




STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

August 18, 2022

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

FROM: Keith T. Hayashi
Superintendent 

SUBJECT: **Board Action on Appointment of Deputy Superintendent of Strategy**

I. BACKGROUND

The Deputy Superintendent assists the Superintendent of the Hawaii State Department of Education (Department) in executing the duties and responsibilities of the Office of the Superintendent. The Office of the Superintendent is central to delivering cohesive, professional, and clear direction for the nearly 22,600 salaried employees in their various roles in furthering the Department's goals and objectives. The magnitude of the work of the Department warrants a strong executive leadership team to better execute the priorities and initiatives of the Hawaii State Board of Education (Board) and the Department with the leadership and staff needed for thoughtful planning, timely execution, and effective implementation. Two additional deputy superintendents will ensure greater capacity for the Office of the Superintendent to focus on further developing and refining institutional direction and priorities and will increase and improve oversight, guidance, and assistance to the state offices, complex areas, and schools.

The deputy superintendents will each be responsible for ensuring that the current workloads at the state office level are being prioritized and timely executed in a manner consistent with the vision and mission set by the Board and the directives and expectations set by the superintendent. To optimize efficiencies within the Department and improve the timely delivery of services and opportunities to our students, I am

recommending the appointment of two deputy superintendents who will assist me in overseeing Department operations (Deputy Superintendent of Operations) and strategic management (Deputy Superintendent of Strategy).

The challenges posed by the COVID-19 pandemic brought to light the strengths of the Department as well as the areas in which the Department needs to improve in. It is incumbent on the Board and Department to work collaboratively to address these areas, focusing first on the most significant areas of need in providing the necessary supports, services, and educational opportunities to all students in our schools across the state to accelerate learning and close the achievement gap.

The appointment of the two deputy superintendents is a measured and necessary first step in improving the efficiency and effectiveness of Department operations and the educational services provided. The deputy superintendents will lead the Department's efforts to assess the functions, processes, and practices of the Department as part of the systemic approach to better our public education system, which will complement a possible plan for reorganization. The deputy superintendents will collaborate with the school, complex area, state office leadership, and appropriate stakeholders to accomplish this work.

The appointment of the deputy superintendents will also allow for the delegation of responsibility for specific programs and initiatives to the appropriate deputy superintendent for focused execution and coordinated implementation. The deputy superintendents will help expedite the delivery of resources in a strategic and impactful manner to meet the academic and operational needs of the Department. This will further allow for a more efficient and deliberate use of federal and state funds by dedicating increased focus and direction to each office and complex area while simultaneously improving the Department's leadership team's responsiveness to the most pressing needs of students and schools.

The work of the deputy superintendents will provide me with greater flexibility to set the appropriate direction for the Department and improve its alignment with the Board's strategic priorities and the initiatives set forth by the Hawaii State Legislature. As superintendent, I will be better able to engage with the Board and lawmakers to maintain a healthy symbiotic relationship to improve public education; collaborate with the leadership of the other state agencies to collectively address the needs of our students, families, school communities, and state; partner with the Executive Office of Early Learning and the University of Hawaii system via the Hawaii P-20 Partnerships for Excellence to strengthen the education pipeline from preschool through post-secondary education; network with national and international educational

organizations to keep apprised of the national and international trends and best practices; solicit the support from community and business leaders to promote and resolve concerns regarding public education; and advocate for the Department to provide students with the best educational experiences they need to be successful in school and graduate with the skills they need to thrive economically.

II. **AUTHORITY**

The following policies provide the superintendent with the authority to establish subordinate positions and appoint a qualified individual as the deputy superintendent. Please note, in accordance with [§1-17, Hawaii Revised Statutes \(HRS\)](#), “Words in the masculine gender signify both the masculine and feminine gender, those in the singular or plural number signify both the singular and plural number, and words importing adults include youths or children.”

- [§302A-1111, HRS](#), designates the superintendent as “the chief executive officer of the public school system having jurisdiction over the internal organization, operation, and management of the public school system, as provided by law” under the policies established by the Board.
- [Board Policy 500-4, Duties and Responsibilities of the Superintendent](#), states the Superintendent is responsible for the “planning, organizing, staffing, directing and controlling the educational program, finances, personnel and facilities of the department.”
- [§302A-1116, HRS](#), allows the Department to “create temporary positions as it deems necessary,” provided that it does not exceed its budget, the term of the position does not exceed one year, and the temporary positions created are reported to the State Department of Budget and Finance.
- [§26-38, HRS](#), states that “the head of a department may assign any function vested in his department to any subordinate officer or employee as he deems desirable.”
- [§26-39, HRS](#), provides the superintendent the ability to appoint a subordinate: “Except as otherwise provided by this chapter and with the approval of the governor, the head of a department may establish or abolish any subordinate office or position, transfer officers and employees between positions, appoint and remove any subordinate, and change the duties, titles, and compensation of offices and positions as is deemed necessary by the head of the department for

the efficient functioning of the department, subject to the limitations of available appropriations and of the provisions of chapter 76.”

- 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 deputy superintendent. [Board Policy 500-6](#) states 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. Tammi Oyadomari-Chun as Deputy Superintendent of Strategy. This is a new deputy superintendent position for which the annual salary will be in accordance with the deputy superintendent salary range approved by the Board on May 5, 2022. I recommend an entry salary of \$190,000, which is comparable to the average salaries of similar leadership positions across the nation.

The School Superintendents Association (AASA) “[2021–22 Superintendent’s Salary & Benefits Study](#)” provides data on the base salary for associate superintendents, similar to the deputy superintendent position, based on the district enrollment size (pg. 21). The Hawaii State Department of Education is the only statewide public school district in the country. It comprises 258 public schools and 37 charter schools, educating about 170,000 students. The salary being requested for Dr. Oyadomari-Chun falls between the median of \$180,975 and the 75% quartile, which is \$197,500, for districts with an enrollment of 100,000 or more students based on the AASA Salary and Benefits study.

TABLE: Associate Superintendent Base Salary and District Enrollment

District Enrollment	Minimum	25%	Median	75%	Maximum
Fewer than 300	\$ 40,000.00	\$ 80,000.00	\$ 90,000.00	\$117,500.00	\$140,500.00
300 to 999	\$ 65,000.00	\$ 92,244.75	\$101,000.00	\$124,000.00	\$185,000.00
1,000 to 2,999	\$ 75,000.00	\$104,000.00	\$116,000.00	\$135,000.00	\$259,116.00
3,000 to 4,999	\$ 75,000.00	\$117,500.00	\$135,000.00	\$155,320.00	\$250,000.00
5,000 to 9,999	\$ 64,000.00	\$122,265.80	\$144,500.00	\$164,269.50	\$265,000.00
10,000 to 24,999	\$ 89,000.00	\$135,000.00	\$149,000.00	\$175,000.00	\$250,000.00
25,000 to 49,999	\$100,000.00	\$152,500.00	\$170,000.00	\$188,000.00	\$258,000.00
50,000 to 99,999	\$127,765.00	\$155,250.00	\$172,000.00	\$179,000.00	\$225,000.00
100,000 or more	\$148,000.00	\$165,963.80	\$180,975.00	\$197,500.00	\$220,000.00

As Deputy Superintendent of Strategy, Dr. Oyadomari-Chun will be responsible for leading, directing, and supervising the strategic planning, transformation and modernization, and implementation of the strategic initiatives of the Department. This Deputy Superintendent will oversee the Department's efforts in:

- Developing the Department's strategic priorities and strategic plan for system and school improvement;
- Elevating the work of the Office of Hawaiian Education system-wide to set the conditions necessary for the Department to be culturally responsive and responsible and to become a model of indigenous education;
- Advancing workforce development, ensuring all students have access to work-based learning opportunities that will provide them with the skills necessary to succeed in the current workforce as well as in the future workforce, which will require research and coordination with experts in labor statistics and employment forecasts;
- Promoting institutional advancement by building partnerships with government, community and professional organizations to solicit support and guidance in the initiatives of the Department;
- Reviewing current policies and procedures and drafting new policies and procedures to facilitate the work that needs to be done to increase efficiency and effectiveness and meet the needs of the students; and
- Assessing the academic return on investment and advancing educational research and evaluation to identify successes, challenges, and areas of need

within Hawaii's public education system and make data-driven decisions that would maximize achievement for all students.

Dr. Oyadomari-Chun's extensive experience in education research, data, policy, program design and implementation, and strategic planning and management will make her an invaluable member of our leadership team as we – the Department and the Board – work towards transforming our public education system into one that is high-performing and ensures every student has access to the educational opportunities needed to thrive in education and in the workforce.

As a member of the Department's executive leadership team (2015-2017), Dr. Oyadomari-Chun was instrumental in the development of the *Hawaii State Department of Education and Board of Education Strategic Plan 2017-2020*, which was approved by the Board on December 6, 2016, and the consolidated state plan for federal funding under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA). She understands the mission of the Department, the importance of maintaining open communication with the Board, and the value of transparency with the public. Dr. Oyadomari-Chun has served as the executive director of Hawaii P-20 and, thus, knows firsthand the importance of the Department's partnership with the Executive Office of Early Learning and the University of Hawaii system to provide students with meaningful educational opportunities that will facilitate student success. With the University of Hawaii Community College system, she leads the efforts to increase the impact of the seven community colleges across the state on workforce readiness and educational attainment, both of which are priorities of the Department. Dr. Oyadomari-Chun is active in the community, serving on various boards and councils of community organizations, and is a proud public school graduate.

For these reasons, I respectfully recommend the Board approve the following appointment effective on or after August 22, 2022:

Tammi Oyadomari-Chun
Deputy Superintendent of Strategy
Position No. NEW
Annual salary beginning at \$190,000

Please find attached Dr. Oyadomari-Chun's resume (Attachment B).

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The COVID-19 pandemic has seriously impacted student learning. We must immediately and comprehensively refocus and realign our efforts in a thoughtful and strategic manner, utilizing accurate data to inform decisions and leveraging current resources. We need deputy superintendents with in-depth subject matter expertise in the work that we do who will model consistent values essential to our organization and help me review, assess, and improve systems to support and accelerate student learning. The COVID-19 pandemic is not our fault, but we are responsible for meeting the needs of our students that surfaced or were exacerbated because of it. I need action-oriented deputy superintendents who will assist me with the immediate work of aligning our systems and processes to mitigate the negative effects of the pandemic on our students, schools, and school communities and the longer-term work of restructuring the Department to ensure the efficient and effective delivery of educational services, student and staff supports, and ancillary services.

Thank you for your consideration and your continued support.

KTH:cm

Attachments: Attachment A - Department of Education Leadership Salary Structure
adopted by the Board of Education on May 5, 2022
Attachment B - Resume of Dr. Tammi Oyadomari-Chun

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]

TAMMI J. OYADOMARI-CHUN, Ed.D.

EXPERIENCE

University of Hawai'i

Honolulu, HI

Interim Associate Vice President for Academic Affairs, Office of Vice President for Community Colleges, August 2019 -

Director of Academic Programs, Office of Vice President for Community Colleges, July 2018 – July 2019

Academic Program Officer, Office of the Vice President for Community Colleges, July 2017 - June 2018

- Facilitate systemwide coordination and leadership for academic planning, policy and implementation to improve student success, increase coordination across community college campuses, serve state needs and continue to provide education and training during the COVID-19 pandemic.
- Lead initiatives to increase impact of seven community colleges on workforce readiness, educational attainment, and personal achievement for students and the community including:
 - Pandemic-responsive workforce training for more than 3,500 residents for new job opportunities in recession-resilient sectors and to provide opportunities for advancement through education and training.
 - Initiatives to increase college enrollment of Hawai'i residents, especially high school graduates, through a streamlined admissions process, summer bridge program, increased scholarships, reorganization of admissions, financial aid and continuing education, and data-informed enrollment strategies to attract and retain students in priority populations.
- Grew staff from 10 FTE to 33 FTE in System Academic Affairs.
- Secured and implemented more than \$25 million in grants and contracts for strategic initiatives.

State of Hawai'i Department of Education

Honolulu, HI

Assistant Superintendent, Office of Strategy, Innovation and Performance, June 2015 – July 2017

- Led process to update the Board of Education (BOE) and Department of Education (DOE) Strategic Plan which was passed unanimously by the BOE and served as guiding document for public education statewide. Designed and facilitated extensive statewide community engagement process including community and educator meetings and focus groups, design thinking, surveys, and meetings with the Governor and BOE.
- Led efforts across DOE units and with schools, community organizations, unions, and policymakers to develop and administer coherent policies to advance school improvement and student achievement. Collaborated with school leaders to shape BOE and DOE policies. Led development of state's plan for \$81 million (FY18) of federal Every Student Succeeds Act funding in support of the Strategic Plan.
- Served on Superintendent's executive and leadership teams, addressing strategy, operations and administration for large, complex organization serving 180,000 students at 256 schools on 7 islands with 21,000 employees and budget of \$2 billion. Reported to Superintendent directly.
- Directed staff of 55 FTE to support school improvement and student learning through strategic planning, accountability, data collection, reporting and analysis, and maintenance of student privacy and data security.

Hawai'i Community Foundation

Honolulu, HI

Vice President, July 2013 – June 2015

- Led strategic initiatives to address pressing community needs through grantmaking, research, convening of partners, engagement of donors, and advocacy. Started up a 2-year, \$4 million initiative to reduce family homelessness and led a 3-year, \$8 million program to identify and intervene early with middle school students which saw first year result of 90 percent of at-risk student participants passing core classes.
- Led team of 13 FTE to administer \$24 million annual budget for strategic grantmaking.
- Worked with donors to secure and leverage investments and partnerships for community impact.
- Served on executive leadership team. Worked with Board of Governors.

Office of the Governor, State of Hawai'i

Honolulu, HI

Policy Analyst, April 2011 – July 2013

- Advised Governor Neil Abercrombie on policy matters including early childhood, K-12 and higher education. Led Governor's priority education initiatives including appointment of BOE members following a constitutional amendment for an appointed board, preschool subsidies for low-income children, authorization of postsecondary institutions, demonstration project to provide one to one mobile devices for 1,000 students, and new charter school governance system.
- Coordinated and collaborated with cabinet members, legislators, BOE and stakeholders on education legislation and budgets. Apprised congressional delegation of local education issues.
- Worked closely with Hawai'i Department of Education to lead system transformation supported by \$75 million U.S. Department of Education Race to the Top grant. Achieved turnaround of grant from "high risk status" to being recognized by the Education Secretary as "model for the nation."
- Monitored \$192 million of federal stimulus funds for K-12 and higher education.

Hawai'i P-20 Partnerships for Education, University of Hawaii System

Honolulu, HI

Executive Director, April 2007 – April 2011

- Provided leadership for University of Hawaii President, Superintendent, and early learning-led P-20 Council of key education and opinion leaders to establish and meet Council's goal of 55% of Hawaii's working adults having a postsecondary credential ("55 by '25").
- Led strategic planning, resource development and partnership development for \$4 million annually of programs and advocacy to achieve 55 by '25 goal. Provided strategic support to scale up of AVID college preparatory program to reach two-thirds of public schools, and to establish a new inter-agency statewide longitudinal data system. Developed the state's annual College and Career Readiness Indicators Report.
- Secured more than \$25 million of grants from federal, national and local funders. Collaborated with stakeholders to secure \$75 million U.S. Department of Education Race to the Top grant.
- Developed and advocated successfully for policies to improve educational outcomes including more rigorous high school graduation requirements. Initiated state's inter-agency longitudinal data system.
- Grew organization from 1 FTE to robust staff of 17 professionals.

GEAR UP Hawai'i, University of Hawai'i

Honolulu, HI

State Director, June 2005 – April 2007; Evaluation Specialist, February 2001- June 2005

- Provided strategic leadership for program design and implementation of \$15 million federal grants to prepare more low-income students for college.
- Partnered with 32 middle schools, 25 high schools, college faculty, and community organizations on programs for teachers and students.
- Established \$6 million scholarship trust fund for college tuition and implemented a program to prepare 8,000 eighth graders from low-income communities for college. Participants graduated high school, enrolled in college, and persisted in college at higher rates than peers.

RAND Corporation

Santa Monica, CA

Policy Analyst, September 1998 – June 2002

- Managed multi-disciplinary teams researching education and social policy.
- Conducted field research, large scale surveys, and analyses of the implementation and impact of welfare reform, student testing, class size reduction, and vocational education.

Consortium for Policy Research in Education, University of Pennsylvania

Philadelphia, PA

Research Associate, August 1996 – December 1999

- Managed multi-state educational research projects on relationship between federal, state and local policies and classroom practices.

Los Angeles Educational Alliance for Restructuring Now (LEARN)

Los Angeles, CA

Assistant Program Director, Summer 1995; Intern, September 1993 - August 1994

EDUCATION

University of Southern California Rossier School of Education

Ed.D.

Concentration in educational administration. Nominated for Dissertation of the Year for research on quantitative analyses of longitudinal student data to identify predictive factors associated with Hawai'i students completing high school and entering college ("9th grade on-track").

Harvard University John F. Kennedy School of Government

Master of Public Policy

Policy Analysis Exercise on business retention incentives for Federal Reserve Bank of New York. Woodrow Wilson Fellowship in Public and International Affairs.

Pomona College

Bachelor of Arts cum laude with Honors

Concentration in Government and Public Policy Analysis. National Merit Scholar. Public Policy Award. Service Award. Mortar Board. Volunteer Center Manager. Trustee Committee on Facilities.

SELECT HONORS AND SERVICE

- Aspen Presidential Fellowship for Community College Excellence, 2020-21
- Jobs for the Future Policy Trust Member, 2020-present
- Aloha United Way Community Impact Council, 2017-present and Education Council Chair, 2017-2019
- Center for Tomorrow's Leaders Board of Directors, 2017-present and Chair, 2019-present
- Omidyar Fellow, Cohort VI (2018)
- Kaka'ako Christian Fellowship Leadership Team, 2003-2020
- 'Aina Haina School Community Council Parent Representative (elected), 2013-2016
- State of Hawai'i Department of Education and Hawaii State Teachers Association Joint Committee on Educator Effectiveness System Co-Facilitator, 2013-2015 and Member, 2015-2017
- State of Hawai'i Teacher Education Coordinating Council, Co-Chair, 2015-2017
- Data Quality Campaign (Washington, D.C.) Board of Directors, 2011-2014
- Pacific Business News *Forty Under Forty*, 2008
- Moanalua High School Kina'ole Award, 2008

SELECT PUBLICATIONS

Chun, T. & Goertz, M. (1999). "Title I and State Education Policy: High Standards for All Students," pp. 122-131 in Orfield, G. and E. Debray (eds), *Hard Work for Good Schools: Facts, Not Fads in Title I Reform*, Cambridge, MA: Harvard University Civil Rights Project.

Klerman, J., Zellman, G., Chun, T., Humphrey, N., et. al. (2001). *Welfare Reform in California: State and County Implementation of CalWORKs in the Second Year* (MR1177). Santa Monica, CA: RAND Corporation.

Stasz, C., Bodilly, S., Remes, S., Oyadomari-Chun, T., McCaffrey, D., et. al. (2004). *Efforts to Improve the Quality of Vocational Education in Secondary Schools: Impact of Federal and State Policies* (MR1655). Santa Monica, CA: RAND Corporation.

Stecher, B., Chun, T. & Barron, S. (2004). "The Effects of Assessment-Driven Reform on the Teaching of Writing in Washington State," pp. 53-72 in Cheng, L., Y. Watanabe, and A. Curtis (eds), *Washback in Language Testing: Research Contexts and Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

PRESENTATIONS

Presentations to U.S. Department of Education, State of Hawai'i Board of Education, University of Hawai'i Board of Regents, State of Hawai'i Legislature, Hawai'i P-20 Council, Hawaii Business Roundtable, Hawai'i Workforce Development Council, Jobs for the Future, Achieve, Data Quality Campaign, American Educational Research Association, Association for Public Policy Analysis and Management, and many other organizations

6.24.2022