

**Agenda Item IV.A**  
**Update on Superintendent's evaluation for the 2020-2021 School Year: mid-year review of progress**  
**on Superintendent's Priorities**  
General Business Meeting  
January 21, 2021

The Board of Education ("Board") initially adopted a new Superintendent evaluation process in 2017.<sup>1</sup> At the end of each school year, after completing the Superintendent's final evaluation, the Board considers making changes to the evaluation process. The last set of changes were approved on June 18, 2020<sup>2</sup> and resulted in the process that the Board is using this year.<sup>3</sup>

On December 17, 2020, the Superintendent proposed and the Board approved the Superintendent Priorities described in the December 17, 2020 memorandum. Superintendent Christina Kishimoto's materials related to the mid-year formative assessment are attached.

---

<sup>1</sup> For more information, see the October 17, 2017 General Business Meeting minutes, available at: <https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/ebb43af14ca5cdb30a2565cb006622a8/288daabde8a547a50a2581d7006e0623?OpenDocument>

<sup>2</sup> Memorandum proposing changes to Superintendent Evaluation Process available at: [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)

<sup>3</sup> Superintendent Evaluation Process 2020-2021 available at: [http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20\(revised%202020-06-18\).pdf](http://boe.hawaii.gov/About/Documents/Superintendent%20Evaluation%20Process%20(revised%202020-06-18).pdf)



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

OFFICE OF THE SUPERINTENDENT

January 21, 2021

TO: The Honorable Catherine Payne  
Chairperson, Board of Education

FROM: Dr. Christina M. Kishimoto  
Superintendent

A blue ink signature of Dr. Christina M. Kishimoto.

SUBJECT: **Update on Superintendent's Evaluation for the 2020-2021 School Year: Mid-year Review of Progress on Superintendent's Priorities**

During the December 17, 2020 General Business Meeting, the Hawaii State Board of Education (Board) approved the Superintendent's Priorities proposed for the Superintendent's evaluation for the 2020-2021 school year<sup>1</sup>. The approved priorities are as follows:

**Superintendent Priority 1:** During the 2020-2021 school year, accelerate the Hawaii State Department of Education's digital transformation as measured by decreases in the access gaps:

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

**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.

To achieve the measurable outcomes of these priorities, the Hawaii State Department of Education (Department) has focused on mitigating the impacts of the Coronavirus Disease 2019 (COVID-19) pandemic on student learning, ensuring students have access to the tools and resources necessary to succeed whether they are attending class in person or virtually.

The attached document is a progress report on my evaluation for the 2020-2021 school year. This includes the mid-year update on my progress toward the Superintendent's Priorities (Component 2). I have also included an update on what I have done thus far this school year in

---

<sup>1</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_12172020\\_Board%20Action%20on%20Supt%27s%20Eval%20for%20the%202020-2021%20SY%20Supt%27s%20Priorities.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_12172020_Board%20Action%20on%20Supt%27s%20Eval%20for%20the%202020-2021%20SY%20Supt%27s%20Priorities.pdf)

The Honorable Catherine Payne  
January 21, 2021  
Page 2

alignment with the Professional Standards (Component 1) to inform the Board on the work we are doing in response to the COVID-19 pandemic and in addressing the needs of our employees, students, families, and school communities.

There is much work to be done to address the learning loss experienced by many of our students due to the measures taken to alleviate the spread of COVID-19. I remain committed to ensuring all students have access to quality public education regardless of the circumstances presented to us.

CMK:cm  
Attachment

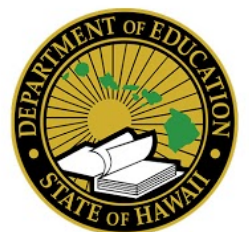
# Superintendent Evaluation School Year 2020-21

Mid-Year Review of Progress

January 2021



Hawai'i State  
Department of Education



## FOREWORD

Aloha,

I am pleased to present my mid-year progress report for the 2020-21 school year. The ending of last school year and the start of this school year have been unlike anything we've experienced before at the Hawai'i State Department of Education. Leading during this crisis period has required tremendous effort, tenacity and resilience to safeguard our core mission of teaching and learning.



Due to concerns regarding the increasing number of COVID-19 cases near the scheduled start of SY 2020-21, the Department delayed the first day of school and opened with full distance learning for nearly all students. As we entered the second semester this month, nearly all schools have transitioned to provide blended learning.

In the beginning of this journey, we partnered with the Hawai'i State Department of Health to create a transparent Return to Learn model, allowing the public to easily gauge our progress in safely returning students back to their classrooms as well as monitor the number of cases within their community. While we used this model as a reference, we maintained our cautiousness and often had a proactive approach when it came to the wellness of our students and staff. The health and safety of our children and employees has been of the utmost importance throughout this pandemic.

We created a streamlined system in which parents and staff are notified of positive COVID-19 cases in their school community while maintaining privacy for the individual. Furthermore, the sanitation needs of our facilities were quick to evolve with the changing pandemic.

Although students were mostly distance learning in the beginning quarters, we continued to innovate and connect our students and families with a diverse amount of resources including the 'Ohana Help Desk, Hawai'i Keiki wellness checks, the YES bus project, mobile learning hubs, learning labs at schools and access to digital devices.

Layered on top of the health and safety responses are mounting financial challenges. The economic uncertainties created by the COVID-19 pandemic are significantly impacting the Department's operations, both short-term and long-term. In confronting these fiscal challenges, the Department remains student-centered in all decision-making, and focused on our core mission to ensure all students reach their aspirations.

While this health crisis highlighted areas needing improvement, I remain committed to leveraging this opportunity to continue to modernize, improve and move the Department into the future.

Dr. Christina M. Kishimoto  
Superintendent

## Table of Contents

<b>Superintendent Mid-Year Evaluation Progress Update</b>	<b>1</b>
<b>Standard 1: Visionary Leadership and Organizational Culture</b>	<b>2</b>
<b>Standard 2: Operations, Resource and Personnel Management</b>	<b>9</b>
<b>Standard 3: Board Governance and Policy</b>	<b>19</b>
<b>Standard 4: Communication and Community Relations</b>	<b>23</b>
<b>Standard 5: Equity Advocacy</b>	<b>28</b>
<b>Priority 1</b>	<b>33</b>
<b>Priority 2</b>	<b>36</b>
<b>Student Success Indicators</b>	<b>38</b>

## Superintendent Mid-Year Evaluation Progress Update

### COMPONENT 1

Professional Standards	Status
<b>Standard 1:</b> Visionary Leadership and Organizational Culture	On Track
<b>Standard 2:</b> Operations, Resource, and Personnel Management	On Track
<b>Standard 3:</b> Board Governance and Policy	On Track
<b>Standard 4:</b> Communication and Community Relations	On Track
<b>Standard 5:</b> Equity Advocacy	On Track

### COMPONENT 2

Superintendent Priorities	Status
<b>Superintendent Priority 1</b>	On Track
<b>Superintendent Priority 2</b>	On Track

### COMPONENT 3

Student Success Indicators	SY 2020-21 Data*
Ninth-Grade On-Track	TBD
High School Graduation	TBD
College-Going Graduates	TBD
CTE Concentrator	TBD
Inclusion Rate	TBD
Teacher Positions Filled	TBD
Teacher Retention	TBD

*\*Data will be available at the conclusion of the 2020-21 evaluation period.*

# Component 1: Professional Standards

## 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.

<b>STATUS</b>	On Track
---------------	----------

### 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.

My vision is for Hawai'i's public schools to be a diverse portfolio of high-quality school models aligned with community context, values, history and economic growth opportunities through leadership empowerment, student voice and teacher collaboration.

Although COVID-19 has altered the educational landscape, we remain as committed as ever to upholding our vision for students who are living through this crisis and whose educational experience has been impacted. One of my highest priorities has been to ensure all students continue to have access to a high-quality education despite the disruption caused by the pandemic. Expectations around this priority have been collaboratively developed and clearly articulated across the tri-level leadership team, from state offices to complex areas to schools.

Due to the increasing number of COVID-19 cases near the scheduled start of SY 2020-21, we delayed the start of school to provide additional training for teachers and staff, established policies for implementing telework for employees, and opened with full distance learning for nearly all students.

Recognizing that distance learning is not effective or practical for all students, special consideration and attention was given to vulnerable students and their families to provide access to in-person instruction. Support for vulnerable students vary across schools and may include, for example, students who require specialized learning services, students who need additional academic support, students in key transition grades, and students who lack consistent and reliable internet access at home.

Initially distance learning was to be conducted for the first four weeks of school, but we extended the Learn from Home phase for the remainder of the first quarter for most schools to align with state and county safeguards and restrictions at the time.



In September, as we approached the start of the second quarter, the Hawai'i State Department of Health (DOH) published its reopening guidance for schools. We embraced this resource designed by health experts to help with decision-making and to plan for appropriate learning models.

As a Department, we set statewide expectations around health and safety protocols, but recognized that decisions about transitioning between learning models had to be done at the complex area and school level because student needs are unique to their communities and each community – and each island – was experiencing COVID differently.

As we prepared to transition from Quarter 1 to Quarter 2, complex areas at my direction worked with their principals, school staff and families to plan for gradually bringing more students back on campus and increasing the number of vulnerable students who have access to in-person instruction while adhering to health and safety protocols.

In December as we looked to the start of Quarter 3, schools and complex areas continued to follow the DOH guidance while planning to transition to blended learning models as appropriate. We were sure to advise school leaders to be mindful of potential upticks in cases following the holidays. Schools began carefully transitioning to different stages in their reopening plans to avoid moving in and out of learning models and causing unnecessary disruption.

As we look ahead, we continue to prioritize the safe return of students to our schools.

Our ongoing planning process has involved taking a close look at what has worked well and what our challenge areas have been along the way. We are providing support and flexibility to schools to make adjustments and improvements as needed. For example, many of our schools had to adjust their definition of vulnerable learners — beyond special education or students lacking connectivity at home — to expand in-person support for students who may have struggled with distance learning.

## **1.2 Creates and implements a HĀ-based, focused plan for achieving strategic plan goals and objectives supported by resources.**

Nā Hopena A'o, or HĀ, reflects the expected behaviors, dispositions and functioning competencies of the Department's goal of learning and leading. Since HĀ encompasses the excellence of the indigenous culture of our state, it is critical to build a sense of belonging and place to carry on our beliefs and values. I continue to utilize the HĀ-based strategies to drive the Department's goals and objectives as is evident in the overarching HĀ theme throughout my 2030 Promise Plan with Hawai'i as one of the five promises to students. Supports for the implementation of HĀ includes:

- **Professional Development and Convenings**
  - HĀ professional development sessions varied in scope and offerings. They were offered to internal and external stakeholders statewide (schools, state offices, families and communities). These sessions were conducted in a variety of formats, including but not limited to Community of Practice (COP) and Professional Learning Community (PLC) sessions for educators.
  
- **Tools, Resources & Partnerships**
  - Continuous efforts were made to support the establishment of the HĀ framework. These efforts included providing the Aina Aloha Framework and convening our offices to integrate HĀ into our guidance documents and expectations.

**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.**

Under my leadership, the Department’s culture of collaboration has continued to evolve through tri-level forums and community stakeholder engagement meetings. These forums have served as an opportunity for me to share information and bring decision-making to the forefront of the Department. By engaging with stakeholders in an open collaborative forum, school and community leaders have been able to provide me with valuable input and solutions that help to improve our school organizational processes and student learning during this time of crisis. The spirit of Lōkahi is emulated in these meetings as we work together to navigate the unique and uncertain challenges caused by the pandemic.

**HIDOE Leadership Meetings since July 1, 2020**



At the onset of the COVID-19 pandemic in Hawai’i, I conducted daily COVID-19 meetings to ensure Department leadership were informed of the developments that were taking place in response to the public health emergency. The COVID-19 meetings included the Hawai’i State Public Charter School Commission’s Executive Director to address the pandemic’s impacts on all public schools across the state. As we adjusted to the pandemic and put procedures in place, the frequency of our COVID-19 meetings were reduced to twice a week.

Regularly scheduled meetings include leadership and operations meetings with assistant superintendents and Complex Area Superintendents, Deputy’s Roundtable meetings with principals and Principals’ Forums.

## Community/Stakeholder Engagement since March 2020



Along with the forums, I regularly communicate with stakeholders through my weekly “Talk Story” video messages, monthly staff e-newsletters and other on-demand communication to the field such as e-blasts, website posts and social media messages. Through these models of communication, I am able to provide direction while also establishing a culture of openness and clarity for all Department employees.

### **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.**

I effectively use quantitative and qualitative data to inform the Department’s practice and to continually assess systems improvement efforts. Under my direction, the Department has developed dynamic data reports not only for large-scale reports on past performance, but also to inform future targets and identify core improvements.

- At the end of SY 2019-20, we conducted a series of online surveys for teachers, secondary students and families, as well as a principal data collection to gain a deeper understanding of distance-learning experiences. The Distance-Learning Survey Insights and Findings<sup>1</sup> website provides the feedback gathered from these surveys aimed to help gauge the Department’s readiness for distance learning and inform future planning.
  - Parent Surveys
  - Secondary Student Surveys
  - Teacher Surveys

<sup>1</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-Distance-Learning-Survey-Insights-and-Findings.aspx>

- Principal Data Collection (June 2020<sup>2</sup> and October 2020<sup>3</sup>)
- The Return To Learn Survey<sup>4</sup> was administered in October 2020 and was intended to help us better understand the progression of distance learning and areas of need across the state.
- In both the public 2020 Summer Learning<sup>5</sup> data dashboard and in follow-up collaboration with community partners, we have increased efforts to collect and analyze more data than in previous years. The data helped us identify and analyze any gaps in access and progress for student learning and also helped us to understand the needs of our students and families who relied on summer programming.
- Return to Learn Data (Board of Education Metrics)<sup>6</sup> were designed to provide gap analysis data to the Board about school and student progress in the midst of the COVID-19 pandemic during SY 2020-21. Beginning in October 2020, the 17 identified metrics provide an opportunity for me and my tri-level leadership team to analyze and resolve any gaps in services and programs.

Aside from the aforementioned data points, I continue to analyze regularly collected and reported data, such as the StriveHI and Strategic Plan metrics, to guide and inform decision-making for systems advancements.

### **1.5 Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.**

To ensure that all staff were provided with relevant and continuous professional development during the start of SY 2020-21, I had professional development opportunities designed to support the staff in navigating the changes to the structures and processes familiar to them. These sessions included:

- The Nuts & Bolts of COVID Safety and Health Guidelines
- Health & Safety Resources and Handbook
- Special Education: COVID-19 Impact Services IDEA and Section 504
- Comprehensive School Counseling and Behavioral Health Program Approach to Reopening Schools

#### **Teachers**

In addition to the professional development opportunities in operational functions, I ensured that all teachers were provided with support in effective distance learning strategies. These sessions included:

---

<sup>2</sup><https://public.tableau.com/profile/hidoe.osip#!/vizhome/PreliminaryResults-PrincipalDataCollection/StudentDevices>

<sup>3</sup><https://drive.google.com/file/d/1IFyMbMuwSXO6kIki6WQ4mr3W5IR6eb53/view?usp=sharing>

<sup>4</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-Return-to-Learn-Surveys.aspx>

<sup>5</sup><http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/home.aspx>

<sup>6</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn--Metrics.aspx>

- Distance Learning Readiness - Onboarding Course
- Special Education: Telepractice Services
- Supporting English Learners in the Distance Learning Environment
- School Counseling Programs: Considerations for Telepractice

At my request to further enhance our instructional supports, the Office of Curriculum and Instructional Design, the Office of Student Support Services and the Office of Talent Management collaborated with a team of exceptional Department educators to develop teaching and learning modules for teachers and any interested staff. These modules were created to support effective online, distance and blended learning as our teachers prepare and manage their virtual learning opportunities for SY 2020-21.

- **Onboarding Modules**<sup>7</sup>: All teachers were required to go through the modules at the beginning of SY 2020-21.
  - Module 1: Best Practices for Distance Teaching Overview
  - Module 2: Knowing and Preparing Your Online Course and Community
  - Module 3: Providing Effective Communication
  - Module 4: Effectively Monitoring Student Work
  - Module 5: Specific and Timely Feedback
  - Module 6: Best Practices for Live Instruction
  - Module 7: Best Practices for Creating Content and Assessments
- **Excellence Modules**<sup>8</sup>: Based on the feedback that was received from the Onboarding Modules, eight (8) additional webinar sessions were created around the topics that were suggested to help provide ongoing professional development as teachers continue to work in a blended and distance learning environment.
  - Module 1: Benefits of Using a Robust Learning Management System
  - Module 2: Hawai'i Multi-Tiered System of Support and Social-Emotional Learning in a Virtual Setting
  - Module 3: Implementing Computer Science Teacher Standards during Distance/Blended Learning
  - Module 4: Implementing Computer Science Student Standards during Distance/Blended Learning
  - Module 5: Formative Assessments in Virtual Environments
  - Module 6: Digital Learning: Effective Online Teaching Practices
  - Module 7: UDL and Distance Learning: Creating Access for All
  - Module 8: Integrating Physical Activity and Physical Education in an Online Learning Environment

## Leaders

Despite the suspension of face-to-face meetings, I continued to ensure that leadership development opportunities were provided to staff using virtual platforms. One example of this

---

<sup>7</sup><https://sites.google.com/k12.hi.us/distance-learning-modules/home>

<sup>8</sup><https://sites.google.com/k12.hi.us/hidoe-excellence-modules/home>

continued leadership support was the annual Educational Leadership Institute, “Standing by the Promise: Voice, Power, and Equity,” which was held virtually on July 21, 2020 with more than 1,000 education leaders participating across the state.

The ongoing development of future leaders in the Department also continued despite the pandemic. We held online virtual learning sessions for many of our programs, such as the Hawai'i State Teacher Fellows, Teacher Leader Academy, Certification Institute for School Leaders, Vice Principals and Principal Certification and the Hawai'i Innovative Leaders Network. These opportunities continued to support our current leaders in performing and expanding their professional responsibilities, while equally devoting our time and resources to developing future potential leaders of the Department.

## 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.

<b>STATUS</b>	On Track
---------------	----------

### 2.1 Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital and technological resources.

Under my leadership, the Department has initiated or continued to successfully implement multiple system-wide applications to efficiently maximize human, fiscal, capital and technological resources. All applications capture real-time data for cyclical reviews and improvements.

#### Financial Management System (FMS) Modernization

The Department's transition to a modern financial management system<sup>9</sup> continues with a go-live date scheduled for July 1, 2021.

- The team leading the charge, composed of representatives across the tri-level structure of the Department, continues to evaluate functionality and fit with Department processes and requirements.
- A working system to backup the current legacy FMS has been completed and will provide some assurance of continuity of operations should the current FMS have a major outage or failure.
- The team is currently reviewing training plans and conducting system integration testing.
- I chair the Executive Steering Committee, which is designed as a cross department collaborative of the top leaders from the Department, State Comptroller, University of Hawai'i, State Office of Enterprise Technology Services and the Department of the Attorney General.

#### Electronic Comprehensive Student Support System (eCSSS) Migration

eCSSS is a student information system that was custom built to document and track various supports for students including areas such as special education, English language learners, gifted and talented and student behavior. We are working to migrate eCSSS into the Department's modern, cloud-based, student information system and expect this to be completed by July 2022.

- Behavior/discipline data was migrated and went live in the student information system in January 2020.
- Gifted and Talented was migrated in January 2021.

---

<sup>9</sup><http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Offices/FiscalServices/Pages/FMS-Modernization-2020.aspx>

## **Single Sign On (SSO)**

Our work continues to migrate existing department applications to leverage our SSO solution, as well as add new applications as they are acquired. SSO mitigates the number of login credentials (i.e., username and password) that each user needs, as well as increases security controls and creates efficiencies with self-service password resets. There are currently 21 applications leveraging the Department's SSO solution with eight of these applications being added since July 2020.

## **'Ohana Help Desk**

I designed the 'Ohana Help Desk as a capacity development partnership by working directly with the Chief Executive Officer of Hawaiian Telcom in establishing a new vision for how to accomplish our work in supporting families. We launched the 'Ohana Help Desk on Aug. 4, 2020 to provide general technology support to public school students and their families when the Department transitioned to distance learning and, subsequently, blended learning. The 'Ohana Help Desk complements the existing technology support provided to staff via the internal IT Help Desk and via school technology support staff across the state. We continue to assess what supports can be added or enhanced.

- Average of 1,090 interactions per month (via calls and chat) since launch.
- 25-35% of the interactions for assistance are related to applications and devices.

## **COVID Case Tracking Application**

A COVID case tracking application was launched on Oct. 2, 2020 for the Department COVID Response Team to intake cases and track the response process stages. The process was manually done prior to the launch of the application.

## **Webex**

Although Webex was provisioned for all Department employees in June 2019, its importance and value were realized during the pandemic when school and office facilities closed and students and staff were required to work and learn remotely.

- Prior to the pandemic, from June 2019 to February 2020, there were a total of 5,566 Webex meetings conducted -- an average of 464 per month.
- During the pandemic, from March 2020 to December 2020, there were a total of 817,778 Webex meetings conducted -- an average of 81,778 per month.
- When comparing February 2020 (i.e., the month before transitioning to remote work and learning) and March 2020 (i.e., the month the department transitioned to remote work and learning), the number of Webex meetings conducted were 643 and 12,118 respectively.

## **2.2 Develops and ensures the effective implementation of procedures and structures to support compliance with local, state and federal laws and regulations.**

As Superintendent, my offices have implemented procedures, structures and processes to ensure compliance with local, state and federal laws and regulations. The Monitoring and Compliance Branch ensures overall compliance with federal laws and regulations by working



collaboratively with program managers to assess their programs and provide guidance as necessary.

The Office of Strategy, Innovation and Performance oversees compliance with Board policies and state statutes and provides assistance to other offices to ensure compliance. The Office of Strategy, Innovation and Performance also keeps abreast of the developments in federal laws and regulations to provide assistance as needed and to ensure alignment with local and state regulations.

Program managers throughout the Department work with complex areas and school staff to ensure effective implementation of programs in compliance with the relevant Board, state, and federal policies, laws and regulations. For example, in May 2020, the United States Department of Education Office of Civil Rights issued new federal regulations pertaining to Title IX with an effective date of Aug. 14, 2020. On Aug. 14, 2020, the Department disseminated the Interim Grievance Procedures for Sexual Harassment, which will serve as guidance until new administrative rules specifically addressing these new regulations under Title IX can be created. Virtual training for 372 state, district, and school administrators regarding the new Title IX requirements and the Interim Procedures were conducted virtually statewide in September 2020 and October 2020.

I am currently assessing the organizational structure of the Department to determine where improvements are necessary to facilitate efficiency in operations, supporting compliance with Board, state, and federal policies, 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.**

Under my direction, my Office of Talent Management continues to boldly implement innovative programs which reflects its strategic and thoughtful approach to hiring, developing, and retaining our valued employees within our island state. The Office of Talent Management administers a comprehensive personnel program for our teachers, administrators, and personnel who are committed to the academic success and career readiness of our haumāna.

#### Teacher Differentials

- Provides additional compensation for classroom teachers in three high-need areas: Special Education, Hard-to-Staff locations, and Hawaiian Language Immersion programs. Shortage differentials for teaching positions in these areas took effect on Jan. 7, 2020.
  - As of Jan. 11, 2021, the following number of people are receiving the differential.
    - SPED = 2,029, Hard to Staff = 2,230, Hawaiian Language Immersion Program = 94
    - Total 4,353

## Teachers: Talent Acquisition, Development and Retention

- Refer a Friend Program
  - This program rewards Department employees for referring people to join our public school system as a classroom teacher. Each successful referral earns the employee a \$500 bonus.
    - To date, 10 of 116 referrals, or 8.6%, have been hired as new classroom teachers during SY 2020-21.
  
- Enhanced and targeted marketing for teacher recruitment
  - An innovative marketing and communications campaign to support the Department's teacher recruitment activities locally and nationally.
  - The Department has completed Phases 1 through 3, and is on track for Phase 4.
    - Phases 1-3: Search, select and contract vendor.
    - Phase 4: Data gathering and formulation of strategic marketing plans.
  
- Rehire Retired Teacher Program
  - Qualified retired employees are allowed to return-to-work in their teacher capacity, and retain retirement benefits, as applicable under Hawai'i Revised Statutes 88-9.
    - Processes and procedures to implement the program have been completed.
    - OTM is finalizing logistics and is on track to launch this program for SY 2021-22.
  
- International Recruiting
  - International recruitment promotes the international exchange of United States and foreign teachers and enhances mutual understanding between the people of the United States and other countries.
    - Enables foreign teachers to better understand United States culture, society and teaching practices at the primary and secondary levels.
    - Enhances United States students' knowledge of foreign cultures, customs and teaching approaches; and
    - Alleviates teacher vacancies in high need subject areas in Hawai'i
  - The SY 2020-21 program attracted 70 possible candidates.
    - Notwithstanding COVID limitations and federal visa restrictions, the Department hired four candidates. These new teachers are delivering instruction in classrooms in the Nanakuli and Lanai complexes.

## Teacher Career Ladder for Educational Assistants

- Teacher Recruiting and Hiring Innovation
  - Launched in SY 2017-18, the Nānākuli Complex Area Educational Assistant to Special Education Teacher Program offers a career ladder to attract, recruit and retain Educational Assistants by allowing them to remain in their current position while finishing a Special Education Teacher Preparation Program.

- Nineteen (19) Educational Assistants were participating in the program Pre-COVID-19.
- We are proactively working to refine this innovative career ladder to increase program participation.

#### Substitute Teacher Pathway

- New Substitute Teacher Certification Pathways Program
  - Substitute teacher candidates and schools sought alternatives for certification or recertification of substitute teachers. Prior to this school year, the Community Schools for Adults have been the only resource for the initial certification and recertification of the Department's substitute teachers.
    - Effective SY 2020-21, the Department implemented additional certification and recertification pathways for substitute candidates and teachers. We are also waiving recertification courses for experienced substitute teachers who have completed a State-Approved Teacher Education Program and expanding our online substitute teacher application statewide.
      - To date, 437 substitute candidates and teachers have opted for a new certification/recertification pathway.

#### Administrators: Principal Pipeline

- The Hawai'i State Department of Education is a select member of the Wallace Foundation Principal Pipeline Professional Learning Community along with 90 other districts across the nation.
  - The Principal Pipeline focuses on seven domains: Leader Standards, High Quality Principal Pre-Service, Selective Hiring and Placement, On-the-Job Evaluation and Support, Principal Supervisors, Leader Tracking Systems and Systems and Sustainability.
    - As a professional learning community member, the Department is provided with technical assistance, academic resources and support through a consultant.
  - Deliverables include developing a work plan that will guide the implementation of best practices.
    - Participation has affirmed the current delivery model via the Professional Development and Educational Research Institute (PDERI) and helped create a pathway for further development.
    - Domain 1 (Leader Standard) and Domain 2 (Highly Qualified Principal Pre-Service) were addressed immediately with the Hawai'i Certification Institute for School Leaders Vice Principal program.
    - Domain 6 (Leader Tracking System) is currently being researched and evaluated through a partnership with University of Hawai'i doctoral students.

**2.4 Manages the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the strategic plan, makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability.**

The Department's ongoing budgetary shortfalls and constraints were magnified throughout the pandemic. Despite the budgetary uncertainties at the federal and state levels, I initiated internal strategic tri-level planning and solicited external conversations and feedback with a laser focus on preserving school-level budgets (instruction, programs, personnel and operations) to the greatest extent possible. Our timely responses to budgetary shifts and furlough conversations required coordinated efforts across the entire Department.

**Strategic Budgetary Recommendations**

Hawai'i's economy has been "shut down" since March 2020, and while there were multiple and short durations of reopenings, it did not add any significant contributions to our economy. The statewide revenue decrease for FY 2020 is \$771 million and the projected FY 2021 decrease is \$1.6 billion.

Initial federal emergency and Coronavirus Aid, Relief and Economic Security (CARES) Act funding has been helpful, but not nearly enough to carry us beyond this fiscal year. As Fall 2020 approached, decisions on new federal emergency and relief funding stalled. Subsequently, on Aug. 17, 2020, the Governor released program review instructions for all Executive Branch departments in preparation for the upcoming biennium (FY 2022 and FY 2023). The review was based on the idea of using the "scalpel" approach rather than an "across-the-board" approach. The program review asked departments to submit three general fund reduction scenarios -- 10%, 15%, and 20% -- by Sept. 11, 2020.

My program review approach to address this budget crisis is outlined in our 2021-23 Program Review & Budget Development factsheet<sup>10</sup>. This budgetary approach is in alignment with our guiding principles and commitment to equity of access.

This task required a coordinated effort from all areas of the Department within a short timeframe. To reach across our entire tri-level organization, I established three subcommittees and a steering committee to guide us through the crisis budget planning process.

1. Subcommittee members consisted of school-level, complex area and state office representatives.
2. Each subcommittee held three virtual meetings in October 2020.
3. Meeting objectives were to generate and record as many recommendations as possible on a dedicated Google site.
4. Each committee ranked its respective recommendations, which were included in reports presented to the Budget Review Steering committee.
5. The Steering committee reviewed and presented a summary of recommendations to Department leadership and, subsequently, presented to the Board as part of the

---

<sup>10</sup><http://www.hawaiipublicschools.org/DOE%20Forms/budget/HIDOE-budget-program-review.pdf>

Department's budget reduction proposal for fiscal biennium 2021-23<sup>11</sup> at the Dec. 3, 2020 Board meeting.

At the Dec. 3, 2020 meeting, the Board requested additional data on complex area and school-level budget cut impacts. Complex Area Superintendents were tasked with collecting information for their complexes and schools, and will be sharing this information with the Board in January 2021.

### **Department Stakeholders**

During this school year, I have held budget conversations with various stakeholders and organizations, including but not limited to Gov. David Ige, Hawai'i's congressional delegation, state legislators, Hawai'i Executive Collaborative, Hawai'i Business Roundtable, and education advocates, such as the HE'E Coalition and the Special Education Advisory Council.

### **Transparency**

I ensure that information on budget processes, annual and biennial operating budgets, weighted student formulas, budget-related legislative activity and allocations to schools and offices are continually updated on the Office of Fiscal Service's Budget Page<sup>12</sup> on the Department's website. We are currently modernizing our fiscal management system which will increase customization and clarity of fiscal data.

Additional information is also available:

- State and School-Level Per Pupil Expenditure Reports included in ESSA Reports<sup>13</sup>
- State and School-Level Educational and Fiscal Accountability Trend Reports<sup>14</sup>
- CARES Act Spending Reports<sup>15</sup>
- 2020 Summer School Expenditures<sup>16</sup>

### **Looking Ahead**

My 2021 Legislative priorities are to:

- Restore \$100.2 million to the Department budget;
- Retain and maximize federal relief funds to stabilize public schools; and
- Provide fiscal predictability and reliability for public education.

## **2.5 Is 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.**

I have initiated and continue to implement a multi-faceted plan to strengthen the overall governance within the Office of Facilities and Operations. This has improved interdepartmental

<sup>11</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC\\_12032020\\_Committee%20Action%20on%20Recommendation%20Concerning%20DOE%27s%20Operating%20Budget%20for%202021-2023%20Fiscal%20Biennium.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_12032020_Committee%20Action%20on%20Recommendation%20Concerning%20DOE%27s%20Operating%20Budget%20for%202021-2023%20Fiscal%20Biennium.pdf)

<sup>12</sup><http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/home.aspx>

<sup>13</sup><http://arch.k12.hi.us/reports/essa>

<sup>14</sup><http://arch.k12.hi.us/reports/trend-report>

<sup>15</sup><http://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx>

<sup>16</sup><http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/2020-Final-Summer-Report.aspx>

and stakeholder communications and relationships, positively impacted work performance and quality of deliverables, resulted in the resolution of some long standing facilities-related issues, and reimagined accountability and data transparency outcomes for Repair & Maintenance (R&M) and Capital Improvement Projects (CIP).

I have provided clear guidance to improve the performance of the Office of Facilities and Operations. The Office of Facilities and Operations is undergoing an evaluation of its organizational structure to improve effectiveness and execution of priorities and projects. The Office of Facilities and Operations continues to prioritize CIP funds to the most immediate needs of the schools pursuant to direction from the Board of Education and myself.

- CIP, R&M, and JOC
  - While dealing with operational challenges and the additional workload brought about by COVID-19, the Department expeditiously moved forward on CIP and R&M projects. Our intentional expansion of our Job Ordering Contracting (JOC) program has increased the execution of construction projects such as roofing, plumbing, electrical, fencing and general construction.
    - JOC projects expanded and the Office of Facilities and Operations bid out over \$30M worth of JOC projects.
    - Lapsing of project budget drastically reduced from \$498M to \$12M in five months.
  - We continue to work on process improvement to modernize the Office of Facilities and Operations processes to improve data transparency while readily addressing obsolete systems and deferred maintenance.
- Health and Safety
  - In response to COVID-19, we initiated health and safety protocols, issued guidelines, delivered training to school personnel and quickly addressed shifts in the Centers for Disease Control and Prevention (CDC) and Hawai'i State Department of Health (DOH) pandemic information and best practices for schools:
    - The Facilities Maintenance Branch updated cleaning and disinfection protocols to ensure alignment with CDC recommendation. Through a coordinated effort with the Office of Information Technology Services and the Office of Talent Management, the Facilities Maintenance Branch delivered multiple training sessions to school personnel to ensure schools were regularly sanitized and ready for use. The Facilities Maintenance Branch continues to track evolving CDC guidelines and provide updated training and guidance to schools, as needed.
    - The Auxiliary Services Branch developed a system to track and assign sanitization contractors. These contractors professionally sanitized schools with confirmed COVID-19 cases. The Auxiliary Services Branch procured and distributed air purifiers to schools to address classrooms with the greatest immediate needs.
    - The Student Transportation Services Branch issued updated guidelines for student seating to ensure appropriate social distancing and bus cleaning. Furthermore, the Student Transportation Services Branch ensured that all students who required transportation were provided with continued service.

- The School Food Services Branch continued to provide meal service to students during the pandemic. The School Food Services Branch developed new protocols, training and efficiencies on how to safely prepare and deliver the meals. As a result, over a million meals were served. The School Food Services Branch continues to explore greater efficiencies in meal provision including greater use of readily available local food suppliers.
- HIDOEFacilities.org - Public-Facing Portal
  - We have further developed our public-facing portal, HIDOEFacilities.org, to provide greater transparency to the public. Over the past year, CIP project status was improved and repair and maintenance work order status was included. The energy efficiency and air conditioning applications were upgraded and a Personal Protection Equipment (PPE) tracking and inventory application was added. Further development is planned to provide more information and improve ease of use. Some examples include:
    - Established PPE tracking and inventory system to address COVID-19 issues.
      - The Office of Facilities and Operations was tasked to supply schools and offices with sufficient PPE to maintain operations. The Safety, Security, and Emergency Preparedness Branch worked with the Hawai'i Emergency Agency to ensure schools and offices received the supplies in a timely manner. The Office of Facilities and Operations portal provides schools an avenue to notify the Office of Facilities and Operations when it's supplies are running low, which will trigger the Office of Facilities and Operations Safety, Security, and Emergency Preparedness Branch to reorder supplies. This real-time school and office inventory information is public, and easily accessible.
    - Achieved energy usage savings.
      - Schools garnered energy usage savings due to reduced use of school facilities during the pandemic. The Auxiliary Services Branch updated the portal to provide energy usage at each Department site to maximize usage of any achieved cost savings.
- Partnerships
  - We have re-established partnerships with other state agencies to improve the operational efficiencies of the Office of Facilities and Operations, such as the Department of Transportation, Planning Office - Department of Business, Economic Development and Tourism, Honolulu Authority for Rapid Transportation - Transit Oriented Development and the University of Hawai'i. These agencies have imparted valuable guidance and assistance as the Department implements recommendations from the Council of Great City Schools and the Jacobs Study.
    - Initiated a modernization project and coordination with the Department of Accounting and General Services for neighbor island R&M approach.

- Developed partnership with State Comptroller's team, including coordination of staff training for improved efficiencies and responsiveness.

**2.6 Provides timely, 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.**

Under my leadership, collaborative collective bargaining efforts of the Board and Department have resulted in instrumental mutual agreements with the Hawai'i State Teachers Association (HSTA), Hawai'i Government Employees Association (HGEA) and the United Public Workers (UPW) unions focused on the safety and health of our haumāna and public education system. In total, the three unions represent approximately 22,000 Department employees.

The ever-changing conditions associated with the COVID-19 pandemic has necessitated agreements to be expeditiously reached and modified for the operation of schools, school calendar and instructional days, training and protocols for department-wide safety, health and distance learning training.

We have successfully coordinated joint meetings with all three exclusive representatives to address the ongoing challenges of COVID-19, discuss the reopening of schools and to seek support to address the Department's projected budget shortfall. Furthermore, we continue to work collaboratively with HSTA, HGEA and UPW to resolve grievance/arbitration disputes at its lowest levels and impact bargains, as needed.

Hawai'i Revised Statutes sections 89-6 and 89-9, the Governor, the Board and the Department shall negotiate in good faith with respect to wages, hours, and other terms and conditions of employment that are subject to collective bargaining. As such:

- Monthly COVID-19 related meetings are regularly held with HSTA and HGEA to share information;
- UPW meetings are held on an ad hoc basis when parties desire to meet;
- The process for successor bargaining for the new master contracts has begun: one Board Member has been designated as a representative on the BU-05 bargaining team and one Board Member has been designated as a representative on the BU-06 bargaining team; and
- Additional meetings include quarterly special education committee meetings with HSTA and quarterly educational officer meetings with HGEA.



## Standard 3: Board Governance and Policy

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

### STATUS

On Track

#### **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 in a timely manner.**

I fully understand that a synergistic relationship between the Department and the Board leads to effective school governance. I meet with the Board Chairperson on a weekly basis to discuss administrative and board priorities to coordinate our work. I also meet with Board committee chairs and have assigned my Assistant Superintendents as executive-level staff support to provide data and information when requested from the committee chairs and members as well as to help with prioritizing agenda topics necessary to advance our work related to federal, state and district matters.

I work collaboratively with the Board to ensure the policies are in place to promote procedures that are effective and necessary. To better streamline and improve the waiver process, to provide more flexibility to school communities and to be more responsive to their needs, the Board and the Department revised Board Policy 500-20, School Community Council Waivers and School Community Council Exceptions.

- Board memo re: revised Board Policy 500-20, School Community Council Waivers and School Community Council Exceptions<sup>17</sup>
  - Board memo re: implementation of revision<sup>18</sup>

The success of all students is at the center of the work we do within the public school system and the Board's role is to ensure policies and procedures are in place to facilitate student success. Much of the work that we have done thus far this school year has been focused on the return of our students to our school campuses, knowing that in-person instruction is the most effective mode of teaching and learning. The COVID-19 pandemic has led us into unfamiliar conditions, such as distance learning and telework, for which the Board has provided guidance. We have implemented the Board's guidance while continuing to focus on our core mission of teaching and learning.

<sup>17</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20200723\\_Action%20on%20SCC%20Waiver%20Policy%20and%20Procedures.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20200723_Action%20on%20SCC%20Waiver%20Policy%20and%20Procedures.pdf)

<sup>18</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20200917\\_Action%20on%20SCC%20Waiver%20Interim%20Approvals%20for%20SY%202020-2021.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20200917_Action%20on%20SCC%20Waiver%20Interim%20Approvals%20for%20SY%202020-2021.pdf)

My understanding of the system of public school governance, the Board's policy-making role and the intent of the Board policies enables me to effectively advocate for our schools and our students. I will continue to work with the Board to ensure equity and stability within our public education system.

### **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.**

Due to the COVID-19 pandemic, much of my focus for the current school year has been the reopening of our schools and the return of our students to our school campuses. Thus, with guidance from the Board, we have centered our goals on mitigating learning loss for SY 2020-21.

In preparation for the reopening of schools for SY 2020-21, we proposed a set of "Vital Sign Metrics" that was approved by the Board on July 23, 2020.

- Board action on metrics to monitor and evaluate the Department's comprehensive plan for reopening schools for SY 2020- 21 including: Student Access to Devices and Connectivity; Personal Protective Equipment and Sanitation Supply Needs; Student Attendance; and Student Academic Status and Progress<sup>19</sup>.

However, during the Oct. 15, 2020 General Business Meeting, the Board proposed a set of "gap metrics" to replace the previously approved metrics.

- Board Action on metrics to monitor and evaluate the Department's comprehensive plan for reopening schools for SY 2020-2021 including: revisions to metrics, new metrics and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)<sup>20</sup>.

We shifted from the previous data collection to collect the appropriate data for these new metrics, which included developing business rules for reporting. The first report published on Nov. 30, 2020<sup>21</sup> provided results from the first quarter of SY 2020-21. Some metrics will continue to be reported monthly (PPE and students at high risk for attendance), while others will be reported quarterly or annually. Three of the twenty metrics are to be collected via survey by the Board. The Data Governance and Analysis Branch convenes monthly meetings with complex area representatives to review the data and collect other insight or context that is helpful for the Board and general public. This monthly meeting also serves as an opportunity for tri-level collaboration and strategic data use.

---

<sup>19</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20Metrics%20for%20reopening%20of%20schools.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20Metrics%20for%20reopening%20of%20schools.pdf)

<sup>20</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)

<sup>21</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn--Metrics.aspx>

I will continue to work with the Board to ensure our vision, mission, and strategic goals lead to high expectations of student achievement.

**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.**

I regularly share quantitative and qualitative data reports and information with the Board to ensure that both the Department and the Board are able to make timely data-driven decisions, especially during the COVID-19 pandemic. To ensure data is readily accessible, we also posted our reports on our public website. These include but are not limited to the following:

- The 2020 Summer Learning Data Dashboard<sup>22</sup>
- Summer Learning Survey Insights and Findings<sup>23</sup>
- Distance Learning Survey Insights and Findings<sup>24</sup>
- The Strategic Plan Dynamic Report<sup>25</sup>, which provides information that is presented annually to the Board to track progress towards state-level targets and to review the effectiveness of our educational programs. This report is a public resource, allowing all stakeholders to easily view how the public school system is progressing across a range of key performance indicators.
- StriveHI School Performance Report<sup>26</sup>
  - Nov. 19, 2020 presentation to the Board on the school performance results for SY 2019-20<sup>27</sup>.

We will continue to work on supporting collaborative data analysis and reporting efforts throughout the tri-level system.

To increase transparency during the current public health emergency, we have shared information about our response to the COVID-19 pandemic on our Department COVID-19 Information and Updates site<sup>28</sup>.

---

<sup>22</sup><http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/2020-Final-Summer-Report.aspx>

<sup>23</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-Summer-Learning-Survey-Insights-and-Findings.aspx>

<sup>24</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-Distance-Learning-Survey-Insights-and-Findings.aspx>

<sup>25</sup><http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pages/SPDR-home.aspx>

<sup>26</sup><http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>

<sup>27</sup>[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_11192020\\_Presentation%20on%20School%20Performance%20Results%20for%202019-2020%20SY.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_11192020_Presentation%20on%20School%20Performance%20Results%20for%202019-2020%20SY.pdf)

<sup>28</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx>

Information on the reopening of our school campuses and the data which informs the reopening are included on our Return to Learn site<sup>29</sup>.

These sources of information have informed my recommendations for the reopening of schools and my advocacy for equity. I plan to engage in more conversations with the Board as more students return to our campuses and as we enter the 2021 legislative session, in which I plan to focus on our budget and advocate for adequate, predictable, equitable and stable state funding for public K-12 education.

---

<sup>29</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx>

## 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.

<b>STATUS</b>	On Track
---------------	----------

**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.**

Communication is always a challenge for organizations of our size. Our reach spans not only employees, students and families, but also community partners, government representatives, Board members as well as constituents who have a general interest in public education. This challenge grew more so during this unprecedented pandemic where situations were constantly changing and planning, decision-making, implementation and communication were taking place simultaneously.

Amid these challenges, the Department was able to not only maintain our normal communication initiatives, but was also able to take the feedback from our stakeholders to adjust or produce new initiatives or processes to improve internal and external communication efforts. For example, some internal stakeholders raised concerns that they sometimes were informed of important Department updates from news outlets. While we cannot control media leaks of internal information, we have since established a standard cadence to ensure that leadership, employees and Board members are distributed information prior to any public announcements. Messages that were traditionally distributed through internal communication channels are also regularly posted on the Department's website for greater accessibility and transparency.

Along the lines of greater transparency, I strongly advocate for the Department's voice in the media, not only to promote positive initiatives of the Department, but to also publicly defend the quality of the public school system from any inaccurate mischaracterizations. I have regularly made myself available for media requests for interviews to help address topics that are of public interest, including speaking at Governor's press conferences. I also encourage my tri-level leadership to share their insights with the media and community.

Lastly, in response to the COVID-19 crisis, I established a COVID-19 Response Team that helps to facilitate the necessary procedures following a positive case that impacts a school or office. This team also includes a communications role to help support schools with any necessary notifications to their students, families and staff as well as assisting with tracking and

reporting cases to the public and to the Board on a weekly basis. The weekly public report is shared with the media and posted publicly to the Department website<sup>30</sup>.

#### Additional Ongoing Department Communications Initiatives:

- **Talk Story with Dr. K**<sup>31</sup>: The Department continues to produce and distribute weekly video messages called “Talk Story with Dr. K” to all Department employees.
- **Ho’oha’aeo newsletter**<sup>32</sup>: The Department’s monthly external-facing newsletter, Ho’oha’aeo, continues to showcase pride in public education and highlight success stories. The newsletter includes voices from the field including stories from teachers, students, school leaders and alumni.
- **HIDOE Huddle e-blast**: The Department continues to produce and distribute the HIDOE Huddle, a monthly all-staff e-blast that includes updates, announcements and reminders from all Department state offices.
- **Media Relations**: The Department distributes news releases of major announcements to the media and to government officials to keep stakeholders in the loop of the latest from the Department and provides information to reporters.
- **Department Website**: The Department regularly updates the website with the latest news, information and reports for easy public access.
- **General Phone Line and Email Address**: The Department monitors and responds to public inquiries through a main phone line and email address.
- **Social Media**: The Department continues to connect with stakeholders on social media platforms, posting content daily to promote programs, services or positive Hawai’i public school stories. Social media also serves as a two-way communication platform between the Department and the public.
- **Crisis Communication**: In order to provide consistent and timely information to the public during crisis situations, the Office of Strategy, Innovation and Performance provides communication guidance to school administrators for a variety of issues. Specific examples include lockdowns, stranger danger incidents, threats and potential exposure to contagious health issues and allegations of misconduct.
- **TEACH TV**: 24/7 educational programming is available on TEACH TV Channel 356 on Charter Spectrum and Hawaiian Telcom. Content is produced, managed and programmed by the Office of Strategy, Innovation and Performance.

#### **4.2 Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success.**

The economic impact of COVID-19 has driven forward the stewardship of collaborative opportunities with industries, businesses and communities, which has served as a critical

---

<sup>30</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx>

<sup>31</sup><https://vimeo.com/showcase/6228362>

<sup>32</sup><http://www.hawaiipublicschools.org/VisionForSuccess/Newsletters/Hoohaeho/Pages/default.aspx>

component in my unwavering mission to ensure all students in Hawai'i have equitable access to a quality education despite the challenges of the current health crisis.

To ease the implementation of community partnerships with the Department, the Community Engagement Branch has since built a new framework for enabling business and community partnerships to expand learning opportunities and secure needed resources. The Community Engagement Branch revitalized an explicit process for the management of donations, gifts, and collaborative opportunities entering the Department at the state-level and developed a coherent five step system for moving opportunities through a standardized pipeline for efficient intake, vetting, distribution and acknowledgement.

A layered vetting process was also established in cooperation with the Department's Risk Manager to facilitate practices of due diligence and compliance with federal and state laws, as well as internal policies and standards of practice. A Vetting Checklist<sup>33</sup> was created featuring policy and guidance as a tool for efficient review.

To increase the Department's reliability and responsiveness with partners, a network of point-of-contacts was established to directly work with the Community Engagement Branch to identify system-wide critical needs and to assist with expediting approved donations and gifts. The Critical Needs Intake Form<sup>34</sup> was created to support this work.

SY 2020-21 highlights of securing resources and effective partnerships to support the Department's strategic plan goals and student success include:

- A Device Donation Process<sup>35</sup>, formalized in collaboration with the Office of Information Technology Services, for the intake of both new and gently used devices at the state level.
- Hawaiian Telcom partnership that resulted in a \$22,375 monetary donation to support the purchase of PPE for Department food services staff, public service announcements that ran throughout April 2020, and broadcast air time on local on-demand channel 808, helping to provide students and families greater access to vital COVID-19 related information.
- Hawaiian Airlines' Team Kōkua Campus Refresh program at Ka'elepulu Elementary, Waimea Canyon Middle, King Kamehameha III Elementary, Hale'iwa Elementary, Maunawili Elementary, Kailua Elementary and Waialua Elementary. Team Kōkua contributed 1,723 hours to diverse campus projects including landscaping, carpentry, computer testing and sorting, painting benches, walkways and sidewalks for social distancing and installing unique Aloha murals.
- The "COVID Awareness Challenge" collaborative opportunity with the Hawai'i Tourism Authority, Hawai'i Lodging Tourism Authority, Star Advertiser, Salem Media and

---

<sup>33</sup><https://docs.google.com/spreadsheets/d/1zG543RvDsZTyk1uFPK8buJgBbdn6nOSe8qI7LOQ6ovM/edit#gid=410578689>

<sup>34</sup><https://forms.gle/GfNkWQrxVF1P62rn8>

<sup>35</sup><https://drive.google.com/file/d/1NftQoBSqewxSV5w4r6CefjTozKeqNTWq/view?usp=sharing>

KHON-TV which encouraged high school senior classes to create a 30-second public service announcement educating their peers about COVID-19. Waiakea senior class emerged as the first place winner and received a \$10,000 donation for their school.

- Reyn Spooner and the Hawai'i Lions Club donation of face masks and face shields for frontline school-level staff, valued at \$20,000.
- Dr. Thao Le, University of Hawai'i Manoa Human Development and Family Studies Professor donated 3,000 copies of her new children's book, *Mindfulness with Aloha Breath*<sup>36</sup>, a resource to support socio-emotional regulation and resilience. Valued at a total of \$32,850, this gift was shared with the Department's Comprehensive Literacy State Development (CLSD) grant recipient complex areas.
- The Friends of the Library of Hawai'i's gift of their *Books for Teachers* program, sponsored by the Hawai'i State Federal Credit Union and The Renee B. Fisher Foundation. Approximately 10,000 books were distributed to 400 teachers from Title I elementary and middle schools on Oahu at a total sponsored value of \$20,000.
- New partnership with DonorsChoose<sup>37</sup>, an education crowdfunding site that helps teachers obtain financial support for classroom projects and resources. As a DonorsChoose District Partner, schools will be able to fully support teachers in the use of the platform, ensure safety and security and align efforts with the Department's strategic priorities. Since 2007, Hawai'i public school teachers have raised \$7.6 million and completed nearly 10,500 projects on DonorsChoose.
- ClimbHI Bridge<sup>38</sup> partnership that allows students at public high schools across the state to connect with career opportunities through a state-of-the-art online portal.

#### **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.**

I understand that the size and reach of the Department creates some challenges to effective and timely communication. To better establish effective communication within the Department, I continue to rely on our tri-level leadership engagement system to communicate decisions or information as appropriate, with support and guidance from the state offices.

At the state level, as listed in 4.1, the Department utilizes a variety channels for internal and external communication including news releases, internal email blasts, bi-monthly Ho'oha'aeo newsletters, monthly email blasts of state office announcements, the Department's Intranet and the Department's social media accounts (Facebook, Twitter, LinkedIn and Instagram).

At the complex area level, leaders often help to facilitate messaging and information between schools and state offices, ensuring a consistency of understanding between both levels.

---

<sup>36</sup><https://drive.google.com/file/d/1XGQMx1jNxmghBktvQuJ3uh5Z4ZCAV8rn/view?usp=sharing>

<sup>37</sup><https://www.donorschoose.org/>

<sup>38</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-partners-with-ClimbHI-to-connect-students-with-career-opportunities-with-new-online-platform.aspx>



Messaging impacting schools only within a specific complex area is also at the discretion of the Complex Area Superintendent.

At the school level, school administrators have their own set of communication channels that they often utilize to help direct messages to parents and students, such as their school website, social media sites, letters to parents or notification platforms like SchoolMessenger. Decisions to share state-level or complex-level messaging via school communication platforms is at the discretion of the principal.

To promote positive interpersonal relations amongst all staff, I continue to encourage and support Department opportunities that focus on leadership empowerment, student voice and teacher collaboration, as emphasized in the 2030 Promise Plan.

Lastly, I continuously aim to demonstrate my ability to model HĀ for others and create the conditions for strengthening of HĀ across the system displayed in the following ways:

- The Office of Hawaiian Education has established a new website, the OHE Hub<sup>39</sup>, to share upcoming events and opportunities for Kaiapuni education, Nā Hopena A'ō (HĀ) and Hawaiian Studies.
- Prioritizing use of 'ōlelo Hawai'i and initiating 'ōlelo Hawai'i language translations for Superintendent messages. For example, our recently launched DonorsChoose partner page<sup>40</sup>.
- Partnership with University of Hawai'i Community College for tuition-free Hawaiian language courses for Department employees. Talk Story with Dr. K episode promoting this initiative<sup>41</sup>.
- Addition of Hawaiian Language Courses in Spring 2021 for the Department's Community School for Adults.
- Advocating for the inclusion of community stakeholder voices in educational decision making. The annual HĀ summit and HĀ Youth Summit provides an opportunity to experience HĀ, build a collective understanding of the framework, share knowledge and resources to support effective use and connect to a network of practitioners. The 2020 summits were postponed due to the pandemic.
- Virtual HĀ Huaka'i<sup>42</sup> series of semi-monthly video releases for educators to utilize. Through virtual huaka'i, learners will be able to access the information from various Hawai'i organizations and learn how to adapt said learning to their home environments.

---

<sup>39</sup><https://sites.google.com/k12.hi.us/ohehub/home?authuser=0>

<sup>40</sup>[www.donorschoose.org/hawaii-public-schools](http://www.donorschoose.org/hawaii-public-schools)

<sup>41</sup><https://vimeo.com/showcase/6228362/video/374994158>

<sup>42</sup><https://sites.google.com/k12.hi.us/ohehub/n%C4%81-hopena-a%CA%BB0-h%C4%81/e-m%C4%81ka%CA%BBika%CA%BBi-k%C4%81kou?authuser=0>

## 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.

<b>STATUS</b>	On Track
---------------	----------

### 5.1 Champions the importance and execution of a diverse, equitable and inclusive environment in schools and throughout the Department.

Since the day I began my term as superintendent, I have made it my mission to ensure equitable access to quality education for all students and made it my priority to continue the work of closing the achievement gap by providing the means through which this equitable access can be achieved. The COVID-19 pandemic has brought to light the degree to which gaps - achievement, learning, technology and opportunity - exist amongst our multiple subgroups of students and the need to improve our systems of support to reduce them. I have advocated for devices and connectivity for all students since the closing of our school facilities last March to ensure all students have the means to access distance learning to the extent possible; for equitable learning opportunities for all students across the state; and for the increased use of inclusive practices to ensure our vulnerable students are able to experience success in our general education classrooms, in person or virtually.

We continue to promote the education of students with disabilities in the general education setting through inclusive practices. In conjunction with a contracted partner, we have provided professional development, mentoring, and coaching to members of the Professional Learning Network, which consists of complex area staff and school-level representatives, to build the capacity to effectively implement inclusive practices across all complex areas and schools.

Inclusive education and practices are being realized across the state through the Hui Pu Project and inclusive practices training which supports complex areas and schools in rethinking program design around student opportunities, expectations and student-centered decision-making. Examples of how schools increased their inclusion rate include, but are not limited to:

- The utilization of the rethinking framework where expectations and student opportunities focus on the core belief that students receiving special education services are first and foremost general education students;
- The introduction of a continuum of services through inclusive practices, highlighting the fact that we can offer a variety of supports and services to meet individual student needs in the general education setting;

- Individualized Education Program teams who, with foundational knowledge and student-centered decision-making tools, are able to discuss and determine on an individual basis the least restrictive environment for students with disabilities; and
- The adoption of a student-centered decision-making process.

In response to the impacts of the COVID-19 pandemic, we, in collaboration with Stetson and Associates, provided the following professional development opportunities to address the challenges or limitations regarding inclusive practices that our complex area and schools faced:

- Inclusive Practices Complex Area Update and Question and Answer Meetings: Every third Monday of the month, new professional development opportunities are offered to complex area teams.
- Online Learning Walk Course: In lieu of traditional in-person training which included actual classroom visits, we conducted an online Learning Walk course to provide training on how to conduct learning walks. The virtual platform led to an increase in participation. The Learning Walk course was completed by 42 participants. A follow-up Question and Answer meeting was attended by 38 participants. This is an increase from 35 participants when the meetings were held in-person last school year.
- Remote Learning for Students with Disabilities Training: We offered virtual training to provide support personnel with tools and resources to address student needs during distance learning. Support personnel were able to review a range of scaffolding supports for students as they access online learning; consider ways to differentiate instruction through attention to grouping, student choice and student voice; and utilized tools that support engagement for students whose skills may be below that of their peers and tools for tracking the progress of specific goals for students. There were 94 participants statewide.

**Table 1. Longitudinal Inclusion Data**

Special education students in general education classes for 80% or more of the day	SY 15-16	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21 Target
	37% (6,180)	37% (6,302)	41% (6,829)	44% (7,472)	48% (8,353)	51%

*Data Source: eCSSS (Data collected Nov. 12, 2020)*

Based on the (unofficial) Nov. 12, 2020 Child Count data, the statewide least restrictive environment data indicates 50% of students ages 6 through 21 with an Individualized Education Program are in the general education class 80% or more of the day. Current least restrictive environment data compared to the SY 2016-17 baseline data indicates there was a 13% increase. If we continue on this trajectory, we will meet our target of 51% by the end of this school year.

This school year, we implemented a new method of distributing special education funds. The intention of the Special Education per-pupil allocation is to allow schools the flexibility to utilize their special education funds to best address the needs of their students with disabilities.

## **5.2 Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices.**

One of my priorities for this school year has been to ensure a safe and healthy learning environment for all students in the midst of the public health emergency. I am also cognizant of the events that have unfolded over the course of this school year related to social justice and have openly shared my opinions and have had conversations with both Department personnel and community partners.

To ensure safe learning environments, we have provided our school and complex area staff with training on the Hawai'i Administrative Rules Chapter 19: Student Misconduct, Discipline, School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, Restitution for Vandalism and Complaint Procedure and Investigation of Discrimination, Harassment (including Sexual Harassment), Bullying and/or Retaliation. This training provides staff with procedures on how to address negative student behavior to promote a positive school setting. The training included A Positive Behavior Digital System and Computer Science presentation<sup>43</sup> providing information on creating a positive behavior digital system and digital footprinting.

Additional informational sessions on Chapter 19 were offered to school and complex area administrators in the Fall and Winter of 2020 providing:

- Guidance for Administrators: Hawai'i Administrative Rule Chapter 19 Student Investigations During Distance Learning<sup>44</sup> and
- Information and training on the Hawai'i Administrative Rules Chapter 19 Title 8-19-6(c) CRAFT, a seven-item instrument used to identify adolescents who need intensive substance abuse treatment.

One example of protecting our students' rights to public education in a safe learning environment is our alternative learning programs. Alternative Learning Programs, Supports and Services provides equitable access to quality learning opportunities and experiences to students who are not successful in traditional learning environments. Alternative Learning Programs create effective and supportive learning environments that enable at-risk students to improve their academic competencies to graduate from high school; develop social-emotional and behavior competencies and transition skills for college, career and citizenship readiness; and engage parents and community members as partners in student growth and learning. To support Board Policy 105-10 (Alternative Programs and Services for Secondary Students), high schools have access to or are creating equitable access for students to participate in an alternative learning program designed to meet their student needs. The number of alternative learning programs have increased since SY 2018-2019 from 34 to 46 programs.

---

<sup>43</sup>[https://docs.google.com/presentation/d/1s2EvLL9aKfCHYEwdMZDU9n4BB06Ha6ejZcJqeZobLeA/edit#slide=id.g869f047f91\\_2\\_145](https://docs.google.com/presentation/d/1s2EvLL9aKfCHYEwdMZDU9n4BB06Ha6ejZcJqeZobLeA/edit#slide=id.g869f047f91_2_145)

<sup>44</sup><https://docs.google.com/presentation/d/1aU7sQa5qphDitIH0-styDqTSxIPGd3wwXsxLwAXu0FU/edit#slide=id.p1>

**Table 2.** Alternative Learning Programs, Supports and Services (ALPSS) Data: Number of Alternative Learning Programs

School Year	Peer Education	ALPSS School Program	ALPSS Complex Area/District Program
SY 2018-19	5	34	2
SY 2019-20	5	41	3
SY 2020-21	5	46	4

**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.**

The COVID-19 pandemic and current budget situation has magnified the need to advocate for equity and efficiency across the three levels of the Department -- schools, complex areas and state offices. To promote efficiency in an effort to facilitate equity, I have continued to emphasize the need to modernize our systems and processes to focus on increasing student achievement. We continue to work towards modernizing our financial management system to better leverage our use of funds. The new system will be more user-friendly and intuitive to better support innovation, empowerment and transparency.

We are currently in the process of updating our student data system to improve data quality and access. The new Longitudinal Education Information (LEI) system will better identify student achievement gaps and student needs to improve student learning and outcomes for all students.

Under my leadership, the Department worked with the Hawai'i Executive Collaborative to procure the ClimbHI Bridge, an online portal for work-based learning that matches schools and students with public and private industry work-based learning opportunities. The ClimbHI Bridge will increase access to these learning opportunities for all students across the state.

As we began the school year instituting distance learning, I continued to advocate for access to devices and connectivity for our teachers and students. We have deployed mobile learning hubs to our communities that have experienced inconsistent internet connectivity and have established learning hubs on our school campuses to provide our students with access to devices and the internet. We have purchased digital devices (i.e. Chromebooks, iPads, and laptops) and hotspots for teachers and students to use at home. To assist families with technology challenges, we established the 'Ohana Help Desk to which people can call with technology-related questions. Understanding that our vulnerable learners struggle with distance learning, I have prioritized their return to campus for in-person instruction.

Internet connectivity continues to be a challenge, especially in our remote communities; thus, we continue to advocate for the establishment of a dependable statewide network which requires coordination across government agencies and industry partners.

In addition to our modernization efforts, we have ensured our students and families receive the services they need outside of instruction. We extended Grab and Go lunches to the end of the school year to ensure students have access to lunch and breakfast whether on campus or off. We also established a telehealth service in partnership with the University of Hawai'i nursing program and made the adjustments to provide mental health services virtually.

## Component 2: Superintendent Priorities

**Priority 1: During SY 2020-21, 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.**

The Department’s efforts to accelerate digital transformation<sup>45</sup>.

The Department’s Digital Transformation for Learning Plan for SY 2020-21<sup>46</sup>.

**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

<b>STATUS</b>	On Track
---------------	----------

**1.1 The device gap, consisting of students without access to a device, will be decreased from 9.3%, as determined for Quarter 4 of SY 2019-20, to 4.7% by the end of SY 2020-21. By decreasing the device gap (Board Vital Sign Metric 12 - adequately equipped to support distance learning<sup>47</sup>), the Department will address and continue to mitigate student access to devices to ensure students are able to engage in distance learning. This gap is a vital sign metric adopted by the Board during the Oct. 15, 2020 General Business Meeting that will be reported quarterly. The Department aims to reduce the number of students without access to a device in half by the end of the school year.**

Progress has been made to address the gap on student access to technology devices with 52,244 devices centrally purchased to date. The devices are distributed to schools to then disperse to students who need devices for learning. The first reporting of the device gap for Board Vital Sign Metric 11 will be submitted at the end of January. Preliminary data for the metric indicate a device gap of 2%.

<sup>45</sup><http://www.hawaiipublicschools.org/DOE%20Forms/Digital%20Learning/DigitalTransformationforLearningPlan.pdf>

<sup>46</sup><http://www.hawaiipublicschools.org/DOE%20Forms/Digital%20Transformation%20for%20Learning%20Plan.pdf>

<sup>47</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)

The primary challenge has been the nationwide supply chain shortage for devices, especially chromebooks which are the most used at our schools.

Frequent and consistent communication and status checks with vendors continue and progress has been made in getting device orders fulfilled. As of Jan. 5, 2021, about 22% of devices are still pending receipt, where it was nearly 50% in October 2020.

Based on ongoing work to purchase, receive and distribute devices, as well as the preliminary gap data, Priority 1.1 is on target to be accomplished.

**1.2 The connectivity gap will be decreased from the 27.6% of students without access to connectivity, as determined for Quarter 4 of SY 2019-20, to 13.8% of students without access to connectivity by the end of SY 2020-21. 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 Oct. 15, 2020 General Business Meeting that will be reported quarterly. The Department aims to reduce the number of students without access to a connectivity in half by the end of the school year.**

Progress has been made to address the gap on student access to connectivity with 17,347 MiFi hotspots. These hotspots were centrally purchased and delivered to schools for distribution to students. The first reporting of the device gap for Board Vital Sign Metric 13, will be submitted at the end of January. Preliminary data for the metric indicate a gap of 2.6%. In addition to MiFi hotspots, mobile learning hubs equipped with internet connectivity have been deployed into communities on various islands (Ka'u and Pāhoa on Hawai'i Island; Hāna, Maui; Moloka'i; Lanai; Kaua'i; and the Pearl City-Waipahu Complex Area on Oahu).

We have focused on the distribution of hotspots due to the solution being readily available and quickly delivered to address immediate needs. However, the cost of data plans, even at government rates, are costly for the volume of hotspots that would be required to address connectivity gaps on a long-term basis. We share much appreciation for the internet providers who offered no-cost or low-cost connectivity to students and educators under the pandemic conditions. Such offers were targeted to specific populations and time periods to address



distance learning during the pandemic period and do not address a larger student population and long-term period.

The homework gap in education is part of the larger digital divide across the state and will require a concerted cross-sector effort from government, education, business and philanthropic organizations. The department will continue to seek long-term solutions for its schools and students, as well as participate and represent the department on the larger effort for statewide connectivity.

Based on the work to purchase, receive and distribute connectivity devices to schools and into the community via mobile learning hubs, as well as the preliminary gap data, Priority 1.2 is on target to be accomplished.

**Priority 2: During SY 2020-21, 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.**

**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

<b>STATUS</b>	Ongoing
---------------	---------

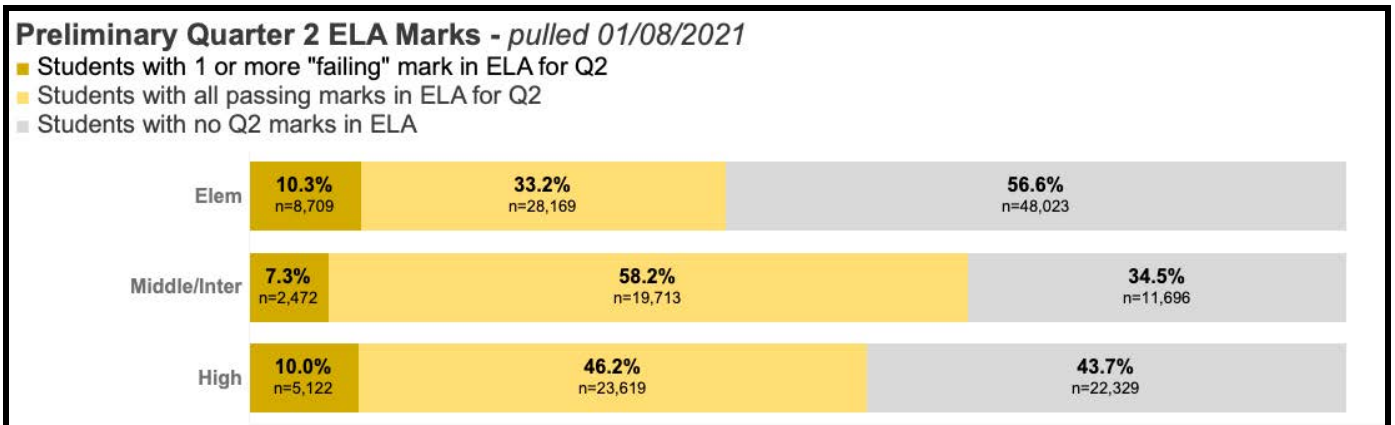
**2.1 By the end of SY 2020-21, the elementary school language arts gap will be decreased by 2.1% from the 17% reported for Quarter 1. By decreasing the language arts gap (Board Vital Sign Metric 4 - Elementary Quarterly Grades<sup>6</sup>), the Department will address and continue to mitigate the academic 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 Oct. 15, 2020 General Business Meeting that will be reported quarterly.**

**2.2 By the end of SY 2020-21, 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 Oct. 15, 2020 General Business Meeting that will be reported quarterly.**

**2.3 By the end of SY 2020-21, 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 Oct. 15, 2020 General Business Meeting that will be reported quarterly.

These are new metrics; 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.



*Note: This is preliminary data as of Jan. 8, 2021. The data, which will be uploaded to the Board metrics dashboard, will be data as of Feb. 1, 2021, after Quarter 2 grades have been verified.*

At the time this memo was drafted, Quarter 2 grades have yet to be verified. The deadline for the submission of Quarter 2 grades by teachers was Jan. 7, 2021. A period of verification at the school level follows the submission of grades. Data will be updated on the Board metrics dashboard<sup>48</sup> after Quarter 2 grades are verified and analyzed. Updated data are expected to be available in February 2021.

It is important to note that not all schools submitted grades for quarters 1 and 2; thus, the data does not reflect the progress of all students.

<sup>48</sup><http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn--Metrics.aspx>

## Component 3: Student Success Indicators

Indicator	2019 Baseline	Target	SY 2020-21 Data*
<b>Ninth-Grade On-Track</b> Percentage of first-time ninth-graders promoted to 10th grade on time.	91%	1% increase	TBD
<b>High School Graduation</b> On-time rate (based on the federal methodology for Adjusted Cohort Graduation Rate) of students earning a high school diploma within four years.	84%	2% increase	TBD
<b>College-Going Graduates</b> Percentage of high school graduates enrolled in a post-secondary institution (vocational or trade schools, two- or four-year colleges) in the fall following graduation.	55%	1% increase	TBD
<b>Career and Technical Education Concentrator</b> Percentage of 12th graders who complete a CTE Program of Study.	56%	4% increase	TBD
<b>Inclusion Rate</b> Percentage of students receiving special education services who are in general education classes for 80% or more of the school day.	44%	3% increase	TBD
<b>Teacher Positions Filled</b> Percentage of teacher positions filled with a teacher who completed a State-Approved Teacher Education Program as of Aug. 1 of each school year.	93%	1% increase	TBD
<b>Teacher Retention</b> Percentage of new teachers retained after five years.	55%	3% increase	TBD

\* Data will be available at the conclusion of the 2020-21 evaluation period.