

Human Resources Meeting and Special Meeting add on

June 1, 2023

Testimony

SUSAN PCOLA-DAVIS

Factor Number 1 - Past CAS Performance

Complex Area Superintendents are evaluated on their performance annually using ratings on a five-point scale:

The Department proposes a performance-based salary adjustment that is aligned with the increase that Hawaii Government Employees Association (HGEA) Bargaining Unit 6 (BU 06) members received on July 1, 2022.

Is this an annual salary increase? How will this work?

Rating of 3 (Base = 3.71%)

Rating of 4 – 1 CAS (3.71% + 0.25% = 3.96%)

Rating of 5 – 8 CAS (3.71% + 0.50% = 4.21%)

SY 21-22 Evaluation Score Level 5 (3.71% + 0.50%) = 4.21%

‘Aiea-Moanalua-Radford - \$199,513

If rating is a 5 for this year does this person get \$8400 added to their salary or lump sum check?

Or was this just used for developing the salary adjustment?

How do performance reviews work?

Are they based on aspects of the Job Description?

The six elements of the CAS Performance Review used as a checklist during annual reviews.

Executive Leadership for Student Achievement:

The CAS must demonstrate:

1. Executive and community leadership by setting, communicating, and reviewing direction;
2. Lead development of a complex area plan to reach the system's shared vision of instruction and achievement;
3. Strategically connect resources and develop mechanisms for addressing parent concerns and fostering positive complex area/community relations through strategic use of resources and communications;
4. Manage processes for school teams to identify short- and long-term goals within an annual academic plan,
5. Facilitate the periodic review of performance against the complex area plan, and coach, and
6. Direct when appropriate, principals and direct reports to make mid-course adjustments as necessary **(25%)**.

Accountable Empowerment of Schools:

The CAS must work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions;

1. Coach and support principals and other leaders, including the community, in resolving unexpected situations and meeting their outcome-based performance targets,
2. Help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning;
3. Gather and analyze feedback from schools to inform statewide education policy and implementation;
4. Engage in personal development and continuous improvement to increase student learning; and cu
5. Cultivate a productive professional culture across and within the complex area, complex and schools. **(20%)**

Support and Accountability Systems:

The CAS conducts:

1. Reviews of the total school program of all schools in the complex area portfolio to ensure:
 - The administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates;
 - Collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and
 - Monitoring of administrative decisions at complex area and school level, promote effective and efficient operations of the schools and complex area offices. **(15%)**

Feedback and Performance Evaluation of Leaders in Complex Area:

The CAS must:

1. Conduct in a timely manner direct reports' and principal evaluations and provide high quality feedback on actions and behaviors of successful leadership, such as
 - Effective management of instructional staff,
 - Implementation of evidence-based research practices,
 - Use of data, and
 - Establishment of a positive complex area/school culture.
2. Furthermore, the CAS needs to strengthen and mediate accountability processes so direct reports'/principals' experience support in their growth as instructional leaders. **(15%)**

Systems for Talent Management:

The CAS must:

1. Implement talent management procedures for complex area and school leaders and relevant non-instructional personnel as well as recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel,
2. Ensure protocols are in place to develop and implement an effective system of professional development and technical assistance focused on improving educational and operation services for each school as well as the complex area office. **(10%)**

Operational Leadership:

The CAS must:

1. Interface with the relevant state offices to resolve matters of fiscal and resource management, school safety and culture, civil rights, personnel issues, investigations, and reporting
2. Serve as a safeguard to external distractions/non-instructional issues. **(10%)**

This is the only measurement. Why?

Evidence/Data: Reduction in number of procurement violations, system for remediation system for fiscal audit findings, reduction of IEP process-based settlements.

Testimony

1 message

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Tue, May 30, 2023 at 1:56 PM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Aloha Honorable Chairperson Barcarse and Committee Members,

I am writing in support of Human Resources Committee agenda item recommending compensation adjustments for Complex Area Superintendents of Aiea-Moanalua-Radford, Baldwin-Kekaulike-Kulanihako'i-Maui, Campbell-Kapolei, Castle-Kahuku, Farrington-Kalani-Kaiser, Hana-Lahaina-Lanai-Molokai, Hilo-Waiakea, Honokaa-Kealakehe-Kohala-Konawaena, Kailua-Kalaheo, Kaimuki-McKinley-Roosevelt, Kau-Keaau-Pahoa, Leilehua-Mililani-Waialua, Pearl City-Waipahu Complex Areas.

CASs are not represented by any union, and while other bargaining units have advocated and secured raises for their members, the CASs have not had that opportunity. I see firsthand the tremendous amount of work my CAS in balancing duties among 29 K-12 public schools, including the Community School for Adults which spans over several islands and includes some of the corrective institutions. Providing support to 29 Principals, over 30 Vice Principals, and managing a district complex area resource team that consists of approximately 35 employees (administrators, resource teachers, and classified staff) is no small feat. The sheer volume of communication, meetings, professional development, state/complex/school initiatives, school events, evaluations, crafting/review of reports, and addressing concerns/complaints among other duties, while being an effective educational leader and advocate for what is pono (appropriate) for the complex area, should be taken into consideration when deciding upon fair and equitable compensation for those who work passionately for the betterment of their complex area schools.

I respectfully urge the Board of Education to raise the compensation for Complex Area Superintendents (CASs). They are critical to the success of our Department as a whole and work tirelessly to oversee their designated diverse number of school communities to ensure quality education for all students and highly effective educators serving their schools. An appropriate increase in compensation will help to communicate the value and impact of this significant role in HDOE as well as positively impact recruitment and retention of these vital educational leaders.

Mahalo for this opportunity to provide testimony on this agenda item.

Mahalo,

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