deliverable this school year. Board recently reviewed the Fiscal Services newsletter on Carryover Funds. IT is preparing their news brief on upcoming IT upgrades for November.</li> </ol>
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