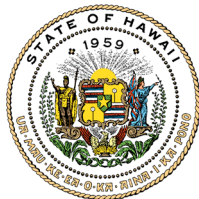


JOSH GREEN, M.D.  
GOVERNOR




KEITH T. HAYASHI  
SUPERINTENDENT

**STATE OF HAWAII**  
**DEPARTMENT OF EDUCATION**  
**KA 'OIHANA HO'ONA'AUAO**  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

August 15, 2024

TO: The Honorable Wesley Lo  
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi  
Superintendent 

SUBJECT: Superintendent's Self-Assessment on Performance Based on Professional Standards  
and Targeted Goals for the 2023-2024 School Year

I am honored to serve as the Superintendent of Hawaii's public schools. Leading our system, which serves over 160,000 students and 40,000 employees across our island state, is a privilege. The success of our public schools is critical to our state's present and future. As Nainoa Thompson stated at the July 22, 2024, Educational Leadership Institute, public education is our state's "sail plan."

Attached are my self-assessment on the Board of Education (Board)-approved 2023-24 performance criteria for the Superintendent's evaluation (Attachment A) and a summary of feedback from diverse stakeholders on my performance (Attachment B). The performance criteria and process were approved by the Board on December 21, 2023, and the timeline was revised on June 27, 2024.

Following the Board-approved process, I sought feedback from Board members in March 2024 on my interim progress on evaluation criteria. I have reviewed and reflected on the responses from five of its eight members.

As the new year begins, we face immediate challenges in student transportation. School bus routes are slowly being restored as we work together with partners and schools. We also have ambitious plans to prepare our students to be globally competitive and locally committed. We must strengthen our systems to support our schools in delivering high-quality education for all learners. We are strongest when the Department of Education, the Board of Education, and the community unite to support each of our students.

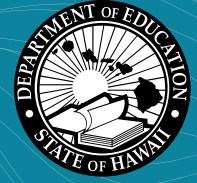
I look forward to the discussion about the 2023-24 school year.

KTH:toc

Attachments: Attachment A Superintendent Year-End Self-Assessment, 2023-24  
Attachment B Superintendent Year-End Stakeholder Feedback, 2023-24

# Hawai'i State Department of Education

## Superintendent's Evaluation



### SUPERINTENDENT YEAR-END SELF-ASSESSMENT, 2023-24

This self-assessment draws on my own reflection, “360 feedback” from stakeholders, and evidence provided by Hawai'i State Department of Education (Department) project leads for our targeted goals. The 360 feedback came from a survey of the various stakeholders I worked closely with throughout the 2023-24 school year.

#### OVERVIEW

In 2023-24, I focused on two main themes: *Ne'epapa* and ensuring that every one of our graduates is *Globally Competitive, Locally Committed*.

- *Ne'epapa* is about leading with intention – using our collective strength to lead with purpose, passion and intention. This was especially clear in how the Department came together to support Maui students, employees and schools. *Ne'epapa* can be translated in the Hawaiian language to mean “moving or working together in unison; to move as a whole or unit.”
- *Globally Competitive, Locally Committed* is about ramping up our efforts in career readiness across our K-12 system, ensuring our students can compete globally while staying rooted in their local communities and our unique values.

These themes are resonating within the public school system community, and we're seeing the broader community rally around them to support our students, employees and schools – all with the goal of improving outcomes for every student.

For our students, we've continued to build on the foundational strategies emphasized over the past two years: Healthy Habits, Healthy Schools; Action-Oriented Data Decision-Making; Responsive Capacity Building; and Effective Academic Practices. The U.S. Department of Education's National Assessment of Educational Progress (NAEP) results show that our foundation is strong and we're making real progress. Hawai'i's 4th graders, for example, have steadily improved in reading over the past 20 years, with gains that rank among the highest in the nation. In 2022, Hawai'i ranked 9th in the country for 4th grade reading on NAEP.

While our 4th grade math and 8th grade reading and math scores on NAEP have also improved, they haven't seen quite the same dramatic gains as 4th grade reading. However, our statewide Smarter Balanced assessments show that our students are nearly back to pre-pandemic achievement levels – a significant milestone considering that many other states are still struggling to recover from pandemic-related setbacks.

#### NAEP State Rankings

Reading and Math Average Scale Scores: 2003 vs. 2022

HAWAI'I	2003 ranking	2022 ranking
Reading: Grade 4	44	<b>9</b>
Reading: Grade 8	50	<b>25</b>
Mathematics: Grade 4	46	<b>18</b>
Mathematics: Grade 8	46	<b>36</b>

State rankings: 50 states and D.C.

The average scale score on NAEP is calculated by adding up all the individual student scores and dividing by the total number of scores.



Getting back to pre-pandemic levels is crucial, but it's just the first step. Our goal is to not just meet, but exceed these levels as we strive to make our students globally competitive.

Last school year, the Department's response to the Maui wildfires really showed what *ne'epapa* is all about. Every part of our team and the community pulled together to support Lahaina schools. We were there for families in emergency shelters, kept a close eye on air quality, and monitored students' social-emotional well-being. Our priority was to support students and staff first, then get back to in-person learning as soon as it was safe. Thanks to our partners and the Office of Facilities and Operations (OFO), we were able to quickly set up a temporary school for King Kamehameha III Elementary, provide free meals, and even offer scholarships for graduates. Our Maui schools continue to play a crucial role, hosting nearly 500 displaced Lahaina students. You'll find more details on this in my response to Targeted Goal 4 (below).

That said, I fully recognize that some of our operational systems aren't where they need to be. A mid-year review of our Capital Improvement Projects (CIP) processes highlighted issues with how we prioritize facilities needs and manage projects. We've also faced challenges with campus fire alarms and student transportation. Getting these processes back on track has been a top priority, and I've been working closely with our new Deputy Superintendent for Operations Randy Moore, our facilities team, school leaders, and legislators to initiate the necessary improvements. Despite these challenges, we've also seen some successes, such as new training for key support staff and improvements in teacher recruitment.

We've recently brought in the Council for Great City Schools to review the organization of our state offices, and we're already acting on their preliminary feedback. Once their full report is in, we'll take further action based on their recommendations. This third-party review, along with feedback from our employees and stakeholders, is helping us shape our plans for 2024-25 and beyond. We're also using new systems to better involve principals and complex area superintendents in statewide planning. We've identified key strategic projects and are aligning our performance management, budget planning, and organizational efforts to improve outcomes for all our students.

To build on the momentum from SY 2023-24 as we move ahead into the new school year, at our July 22, 2024 Educational Leadership Institute, I shared with our systemwide educational leaders what drives us to work hard and push for improvements: Our purpose is clear — it's all about the students. We're at our best when we come together as a unified system to support every single one of them. We need to keep students front and center in everything we do. We're grounded in our "why" and united in our purpose.



Superintendent Hayashi with students at the 2024 Shoots Summit.

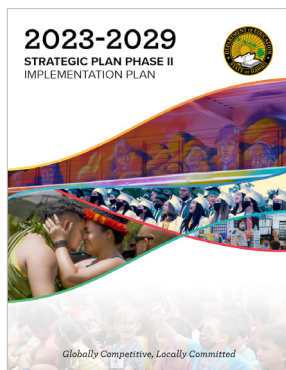
## **PROFESSIONAL STANDARDS**

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I rate myself as being effective in meeting the professional standards.

Visionary leadership	Effective
Operations, resource and personnel management	Effective
Strategic alignment and policy implementation	Effective
Communication and community relations	Effective
Equity advocacy	Effective

## TARGETED GOAL 1: STRATEGIC PLAN



**Board-Approved Targeted Goal 1:** This targeted goal will share measured progress, challenges, and solutions on the 3 Main Priority Areas of the Strategic Plan (Phase I) as evidenced by progress on the respective Department Action Items and the “Measuring Progress” criteria (Phase II) at which point the superintendent will choose which items are important to highlight in his evaluation.

**2023-24 Self-Assessment:** This year, we focused on aligning our key processes with the strategic plan goals to make sure everyone – from schools to complex areas to state offices – is working together to support student learning and development. Here are a few highlights:

- **Public reporting:** We kept the Board and the public informed with 15 updates to Board of Education committees, a mid-year progress report (February 2024), and reports on new Key Performance Indicators (KPIs) aligned with the Strategic Plan. These KPIs, which include measures like student growth, attendance, and high school completion rates, are now part of our annual Strive HI Performance System reports. We also launched a public dashboard (<http://hidoedata.org>) to track our progress.
- **Targets for KPIs and academic achievement:** We set ambitious but attainable six-year targets for KPIs at both the state and school levels. These targets were developed with input from all 15 complex areas to ensure they are empowering and motivating for schools.
- **Aligned planning and performance management processes:** We revised the templates for schools’ Academic Plans and Complex Area Plans to better align with strategic goals. We’re also implementing new performance management routines, assessing how we’re using resources, and planning to align our budget requests with Strategic Plan priorities.

As of July 2024, 106 out of our 115 strategic plan action items (92%) are either completed or in progress, with five more in the planning stages. Some key initiatives that have been fully launched include:

- Desired Outcome 2.2.2, Action Item 1 – Training for classified staff: We’ve increased training opportunities, including statewide meetings and professional development sessions for School Administrative Services Assistants (164), School Food Services Managers (150) and administrative support staff (250).
- Desired Outcome 3.2.2, Action Item 6 – Integrating artificial intelligence (AI) in education: The Office of Curriculum and Instructional Design issued guidance and started training on using AI. Over 2,000 Department employees received AI training during SY 2023-24, and more than 650 educators attended our first AI in Education Summit this summer, which focused on how AI can be used for personalized learning and preparing students for the future.
- Desired Outcome 3.2.3, Action Item 4 – Payment processing improvements: The Office of Fiscal Services implemented a new report to track payment processing workflows between schools, complex areas, and state offices. This data is helping us improve training and processes, and since implementation, we’ve seen a decrease in the time it takes to process invoices and a 6% increase in the number of invoices processed.



AI in Education Summit for educators on July 26, 2024.



**Areas for Improvement:** With 127 action items in various stages, it's clear that the Strategic Plan is both broad and complex. This year, we are working on strengthening our performance management systems to provide more support and accountability for these action items. I recently led an executive review of all state offices' top priorities for 2024-25, and our leadership team has committed to shared priorities like modernizing outdated technology, improving student attendance, and better aligning our financial and human resources with our strategic goals to strengthen support for complex areas and schools.

## **TARGETED GOAL 2: WORKFORCE**

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*Board-Approved Targeted Goal 2 - Workforce readiness and innovation that prepares graduates to be globally competitive and locally committed. This targeted goal is to make progress toward developing a system that engages students in career, community, and civic opportunities, preparing them to contribute and lead Hawai'i's future. Examples of evidence include developing a structure for industry-based learning opportunities for students and teachers to ensure relevance of high school experience for post-high preparation; initiating student internship and teacher externship opportunities; and realigning the high school framework to current and projected community and workforce needs.*

**2023-24 Self-Assessment:** This past school year, we focused on laying the groundwork to expand K-12 workforce readiness, aiming to engage students in real-world learning opportunities that align with both current and emerging industries.

- **Industry partnerships:** We've made significant strides in this area through partnerships with both public and private sectors. For example, we've been collaborating with the state Department of Business, Economic Development and Tourism (DBEDT) to ensure our K-12 plans align with the state's economic future. We've also worked closely with industry sector partnerships – including employers, educators, training partners and labor unions – to get a clear picture of current and future workforce needs. These insights have been crucial in shaping our Career and Technical Education (CTE) programs, work-based learning experiences, and the support we provide to schools for CTE.



2023 Department interns through the DBEDT collaboration summer internship program.

We've also brought more industry partners on board to offer professional development for our educators, helping them understand the skills and attitudes students need to succeed in the workplace. In 2023-24, I signed eight statewide agreements with large employers and industry partners to provide worksite experiences for students, instead of handling agreements on a school-by-school basis. We're also expanding "externship" opportunities in high-demand industries, giving teachers hands-on experience in real workplace environments.

To keep our CTE classrooms up to date, we invested in new equipment and simulators that reflect current industry practices. We also pushed for legislation (Act 150, SLH 2024) to make it easier to procure this equipment, and we partnered with the Healthcare Association of Hawai'i to secure funding for health care certification programs and state-of-the-art health care labs in our schools.

These industry partnerships have been invaluable, supporting our educators as they design activities that mirror industry standards and mindsets.

- **Work-based learning experiences for students:** This year, we recorded over 215,000 student work-based learning opportunities through the Department and our partners. Students had

the chance to apply their skills in paid internships across the state, including more than 100 internships funded by the state Department of Labor and Industrial Relations and the Hawai'i Lodging and Tourism Association.

We also secured permanent funding to help high schools develop specialized workforce supports for students with significant disabilities.

To showcase their skills, 2,000 students participated in state CTE competitions through organizations like Health Occupation Student Association-Future Health Professionals, Future Farmers of America, and SkillsUSA. Out of those, 334 students represented Hawai'i in national competitions and 121 of them placed nationally.

We partnered with industry associations, employers and counties to connect our Class of 2024 graduates with post-high school employment. For example, we worked with the counties' American Jobs Centers to organize hiring fairs for seniors, where 500 seniors participated. The Healthcare Association of Hawai'i also provided training for industry certifications and jobs in high-demand health care fields, with over 70 students securing jobs immediately after graduation. Additionally, we expanded college and career counseling throughout the summer and supported students in obtaining industry-recognized credentials (data will be available Fall 2024).



Students competing in the state Health Occupation Student Association competition.



Castle High Career Exposure Fair last spring.

**Areas for Improvement:** The Department is juggling many workforce initiatives, and we need to better align them. We are working on a statewide workforce development plan to streamline these efforts, making sure that workforce initiatives are coordinated to provide coherent and improved support for complex areas and schools. The goal is to create more opportunities for students, including equitable access for those in remote and rural areas, as well as for students with diverse backgrounds. We're also looking to streamline partnerships with industry and are developing a process to better collect and track data on work-based learning.

### **TARGETED GOAL 3: OVERALL REAL ESTATE OPTIMIZATION**

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**Board-Approved Targeted Goal 3:** *Optimization of real estate in support of safe, well-maintained, compliant, clean, and attractive schools to provide a positive and inviting learning environment for students and staff. This targeted goal is to assess the status of ownership of school lands to inform prioritization of investments in school lands for educational purposes. Examples of evidence include: a list of existing and obligated land inventory and conveyances, as well as criteria for prioritizing conveyance of parcels to the Department. Develop a process engineering approach for repairs and maintenance, and capital improvement projects, with the goal of reducing the backlog in both areas.*

**2023-24 Self-Assessment:** Overall Real Estate Optimization is our strategy to better manage the land, facilities and funding we have for public education. The goal is to create a streamlined process that ensures these resources are used to support quality teaching and learning in safe, functional, and community-supported environments.



Ewa Elementary School campus.

This year, our “Phase 1” objectives were to get a clear picture of our existing land holdings and to understand the business processes within OFO to guide improvements.

We’ve completed the Phase 1 tasks: we’ve put together a complete list of all our leased assets, identified future land dedications from developers, and pinpointed lands that will be transferred from the counties and the state Department of Land and Natural Resources. OFO has prioritized the top 10 land acquisitions needed for educational purposes and is currently reviewing approximately 400 other parcels that will be conveyed. This information is crucial for planning our future CIP and Repair and Maintenance (R&M)

projects. It will help us to address capacity issues in areas like Central Maui and East Kapolei, and to plan for the declining enrollment trends that we’re seeing across the state and the nation.

Keeping up with the facilities demands of our schools has always been a challenge for the Department. Starting in November 2023, I worked closely with OFO to get a deeper understanding of our existing CIP and R&M processes. One of our major objectives was to fully understand the facilities-related business processes in OFO, and we’ve completed that task. The current processes have been documented and analyzed, giving us a clearer picture of where improvements are needed.

**Areas for Improvement:** Completing Phase 1 and our analysis of the facilities-related business processes revealed some significant gaps that need attention. In 2024-25, we are focusing on getting back to the basics by restoring our core processes and establishing clear, regular communication about the status of our facilities projects. We have several high-priority projects lined up, including reinstating the system for identifying, prioritizing and executing CIP and R&M projects. We’ll also be providing quarterly reports that track the progress of these major projects and the completion times for minor work orders at schools.

We’re also taking a close look at the organizational structure of OFO, with a focus on hiring quality staff to fill vacancies.

## TARGETED GOAL 4: LAHAINA

*Board-Approved Targeted Goal 4: Maui emergency response. This targeted goal is to effectively respond to the Maui wildfire disaster, including caring for students and employees. Examples of evidence include reopening schools as soon as safely possible, collaborating with other agencies to support and sustain school reopening, and leveraging disaster-related funding to manage costs to the Department.*

**2023-24 Self-Assessment:** The deadly Maui wildfires occurred just one day into the 2023-24 school year and required an immediate, clear and compassionate response to ensure the safety and well-being of our students, staff and community. I led the Department’s response by prioritizing the care of our students and employees, facilitating the safe and timely reopening of affected schools, working closely with other agencies, and securing disaster-related funding. These efforts were crucial in maintaining continuity of learning and support for our Maui school community during this critical time.



Wildfire damage to the original King Kamehameha III Elementary School campus.





The Department organized its free Maui 'Ohana Resource Fair on October 12, 2023 featuring entertainment, activities, donation distribution and other resources.

Responding to the Maui wildfire disaster required a *ne'epapa* approach. Schools across the state rallied to support our Maui and Lahaina school communities by raising funds, sending messages of support, providing supplies and equipment, and even loaning staff to help reopen our Lahaina schools. More than 50 schools statewide welcomed students and employees displaced from Lahaina, and more than 400 Lahaina students continue to be part of other Maui school communities. Additionally, complex area personnel from across the state supported our Lahaina schools by deploying community liaisons and School-Based Behavioral Health Specialists to meet their needs. Other highlights of our response include:

- Additional support services for students:** Department community liaisons connected with families in emergency shelters, temporary housing and community locations, offering such resources as gas cards, school information, clothing, and toiletries. Schools conducted trauma screenings and increased student mental health literacy through sessions led by school-based behavioral health staff. We also provided training for school counselors, support groups for Lahainaluna boarding students, and ongoing student support on campuses, at community clinics, and via telehealth. All students received free school breakfasts and lunches, and we arranged bus transportation between Central/South Maui and Lahaina for displaced students.
- Additional support for employees:** Onsite mental health support was offered through The Queen's Health System, the U.S. Public Health Service, and the state Department of Health, though usage was limited, and the services didn't always meet employees' expectations. Employees affected by the fires also received donor-funded school lunches in the spring.
- Campus safety:** Until Lahaina schools were ready to reopen, we provided alternatives including distance learning, a satellite campus for Lahainaluna High, enrollment at other schools, huaka'i for Kaiapuni students, and in-person learning hubs at community centers. Schools reopened after extensive environmental safety testing, repairs and cleaning. Impacted schools in Central and South Maui reopened within two weeks, and Lahaina school campuses reopened in mid-October 2023. We put safety plans in place, monitored air quality, and tested dust on campuses throughout the year. No environmental hazards were detected.



Lahaina Intermediate students picking up free breakfast from the cafeteria.

A temporary campus was built for students and employees of King Kamehameha III Elementary, which was damaged beyond repair in the wildfires. The Department secured federal funds to initiate a replacement school – which opened April 1, 2024 – and held staff and community meetings for feedback on a new permanent site. Over the summer, dry brush was cleared around the school to improve safety.



The King Kamehameha III Elementary at Pulelehua temporary school campus.



- Federal funding:** We successfully secured \$2.2 million under the U.S. Department of Education’s Project SERV grant, the largest emergency response grant awarded for a disaster. We also secured federal funding from the U.S. Department of Agriculture to cover the cost of student meals for Lahaina schools for the next four years, and for Kula and Kihei Elementary schools for the past year. Additionally, we received federal assistance for immediate disaster response, including cleanup and testing. Private donations also supported Lahaina students and employees.

**Areas for Improvement:** We continue to reflect on the lessons learned from our response to the Maui wildfires to improve our future emergency planning and strengthen partnerships. We’ve invited the U.S. Department of Education to conduct an “after action” report on our response, and we’ll be using their recommendations to guide our future plans in such areas as emergency preparedness and response, internal and external communication, and addressing mental health needs. We are also prioritizing the selection of a permanent site for the future home of King Kamehameha III Elementary to serve the Lahaina community. Staff and community meetings were held in May 2024 to solicit input on the rebuild plan and we have a goal of selecting a site this school year.

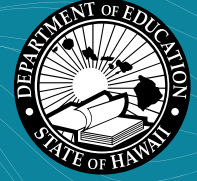
## TARGETED GOALS

I rate myself as being effective in achieving the targeted goals.

Strategic plan implementation	Effective
Workforce readiness	Effective
Overall real estate optimization, phase 1	Effective
Maui emergency response	Effective



# Hawai'i State Department of Education Superintendent's Evaluation



## SUPERINTENDENT YEAR-END STAKEHOLDER FEEDBACK, 2023-24

A “360 feedback” survey about Superintendent’s 2023-24 performance was conducted in July 2024. The survey results provide formative feedback to the Superintendent for his reflection and continuous improvement, as well as to inform Superintendent’s self-assessment for the Board of Education (Board) review of his performance.

### METHODOLOGY

Among individuals with whom the Superintendent works with directly, 100 were invited to complete an online survey. Individuals were asked to rate the Superintendent on criteria included in the Board’s evaluation criteria as well as to provide comments. Stakeholders invited to provide feedback included: 2023-24 Board members who are no longer serving on the Board, Superintendent’s direct reports and the Leadership team, community partners (e.g., community-based organizations, foundations, industry and business partners), education partners (e.g., local and national advocates including union leaders), and government officials (e.g., Governor, Lieutenant Governor, legislative leaders, mayors, directors of state agencies).

### SURVEY RESPONSES

Of the 100 individuals invited to compete the survey, 67 responded.

**Table 1. Survey respondents’ relationship to the Department of Education**

<b>Former Board of Education member</b> Served in 2023-24	3
<b>Department employee</b> Leadership team and direct reports	30
<b>Community partner</b> Community-based organizations, foundations, industry/business partners	25
<b>Education partner</b> Local and national advocates including union leaders	13
<b>Government official</b> Elected officials and directors of state agencies	9

Does not add up to 100% because respondents could self-identify more than one relationship with the Hawai'i State Department of Education (Department).

## OVERALL FEEDBACK

Table 2. Stakeholder survey responses: Overall feedback

(Scale of 1-100, 100 being high)	Please rate the overall performance of the Superintendent for 2023-24.	Please rate the quality of your working relationship with the Superintendent.
Number of responses	66	67
Average	90	94
Quartile 1	89	94
Quartiles 2 (Median)	93	100
Quartile 3	98	100
Quartile 4	100	100

When asked to provide the Superintendent with advice for leading public education during the 2024-25 school year, 55 individuals provided responses. Below is an artificial intelligence (AI)-based summary of the responses.

The advice provided to the Superintendent of Education in Hawai'i focuses on several key areas:

- **Leadership and Collaboration:** The Superintendent is encouraged to maintain his collaborative approach and continue engaging with stakeholders, including the community, businesses, and private schools. He is also advised to empower his subordinates by delegating tasks, allowing them to develop their skills and contribute more effectively.
- **Organizational Efficiency:** Several sources emphasize the need for improved organizational structure and efficiency within the Department. This includes clarifying roles and responsibilities, streamlining operations, and addressing staffing challenges to better support schools and students.
- **Addressing Challenges:** The sources highlight specific challenges that require attention:
  - **Generative AI:** The use of generative AI in classrooms is a growing concern, and the Superintendent is urged to work with the Board to develop clear policies on its use.
  - **Equity and Local Focus:** There's a call to address equity gaps in student achievement and to cultivate a stronger sense of local commitment within the education system, emphasizing community well-being alongside global competitiveness.
  - **Communication and Transparency:** Open communication with the public and stakeholders is deemed crucial. The Superintendent is advised to leverage media channels to communicate the Department's vision and successes more effectively.
  - **Personal Well-being:** Amidst the demands of the role, the Superintendent is reminded to prioritize his health and well-being.

Overall, the advice emphasizes a balance between maintaining a collaborative and communicative approach while also addressing organizational challenges and emerging issues like the use of AI in education.



## PROFESSIONAL STANDARDS

Stakeholders responded about the extent to which Superintendent demonstrated professional standards that reflect job duties in the position description.

**Table 3. Stakeholder survey responses: Feedback on professional standards**

(% of those who responded)	<b>Unsatisfactory:</b> Does not meet stated expectations and requires significant improvement	<b>Marginal:</b> Performance inconsistently or partially meets stated expectations	<b>Effective:</b> Performance consistently meets stated expectations	<b>Highly Effective:</b> Performance continually exceeds stated expectations	<b>I don't know</b>
<b>Visionary leadership</b>		1 (2%)	12 (18%)	53 (80%)	1
<b>Operations, resource and personnel management</b>		3 (5%)	31 (51%)	27 (44%)	5
<b>Strategic alignment and policy implementation</b>			19 (30%)	44 (70%)	4
<b>Communication and community relations</b>			16 (24%)	50 (76%)	1
<b>Equity advocacy</b>		2 (3%)	17 (26%)	47 (71%)	1

When asked to provide examples about how the Superintendent has demonstrated professional standards effectively, 58 individuals provided examples. Below is an AI-based summary of the responses.

Sources describe Superintendent Hayashi as an effective leader who demonstrates his professional skills in the following ways:

- Visionary Leadership:** Superintendent Hayashi's strong vision for public education is centered on a "globally competitive, locally committed" approach, prioritizing workforce readiness and aligning programs with industry needs. He has created a positive organizational culture within the Department, marked by open communication and mutual respect. He is lauded for his handling of the Maui wildfires, demonstrating leadership in swiftly securing resources for impacted students and teachers. His dedication to public education is evident in his actions and decisions, fostering a culture of care and support.
- Operations, Resource and Personnel Management:** Hayashi is skilled in operations, resource, and personnel management, acknowledging the department's challenges in these areas and fostering difficult conversations to address them. He has stabilized Department leadership,

particularly at the complex areas, through initiatives like the Leadership Institute. He prioritizes students' needs, as evidenced by his efforts to strengthen middle-level education. Additionally, he has secured pay increases to support teacher recruitment and retention. He is committed to fiscal responsibility, evidenced by his support for the Internal Audit Office to ensure sound internal controls and process improvement.

- **Strategic Alignment and Policy Implementation:** Hayashi excels in strategic alignment and policy implementation. He collaborates with the Board to implement the strategic plan, ensuring students gain necessary skills for future success. He champions initiatives like the “Harm to Students Registry” and expanded access to Career and Technical Education. His leadership style promotes Hawaiian culture-based and ‘āina-based learning through community partnerships.
- **Communications and Community Relations:** Hayashi is an effective communicator, engaging with stakeholders across various levels, including community partners, legislators, and the business sector. He maintains open communication lines with the Board and Department staff through regular updates and meetings. He actively participates in community events, school visits, and seeks feedback from all stakeholders. He effectively communicates a vision for the future of education in Hawai‘i and articulates the department’s needs to stakeholders.
- **Equity Advocacy:** Hayashi’s commitment to equity is evident in his support for vulnerable students, especially during the Maui wildfires, advocating for additional resources and ensuring the timely reopening of schools. He prioritizes equity and access in professional development opportunities. He has cultivated relationships with various stakeholders, including those involved in Kaiapuni education, ensuring their voices are heard in decision-making processes.

Stakeholders who rated Superintendent as “marginal” were asked to provide examples for their rating. Four individuals provided responses. They raised issues about selection and management of the leadership team, support for struggling student groups to close achievement and opportunity gaps, and management of Department facilities.

## **TARGETED GOALS**

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Stakeholders reviewed a brief summary of evidence of progress and outcomes then responded about the extent to which the Superintendent achieved each of the targeted goals that were approved by the Board on December 21, 2023.

- **Board-Approved Targeted Goal 1** - This targeted goal will share measured progress, challenges, and solutions on the 3 Main Priority Areas of the Strategic Plan (Phase I) as evidenced by progress on the respective Department Action Items and the “Measuring Progress” criteria (Phase II) at which point the superintendent will choose which items are important to highlight in his evaluation.
- **Board-Approved Targeted Goal 2** - Workforce readiness and innovation that prepares graduates to be globally competitive and locally committed. This targeted goal is to make progress toward developing a system that engages students in career, community, and civic opportunities, preparing them to contribute and lead Hawai‘i’s future. Examples of evidence include developing a structure for industry-based learning opportunities for students and teachers to ensure relevance of high school experience for post-high preparation; initiating student internship and teacher externship opportunities; and realigning the high school framework to current and projected community and workforce needs.

- **Board-Approved Targeted Goal 3** - Optimization of real estate in support of safe, well-maintained, compliant, clean, and attractive schools to provide a positive and inviting learning environment for students and staff. This targeted goal is to assess the status of ownership of school lands to inform prioritization of investments in school lands for educational purposes. Examples of evidence include: a list of existing and obligated land inventory and conveyances, as well as criteria for prioritizing conveyance of parcels to the Department. Develop a process engineering approach for repairs and maintenance, and capital improvement projects, with the goal of reducing the backlog in both areas.
- **Board-Approved Targeted Goal 4** - Maui emergency response. This targeted goal is to effectively respond to the Maui wildfire disaster, including caring for students and employees. Examples of evidence include reopening schools as soon as safely possible, collaborating with other agencies to support and sustain school reopening, and leveraging disaster-related funding to manage costs to the Department.

Stakeholders provided feedback about the extent to which they agreed that the Superintendent met each targeted goal.

**Table 4. Stakeholder survey responses: Feedback on targeted goals**

(% of those who responded)	Strongly disagree	Somewhat disagree	Disagree (somewhat or strongly)	Somewhat agree	Strongly agree	Agree (somewhat or strongly)	I don't know
1. Strategic plan implementation				12 (21%)	46 (79%)	58 (100%)	
2. Workforce readiness				13 (21%)	49 (79%)	62 (100%)	5
3. Overall real estate optimization, Phase 1		7 (13%)	7 (13%)	23 (41%)	26 (46%)	49 (88%)	11
4. Maui emergency response				7 (11%)	56 (89%)	64 (100%)	4