

Department of Education
Superintendent Kathryn S. Matayoshi
October 21, 2014
Annual Performance Evaluation

(A) Overall Rating: Exceeds Expectations

The overall rating is based on the evaluation of the Superintendent's (1) overall management abilities and (2) attainment of performance objectives and program accomplishments. The rating scale is: Exceptional, Exceeds Expectations, Fully Meets Expectations, Needs Improvement, Unsatisfactory.

Comment:

The Superintendent manages a wide range of responsibilities and has set ambitious goals. The Superintendent serves as the chief executive officer of the public school system which includes 255 schools, approximately 185,000 students and over 21,000 employees. The Superintendent's responsibilities include internal organization, operation and management of the public school system and administration of programs of education and public instruction throughout the state. The Board of Education (the "Board") has completed the annual performance review of the Superintendent and is pleased with her performance.

(B) Overall Management Abilities

The criteria which measures overall management is based on the following factors:

- Strategic planning/organizing and managing work
- Leading and managing change/flexibility/innovation
- Developing a successful team/managing human resources
- Budget formulation and fiscal management
- Problem solving/decision making and technical know how
- Customer focus/client orientation
- Communication
- Building partnerships
- Interpersonal skills
- Self starter

Rating: Exceeds Expectations

Comment:

The Superintendent has continuously set high expectations for herself and for her leadership team. She has been adept at identifying key areas of overall impact and her goals are a demonstration of these high expectations. The Superintendent has demonstrated a high level of competence in her management abilities allowing for advance of these goals.

Over the course of the year, she has demonstrated strong organizational leadership skills. Given the challenging goals that were set, she has moved the Department of Education ("Department") in the direction that continues to fulfill the objectives of the Board and Department's Strategic Plan.

She has made tremendous efforts in building stronger partnerships in areas that are critical to student success - health and wellbeing, academic excellence, connectedness/character and leadership. She has directly and indirectly through implementing key operational mechanisms, supported partnerships with other educational entities, non-profits and charitable organizations for improving student health, middle school student achievement, and overall teacher training and place-based student programs.

(C) Performance Objectives and Program Accomplishments

The performance objectives and program accomplishments are jointly determined at the beginning of the evaluation period by the Board and the Superintendent. At the beginning of the evaluation period it is determined: (a) what weight each objective will be afforded, (b) how the results will be evaluated, and (c) the significance of attaining or failing to attain each of the specified results. These performance objectives and program accomplishments are then assessed at the end of the evaluation period. The performance objectives and program accomplishments are evaluated based on the difficulty, skill and effort levels of each objective.

Rating: Fully Meets Expectations

Comment:

As noted above, the Superintendent sets high standards and the goals she and the Board developed for 2013-14 are ambitious and challenging. The objectives with the completion measure are noted below.

1) Closing the achievement gap.

The achievement gap is the disparity in educational measures between the performance of groups of students. The significance of this objective - decreasing or closing of the achievement gap - is to ensure that all students regardless of disability and/or socio-economic background are able to achieve at the same level. The key means identified to achieve this objective include providing necessary supports to schools and teachers to fully implement the Department's six priority strategies.¹ The implementation of the common core instructional materials is significant to this objective because the purpose of the common core state standards, which the materials support, is to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and community, regardless of their background.

As of the date of the evaluation, there was difficulty in providing all the instructional materials and the professional development was not fully implemented due to hiring challenges and funding challenges. However, over 51% of the schools measured reduced their gap between high needs and non-high needs students² (which is 115 schools out of the 225 Department schools). Thirteen schools or 5.8% remained the same. Ninety-seven schools or 43.1% had increases in the achievement gap.

2) Increasing community partnerships with a focus on (A) increasing the number of students engaged in co- and extra-curricular activities and (B) improving communication.

The Superintendent made a significant effort to increase community partnerships which are key to engaging students in co- and extra-curricular activities. Specifically, these partnerships have expanded opportunities

¹ The Department identified six key priority programmatic strategies because of their impact on furthering the goals in the strategic plan. They are: (1) Common Core State Standards (2) Comprehensive Student Supports/Response to Intervention, (3) Formative Instruction / Data Teams Process, (4) Educator Effectiveness Systems, (5) Induction and Mentoring, and (6) Academic Review Teams.

² The High-Needs category includes students in any one of three federally-defined subgroups: disability, language or family income.

for both teachers and students to ensure our students are college, career and community ready. The number of significant, strategic partnerships that have statewide scope has continued to increase with the continued improvements to infrastructure, processes and skills to do this work. Additionally, the funding available through these partnerships for students and teachers increased. Moreover, partner feedback has consistently indicated that the Department is on the right track. Although the data related to measuring the exact number of students participating in co- and extra-curricular activities and gathering consistent feedback from stakeholders still needs to be honed, there were several key projects that supported after school activities (programming to ensure the safety and well-being of students) and existing co- and extra-curricular programs which were kept stable.

Through the Superintendent's leadership, the Department has increased the scope of the audience in which it reaches and more effectively communicated with its stakeholders. Digital communications and social media have been expanded, including a meaningful presence on Facebook and Twitter, regular e-newsletters and e-blasts (communicating via email to all 21,000 employees on email), as well as a revamped website (492,000+ visits, with 63% returning and 2.9 million page views, with an average session duration of 3:16 minutes) and the January launch of the intranet. Moreover, the Superintendent has increased small group meetings with staff and external community partners to solicit and receive feedback and develop solid working relationships.

3) Reorganization of the office of the superintendent in order to align roles and functions with the strategic plan.

The reorganization of the State level offices is nearly complete. The reorganization was initiated to strengthen the successful systems of support needed to provide high quality services to the field. Some key elements of the reorganization are the elevation of the roles of Hawaiian education and community engagement as well as clarifying the roles of the federal program administration and compliance.

The reorganization was implemented in three parts with the first and second parts complete and the third part awaiting a collective bargaining review. The first part was the establishment of the Office of Strategy, Innovation and Performance, whose mission is to ensure that reforms set by the Strategic Plan are systemized and supported. The second part is the reorganization and updating of the Office of Fiscal Services is to build the capacity in leave management and prepare for the transition to new State systems. The last phase of the reorganization, which includes the implementation of the directives of newly revised Hawaiian education board policies 2104 and 2105, is near completion and awaiting comments through the collective bargaining process.