

Department of Education  
Superintendent Kathryn S. Matayoshi  
September 6, 2016  
Annual Performance Evaluation

The Board of Education is cognizant that there are many challenges faced by all stakeholders in public education each day and that the Superintendent is the leader of public education in Hawaii. The Superintendent serves as the chief executive officer of the public school system which includes 256 schools, approximately 187,000 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 ("Board") evaluates the Superintendent using the following rating scale.

Exceptional
Exceeds Expectations
Fully Meets Expectations
Needs Improvement
Unsatisfactory

The overall rating is based on ratings in two areas: (A) overall management abilities and (B) attainment of performance objectives and program accomplishments, based on three objectives, set forth in further detail below.

<b>Overall Rating:</b> Exceeds Expectations	
<b>(A) Overall Management Abilities:</b> Exceeds Expectations	<b>(B) Performance Objectives and Program Accomplishments:</b> Fully Meets Expectations
<b>Overall Rating</b>	<b>Exceeds Expectations</b>

The overall rating is based on the evaluation of the Superintendent's (A) overall management abilities and (B) attainment of performance objectives and program accomplishments.

**Comment:** The Board has completed the annual performance review of the Superintendent for the 2015-2016 School Year and is pleased with her performance. The Superintendent manages a wide range of responsibilities and has set ambitious objectives. Based on an evaluation of the Superintendent's overall management abilities and performance objectives and program accomplishments, the Board is issuing an overall evaluation rating of Exceeds Expectations.

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

**Comment:** Consistent with her past performance, the Superintendent has continued to set high expectations for herself and for her leadership team. The Board notes the following:

- Using the key areas of overall impact identified in past years, the Superintendent has worked with the Board, her leadership team, and schools on the review and extension of the Department's and Board's Joint Strategic Plan.
- Over the course of the year, she has demonstrated strong organizational leadership skills and has worked to ensure that objectives of the Joint Strategic Plan are implemented by embodying them in the organization of the Department through reorganizations and the establishments of offices like the Office of Hawaiian Education and the Community Engagement Office.
- The Superintendent continues to demonstrate a high level of competence in her management abilities which has allowed her leadership team to put systems in place that are designed to ensure the entire system works toward advancing these objectives.
- She has worked toward advancing challenging objectives in an environment that required a high level of flexibility and embracing change at all levels, local, state, and federal level.
- The Superintendent has worked toward improving internal communication and ensuring that she and her leadership team personally gain a deeper understanding of the needs of schools and complex areas.
- She has continued her efforts to build strong partnerships in areas that are critical to student success - health and wellbeing, post-secondary credits, sustainability, connectedness, character and leadership.

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.

**Comment:** As noted above, the Superintendent sets high standards and the objectives she and the Board developed for the 2015-16 School Year are ambitious and challenging. The objectives are described below.

### **Objective #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.<sup>1</sup> Providing adequate resources to schools and teachers to fully implement Response to Intervention (“RTI”) and additional professional development for teachers to increase the relevance and rigor for high needs students is significant to this objective.

**Comment:** Data shows early indications that efforts are moving results in a positive direction, but time is necessary to allow for the existing supports, professional development, and organizational changes to be reflected in system wide data. Despite the best efforts of everyone, the Board finds many students are having great difficulty and the Superintendent and Department must continue to prioritize and devote considerable attention to this existing crisis. The Board notes the following:

- It was difficult to provide any additional supports for English Learners because inadequate resources were allocated specifically to English Learners and there was a reduction in staff support to a single individual in the state office. The Department will continue to advocate for adequate resources so schools can provide these needed supports.
- There were organizational changes to the complex area level regarding data analysis and special education specialists. The intent of these changes was to increase the focus on the performance of students that receive special education services and their needs.

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<sup>1</sup> 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.

- Complex Area Superintendent and Complex Area Support Team meetings focused on the analysis of the achievement gap.
- District Educational Specialists (specialists for special education services) are now included on the Complex Area Support Team.
- The statewide achievement gap increased slightly (.6 points) in math and in English language arts (1.6 points), but the gap was reduced for math in grades 4 and 8 and for English language arts in grade 4.
- The achievement gap was significantly reduced in math for 83 schools (32%) and English language arts in 66 schools (26%).

**Objective #2 Continuing expansion of community engagement with a focus on career and college readiness**

Career and college readiness are the ultimate goals of the standards set by the Board of Education. These goals, however, cannot only be achieved through work in the classroom; students should have access to opportunities to gain valuable work experience. The key means identified to achieve this objective are establishing career readiness metrics in the Joint Strategic Plan and engaging businesses to support opportunities for student exposure to work experiences.

**Comment:** Hawaii is a high performer in this area and through the Superintendent’s leadership, the Department has taken significant steps forward.

- The Department sought and was awarded the JP Morgan/Council of Chief State School Officers New Skills for Youth (Phase I) grant, which will help provide funding for the development of a state-wide career readiness action plan, including indicators of readiness that can be incorporated into proposed revisions to the Joint Strategic Plan. With this grant, there is also an opportunity for the Department to be awarded a multi-year implementation grant, which could be over \$1 million.
- The Department continues to collaborate with other states to identify nationally recognized metrics to use for a strategic framework for job readiness that the Board can consider when looking to revise the Joint Strategic Plan and research ways to link labor and education data.
- The Superintendent and Department have expanded engagement with the business community, community colleges, and other sectors and have worked to link stakeholders, align educational programs and pathways to work force needs, and support and expand pathways for students.

**Objective #3 Establish a framework for working with external organizations to provide clinical support for student health needs in schools**

In the area of student health, the Department must establish a framework for working with external organizations to provide clinical support for student health needs at schools. This includes a plan to ensure that the efforts are financially sustainable.

**Comment:** The Superintendent has made progress in finding the resources, both public and private, which are necessary to help ensure that student health needs can be addressed in school in a financially sustainable manner.

- The Superintendent has worked on reimbursement strategies as part of a sustainable funding framework, including with the state's largest health insurance carriers and working to increase Medicare reimbursements.
- She has worked to get funding support from private organizations and continues to explore other potential partnerships.
- Under the Superintendent's leadership, partnerships with the University of Hawaii have continued and expanded to 10 school nurses.
- Health clinics at Waianae High and Intermediate have been opened by Waianae Coast Comprehensive Health, and progress continues to be made in work with the Department of Health.
- While progress has been made, there are challenges in staffing and data collection. The Department has struggled with replacing the individual responsible for Medicaid, which has hampered its plan to expand Medicaid reimbursements. The Department's current data system is not built to collect the data necessary for reimbursements, so pilot data collection systems are being conducted to address the issue. The Department will need to focus its efforts on these areas to create a sustainable funding framework for these services, which are central to student achievement.