

**Agenda Item VI.B., Board Action on Superintendent’s evaluation for 2018-2019 School Year:
mid-year formative assessment and contract term**

General Business Meeting

January 17, 2019

Pursuant to its superintendent evaluation process,¹ the Board of Education (“Board”) conducted a mid-year formative assessment of Superintendent Christina Kishimoto for School Year 2018-2019 at the Board’s December 6 and 21 special meetings. The mid-year formative assessment is a mid-year check-in where the Board and Superintendent have a formal conversation about performance to date, progress on priorities, and areas of strength or opportunities for improvement.

The Board gave Superintendent Kishimoto an overall rating of “effective” for the six-month period covered by the formative assessment and will reassess her performance during the final evaluation near the end of the school year. The Board’s mid-year formative assessment is attached as **Exhibit A**.

The Board will be considering a one-year extension of Superintendent Kishimoto’s employment contract to July 31, 2021. Her current contract is until July 31, 2020.

¹ The document describing the superintendent evaluation process is available on the Board’s website here: [http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202018-06-07\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202018-06-07).pdf).

Exhibit A

Superintendent Mid-Year Formative Assessment for School Year 2018-2019



STATE OF HAWAII
BOARD OF EDUCATION

SUPERINTENDENT MID-YEAR FORMATIVE ASSESSMENT

On December 21, 2018, the Board of Education (“Board”) completed its mid-year formative assessment of Superintendent Christina Kishimoto for School Year 2018-2019, pursuant to the Board’s superintendent evaluation process. The evaluation process adopted by the Board includes ongoing checkpoints throughout the school year to keep the Board informed of performance and progress. The formative assessment is a mid-year check-in where the Board and Superintendent can have a formal conversation about performance to date, progress on priorities, and areas of strength or opportunities for improvement. This formative assessment informs, but does not determine, the results of the final evaluation that the Board conducts near the end of the school year at which time the Board will reassess her performance.

The Board gave Superintendent Kishimoto an overall rating of “effective” for the six-month period covered by this formative assessment. The Board is pleased with Superintendent Kishimoto’s overall performance and the progress she has made to date in the achievement of her priorities.

The formative assessment focused on five professional standards and five priorities for the school year agreed upon by the Superintendent and Board. The Board used the ratings for the professional standards and priorities to establish an overall rating.

Professional Standards

The professional standards measure the Superintendent’s performance of job responsibilities. The Superintendent is responsible for the operation and management of a statewide education system with 292 schools serving approximately 180,000 students and has correspondingly broad responsibilities. The Board determined that Superintendent Kishimoto’s performance of the professional standards thus far has been “effective” overall. The Board rated her “effective” in all areas, except ethical leadership, where it rated her as “highly effective.”

Professional Standards	Ratings
Standard 1: Visionary Leadership and Organizational Culture	Effective
Standard 2: Operations, Resource, and Personnel Management	Effective
Standard 3: Board Governance and Policy	Effective
Standard 4: Communication and Community Relations	Effective
Standard 5: Ethical Leadership	Highly effective
Professional Standards Overall Rating	Effective

Superintendent Kishimoto’s work on school design and its role in school empowerment has intrigued the Board, and it is eagerly anticipating information on schools’ progress

on their own school designs over the next several months. The Board appreciates the work Superintendent has done with her leadership team and her vision for improving operations and systems, but it would like her to be more cognizant of the ways in which the Department makes and communicates its financial and programmatic decisions to ensure the fiscal fidelity and efficiency of the Department. Superintendent Kishimoto’s work with Board members has been helpful in addressing complex issues, and the Board would like to further develop this collaborative team approach; however, the Board would like the Superintendent to focus on the quality of the essential decision-making data that is provided to the Board and public. The Board has been very pleased with Superintendent Kishimoto’s use of traditional and social media to reach a diverse population, and it would like to see her messaging help people understand the scale of challenges and timelines for addressing them. Superintendent Kishimoto has continued to demonstrate ethical and professional behavior and champion diversity, equity, inclusivity, and social justice, and the Board encourages her honesty, being forthright, and being at the forefront on these issues.

Superintendent Priorities

Superintendent Kishimoto’s priorities align with the Board’s strategic priorities for the school year. Overall, the Board believes Superintendent Kishimoto is making progress on each of the five priorities and has confidence she will meet her goals for the year. The Board rated the Superintendent’s mid-year performance on each priority as “effective” and gave her an overall priority rating as “effective.”

Superintendent Priorities	Ratings
Priority 1: Advance equitable access to quality education for all students	Effective
Priority 2: Advance a positive, productive, supportive, and collaborative learning environment grounded in Nā Hopena A’o	Effective
Priority 3: Adopt an innovations approach to teaching and learning through 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 community are hubs of design innovation for student engagement and personalization	Effective
Priority 4: Adopt a talent management approach to capacity building and an empowerment approach to professional development	Effective
Priority 5: Begin transitioning from the current strategic plan to the next visionary ten-year plan from 2020 to 2030	Effective
Superintendent Priorities Overall Rating	Effective

Priority 1: Equitable Access. Superintendent Kishimoto presented a short-term Title IX athletics plan to the Board and plans to use it in discussions with the Legislature. She also expanded access to early college courses through a cost-sharing partnership with the University of Hawaii.

Priority 2: Positive Learning Environment. Superintendent Kishimoto continues to emphasize student voice and tap student leaders for help and input. While she has several initiatives in progress to create a safe and supportive learning environment for students, including the development of a statewide safety plan and an anti-bullying

application for the safe reporting of incidents, the Board hopes to see a more comprehensive anti-bullying strategy.

Priority 3: Innovations Approach to Teaching and Learning. Superintendent Kishimoto's focus on Comprehensive Support and Improvement schools is a bright spot. While the Board remains concerned about special education and English learner students, Superintendent Kishimoto has worked on the Medicaid claiming system and brought attention to special education and English learners through professional development conferences.

Priority 4: Talent Management and Empowerment. Superintendent Kishimoto shifted roughly two-thirds of the Department's federal Title II funds to the complex level, obtained a federal grant for the Troops to Teachers program, and designed a guaranteed induction and mentoring program for beginning teachers. She has also adopted and is implementing a five-year teacher recruitment and retention plan, but the Board has some concerns about how effective the plan will be in addressing these perennial issues.

Priority 5: Ten-Year Strategic Plan. Superintendent Kishimoto has laid the groundwork to begin the strategic plan planning process, and the Board expects her to keep it informed as the process moves forward.

The Board's expectations are high, and this formative evaluation process confirms that the Superintendent is on track to meet these high expectations and guide our public education system to greater equity and excellence. It is clear that many of her goals require long-term, diligent implementation to come to fruition, which the Board is confident she can execute given the appropriate time horizons. Therefore, the Board will be considering an extension of Superintendent Kishimoto's employment contract by one year to July 31, 2021. Her current contract is until July 31, 2020.

A more detailed description of the Superintendent's evaluation process, professional standards, and superintendent priorities is available at:
[http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202018-06-07\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202018-06-07).pdf).