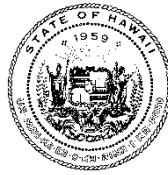


DAVID Y. IGE
GOVERNOR



CATHERINE PAYNE
CHAIRPERSON

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

May 21, 2020

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Action on Superintendent's evaluation for the 2019-2020 School
Year: end-of-year evaluation

The Board of Education's ("Board") superintendent evaluation process, last revised on June 20, 2019,¹ includes an end-of-year final evaluation of the superintendent's performance on predetermined professional standards and annual priorities. The superintendent is to provide the Board with a self-assessment along with supporting documents and evidence to help inform its evaluation.

Superintendent Christina Kishimoto's materials related to the end-of-year self-assessment are attached as **Exhibit A**.

In the past under previous protocols, the Board conducted its end-of-year evaluation of the superintendent in executive session and exited executive session to take action on the assessments in public. Following the completion of the evaluation, the Board would publish its ratings and comments on its website. However, on June 27, 2019, the Hawaii Supreme Court issued an opinion regarding discussion of personnel matters in executive session.² Based on this opinion, the discussion of the superintendent's performance should occur in public because there is no clear, legitimate privacy interest in highly personal and intimate information, as described in the opinion.

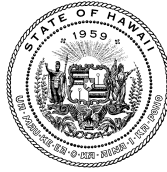
¹ The memorandum on the revisions to the superintendent's evaluation is available at: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20190620_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf.

² *Civil Beat Law Center v. City and County of Honolulu* is available here: <https://oip.hawaii.gov/wp-content/uploads/2019/07/CBLC-v-Honolulu-Police-Commission-Kealoha-exec-session.pdf>.

Exhibit A

Superintendent Christina Kishimoto's 2019-2020 Self-Assessment and Supporting Documents an Evidence

DAVID Y. IGE
GOVERNOR



DR. CHRISTINA M. KISHIMOTO
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 21, 2020

TO: The Honorable Catherine Payne
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto
Superintendent

A handwritten signature in blue ink, appearing to read "CK", is placed to the right of the name "Dr. Christina M. Kishimoto".

SUBJECT: **Board Action on Superintendent's Evaluation for 2019-2020 School Year: end-of-year evaluation**

Attached is Superintendent's Self-Evaluation for 2019-2020 School Year.

CMK:csa
Enclosure

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

School Year 2019-2020

Evaluator:

Introduction

The primary purposes of the superintendent evaluation are to:

1. Establish a record of annual performance by assessing the Superintendent's past performance and progress toward annual priorities;
2. Promote leader effectiveness and professional growth by creating a safe learning environment with a feedback process that encourages conversations around individual professional development and improving performance; and
3. Focus on the future and, in conjunction with the Board of Education's annual strategic priority setting process, set clear expectations through the annual review and revision of Superintendent Priorities.

The final evaluation facilitates a positive and productive conversation between the Board of Education and the Superintendent regarding the Superintendent's performance and progress for the year. It serves as the basis for determining how well the Superintendent met professional standards and achieved priorities this year and provides the Superintendent with constructive feedback to assist the Superintendent in identifying areas for improvement and setting goals for the next school year.

For more information on the Superintendent Evaluation Process, refer to this document:

[http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202019-07-18\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202019-07-18).pdf)

Instructions

Evaluate each professional standard and Superintendent Priority. Navigate by using the tabs on the bottom of this worksheet or by clicking the "Next" button at the bottom of each page. Only complete the fields that are highlighted in blue. Fields that are highlighted in orange are auto-populated from other fields.

1. Provide a rating for each standard and priority using the drop down list.
2. Provide the rationale behind your ratings using the "Justification" field.
3. Provide any additional comments or recommendations in the comment field.
4. All ratings will auto-populate into the tab labeled "Cumulative Ratings." Review the ratings for each standard and provide an overall rating (and the rationale for that rating) for the professional standards component.
5. Review the ratings for each priority and provide an overall rating for the Superintendent Priorities component.
6. Consider the two overall component ratings and provide a final performance rating.

Ratings

While each evaluator maintains discretion in deciding how important any particular element is when selecting a rating, the rating scale below applies to all three levels of ratings and guides how each evaluator determines his or her ratings.

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on students, staff, community relations and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with students, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with students, staff, and community members.
Unsatisfactory	Performance does not meet expectations, requires significant improvement, and has not made any gains in program results or toward relations with students, staff, and community members.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Standard 1: Visionary Leadership and Organizational Culture

The Superintendent is an educational leader who promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth.

The Superintendent:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a student-centered vision, and that vision is evident in the culture of all schools;
- 1.2. Creates and implements a HĀ-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- 1.3. Nurtures, sustains, and models a culture of collaboration, trust, learning, and high expectations by empowering and collaborating with state, complex area, and school leadership to make decisions that improve student learning;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and teachers; and
- 1.5. Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Suggested data sources:

- Staffing plans
- Department budget
- Implementation plan(s) for achieving strategic plan goals and objectives
- Demonstrated examples of leadership empowerment and collaboration
- Organizational self-assessment(s) and improvement plan(s)
- List of identified effective practices
- School improvement plans
- Professional development plans
- Board members' individual observations

Select a rating for this professional standard and provide justification for the rating.

Rating

Highly Effective

Justification

My focus has been on promoting the success of all students by articulating and implementing a vision of learning centered around the promises we made to students through the 2030 Promise Plan. Students will be educated within a public school system that is grounded in HĀ, promotes equity, provides excellent learning environments, allows students to provide input on their education, and engages students in real-world learning opportunities. I have developed a positive organizational change culture within the Hawaii State Department of Education (Department) around these promises by modeling the actions and expectations I believe will lead to a portfolio of school designs that are conducive to student learning and professional growth.

Examples of visionary leadership and organizational culture include:

- Designing the 2030 Promise Plan, a 10-year strategic plan for the Department, based on five promises to Hawaii's public school students based on a wide-reaching community engagement approach.
- Establishing the Hawaii State Teachers Fellows program within the Department to elevate the teaching profession and promote collaboration and professional development. This year's cohort included 16 fellows (14 Department, 2 public charter schools) who collaborated with a network of 41 former Hope Street Group fellows (39 Department, 2 public charter schools).
- Piloting the first volunteer administration of the HĀ Assessment at Pā'ia Elementary School on the island of Maui. With this pilot administration, the Department is taking initial steps in an action research project to understand the validity and reliability of the HĀ Assessment. The Department is seeking proposals to establish a list of preferred providers that would be able to meet qualifications as they relate to Nā Hopena A'o and, more specifically, activities that connect to 'ike kūpuna through 'āina, hands-on 'āina education in aloha 'āina settings, and reinforcing experiential learning through reflection.
- Providing supports to ensure student learning continues during the COVID-19 pandemic through guidance documents and a Continuity of Learning website that can be viewed at <https://sites.google.com/k12.hi.us/resources-student-parent/home?authuser=0>. The Department is developing a statewide blended and online learning plan that includes an effective learning management system, tools, training, and support based on best teaching and learning practices, student and teacher needs, school technology needs, and ability to provide training and support. This plan will secure the 180 instructional days of each school year.
- Convening the inaugural Hawaii Principals Forum on January 6, 2020, which included 180 elementary and secondary school principals in response to the success of the Secondary Principals Forum. The Principals Forum provides coherence between the state offices and principals regarding statewide policy and initiatives affecting their schools. The Principals Forum advocates for student needs by ensuring principals are consulted when designing and implementing curricular and operational plans.
- Expanding the library of online training resources and providing all employees with the opportunities for professional growth in areas of interest and on their own schedule. Resources include courses on the use of technology and leadership training, HIDEO training modules, and career development opportunities.

Additional comments and recommendations

The Department will continue to ensure the success of all students through new and expanded instructional and support practices. I am committed to sustain a positive organizational culture and promote a positive school climate as we reopen schools after 46 days of distance learning and begin a newly designed, expanded and technology-supported summer school. I will also focus on implementing my vision for learning as articulated in the 2030 Promise Plan in School Year 2020-2021.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Standard 2: Operations, Resource, and Personnel Management

The Superintendent demonstrates the knowledge, skills, and ability to manage operations that promote a safe, trusting, respectful, and effective learning environment for students and staff, ensure the fiscal fidelity and efficiency of the Department, and implement sound personnel practices.

The Superintendent:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- 2.2. Develops and ensures the effective implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- 2.4. Guides the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability;
- 2.5. Stays informed of facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures a facilities management plan is in place for future needs; and
- 2.6. Provides relevant and strategic information and advice to the Board during labor negotiations, effectively works with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Suggested data sources:

- Internal risk assessment and audit
- Management evaluation of operational systems
- Recruitment and retention data
- Professional development plans and data
- Financial plan, external audit
- Capital plan(s) and/or facilities master plan
- Collective bargaining agreements
- Board members' individual observations

Select a rating for this professional standard and provide justification for the rating.

Rating

Highly Effective

Justification

In the execution of my leadership, I have demonstrated that I have the knowledge, skills, and ability to manage HDOE operations, particularly under the difficult conditions of leading in crisis since the onset of the COVID-19 pandemic in Hawaii. I have promoted a safe, trusting, respectful and effective learning environment for leaders, students and staff by facilitating the processes for teacher collaboration, student voice, and school design. I continue to prioritize modernizing the Department's operational infrastructure, which maximizes fiscal efficiencies, while allowing for more transparency in budgetary decisions and execution. This permits personnel at every level of the Department to more readily direct resources towards the development of effective learning environments for our students. I have also implemented sound personnel practices through initiatives addressing recruitment and retention.

Examples of management of operations, resources, and personnel include:

- Modernizing the Department's Financial Management System (FMS) in collaboration with the Office of Enterprise Technology Services, Office of the Comptroller, and University of Hawaii to improve efficiency and decrease manual processing. The platform will enable new and improved capabilities including, but not limited to, improved budgeting, procurement and financial reporting; employee self-service for benefits, expenses, travel planning, and professional development; and workforce development.
- Expanding collaboration, team work, and communication by launching HDOE Webex for telemeetings and migrating from Lotus Notes email and calendaring to Google Suite, which also allows employees to collaborate on shared documents and telemeet to increase productivity.
- Upgrading the Department's payroll system by implementing Hawaii Pay in coordination with other state agencies and launching the Time and Leave modernization project to replace the 50-year-old paper-based, highly-manual systems.
- Leveraging external fiscal resources to improve services to students. The Department staffed a Medicaid Claiming and Reimbursement unit as a response to Legislative mandates and received \$1,274,592 in Medicaid claims reimbursement for healthcare services the Department provided to eligible students in 2020. A system is in place to escalate reimbursements.
- Implementing strategic initiatives to recruit and retain teachers including, but not limited to: 1) Refer-a-Friend Program: Incentive program encouraging employees to refer applicants for teaching positions within the Department. Over 100 referrals were received. 2) Enhanced teacher recruitment via external vendors: External recruitment organizations expand the range of recruitment efforts to find teacher candidates willing to teach in Hawaii. 3) International Recruiting: To further expand the range of recruitment efforts, teacher candidates are sought internationally to teach in Hawaii. Seventy candidates are willing to teach within the Department. 4) Innovation on teacher interview process: The Spark Hire interview software platform virtually brings mainland or international candidates to hiring managers. Interviews can be recorded to allow hiring managers to view them at any time. 5) Teacher shortage pay differential: Pay differential to retain and recruit teachers for hard-to-staff teaching positions in special education, hard-to-staff schools, and Hawaiian Immersion programs. 6) Nanakuli Complex Area Educational Assistant (EA) to Special Education Teacher Program: A program allowing EAs to remain in their positions at their schools while finishing their Special Education Teacher Preparation Program. On May 14, 2020, 12 EAs received their Associate's Degree from Leeward Community College and will pursue their Bachelor's Degree in Special Education from Chaminade University in the fall.
- Continuing to support school, complex areas, and state offices as they prepare and execute the Department's operating budget; build fiscal understanding and capacity throughout the department; streamline processes to reduce burden to the field; and address problematic or high-risk areas, such as aging fiscal systems, overpayments, and leave management backlogs.
- Guiding the Department in dealing with the economic impacts of COVID-19 and the fiscal uncertainties that lie ahead; monitoring implications of the CARES Act and the State Senate and House COVID briefings; and communicating with the Department of Budget and Finance as state leaders map out a new fiscal roadmap.
- Expanding the Job Order Contracting vendor list to include general contracting and paving to reduce the Department's repair and maintenance backlog. The Job Order Contracting vendor list has resulted in the completion of 92 projects since April 2019. More jobs would have been completed if Fiscal Year 2020 funds were released earlier.
- Executing Memoranda of Understanding with the Hawaii State Teachers Association spanning issues such as standards and stipends for mentor teachers, teacher permits for Hawaiian Language Immersion programs, educational administration credits for reclassification, teacher differential pay, and criteria for Career and Technical Education teachers to meet the Hawaii Teacher Standards Board licensing standards to increase teacher retention and recruitment.

Additional comments and recommendations

Moving forward, I will reassess the Department's operations and resources as the Department plans for continued distance learning, a robust summer school program, the reopening of schools, and a potential budget shortfall.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Standard 3: Board Governance and Policy

The Superintendent partners effectively with the Board to ensure a high-quality education for every student, exhibits an understanding of the roles of the Board and Superintendent and how these roles together lead to shared success, and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust.

The Superintendent:

- 3.1. Understands and articulates the system of public school governance, differentiates between policy-making and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new and/or revised policies;
- 3.2. Works collaboratively with the Board to shape a joint vision, mission, and strategic plan goals with measurable objectives of high expectations for student achievement; and
- 3.3. Offers professional advice to the Board with appropriate recommendations based on thorough study and analysis and keeps the Board regularly informed with quantitative and qualitative data, reports, and information that enables it to make effective, timely decisions.

Suggested data sources:

- Demonstrated understanding of public school system governance and administration
- Recent Board policy implementation plans
- Strategic plan and planning process
- Reports to the Board
- Board members' individual observations

Select a rating for this professional standard and provide justification for the rating.

Rating

Highly Effective

Justification

I have worked closely with the Board to ensure a high-quality education for every student, promoting equity of access to educational opportunities for all students including our vulnerable student populations. I understand the role of the Board and the superintendent and how our roles together lead to shared success. For this reason, I keep the Board apprised of the developments taking place within the Department and consult with the Board on decisions that impact our schools. I lead and manage the Department consistent with Board policies, ensuring our actions and systems are aligned and requesting revisions of outdated policies. Understanding the need for a crisis response policy consideration, I also requested an exception to a Board policy amid the current public health emergency to provide our schools with the flexibility necessary to address the needs of their graduating seniors. I continue to pursue opportunities for greater collaboration with the Board in ensuring the development of strategies and rendering decisions to most effectively achieve the provision of high-quality education for our students.

Examples of the understanding of Board governance and policy include:

- Providing information to the Board regarding federal waivers the Department had proactively requested and requested appropriate Board waivers as it adapted to the ever-changing circumstances presented by the COVID-19 pandemic. These waivers have afforded the Department the flexibility to focus on the needs of our students.
- Convening the Committee on Weights XI which recommended that the Board create a policy position on adequacy to drive legislative funding requests and to establish a threshold of enrollment for viable small schools.
- Coordinating a BOE Data Retreat to engage the Board in a data-driven discussion on student performance, closing the achievement gap, creating equity of access, and providing equitable supports for all students. For materials presented at the meeting, go to <http://boe.hawaii.gov/Meetings/Notices/Pages/November-7%2c-2019-Data-Retreat.aspx>.
- Proceeding with a bold plan to increase teacher differentials for teachers at hard-to-staff schools and to provide teacher differentials to special education and Hawaiian immersion teachers with the goal of closing the gap on teacher shortages after conducting research on prior HDOE pay incentive programs, which concluded that the previous hard-to-staff incentive appeared to increase teacher retention.

Additional comments and recommendations

I will work closely with the Board to implement the 2030 Promise Plan and will continue to review Board policies to ensure they are current and relevant in ensuring student success. I will also work closely with the Board as the Department plans for continued distance learning, a robust summer school program, the reopening of schools, and a potential budget shortfall.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Standard 4: Communication and Community Relations

The Superintendent establishes effective two-way communication and engagement with students, parents, staff, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback and build strong support for the public education system and success of all students.

The Superintendent:

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, understand internal and external perceptions of the Department, and promote a positive image of the public education system with families, the media, state officials, and the community at-large;
- 4.2. Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success; and
- 4.3. Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HĀ-based atmosphere of trust and respect with staff, families, and community members.

Suggested data sources:

- Media reports
- Department website
- Newsletters and other public engagement documents
- Attendance at community and school events
- Visible community support for strategic plan goals and objectives
- Formalized partnerships with community organizations to achieve strategic plan goals and objectives
- Procedures for internal communications
- Community readiness indicators
- Board members' individual observations

Select a rating for this professional standard and provide justification for the rating.

Rating

Highly Effective

Justification

Through my leadership, I continue to develop and implement effective mechanisms for communication between students, parents, staff and communities statewide to optimize the engagement of all stakeholders towards strengthening our public education system for all students. I have engaged internal and external stakeholders in the development of the 2030 Promise Plan to build strong support for the public education system that the Promise Plan defines to ensure student success. I understand the cultural, political, social, economic, and legal context in which the Department sits and respond accordingly. As I coordinated a cohesive response to the COVID-19 pandemic, I considered the impact the actions of the Department would have on our students, families, communities, and staff prior to making and communicating any decisions using a tri-level leadership engagement system. Additionally, I have established open lines of communication and collaboration with key decision makers at every level of government - federal, state, and local - to better facilitate the effective and efficient delivery of critical resources for our schools.

Examples of effective communication and community relations include:

- Launching Talk Story with Dr. K in August 2019 to share successes, program announcements, and Department news. Thirty-five episodes were broadcasted.
- Creating the COVID-19 web page in February 2020 as a landing page for COVID-19 updates that includes Department announcements, guidance and memos, FAQs, resources and translated resources. View the COVID-19 web page at <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx>
- Establishing TEACH TV, Channel 356 on Charter Spectrum and Hawaiian Telcom, with 24/7 educational programming produced, managed and programmed by the Department.
- Ensuring widespread availability to media outlets, which was increased during this pandemic period.
- Partnering with the University of Hawaii at Manoa nursing program for the Healthy and Ready to Learn program which enhances and builds school-based health services that screen for treatable health conditions, provide referral to primary health care and patient-centered medical home services, prevent and control communicable disease and other health problems, and provide emergency care for illness or injury. This program is designed to improve access and quality of health services in the school by coordinating and expanding existing efforts of the partners and community resources. Hawaii Keiki is in every complex area with 16 nurse practitioners and five registered nurses directly serving 16,771 students.
- Continuing discussions with the business community through the Hawaii Executive Collaborative, the Hawaii Business Roundtable, and the Hawaii Chamber of Commerce to strengthen the pipeline between education and the needs of industry. The Department held the 2nd Annual State of Schools on September 5, 2019 to engage community partners. The attendance of business and community leaders from the previous year doubled to over 200 attendees. Currently, I am part of the Economic and Community Recovery and Resiliency Team to be planful on the reopening of Hawaii's business and school facilities that were closed due to the COVID-19 pandemic.
- Convening the Complex Area School Improvement Teams for discussion and dissemination of information, bringing together the Complex Area Superintendents and key personnel to serve as a conduit between the three levels of Department governance.

Additional comments and recommendations

We will continue to further develop a more robust communications infrastructure. I will increase two-way communication with stakeholders as the Department implements the 2030 Promise Plan and plans for continued distance learning, a robust summer school program, the reopening of schools, and a potential budget shortfall. Increased communication will reassure the communities of the Department's intention to continue to provide quality and appropriate educational services to all students.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Standard 5: Equity Advocacy

The Superintendent advocates for equitable opportunities and conditions and builds a foundation built on the promise of equity, integrity, and fairness for every student and every staff member.

The Superintendent:

- 5.1. Champions the importance and execution of a diverse, equitable, and inclusive environment in schools and throughout the Department;
- 5.2. Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- 5.3. Demonstrates and advocates for equity and fair play at all levels of the Department and between and amongst all student groups, schools, complexes, and state offices.

Suggested data sources:

- Staff diversity data
- Student diversity data
- Inclusion rate data
- Bullying and harassment data
- Other civil rights data
- Board members' individual observations

Select a rating for this professional standard and provide justification for the rating.

Rating

Highly Effective

Justification

I have a deep commitment to continuously prioritize equity for all, advocating for equitable opportunities and conditions and building a foundation on the promise of equity, integrity, and fairness for every student and staff member. Equity remains a central precept in the overall direction for the entire organization. This is evident in the promises of the 2030 Promise Plan and my laser-focused efforts to provide equitable access during the current closure of our school facilities. Focusing on the needs of our most vulnerable and disadvantaged students better ensures an equal footing to achieving success.

Examples of advocacy for equity include:

- Conducting multiple trainings around Title IX, including the three levels of HDOE leadership and related state agencies to discuss best practices and provide guidance on issues such as sexual harassment, student pregnancy, and gender identity. The Department held 71 trainings which included 995 participants, who may have attended more than one training session. Participants included school principals, vice-principals and athletic directors; complex area superintendents and equity specialists; and state office leaders.
- Empowering two complexes to start a pilot project to draft an English Learner Success Plan, which will be expanded to four new complexes in School Year 2020-2021.
- Supporting the repeal of Hawaii Administrative Rules (HAR) Chapter 41, which was replaced with HAR Chapter 89, to include provisions to stop any discrimination, harassment (including sexual harassment), or bullying against a student based upon a protected class.
- Overseeing the Deaf, Hard of Hearing, and Deaf-Blind Workgroup to ensure regular communication and coordination of supports to scale success as an effective community of learning; engage in collective problem-solving to be preemptive, proactive, and responsive to potential issues; and promote efficient operations.
- Developing an equity of access technology device and connectivity plan based on learnings from the current pandemic, utilizing CARES Act funds.

Additional comments and recommendations

I will continue to advocate for equity, especially during the current public health emergency, to ensure all students receive equitable access to educational and extracurricular opportunities and all staff receive the tools and skills they need to be effective. As the Department plans for continued distance learning, a robust summer school program, and the reopening of schools, I will continue to explore ways to provide internet access and wraparound services to students.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Superintendent Priority 1

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

1.1. 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 and empowered and enabled, and (3) develops teacher leader opportunities in the tri-level system.

1.2. 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.

No data sources specified

Select a rating for this Superintendent Priority and provide justification for the rating.

Rating

Highly Effective

Justification

In my work this year, I have advanced teacher leadership to empower and enable teachers to make powerful and effective decisions to ensure student success. I understand the need to

provide teachers with the latitude to address the unique needs of their classroom. Adequate professional development tailored to our teachers' diverse instructional approaches, particularly teacher-teaching-teachers approaches, is critical in empowering teachers to develop effective curriculum and instructional structures to ensure all students achieve success.

Examples of the advancement of teacher leadership include:

- Utilizing teacher voice and perspective to diversify teacher leadership roles, increase teacher collaboration, and create innovative classroom approaches to education.
- Implementing the early stages of the Hawaii Comprehensive Literacy State Development (CLSD) Grant, which will provide teachers with the means to develop instructional and curricular leadership in the field of literacy. On September 27, 2019, HDOE was awarded the five-year \$50 million dollar CLSD grant from the U.S. Department of Education to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst struggling subgroups of students. The Department has completed Step One of the Two-Step Application Process, identifying 13 complex areas that expressed interest in participating in the grant. Due to the Department's efforts in response to the COVID-19 pandemic, the Step Two application deadline was extended to May 29, 2020. The selection of awardees, which will include 5-7 complex areas, will be completed during the summer. In preparation for the Step Two application, the Department provided professional development on elementary and secondary literacy. Dr. Anita Archer, who specializes in literacy instruction, presented virtually in April 2020. An average of 705 educators participated in the five days of training.
- Creating the first Hawaii Teacher Leadership Framework, which is currently being vetted through school and complex area leaders. By establishing a teacher leadership framework, the Department will provide guidance to strengthen Teacher Collaboration, Teacher Choice and Voice, and Teacher Craft with a lens of Equity and Excellence which will ultimately empower teacher leaders to effectively deliver on the promises to students. The Leadership Framework will be implemented in School Year 2020-2021.

Additional comments and recommendations

I will implement the Teacher Leadership Framework to advance teacher leadership through a comprehensive and cohesive structure that will facilitate professional growth. I will also ensure the implementation of the CLSD grant, of which progress was delayed due to the COVID-19 pandemic. The CLSD grant will provide teachers with the means to increase student literacy through innovative practices, enabling teachers to make powerful decisions to ensure student success.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Superintendent Priority 2

Advance equal access to school facilities and opportunities that align with school designs.

- 2.1. 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.
- 2.2. 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.
- 2.3. 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.
- 2.4. 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.

No data sources specified

Select a rating for this Superintendent Priority and provide justification for the rating.

Rating

Highly Effective

Justification

I have advanced equal access to school facilities and opportunities that align with school designs. Modernizing school facilities is a foundational task to close the equity gap amongst our student population. Addressing efficiencies within the Department’s capital improvement projects system provides for more effective and timely improvements of school facilities for compliance with vital equity laws such as Title IX and the Americans with Disabilities Act (ADA).

Examples of advancement of equal access to school facilities and opportunities aligned with school designs include:

- Exceeding the goal of the initiation of 50% of the Biennial Capital Improvement Projects Budget by addressing challenges in the Repair and Maintenance (R&M) project budget.
- Recalibrating the Department’s R&M priorities in alignment with the Board and policymakers’ priorities of equity and access. A new policy, the Equitable Allocation of Facilities Resources policy, was adopted by the Board on November 21, 2019, allowing the Department to prioritize R&M projects utilizing a standard of good repair, coupled with preference given to disadvantaged schools as defined by their classification as a Title I school.
- Restating the Department’s backlog to better align with industry standards and accurately reflect pending R&M projects still requiring funding to complete. The Department developed draft prioritization criteria for execution of R&M, which is in alignment with the BOE’s Equitable Allocation of Facilities Resources policy.
- Facilitating the completion of School Design Profiles that clearly communicate the scope of instructional opportunities available in our portfolio of schools.

Despite the challenges presented by the COVID-19 pandemic, all of the complex areas and schools have either submitted the requisite number of profiles or have far exceeded that expectation. School Design Profiles may be viewed at <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SD-Dashboard.aspx>.

Additional comments and recommendations

I will continue to aid the completion of capital improvement projects and R&M projects to ensure equity in access to school facilities. I will also facilitate the completion of School Design Profiles for all schools to ensure a robust portfolio of schools which allows the Department to offer a wide array of educational opportunities to meet the needs of our students and our communities.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

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.

3.1. 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.

3.2. 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).

3.3. 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.

No data sources specified

Select a rating for this Superintendent Priority and provide justification for the rating.

Rating

Highly Effective

Justification

I have improved funding allocation and use for Special Education and English learner programs by targeting Special Education and English learner funding sources for accountability improvements. Compliance with important requirements under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as the Department's ability to utilize critical funding for English learners under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), require the upgrade of our financial management system. I continued to prioritize initiatives to better enable the monitoring of the allocation and expenditure of funds towards meeting the needs of our students with disabilities and English learners.

Examples of improvement of the funding allocation and use for Special Education and English learner programs include:

- Continuing the implementation of the modernized cloud-based Financial Management System which will allow for improved capacity and better monitoring of funding allocation and expenditures. This will enable data-driven decision-making for programs such as Special Education and the English Learner program. As Chair of the Executive Steering Committee, I oversee this project. The committee includes the State Comptroller, State Chief Information Officer (CIO), UH CIO, and representation from the Department of the Attorney General in addition to my core HIDEOE finance, information technology, risk management and talent management team.
- Establishing processes and resources to provide guidance on effective uses of English Learner funds. The Department was unable to present the funding guidelines to the Board at the April 16, 2020 meeting due to the COVID-19 pandemic.
- Developing a process for a per-pupil allocation of general education funds for students with special needs to ensure equitable funding and improving processes and systems to streamline the determination and use of these funds.

Additional comments and recommendations

I will ensure the implementation of the replacement Financial Management System to improve the Department's capacity to better monitor funding allocations and expenditures of Special Education and English learner programs. With quality data, the Department will be able to determine the impact that funding allocations have on these programs.

SUPERINTENDENT END-OF-YEAR EVALUATION WORKSHEET

Component and Cumulative Performance Ratings

Review your ratings for each standard and priority and provide an overall rating and rationale for the rating for the professional standards component and Superintendent Priorities component then provide a final performance rating.

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

Justification

Throughout the 2019-2020 school year, I have exemplified the professional standards to which I am held as superintendent. I have grounded the work of the Department in the five promises we made to our students through the 2030 Promise Plan; continued to prioritize equity for all students and staff; advocated for equitable opportunities especially through the teacher differentials; and rapidly responded to the current COVID-19 pandemic. I have positioned the Department as a change agent for Hawaii by transforming the Department into an innovation hub, coordinating and leading public school leaders as a think tank to address unforeseen circumstances and community and global issues. I have demonstrated that I have the ability to lead during a crisis. Since the onset of the COVID-19 pandemic in Hawaii, I have collaborated with our congressional delegation, state and county lawmakers, multiple state agencies, the Board, and Department leadership at the school, complex area, and state office levels to ensure appropriate actions are taken. I have also expanded and reformed the distance learning platform to offer the continuity of education during the closure of our school facilities and to protect the 180 instructional days of the upcoming school year by expanding the capacity for online and blended learning. Above all, I have led the Department with the drive to serve the many communities that we touch by ensuring equity, empowerment, and excellence in education for all students, especially during the challenges brought upon us by COVID-19.

Superintendent Priorities	Ratings
Superintendent Priority 1	Highly Effective
Superintendent Priority 2	Highly Effective
Superintendent Priority 3	Highly Effective
Component 2 (Superintendent Priorities) Overall Rating	Highly Effective

Justification

During the 2019-2020 school year, I have advanced the three Superintendent Priorities to build upon the gains the Department has made, innovate to solve persistent challenges in our Department that impede access, and bring collective vision and purpose to public education. In response to the pandemic, I have empowered and enabled our school administrators and teachers to implement new strategies and systems for delivering teaching and learning while apart from their students. School administrators and teachers have had to make the powerful and effective decisions to ensure the success of their students during distance learning. The COVID-19 pandemic has also brought to light inequities in access to devices and connectivity for students and staff. To ensure the Department is able to offer a wide array of educational opportunities to meet the needs of our students, I have advocated for technology equity, which has proven to be critical in ensuring the success of distance learning for all students, especially our vulnerable learners. I will continue to advocate for public education and leverage our resources to promote equity to close the achievement gap.

FINAL PERFORMANCE RATING

Highly Effective

RATING	CHARACTERISTICS
Highly Effective	Performance has continually exceeded expectations and has had an exceedingly positive impact on students, staff, community relations and/or program outcomes.
Effective	Performance consistently meets expectations and maintains effective results, satisfactory program outcomes, and good relations with students, staff, and community members.
Marginal	Performance is inconsistent or partially meets expectations, has moderately affected program results, and has made some gains toward relations with students, staff, and community members.
Unsatisfactory	Performance does not meet expectations, requires significant improvement, and has not made any gains in program results or toward relations with students, staff, and community members.