

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
KA 'OIHANA HO'ONA'AUAO  
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OFFICE OF THE SUPERINTENDENT

June 1, 2023

TO: The Honorable Kaimana Barcarse  
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi  
Superintendent 

SUBJECT: Committee Action on Recommendation Concerning Compensation Adjustments for Complex Area Superintendents of Aiea-Moanalua-Radford, Baldwin-Kekaulike-Kulanihako'i-Maui, Campbell-Kapolei, Castle-Kahuku, Farrington-Kaiser-Kalani, 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

1. EXECUTIVE SUMMARY

- The Hawaii State Department of Education (Department) recommends compensation adjustments for currently appointed Complex Area Superintendents (CAS) in order to:
  - Provide fair and equitable compensation that is commensurate with the duties of the CAS;
  - Provide a career ladder for educational leaders to advance, which will assist with recruitment; and
  - Retain effective CASs, given market conditions, particularly Department principals' salaries.
- On March 23, 2023, the Hawaii State Board of Education (Board) conditionally approved a new CAS salary range of \$165,000 to \$205,000, subject to the Department providing the Board with a detailed plan containing a methodology to provide current CASs with compensation salary adjustments.
- The Department presents a methodology for this one-time structural adjustment for currently appointed CASs that is based on an individual's qualifications and characteristics of their assigned complex area.

## 2. RECOMMENDATION

The Department respectfully recommends adjusting the salaries of the 13 appointed CASs, based on the proposed CAS salary adjustments considering an individual's qualifications and characteristics of their assigned complex area.

The seven factors which were used to determine compensation recommendations were:

Individual qualifications:

1. Previous CAS performance;
2. Educational attainment (i.e., master's or doctorate degree); and
3. Experience as a CAS.

Characteristics of complex area:

4. Number of schools in the complex area;
5. Furthest distance between two schools in the complex area (miles);
6. Official enrollment count of the complex area; and
7. Percentage of students considered high needs (e.g., economically disadvantaged, English learners, students with disabilities).

The recommendation includes salary adjustments for 13 appointed CASs, including four CASs (Baldwin-Kekaulike-Kulanihakoi-Maui, Castle-Kahuku, Kau-Keaau-Pahoa, Pearl City-Waipahu) who were approved by the Board on January 19, 2023.

Attachment A includes the recommended salaries for each appointed CAS.

## 3. RECOMMENDED EFFECTIVE DATE

The Department recommends an effective date retroactive to July 1, 2022, or the date of their appointment, whichever is most recent.

## 4. RECOMMENDED COMPLIANCE DATE (if different from the effective date)

None.

## 5. DISCUSSION

### a. Conditions leading to the recommendation:

During the November 17, 2022 General Business Meeting, the Board increased the minimum salary for CASs to \$165,000 and directed the Department to develop a comprehensive system for determining CAS salaries based on experience, performance, and levels of responsibility. As noted during the discussion, the adjustments made to the CAS salary based on this new system, once approved by the Board, would be retroactive to July 1, 2022.

During the March 23, 2023 General Business Meeting, the Board approved a new CAS salary range of \$165,000 to \$205,000, subject to a detailed plan containing a methodology to provide current CASs with compensation salary adjustments.

Complex Area Superintendents have significant responsibility in the Department. They are part of the Superintendent's Leadership Team and provide executive and community leadership for schools, including supervising and coaching principals and providing guidance for and approving schools' academic plans. The CAS position description, last revised in February 2021, is included as Attachment B. CASs are typically experienced school principals with a track record of proven leadership at the school and among their peers.

### **PROPOSED CRITERIA FOR CAS SALARY ADJUSTMENTS**

The Department analyzed various factors to determine the methodology for adjusting the current CAS salaries. These factors included characteristics of the leader and characteristics of the complex area, such as:

- Past performance as CAS;
- Educational attainment;
- Years as a principal in a Department K-12 setting;
- Years of executive leadership experience (excluding principalship);
- Current Department principal salaries;
- Number of schools in the complex area (including the Community Schools for Adults);
- Distance between furthest schools (miles);
- Number of public charter schools in the complex area;
- Number of Title I schools;
- Number of schools identified for Targeted Support and Improvement;
- Number of schools identified for Comprehensive Support and Improvement;
- Student enrollment in the complex area (Official Enrollment Count School Year 2022-2023);
- Number of economically disadvantaged students;
- Number of English Learner students;
- Number of students receiving special education services;
- Number of high needs students (economically disadvantaged, English learners, students with disabilities);
- Number of Native Hawaiian students;
- Number of Pacific Islander students;
- English Language Arts proficiency level of the complex area;
- Math proficiency level of the complex area;
- Complex area teacher recruitment and retention; and
- Urbancity of schools.

In selecting the criteria for the salary adjustment, the Department consulted with CASs, examined other districts' compensation structures, sought advice from professional organizations, analyzed principals' salaries, and considered feedback from Board members and testimony from previous Board meetings.

Seven factors were used to determine compensation recommendations:

Individual qualifications

1. Previous CAS performance;
2. Educational attainment (i.e., master's or doctorate degree); and

3. Experience as a CAS.

Characteristics of complex area

4. Number of schools in the complex area;
5. Furthest distance between two schools in the complex area (miles);
6. Official enrollment count of the complex area; and
7. Percentage of students considered high needs (e.g., economically disadvantaged, English learners, students with disabilities).

**Individual Qualifications**

CAS's individual qualifications that are proposed to address CAS salary are: past performance as CAS, educational attainment, and years of CAS experience.

**Factor Number 1 - Past CAS Performance**

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

1. Does not meet performance objectives;
2. Minimally meets performance objectives;
3. Meets performance objectives or significant progress on deliverables;
4. Exceeds rating 3 with an outstanding quality of work and demonstrates collaboration across the organization; and
5. Exceeds rating 4 and demonstrates system-wide innovation and improvements; builds capacity across the organization.

The Department reviewed the past three years of performance data for all CASs to ensure consistency in effectiveness and found that each CAS met or exceeded expectations based on their CAS evaluations for each year. To receive a salary adjustment, the CAS must meet expectations for School Year 2021-2022.

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.

1. CASs who meet expectations and receive a score of 3 will receive an increase of 3.71%. (equivalent to the BU 06 increase);
2. CASs rated as exceeding expectations and receive a score of 4 will receive an additional increase of 0.25% (3.96%);
3. CASs rated as exceeding expectations and receive a score of 5 will receive an additional increase of 0.5% (4.21%); and
4. CASs who do not meet expectations will not be eligible for an increase.

This recommendation includes an increase for Board-appointed CASs in service on June 30, 2022, for their evaluation increase based on the above criteria. Therefore, any CAS appointed in School Year 2022-23 is not eligible for a performance-based adjustment. Of the nine eligible CASs, who were Board-appointed on or before June 30, 2022, one received a rating of 4, and eight received a rating of 5. Therefore, any CAS appointed in School Year 2022-23 is not eligible for a performance-based adjustment.

**Factor Number 2 - Educational Attainment**

The Department recognizes employees who attain advanced degrees, reflecting their drive and initiative for continuous improvement and professional development. Thus, this recommendation includes a \$1,500 salary adjustment for CASs with one or more Master’s degrees and a \$2,500 salary adjustment for CASs with a Doctorate degree. Of the 13 CASs being recommended for an increase, ten hold a Master’s degree, and three hold a Doctorate degree.

**Factor Number 3 - Years of CAS Experience**

For the purpose of this one-time salary adjustment, the Department considered each CAS’s years of experience as a CAS. The Department considered an individual’s tenure in this executive leadership role of setting direction, coaching and supervising principals, and fulfilling other CAS duties, including time served in an interim or temporary capacity.

The Department considered but is not recommending principal experience as an individual qualification for the salary adjustment because principal experience is a factor in being selected as a CAS.

Table 1 categorizes CASs based on years and months of executive leadership experience. Level 1 is the entry salary of \$165,000. To be eligible for Level 2, the CAS would need to have 60 months, or 5 years, of executive leadership experience. To be eligible for Level 3, the CAS would need to have 108 months, or 9 years, of executive leadership experience. The Department reviewed the terms of former CASs to determine the length of time a CAS has remained in the position. The most significant length in recent years was approximately 18 years. Therefore, more than 18 years of executive leadership experience would allow a CAS to be placed at Level 5.

**Table 1. Current CAS Salary Range with Years of Experience**

<b>Level 1: Entry</b>	<b>Level 2:</b>	<b>Level 3:</b>	<b>Level 4:</b>	<b>Level 5: Max</b>
New in an executive leadership role (0 to 5 years)	Experienced (5 to 9 years)	Strongly Experienced (9 to 13 years)	Exceptional Experience (13 to 18 years)	18 years +
\$165,000 \$174,999	\$175,000 \$184,999	\$185,000 \$194,999	\$195,000 \$204,999	\$205,000

Table 2 provides the formula used to adjust the base salary for each CAS based on the number of months of executive leadership experience. As indicated in Table 1, each level has a difference of \$10,000. The monthly increase is calculated using the total number of months for the respective level. Level 1 has an additional 12 months since it typically takes CASs additional time to become proficient in the job.

**Table 2. Salary Increase Per Month for Years of Experience**

Level	Years-Months of Executive Leadership Experience	Total Number of Months in the Level	Increase per Month (\$10,000/Total Number of Months)
Level 1 (Entry)	0-0 to 5-0	60	\$166.67
Level 2 (Experienced)	5-0 to 9-0	48	\$208.33
Level 3 (Strongly Experienced)	9-0 to 13-0	48	\$208.33
Level 4 (Exceptional Experience)	13-0 to 18-0	48	\$208.33

Below is an example of how to calculate the increase to the base for a CAS with 84 months, or 7 years, of executive leadership experience.

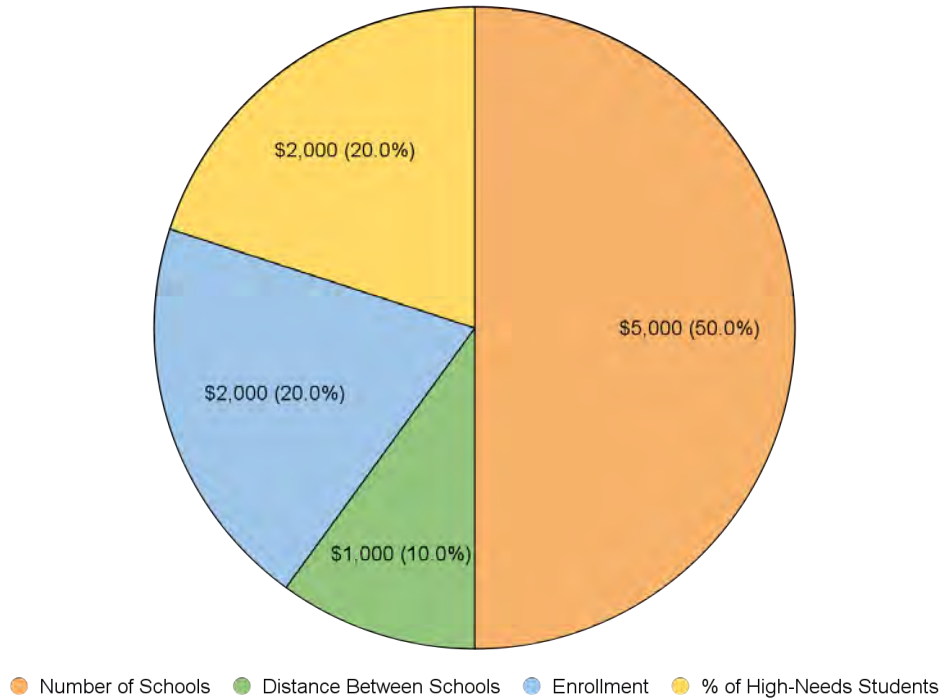
Level 2 starts at \$175,000 (60 months X \$166.67 = \$10,000), plus 24 months at \$208.33 equals an additional \$5,000 increase. The total increase would be \$15,000.

**CHARACTERISTICS OF THE COMPLEX AREA**

Recognizing that CAS position descriptions (Attachment B) and evaluations are consistent across CASs and that all CASs are expected to contribute toward statewide leadership, the Department believes that CAS responsibilities are more alike across complex areas than they are different. However, the Department recognizes that differences between complex areas impact the responsibility of the CAS.

The Department considered many factors, and after extensive analysis and deliberation, the Department selected complex area characteristics that are inherent in the configuration of the complex area and are not related to the complex area’s performance. The Department identified four complex area factors that most affect the CASs’ responsibilities within their complex area; the number of schools, the distance between schools, overall student enrollment, and the percentage of students who are considered high needs (Complex area data may be viewed on Attachment C). These four complex area factors were considered in determining a salary adjustment of up to \$10,000. Figure 1 shows the different factors and their weighted percentage. A CAS could receive up to \$10,000 on top of the base salary of \$165,000 if the CAS’s complex area were to rank the highest in all four areas. The proposed salary increases for the 13 CASs based on the four characteristics range from \$4,566 to \$8,369.

**Figure 1. Distribution of Weights for Complex Area Factors**



**Factor Number 4 - Number of Schools in the Complex Area**

The CASs oversee the schools within their respective complex area. A duty that is solely the responsibility of the CAS and cannot be delegated is supervising and evaluating principals and approving schools' academic plans. Therefore, the number of schools in a complex area is a significant factor in a CAS's workload and responsibility. Thus, this factor was assigned the greatest percentage weight among complex area characteristics. The maximum increase a CAS could receive based on this factor is \$5,000 (50% of the \$10,000).

The number of schools within a complex area ranges between 9 and 29 schools. Provided that the CAS with the largest number of schools would receive the maximum salary increase, the per-school increase was calculated as \$172.41 ( $\$5,000/29$  schools), resulting in salary increases ranging from \$1,552 to \$5,000.

**Factor Number 5 - Furthest Distance Between Schools in the Complex Area**

The distance between schools within a complex area is indicative of the amount of time a CAS spends traveling to a school to be in person for observations, engaging with staff and stakeholders, and providing the appropriate support to all schools. This factor was weighted 10% among complex area characteristics to acknowledge the additional workload associated with the geography of schools in a complex area. The maximum salary increase a CAS could receive based on the distance between the two furthest schools in the complex area is \$1,000 (10% of the \$10,000).

The distance between the two furthest schools within a complex area ranges from 6.7 and 76 miles. Based on the greatest distance identified, a rate of \$13.16 per mile (\$1000/76 miles) was determined, resulting in salary increases ranging from \$88 to \$1,000.

**Factor Number 6 - Official Enrollment Count in the Complex Area**

A third complex area factor with 20% of the weight is the sum of the official student enrollment count of all schools in the complex area. The official enrollment count provides the number of students impacted by the educational services provided by the complex area; the larger the number of students, the greater the need for support and resources. The maximum increase a CAS could receive based on this factor is \$2,000 (20% of the \$10,000).

The official enrollment count of the complex areas, ranges from 4,836 to 16,612 students. The per-student amount for the salary increases is \$0.12 (\$2,000/16,612), resulting in salary increases ranging from \$582 to \$2,000).

**Factor Number 7 - Percentage of Students Considered High Needs**

The final complex area factor with 20% of the weight is the percentage of students considered high needs (e.g., economically disadvantaged, English learners, students with disabilities) in the complex area. The high needs students need additional resources and services to attain student success and require more targeted support. The higher the percentage, the more targeted supports, services, and programs across the multi-tiered system of support are needed for both the students and their families. The maximum increase a CAS could receive based on this factor is \$2,000 (20% of the \$10,000).

The percentage of students considered high needs within a complex area, ranges from 42% to 84%. With the highest percentage of 84%, the salary increases per CAS amounts to \$23.81 per percentage point, resulting in a range of \$1,000 to \$2,000.

**OVERALL SALARY ADJUSTMENTS**

Table 3 summarizes the salary adjustment amounts, and the appropriate calculation applied for each CAS based on complex area characteristics.

**Table 3. Complex Area Superintendent Differential Adjustment Based on Complex Area Characteristics**

<b>Factor</b>	<b>Maximum Differential Amount</b>	<b>Differential Calculation</b>
Number of schools	\$5,000	\$172.41 per school
Distance between two furthest schools	\$1,000	\$13.16 per mile
Official Enrollment Count (OEC)	\$2,000	\$0.12 per student



Factor	Maximum Differential Amount	Differential Calculation
% of students who are high needs (economically disadvantaged, English Learners, students with disabilities)	\$2,000	\$23.81 per percentage point

Table 4 is an example of a CAS salary adjustment based on the aforementioned factors.

**Table 4. Hypothetical CAS Salary Adjustment**

Factor	Differential Calculation	Total (rounded to nearest \$1)
<b>Current Salary as Appointed CAS</b>		<b>\$165,000</b>
SY 21-22 Evaluation Score (exceeds, score ) - 3.71% + 0.50%	4.21%	+ \$6,947
Highest Education Level: MEd	\$1,500 for Master's \$2,500 for Doctorate	+ \$1,500
Years of experience: 5 years, 5 months (65 months)	\$166.67 (first 60 months) \$208.33 (5 subsequent months)	+ \$11,042
Number of Schools in Complex Area: 22	\$172.41 per school	+ \$3,793
Official Enrollment Count: 13,308	\$0.12 per student	+ \$1,597
% High Needs Students: 46%	\$23.81 per percentage point	+ \$1,095
Distance between Schools: 11 miles	\$13.16 per mile	+ \$145
<b>Final Recommended Salary</b>		<b>\$191,119</b>

The Department considers the CAS position as part of a career pipeline for educational leaders within the Department. The CASs must have intimate knowledge of school leadership and the willingness to learn more about the duties and responsibilities of our state offices to lead and advocate for their complex areas effectively. The clear progression in the roles and responsibilities of the CAS from the duties and responsibilities of a principal warrants a clear salary progression. Thus, the Department considered the current salaries of Department principals when drafting this proposal.

Currently, all appointed CASs are at a base salary of \$165,000. Table 5 shows the number of principals who earn more than the CAS base salary – more than \$165,000; \$175,000 (inclusive of the number of principals earning more than \$165,000); and \$185,000 (inclusive of the number of principals earning more than \$165,000 and \$175,000). Recruiting qualified CASs with extensive school-level experience is difficult when they earn near or more than what the CASs earn.

**Table 5. Number of Principals Currently Earning More Than CASes**

Type of School (Number of Schools)	Number of Principals		
	More than \$165,000	More than \$175,000	More than \$185,000
High School (including the Community Schools for Adults)	11	8	6
Middle School	6	3	2
Elementary School	4	1	0
<b>TOTAL</b>	<b>21</b>	<b>12</b>	<b>8</b>

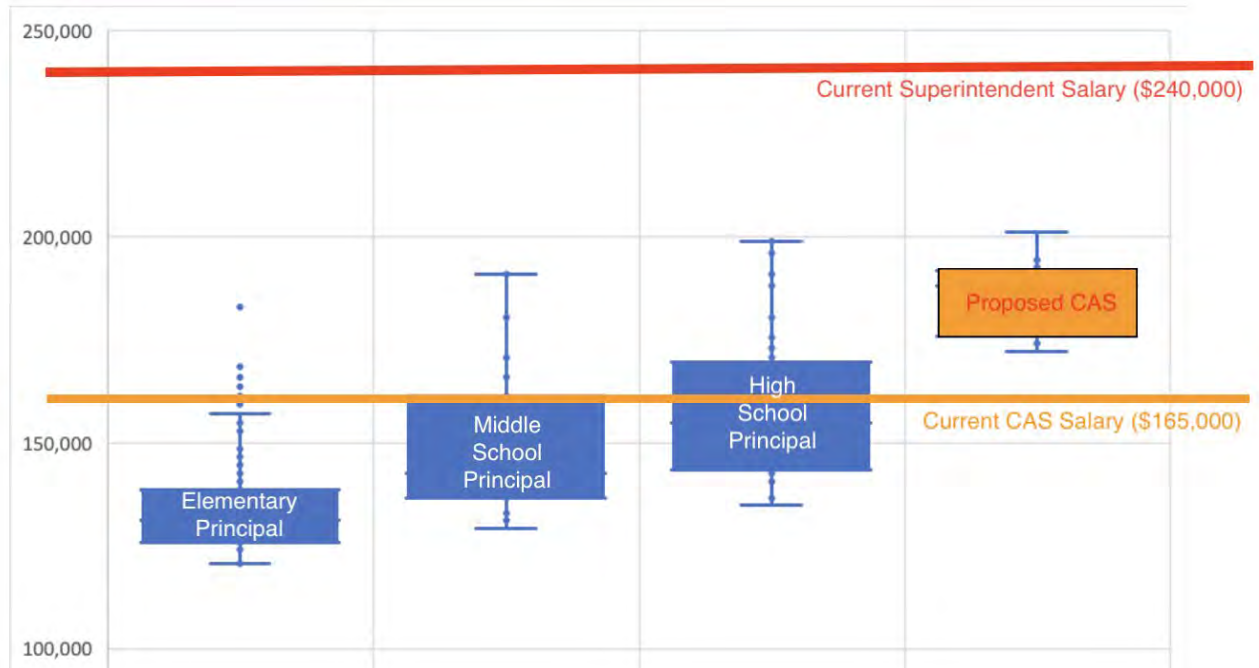
With the proposed salary adjustments, the CASs will earn a salary commensurate to their duties, responsibilities, and authority. Table 6 shows how the salary adjustments impact the CASs' salaries.

**Table 6. Impact of Revised Criteria on CAS Compensation**

	Current	Revised
Minimum	\$165,000	<b>\$173,130</b>
Maximum	\$165,000	<b>\$199,513</b>
Average	\$165,000	<b>\$184,693</b>
Standard Deviation	0	<b>\$8,199</b>
Median	\$165,000	<b>\$186,442</b>

Figure 2 illustrates this impact. The orange line represents the current salary of \$165,000 for all appointed CASs. The orange box depicts the salary range of the CASs based on the proposed criteria for salary adjustments and the minimum and maximum of the recommended salaries, which falls within the Board-approved salary range for CASs. The progression in salary from elementary school principal to CAS is clearly aligned with the career pipeline in Department leadership.

**Figure 2. Impact of Revised Criteria on CAS Compensation**



With the proposed salary adjustments and the resulting CAS salaries, the Department will be better able to recruit and retain highly qualified leaders for our CAS positions.

### **Policies Regarding Establishing the Salaries of the CASs**

The pertinent policies and guidance related to the setting of CAS salaries are as follows:

- §26-39, HRS, provides the superintendent the ability to compensate a subordinate appropriately: “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.”
- §302A-621, HRS, Salary; deputy superintendent, assistant superintendents, complex area superintendents, authorizes the Board to set the salary of the CASs.
- 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.”

- Board of Education Department of Education Leadership Salary Structure, Section V - Other Salary Adjustments: “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 . . . .”

b. Previous action of the Board and Committee(s) on the same or similar matter:

Board action on compensation adjustments for the Deputy Superintendents, Assistant Superintendents, and Complex Area Superintendents have been requested annually. Compensation adjustments using a methodology based on performance evaluations began during School Year 2015-2016. Below are the most recent actions taken by the Board on compensation adjustments:

- May 5, 2022 Human Resources Committee and General Business Meeting: [Committee Action on salary structure and compensation adjustments for Department leadership employees \(Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents\)](#) - The Board adopted a revised salary structure and compensation adjustments for the Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents.

Minutes of the May 5, 2022 Human Resources Committee Meeting, Agenda Item IV.A:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92bef837f5992ae80a25885d000314d8?OpenDocument>

Minutes of the May 5, 2022 General Business Meeting, Agenda Item V.C:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/06083bec7f7afbac0a258863000588ee?OpenDocument>

- May 5, 2022 Human Resources Committee and General Business Meeting: [Committee Action on compensation adjustments for Department leadership employees \(Deputy Superintendent and Assistant Superintendents\), effective July 1, 2020, using performance evaluation ratings for School Year 2019-2020](#) - For School Year 2019-2020, the Board approved leadership compensation adjustments of 1.9% (based on the consumer price index for Hawaii from 2018) for executives who attained a rating of 3, 3.0% for those achieving a rating of 4, and 4.0% for those achieving a rating of 5. All CASs recommended for a salary increase had a performance rating of 3, 4, or 5 for School Year 2019-2020.

Minutes of the May 5, 2022 Human Resources Committee Meeting, Agenda Item IV.B:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92bef837f5992ae80a25885d000314d8?OpenDocument>

Minutes of the May 5, 2022 General Business Meeting, Agenda Item V.D:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/06083bec7f7afbac0a258863000588ee?OpenDocument>

- May 5, 2022 Human Resources Committee and General Business Meeting: [Committee Action on compensation adjustments for Department leadership employees \(Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents\), effective July 1, 2021, using performance evaluation ratings for School Year 2020-2021](https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92bef837f5992ae80a25885d000314d8?OpenDocument) - For School Year 2020-2021, the Board approved leadership compensation adjustments of 2.0% (based on the consumer price index for Hawaii from 2020) for CASs who attained a rating of 3, 2.5% for those achieving a rating of 4, and 3.0% for those achieving a rating of 5. All CASs recommended for a salary increase had a performance rating of 3, 4, or 5 for School Year 2020-2021.

Minutes of the May 5, 2022 Human Resources Committee Meeting, Agenda Item IV.C:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92bef837f5992ae80a25885d000314d8?OpenDocument>

Minutes of the May 5, 2022 General Business Meeting, Agenda Item V.E:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/06083bec7f7afbac0a258863000588ee?OpenDocument>

- November 17, 2022 General Business Meeting: [Board Action on compensation adjustments for Assistant Superintendent of the Office of Fiscal Services and Complex Area Superintendents of Aiea-Moanalua-Radford, Campbell-Kapolei, Farrington-Kalani-Kaiser, Hana-Lahaina-Lanai-Molokai, Hilo-Waiakea, Honokaa-Kealakehe-Kohala-Konawaena, Kailua-Kalaheo, Kaimuki-McKinley-Roosevelt, Leilehua-Mililani-Waiialua Complex Areas](https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/586a52ead9df7930a25891e0071af8c?OpenDocument) - The Board increased the minimum salary for CASs to \$165,000 and directed the Department to develop and present to the Board a comprehensive system for determining CAS salaries based on experience, performance, and levels of responsibility no later than June 30, 2023.

Minutes for the November 17, 2022 General Business Meeting (Agenda Item V.B):

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/586a52ead9df7930a25891e0071af8c?OpenDocument>

- March 23, 2023 Human Resources Committee and General Business Meeting [Committee Action on Amendment of Department of Education \("Department"\) Leadership Salary Structure: Salary Establishment Process for Deputy, CAS, and AS and Salary Range Change](https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/a7269aa3c1c645ee0a25898f00660665?OpenDocument) - The Board approved a new CAS salary range of \$165,000 to \$205,000, which is subject to a detailed plan that contains a methodology to provide current CASs with compensation salary adjustments.

Minutes of the March 23, 2023 General Business Meeting, Agenda Item VI.A:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/a7269aa3c1c645ee0a25898f00660665?OpenDocument>

c. Other policies affected:

There are no other policies affected by this recommendation.

d. Arguments in support of the recommendation:

If this recommendation is approved, the Department anticipates increased recruitment and retention for leadership positions. Fair and competitive salaries are essential to attract and retain skilled executive leaders with leadership and managerial responsibilities to the statewide public education system. Each leader is responsible for leading a team, managing budgets, communicating with stakeholders, and delivering educational and operational results.

e. Arguments against the recommendation:

Possible arguments could exist for a different approach to executive leadership compensation.

f. Other agencies or departments of the State of Hawaii involved in the action:

No other agencies or departments of the State of Hawaii are involved in this recommendation. The Department is the only jurisdiction in the State that employs a Complex Area Superintendent.

g. Possible reaction of the public, professional organizations, unions, DOE staff, and/or others to the recommendations:

Compensation is sometimes controversial because individuals compare themselves with others and conclude whether the compensation adjustment appears equitable. The Board has received testimony in the past from individuals that want to ensure that all employees of the Department receive equal consideration for compensation increases. The Department continues its commitment to ensuring all employees are compensated appropriately. CASs are not represented by a union, and the Board is the sole authority to adjust CAS compensation.

h. Educational implication:

Appropriate compensation for all Department employees is inherent in aligning with the upcoming strategic plan to improve student outcomes, supporting a high-performing culture where all employees effectively contribute to student success, and operationalizing [Board Policy 500-6](#) to ensure support for all.

i. Personnel implications:

The Board's approval of the proposed salary structure will increase the CASs' salary and aid in recruiting and retaining highly qualified and effective leaders. A stable leadership team will help develop and implement the Board's Strategic Plan.

j. Facilities implications:

None.

k. Financial implications:

The total cost of these CAS salaries would be \$2,401,015. The cost increase for the new salary adjustments is \$256,015 above the current salaries of CASs.

The Department projects to have sufficient turnover savings within its EDN200 general fund salary budget to accommodate the proposed salary adjustments for the appointed subordinate superintendents in the current Fiscal Year 2022-2023 and the upcoming Fiscal Year 2023-2024.

The Department will not withhold funds appropriated for any program to accommodate the additional salary expenses.

6. OTHER SUPPLEMENTARY RECOMMENDATIONS

None.

KTH:sb

Attachments: Attachment A: Recommended Complex Area Superintendent Salary with Adjustments  
Attachment B: Complex Area Superintendent Position Description  
Attachment C: Current Complex Area Superintendent - Other Factors  
Attachment D: Summary Powerpoint

c: Office of Talent Management

## ATTACHMENT A

### Recommended CAS Salary with Adjustments

Complex Area	Name	Current Salary	Final Recommended Salary
'Aiea-Moanalua-Radford	Erickson, John	\$165,000	\$199,513
Baldwin-Kekaulike- Kūlanihāko'i-Maui	Sides, Desiree	\$165,000	\$175,057*
Campbell-Kapolei	Tajima, Sean	\$165,000	\$187,480
Castle-Kahuku	Noh, Ed	\$165,000	\$176,535*
Farrington-Kaiser-Kalani	Mahoe, Rochelle	\$165,000	\$189,806
Hāna-Lahainaluna-Lāna'i-Moloka'i	Winkie, Rebecca	\$165,000	\$181,584
Hilo-Waiākea	Kanehailua, Esther	\$165,000	\$185,563
Honoka'a-Kealakehe- Kohala-Konawaena	Snelling, Janette	\$165,000	\$186,442
Ka'ū-Kea'au-Pāhoa	Bello, Stacey	\$165,000	\$173,311*
Kailua-Kalāheo	Hibbs, Lanelle	\$165,000	\$191,940
Kaimukī-McKinley-Roosevelt	Dilwith, Linell	\$165,000	\$189,645
Leilehua-Mililani-Waiialua	Davis, Robert	\$165,000	\$191,008
Pearl City-Waipahu	Fajardo, Richard	\$165,000	\$173,130*

\* Appointed after June 30, 2022, and was not eligible for a performance-based increase.



# **ATTACHMENT B**

## **Hawaii State Department of Education Complex Area Superintendent Position Description**

**(Revised July 23, 2018, July 2019; Feb 2021)**

### **INTRODUCTION**

Pursuant to the State Strategic Plan, the DOE is committed to ensuring that all students have the academic and personal skills required to succeed in life. As the ninth largest school district in the country, the DOE has a workforce of over 22,000 full-time employees, 20,000 substitutes and other casual employees, and a \$2.1 billion budget. The system consists of 257 public schools and 37 charter schools spanning seven islands that collectively serve nearly 175,000 students, of whom nearly 52 percent are economically disadvantaged.

The statewide, single school district is comprised of three levels of governance: state, complex areas, and schools. There are 15 complex areas. Each complex area is comprised of two to four school complexes, consisting of a high school and the elementary and middle/intermediate schools that feed into it. The complex area office, lead by a Complex Area Superintendent (CAS) consist of functions that meet the needs of the respective portfolio of schools, students, parents, employees, educators, and community stakeholders to focus on transforming school design and learning experiences through strong leadership, student voice, and educator and school community collaboration that leads to strong student outcomes.

The complex area superintendent and staff are tasked with providing support and direction to schools within that geographic region, by situating resources with decision making closer to schools as a means of improving student learning.

### **PURPOSE OF POSITION**

The CAS 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 CAS 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 CAS 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 complex area direct reports' performance to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of DOE and community resources through adherence to policy and ethical decision-making.

## **MAJOR DUTIES, RESPONSIBILITIES, AND ESSENTIAL FUNCTIONS**

The CAS provides 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 CAS must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead development of a complex area plan to reach the system's shared vision of instruction and achievement; strategically connect resources and 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 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; coach and support principals and other leaders, including 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 development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complex and schools. (20%)

**Support and Accountability Systems:** The CAS 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 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 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. 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 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, and 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 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; serve as a safeguard to external distractions/non-instructional issues. (10%)

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

The CAS must perform other related duties as assigned. (5%)

## ATTACHMENT C

<b>Complex Area Factors</b>				
Complex Area	Number of Schools	Official Enrollment Count	% of students who are high needs	Distance between furthest schools (miles)
<b>'Aiea-Moanalua-Radford</b>	22	13,308	42%	6.7
<b>Baldwin-Kekaulike- Kūlanihāko'i-Maui</b>	21	14,646	58%	22.2
<b>Campbell-Kapolei</b>	18	16,612	47%	11
<b>Castle-Kahuku</b>	16	7,307	57%	41
<b>Farrington-Kaiser-Kalani</b>	25	14,348	53%	17.2
<b>Hāna-Lahainaluna-Lāna'i-Moloka'i</b>	11	4,836	63%	76
<b>Hilo-Waiākea</b>	13	7,568	64%	8.1
<b>Honoka'a-Kealakehe-Kohala-Konawaena</b>	19	9,693	73%	74.6
<b>Ka'ū-Kea'au-Pāhoa</b>	9	5,684	84%	56.4
<b>Kailua-Kalāheo</b>	14	6,032	42%	14.2
<b>Kaimukī-McKinley- Roosevelt</b>	29	12,806	65%	8.3
<b>Leilehua-Mililani-Waiialua</b>	20	14,862	46%	14.2
<b>Pearl City-Waipahu</b>	18	13,242	56%	7.5



*HAWAII STATE*

## **Department of Education**

**Committee Action on Recommendation Concerning  
Compensation Adjustments for Complex Area  
Superintendents of Aiea-Moanalua-Radford,  
Baldwin-Kekaulike-Kulanihakoi-Maui,  
Campbell-Kapolei, Castle-Kahuku,  
Farrington-Kaiser-Kalani, 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**

**Board of Education Human Resources Committee  
June 1, 2023**



# Objectives for Compensation Adjustments

- To provide fair and equitable compensation that is commensurate with the duties of the CAS;
- To provide a career ladder for educational leaders to advance, which will assist with recruitment; and
- To retain effective CASs, given market conditions, particularly Department principals' salaries.

**One-time adjustment to \$165K salary for 13 appointed CASs**



# Factors for Compensation Adjustments

## Individual qualifications

1. Previous CAS performance
2. Educational attainment (i.e., master's or doctorate degree)
3. Experience as a CAS

## Characteristics of complex area

4. Number of schools in the complex area
5. Furthest distance between two schools in the complex area (miles)
6. Official enrollment count of the complex area
7. Percentage of students considered high needs (e.g., economically disadvantaged, English learners, students with disabilities)



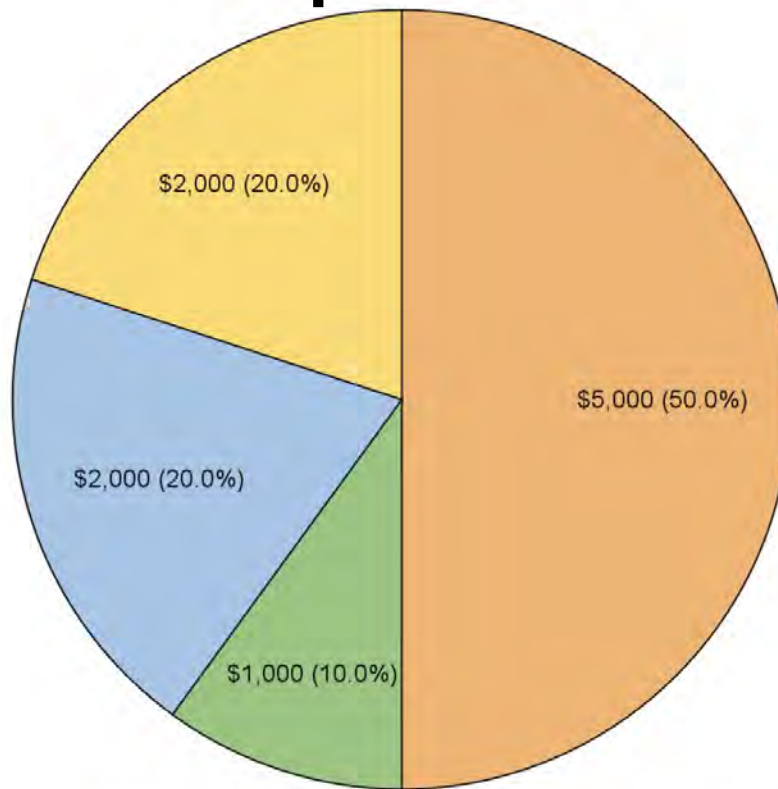
# Individual Qualifications

<b>Factor</b>	<b>Basis for compensation adjustment</b>	<b>Compensation adjustment</b>
1. Previous CAS performance	Evaluation ratings of meeting or exceeding expectations (rating of 3-5) for 3 years	Up to 4.21% increase for 2021-22 evaluating
2. Educational attainment	Advanced degrees	Masters: \$1,500 Doctorate: \$2,500
3. Experience as a CAS	Years/months of experience, as of July 1, 2022	Approx. \$10,000 for every 5 years





# Characteristics of Complex Areas



● Number of Schools ● Distance Between Schools ● Enrollment ● % of High-Needs Students



# Characteristics of Complex Areas

<b>Factor</b>	<b>Basis for compensation adjustment</b>	<b>Compensation adjustment</b>
4. Number of schools in complex area	Prorated, compared with complex area with most schools (29 schools)	Up to \$5,000
5. Furthest distance between schools	Prorated, compared with complex area with greatest distance between two schools (76+ miles)	Up to \$1,000
6. Student enrollment count	Prorated, compared with highest complex area enrollment (16,612)	Up to \$2,000
7. Percentage of high needs students	Based on percentage of student enrollment considered high needs	Up to \$2,000



# Impact of Revised Criteria on CAS Compensation

