

**Agenda Item VI.H, Board Action on adjustments to Superintendent's priorities
(Superintendent's evaluation for 2019-2020 School Year)
General Business Meeting
November 21, 2019**

The Superintendent's Priorities are part of the Superintendent's evaluation. At the Board of Education's ("Board") June 20, 2019 Special Meeting, the Board approved the Superintendent's Priorities for the 2019-2020 School Year,¹ provided that Superintendent Christina Kishimoto would consider and incorporate Board members' comments and present revised indicators for Board approval at a later meeting.²

At the Board's June 20, 2019 Special Meeting, the Board requested several revisions be made to the Superintendent's Priorities for the 2019-2020 School Year. The section of the relevant meeting minutes are attached as **Exhibit A** and Board members' comments and suggestions are highlighted. Adjustments to the Superintendent's Priorities for the 2019-2020 School Year are attached as **Exhibit B**.

¹ For more information, see the submittal dated June 20, 2019, available here:
http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SPECIAL_20190620_Action%20on%20Superintendent%20Priorities.pdf

² For more information, see the June 20, 2019 Special Meeting minutes, available here:
<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/ebb43af14ca5cdb30a2565cb006622a8/930e4ff968b5babe0a2584360005c4e1?OpenDocument>

Exhibit A

(June 20, 2019 Special Meeting Minutes)

E. Board Action on Superintendent's evaluation for the 2019-2020 School Year: Superintendent's Priorities

Kishimoto reviewed her Superintendent's priorities for the 2019-2020 school year. She stated that the Superintendent priorities identify three high priority areas and include five leadership standards, including strategic planning, leadership development, and academic outcomes.

Kishimoto stated that the first priority is to advance teacher leadership that empowers and enables teachers to make powerful and effective decisions that ensure student success. She noted that the Department focused on student voice this past year and plans to focus on teacher voice this upcoming school year. The Department is reviewing the creation of a structured teacher development program or process.

Kishimoto stated that the second priority is to advance equal access to school facilities and opportunities that align with school designs. She noted that the second priority includes 21st century school designs, facility planning work, modern schools, equity, Americans with Disabilities Act of 1990 compliance, and the facilities master plan.

Kishimoto stated that the third priority is to improve funding allocation and use for special education and English learners programs by advancing system modernization work for a replacement financial management system and targeting special education and English learner funding sources for accountability improvements. She stated that the Department plans to review its budget process, particularly how it monitors and reallocates funds to close the achievement gap.

Board Vice Chairperson De Lima asked about the second indicator under the third priority and whether the Department would review clear financial guidelines for the effective use of special education funds. Kishimoto clarified that the Department plans to develop and present clear financial guidelines for students it identifies who are receiving English learner services and special education services.

Board Vice Chairperson De Lima commented on the first indicator under the third priority and stated that the Department allocates Title I funds based on student population rather than student achievement. He stated that the Department should focus on identifying resources for elementary schools so that schools could strategically use funds to help students who are struggling sooner rather than later. He stated that the Department should include these strategies as part of its financial design.

Kishimoto explained that the current system for the allocation of funds is designed in the way in which Board Vice Chairperson De Lima described. She stated that the Department could review how to concentrate support and strategies in elementary schools to reduce the achievement gap.

Board Member Voss commented on the first priority regarding teacher voice and detailed dynamics between teachers and principals. He asked how the Department plans to empower teachers and school-level decisions while developing a cohesive teacher leadership structure. Kishimoto stated that she plans to engage teacher voice in the same way in which she engaged student voice. She explained that the Department developed indicators and implemented ways in which to engage students after receiving feedback from students. She highlighted that the Department collected feedback at the Department's recent computer science conference and has been collecting input from

teachers regarding teacher leadership. Kishimoto highlighted that teachers are defining and recommending structures.

Board Vice Chairperson De Lima asked about Stetson training and inclusion. He stated that he would like Kishimoto to include an inclusion target in her priorities. Board Member Cox stated that SAC received reports on inclusion, but inclusion does not change student learning. She noted that strategies must show improvement. She stated that inclusive practices would fail if there were no implementation of instructional strategies. Board Member Cox stated that SAC could discuss Stetson and strategies at a future meeting.

Kishimoto stated that she does not want to add an additional priority because taskforces are working on implementation. She stated that taskforces could provide the Board with reports. Board Vice Chairperson De Lima stated that SAC could include Stetson and inclusion as one of its strategic priorities.

Board Member Kawano stated the first priority should be more substantial, and each complex area should develop a plan for the three or five schools in the complex with the highest teacher turnover rates. He stated that the Department could measure whether complex areas are reducing teacher turnover and meeting goals. Kishimoto stated that she would review how to incorporate language that includes SMART criteria and outcomes. She emphasized the importance of teachers providing input to identify schools. She noted that her input would not allow teacher voice to drive plans. Kishimoto stated that she would prefer to determine how to proceed based on teacher input rather than telling schools and complexes how to proceed.

Board Chairperson Payne stated that the Board could approve Kishimoto's priority statements so that the Department could move forward, and Kishimoto could present language changes to indicators at a future date.

ACTION: Motion to approve the Superintendent Priorities for the 2019-2020 School Year, as described in submittal dated June 20, 2019, provided that Superintendent Kishimoto will consider and incorporate Board members' comments and present revised indicators for Board approval at a later meeting (De Lima/Cox). The motion carried unanimously with all members present voting aye.

I. Adjournment

Board Chairperson Payne adjourned the meeting at 12:24 p.m.

Exhibit B

(Adjustments to Superintendent's Priorities for the 2019-2020 School Year)



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 21, 2019

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto 
Superintendent

SUBJECT: **Board Action on Adjustments to Superintendent's Priorities
(Superintendent's Evaluation for 2019-2020 School Year)**

In September 2019, the Hawaii State Department of Education (HIDOE) was awarded \$49,839,514 through a five-year federal grant aimed at supporting language and literacy development growth in Hawaii public schools.

This Comprehensive Literacy State Development Grant will advance Hawaii culture-based school design innovation through an expanded definition of literacy in key areas: honoring home language, exposing students to multi-language opportunities in their early years, engaging and empowering families, and advancing literacy skills from birth through Grade 12 in partnership with Hawaii P-20. The HIDOE goal is to provide access to an equitable education to all students today, preparing them for tomorrow. Students with strong literacy skills early in their education, including multi-literacy and dual language skills, have greater opportunities for more advanced studies and competitive career paths. HIDOE aims to further advance literacy proficiency through the federal grant to accelerate goals around implementing a system of evidence-based literacy programs for children, with a focus on disadvantaged students.

Subgrants will be distributed to complex areas through a grants process to develop comprehensive and community-specific literacy plans aligned to the state's Comprehensive Literacy Instruction Plan. A key component of this grant program is to increase instructional and curricular leadership in literacy. Teachers will be provided with resources and professional development that will enable them to better identify the literacy needs of their students and the strategies that would best address these needs.

Because this literacy grant will provide substantial resources to enable administrators and teachers to make powerful and effective decisions that ensure student success, I request the following indicator be added to "Superintendent Priority 1" of my evaluation:

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By May 21, 2020, 100% of the Hawaii Comprehensive Literacy State Development Phase 1 subgrant recipients will have implementation plans that outline the resources, supports, and professional development that will be provided to increase the instructional and curricular leadership of the teachers within the complex area. These plans will solicit evidence of the educators' contributions to student learning and practices that will advance purposeful school design and student success from Kindergarten to Grade 12.

CMK:cm
Attachment

c: Alison Kunishige, Esq., Executive Director, Board of Education
Board of Education

SUPERINTENDENT PRIORITIES FOR 2019-2020 SCHOOL YEAR

Superintendent Priority 1: Advance teacher leadership that empowers and enables teachers to make powerful and effective decisions that ensure student success.

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

Indicators:

- Develop and present to the Human Resources Committee, by its April 16, 2020 meeting, a comprehensive and cohesive teacher leadership structure that, at a minimum, successfully: (1) considers teacher voice at all levels of the tri-level system, especially in policy decision-making, (2) incorporates collaboration with principals and complex area superintendents to ensure teachers are empowered and enabled, and (3) develops teacher leader opportunities in the tri-level system.
- **By May 21, 2020, 100% of the Hawaii Comprehensive Literacy State Development Phase 1 subgrant recipients will have implementation plans that outline the resources, supports, and professional development that will be provided to increase the instructional and curricular leadership of the teachers within the complex area. These plans will solicit evidence of the educators' contributions to student learning and practices that will advance purposeful school design and student success from Kindergarten to Grade 12.**

Superintendent Priority 2: Advance equal access to school facilities and opportunities that align with school designs.

Related Board Strategic Priorities: Equity and Access; Safe Learning Environments that Support Students' Well-Being; School Design

Indicators:

- By April 16, 2020, successfully initiate 50% projects in the Biennial Capital Improvement Programs Budget, compliance category covering Title IX and Americans with Disabilities Act ("ADA") compliance projects for the 2019-2020 School Year.
- Provide the Finance and Infrastructure Committee, for its consideration by its November 21, 2019 meeting, with a comprehensive, cohesive, and effective R&M priority list that is sufficiently based on equity.
- Provide the Finance and Infrastructure Committee, for its consideration by its February 20, 2020 meeting, with a comprehensive and cohesive plan with specified outcomes and milestones for effectively reducing the R&M backlog.

- Provide the Student Achievement Committee, for its consideration by its May 21, 2020 meeting, with the School Design Profiles of 75% of all of the schools that clearly communicates the scope of instructional opportunities available in our portfolio of schools.

Superintendent Priority 3: Improve funding allocation and use for special education and English learners programs by advancing system modernization work for a replacement Financial Management System (“FMS”) and targeting special education and English learner funding sources for accountability improvements.

Related Board Strategic Priorities: Equity and Access; School Design

Indicators:

- Develop and present to the Finance and Infrastructure Committee, by its January 16, 2020 meeting, a report on the selection of the replacement FMS system and how the replacement system will improve our capacity to better monitor funding allocation and impact of allocation on special education and English learner programs.
- Develop and present to the Finance and Infrastructure Committee, by its April 16, 2020 meeting, clear financial guidelines for the effective use of English learner funds (Weighted Student Formula, Title I, Individuals with Disabilities Education Act, and Title III).
- Develop and present to the Finance and Infrastructure Committee and Student Achievement Committee, by its April 2020 meeting, an equitable, transparent, and predictable funding mechanism that allocates funding based on student needs and includes a weighted system for students with disabilities that supplements the base funding with additional funds based on student characteristics, a risk pool to address special conditions, and short-term funding to schools to supplement existing or proposed inclusive education models that maximize resources or showcase best practices.