January 19, 2023

TO: The Honorable Bruce D. Voss
   Chairperson, Board of Education

FROM: Keith T. Hayashi
   Superintendent

SUBJECT: Board Action on Appointment of the Complex Area Superintendent for the Castle-Kahuku Complex Area

I. BACKGROUND
   At its November 17, 2022, General Business Meeting, the Hawaii State Board of Education (Board) directed the Hawaii State Department of Education (Department) to develop a comprehensive system for determining Complex Area Superintendent salaries based on experience, performance, and levels of responsibilities no later than June 30, 2023.

   While the Department is working towards a new system to compensate the Complex Area Superintendents, I am requesting the approval of the appointment of Dr. Ed Noh as Complex Area Superintendent of the Castle-Kahuku Complex Area with an initial salary of $165,000. Securing my executive leadership team will establish trust and confidence among the Department’s leaders and staff critical to improving the efficiency and effectiveness of Department operations and the educational services provided.

   Additionally, the approval of Dr. Noh for the Complex Area Superintendent position will enable the Department to begin the process of filling his previous position with a permanent appointment.

   The Complex Area Superintendent is the highest ranking educational leader closest to the schools and is responsible for modeling collaborative community leadership attuned to the local and cultural context, setting direction, providing thought-partnership, holding complex area staff and principals accountable, and building the capacity of principals to improve the conditions for teaching and learning in all classrooms, pursuant to the vision and mission of the Hawaii State Department of Education. The Complex Area Superintendent holds decision-making authority to
address day-to-day academic and operational school issues and is tasked with ensuring that exemplary teaching and learning occurs at every school in the complex area.

The Complex Area Superintendent must balance: 1) supervising and monitoring principal performance with the equally critical responsibility to support and develop principals and their teams; 2) supervise and support the performance of complex area educational officers and staff to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of Department and community resources through adherence to policy and ethical decision-making.

II. AUTHORITY
The following provides the superintendent with the authority to appoint a qualified individual as the Complex Area Superintendent.

- §302A-604, Hawaii Revised Statutes (HRS), provides the superintendent the authority to appoint the complex area superintendent: “The superintendent of education, with the approval of the board, shall appoint complex area superintendents for schools."

- During the May 5, 2022, General Business Meeting, the Board adopted the current “Department of Education Leadership Salary Structure” (Attachment A). Per this document, “Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual” (Section III.E). §302A-621, HRS, authorizes the Board to set the salary of the complex area superintendents. Board Policy 500-6 states that the Board “desires that the best candidates are appointed to all of the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel”; thus, the Board “shall establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. RECOMMENDATION
As Superintendent, I recommend the appointment of Dr. Ed Noh as the Complex Area Superintendent of the Castle-Kahuku Complex Area (Position Number 60091) with an annual salary in accordance with the complex area superintendent salary range approved by the Board on May 5, 2022. I recommend an entry salary of $165,000, which is within the range approved by the Board and aligns with the salary adjustments that the Board took action on during the November 17, 2022, General Business Meeting for currently appointed complex area superintendents.

As Complex Area Superintendent, Dr. Noh will be responsible for providing executive leadership by upholding the values of high expectations, equity, and cultural understanding in all matters through a productive professional culture.
Major responsibilities include the following:

- **Executive Leadership for Student Achievement:** The Complex Area Superintendent must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead the development of a complex area plan to reach the system’s shared vision of instruction and achievement; develop mechanisms for addressing parent concerns and fostering positive complex area-community relations through strategic use of resources and communications; manage processes for school teams to identify short- and long-term goals within an annual academic plan; facilitate the periodic review of performance against the complex area plan; and coach, and direct when appropriate, principals and complex area staff to make mid-course adjustments as necessary.

- **Accountable Empowerment of Schools:** The Complex Area Superintendent 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; coach and support principals and other leaders, including within the community, in resolving unexpected situations and meeting their outcome-based performance targets; help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in personal professional development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complexes, and schools.

- **Support and Accountability Systems:** The Complex Area Superintendent conducts reviews of the total school program of all schools in the complex area portfolio to ensure: 1) The administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates; 2) collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and 3) monitoring of administrative decisions at the complex area and school level, promoting effective and efficient operations of the schools and complex area offices.

- **Feedback and Performance Evaluation of Leaders in Complex Area:** The Complex Area Superintendent must conduct in a timely manner staff 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. Furthermore, the Complex Area Superintendent must strengthen and mediate accountability processes, so staff and principals experience support in their growth as instructional leaders.
- **Systems for Talent Management**: The Complex Area Superintendent must implement talent management procedures to build capacity amongst complex area and school leaders and relevant non-instructional personnel, facilitating professional development and technical assistance focused on improving educational services and operations at the school and complex area levels. Tasks include, but are not limited to, recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel.

- **Operational Leadership**: The Complex Area Superintendent must 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 and serve as a safeguard to external distractions or non-instructional issues.

Dr. Noh began working with the Department in the Windward District as a Complex Academic Officer of the Castle-Kahuku Complex Area administration team in 2009. He also served as the Interim Principal of Kāneʻohe Elementary School. In 2011, Dr. Noh accepted a position as the School Director at Kaʻōhao Public Charter School, formerly Lanikai Elementary Public Charter School. He returned to the Department in 2019 as the Executive Director of the Leadership Institute within the Office of Talent Management. Prior to joining the Department, Dr. Noh served as a Principal and Assistant Principal with the Seattle Public Schools. This array of experiences will enable Dr. Noh to guide the Castle-Kahuku Complex Area towards meeting the goals of the Department and to be responsive to the needs of schools.

Dr. Noh has been serving as the Interim Complex Area Superintendent of the Castle-Kahuku Complex Area since July 1, 2021. As Interim Complex Area Superintendent, Dr. Noh has:

- Navigated the Complex Area through the COVID-19 pandemic, adhering to all health and safety guidelines in response to the needs of students, staff, and families.
- Supported the Superintendent’s 3-1-1 priority areas, safely bringing students and staff back to school, promoting staff well-being, and addressing student attendance, academics, and social-emotional learning.
- Created a complex area response team that supported schools during the COVID-19 crisis by facilitating reporting protocols to the Department of Health, setting up COVID-19 testing sites, procuring medical supplies and materials, and providing substitute shortages.
- Developed a Complex Area Academic Plan that directly supported the Superintendent’s ESSER III Educational Plan and Systemwide Strategies (Healthy Habits, Healthy Schools; Action-Oriented Data Decision-Making; Responsive Capacity Building; and Effective Academic Practices), focused on Quality Instructional Practices, Professional Learning Communities, and Social-Emotional Well-Being.
- Balanced a $7.1 million budget while also leveraging ESSER funds to provide extra school supports through tutoring and Summer, intersession, and out-of-school-time programming to help increase student achievement, including professional development opportunities for school leaders and teachers.
• Committed to high-quality instructional practices coupled with principal learning walk protocols and data-driven decision processes to positively impact student achievement. Smarter Balanced Assessment scores in both English Language Arts and Mathematics are slightly above statewide averages, and most schools are back to pre-pandemic levels.
• Designed and implemented service learning opportunities that are ‘āina-based and trauma-informed for district leaders to gain a sense of place for the communities they serve as well as empathy for the students, staff, and families within their respective schools.
• Created Professional Learning Communities with various role groups throughout the complex area (principals, vice principals, academic coaches, school administrative services assistants, student services coordinator leads, and school counselors) to develop leadership capacity and agency.
• Supported a Graduate Profile framework for both Castle High School and Kahuku High and Intermediate School and their respective complex feeder schools. The graduate profile encompasses all transitions from elementary to high school, including all core content areas, life, and career readiness, and cultural and community service.
• Maintained local community partnerships to support all complex area initiatives, as well as forging new partnerships with an innovative small school design concept.
• Facilitated a student-led design process to develop a complex area logo that represented both Castle and Kahuku throughout Koʻolaupoko and Koʻolauloa.

Dr. Noh has proven he is capable of serving as the Complex Area Superintendent of the Castle-Kahuku Complex Area and will continue to be an invaluable member of our leadership team as we work towards providing all students with the educational opportunities, services, and supports needed to facilitate student success.

I have had the pleasure and privilege of working alongside Dr. Noh since I assumed the role of interim Superintendent in August 2021. His commitment to the Castle-Kahuku Complex Area and improving our public education system is unquestionable.

For these reasons, I respectfully recommend that the Board approve the following appointment effective January 20, 2023:

Ed Noh
Complex Area Superintendent
Castle-Kahuku Complex Area
Position No. 60091
Annual salary beginning at $165,000

The Department anticipates presenting its proposed comprehensive system for determining Assistant Superintendent and Complex Area Superintendent salaries to the Board in the early months of 2023. Pending the outcome of this proposal, adjustments may need to be made to the initial salary recommended for Dr. Noh.
Dr. Noh's resume is attached (Attachment B). The Complex Area Superintendent position, Position No. 60091, is an established permanent position with funding included in the Department’s budget.

Thank you for your consideration and your continued support.

KTH: sb
Attachments: Attachment A - Department of Education Leadership Salary Structure adopted by the Board of Education on May 5, 2022
Attachment B - Resume of Ed Noh

c: Office of Talent Management
BOARD OF EDUCATION
DEPARTMENT OF EDUCATION LEADERSHIP SALARY STRUCTURE

I. Purpose

A. The purpose of this salary structure is to establish a system for performance-based and other case-by-case salary adjustments for the subordinate superintendents (which are the deputy superintendent, assistant superintendents, and complex area superintendents) of the Department of Education (“Department”).

B. This salary structure articulates the flexibility of the Board of Education (“Board”) to provide fair and competitive salaries to subordinate superintendents while ensuring this system and resulting leadership salaries are transparent.

II. Authority

A. Pursuant to Section 302A-621, Hawaii Revised Statutes, the Board has the sole authority to set the salaries of subordinate superintendents with the only restriction being that the salary of a subordinate superintendent cannot exceed the salary of the superintendent.

B. In accordance with Board Policy 500-6, entitled “Salaries of Subordinate Superintendents,” the Board is to “establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. Salaries and Salary Ranges

A. The Board must be able to review and approve exact salaries to ensure equity, avoid salary compression issues, and optimize competitiveness for recruitment and retention. Further, more transparency as to salaries of the top leaders of the Department, which is one of the largest state departments, is in the best interest of the public.

B. The Board has set the following salary ranges for subordinate superintendents to assist the superintendent with leadership recruitment:

1. Deputy superintendent: $162,750 to $194,250
2. Assistant superintendents: $157,500 to $189,000
3. Complex area superintendents: $152,250 to $183,750
C. The superintendent may recommend changes to the Board to the salary ranges stated in Section III.B based on market conditions. Any changes to the salary ranges require the Board to amend this salary structure document.

D. The superintendent shall not adjust the salary of a subordinate superintendent without prior approval from the Board.

E. Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual.

F. Whenever the superintendent requests adjustments to a subordinate superintendent’s salary, the superintendent must provide the Board with the current salary of the subordinate superintendent and the new proposed salary.

G. Any Board approval of recommended salary adjustments is also approval of the use of funds necessary to effectuate such salary adjustments. The superintendent shall provide the Board with information on the total cost of any proposed salary adjustments.

IV. Performance-based Salary Adjustments

A. The superintendent shall annually evaluate the performance of subordinate superintendents using an evaluation instrument of the superintendent’s choosing that sets the performance expectations for each subordinate superintendent. The evaluation instrument used by the superintendent to evaluate performance should align with Department and Board goals for consistency and fairness.

B. Subordinate superintendents who meet performance expectations as determined by the performance evaluation are eligible for a minimum performance-based salary adjustment as determined by the superintendent in consultation with the Human Resources Committee Chairperson or their designee. In determining the minimum performance-based salary adjustment, the superintendent and the Human Resources Committee Chairperson, or their designee, shall consider various market factors, including the Hawaii Consumer Price Index, average Hawaii salary increase rates, and collective bargaining raises of other Department employees.

C. Subordinate superintendents who exceed performance expectations as determined by the performance evaluation are eligible for an additional performance-based salary adjustment as recommended by the superintendent.
D. The superintendent shall annually report the overall performance evaluation results to the Board and recommend performance-based salary adjustments based on the evaluation results. The report annually shall also include the copy of the current evaluation being used and the position descriptions of those affected.

E. The superintendent may recommend no performance-based salary adjustments based on circumstantial conditions, such as economic downturns.

F. The Board has total discretion over salary adjustments for subordinate superintendents and may decide to defer or forgo performance-based salary adjustments in any given year based on circumstantial conditions, such as economic downturns.

G. Subordinate superintendents serving in an interim or acting capacity are not eligible for performance-based salary adjustments.

V. Other Salary Adjustments

A. The superintendent may recommend, and the Board may consider, other salary adjustments for subordinate superintendents separate from performance-based compensation adjustments on a case-by-case basis as circumstances warrant, which include, but are not limited to:

1. A complex area superintendent whose salary is less than the average salary of high school principals;
2. An assistant superintendent whose salary is less than the average salary of peers in the industries relevant to the subject matter area overseen by the assistant superintendent; or
3. A deputy superintendent whose salary is less than the average salary of other subordinate superintendents that the deputy superintendent supervises.

B. Other salary adjustments may require the amendments of the salary ranges stated in Section III.B and in accordance with Section III. C.

[Adopted 05/05/2022]
Ed H. Noh, Ed.D.

EDUCATION:

University of Hawai‘i, at Mānoa ~ Honolulu, HI  
Professional Educational Practice, Doctor of Education  
Dissertation Keywords: Education, Transformational Leadership, Mentorship, Oral History  
July ‘17

University of Washington ~ Seattle, WA  
Educational Leadership and Policy Studies, Masters of Education  
Danforth Educational Leadership Program, Principal Certification  
Kreislaheimer Fellowship Award Recipient  
June ‘04

California State University, East Bay ~ Hayward, CA  
Multiple Subjects Teaching Credential, Elementary Certificate  
June ‘95

San Francisco State University ~ San Francisco, CA  
Cultural Anthropology, Bachelor of Arts  
Asian American Studies, Minor  
May ‘93

PROFESSIONAL ADMINISTRATOR EXPERIENCE:

Interim Complex Area Superintendent Castle-Kahuku, Windward Dist. HIDOE  
Jul ‘21 - Present  
Provides executive leadership and supervision of 16 schools of approximately 7,300 students across two complex areas, and managing a $7.1M budget. The CAS role is responsible of upholding the values of high expectations, equity, and cultural understanding through a productive professional culture. This is achieved by developing a shared vision of high quality instructional practices through the Academic and Financial Planning process, growing the capacity of the principals and complex area leaders, both individually and as a group through professional learning communities, data analysis, coaching, and support. The CAS conducts reviews for all programs as they impact student learning and growth, staff professional development, and community and family engagement.

Executive Director Leadership Institute Hawai‘i Department of Education  
Jul ‘19 - Jun ‘21  
The Leadership Institute functions within the Office of Talent Management in the State Department of Education. The position oversees several programs that creates a leadership pipeline beginning in the Hawai‘i Teacher Induction Center, which provides mentoring for all beginning teachers. The Teacher Leader Academy and Hawai‘i State Teacher Fellows offers classroom teachers opportunities to exercise teacher leadership. The Vice Principal and Principal certification program as well as Aspirant Complex Area Superintendent pathway fall under the Leadership Institute. Responsibility also included managing a $1M Innovation Grant program offered to all public and charter school teachers.

School Director Ka‘ōhao Public Charter School (K-6) Kailua, HI  
Jul ‘11 - Jun ‘19  
Responsibilities include instructional leadership to guide, instruct, model and direct strategies to enhance student learning and achievement. In my tenure as School Director, Ka‘ōhao School has consistently placed in the top 5-10% of all elementary schools within the HIDOE. In 2016-17, Ka‘ōhao School was #1 for all public and charter schools in the areas of Science, Math, and Reading on the HSA and SBA (State Testing). Enrollment has annually increased and the $2.2M budget has been balanced while pushing new technology into the classrooms. Other new initiatives include an innovative approach to teaching via project-based learning initiatives. Regular duties include creating a vision for school-wide initiatives in line with the school mission and charter, classroom observations and walkthroughs, academic coaching, student counseling, fundraising, grant development, and effective and timely communication to all stakeholders.
Interim Principal  Kāne‘ohe Elementary (K-6)  Windward District  Kāne‘ohe, HI  Aug ’10 - Jun ’11
Interim principal on special assignment directed by the Complex Area Superintendent. Within the span of one school year, a new mission statement was developed, the Academic and Financial Plan was successfully completed and implemented through data analysis so that student outcomes were aligned to the academic plan and measurable. Duties included classroom observations and walkthroughs, academic coaching, co-leadership with Vice Principal, student counseling, and fulfilling all Complex, District, State and Federal requirements.

Complex Academic Officer  Windward O‘ahu District  Kāne‘ohe, HI  Jul ’09 - Aug ’10
Collaborated with Castle/Kahuku Complex school leaders and staff, supporting students and schools that were in the Restructuring process. Responsibilities were to report directly to the Complex Area Superintendent, leading a team of educational professionals and partners, providing data analysis, observation of instructional practices and offering professional development for school and district personnel. Duties also encompassed aiding principals in the development of Academic and Financial Plans and working with the HIDOE Title I AYP Response Team, conducting a Needs Assessment for schools preparing for restructuring. Targeted elementary schools that were provided support and intervention made Adequate Yearly Progress and were able to exit out of restructuring!

Principal  Lawton Elementary (K-5)  Seattle Public Schools  Seattle, WA  May ’04 - Jun ’09
Instructional leader for an urban elementary school in the Seattle Public Schools. Duties included annual teacher observations, data analysis for instructional leadership, professional curriculum development for staff, facilitation of school leadership site council as well as student safety and well-being. Collaborated with the PTSA to promote the school mission to meet fundraising targets focused on student needs. In the six year tenure, the school had grown from 294 students to 451 students with sustained high student achievement. Opportunity and adventure was given to move to Hawaii!

Assistant Principal  Madison Middle School (6-8)  Seattle Public Schools  Seattle, WA  Jan ’04 - May ’04
Served one of the largest urban middle schools in Seattle Public Schools, beginning first as an intern through the University of Washington principal program, moving to an interim position to fulfill a vacant position mid-year. Engaged in professional development with teachers, designed and implemented a new math fluency program and conducted teacher evaluations. Researched student data to inform curriculum and instruction decisions and received a grant to address ELL student needs. Placed in Lawton Elementary as new school principal while finishing principal certification program.

PROFESSIONAL TEACHING EXPERIENCE (Summary):

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<th>Position</th>
<th>Institution</th>
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<td>‘18 - Present</td>
<td>Advisor/Mentor, EdD Program</td>
<td>University of Hawai‘i at Mānoa</td>
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<td>‘01 - ’03</td>
<td>3rd - 5th Grade Teacher</td>
<td>T.T. Minor Elementary, Seattle Public Schools</td>
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<td>Spring ‘02</td>
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<td>Yoyogi International School</td>
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<td>‘97 - ‘00</td>
<td>4th/5th Grade Teacher</td>
<td>Lake Hills Elementary, Bellevue Public Schools</td>
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<td>‘96 - ‘97</td>
<td>7th Grade Math Teacher</td>
<td>Palisades Park Jr/Sr High</td>
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<td>‘93 - ‘94</td>
<td>Kindergarten Teacher</td>
<td>Stuart Hall School for Boys</td>
<td>San Francisco, CA</td>
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PROFESSIONAL ACHIEVEMENTS:
Kreiselsheimer Fellowship Award Recipient (2003) - Received a competitive full scholarship through the Danforth Educational Leadership Program in the College of Education at the University of Washington.

Professional Presentations/Invitations-  
NAISA (Native American and Indigenous Studies Association) Conference, Los Angeles, CA (2018)  
HIM (Hawaiian Island Ministries) Annual Conference, Honolulu, HI (2018)  
EdD Colloquium at Oxford Brookes University, Oxford, UK (2017)  
CPED (Carnegie Project on the Education Doctorate) Annual Convening, Portland, OR (2016)  
SOTF (Schools of the Future Conference) Annual Conference, Honolulu, HI (2016)  
PHA (Pacific History Association) Annual Conference, Guam, Mariana Islands (2016)  
PAC (Pacific Educational Conference), Majuro, Marshall Islands (2015)