



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

September 19, 2019

TO: The Honorable Dwight Takeno  
Chairperson, Human Resources Committee

FROM: Dr. Christina M. Kishimoto   
Superintendent

SUBJECT: **Committee Action on Compensation Adjustments for Department of Education Leadership Employees (Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents)**

1. DESCRIPTION

The Board of Education (Board) Policy 500-6 states a desire that the best candidates are appointed to the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel. Performance management and compensation are two key areas of the Talent Management strategy for the Department of Education (Department). Fair and competitive salaries are also essential to attract and retain skilled executive leaders to carry out the mission and vision of the Department. Pay increases need to keep pace with inflation as well as be differentiated based on performance.

The 23 positions covered by this recommendation are not included in a collective bargaining unit. The Superintendent recommended, and the Board approved the final appointments of the employees in these positions. Therefore, Board approval is required to make compensation adjustments for this group of leadership employees, which includes the Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents.

## 2. BACKGROUND

Section 302A-621, Hawaii Revised Statutes, states that the salaries of the Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents shall be set by the Board and shall not exceed the salary of the Superintendent. Board Policy 500-6 further states that the Board shall establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.

As such, the Board previously approved the following actions on this matter.

- June 15, 2015: a 4% increase in compensation effective July 1, 2015, based on performance and maintaining internal salary parity for all of the leadership positions.
- November 15, 2016: compensation adjustments effective July 1, 2016, using methodology based on performance evaluations for School Year (SY) 2015-2016 with increase amounts linked to the Hawaii consumer price index for Fiscal Year (FY) 2015-2016. Executives who attained an “exceptional” rating received a 4.5% increase; executives who “exceeded expectations” received a 3.4% increase; and executives who “fully met expectations” received a 2.4% increase.
- June 20, 2017: compensation adjustments effective July 1, 2017, with continued methodology tied to performance evaluations for SY 2016-2017 and the Hawaii consumer price index for FY 2016-2017. Executives who attained an “exceptional” rating received a 3.75% increase; executives who “exceeded expectations” received a 3.0% increase; and executives who “fully met expectations” received a 2.0% increase.
- September 20, 2018: compensation adjustments effective July 1, 2018, with continued methodology tied to performance evaluations for SY 2017-2018 and the Hawaii consumer price index for FY 2017-2018. Executives who attained an “exceptional” rating received a 3.5% increase; executives who “exceeded expectations” received a 3.0% increase; and executives who “fully met expectations” received a 2.5% increase.

## 3. DISCUSSION

### a. Changes to the performance evaluation:

The performance evaluation tools for these leadership employees changed slightly since the Board reviewed this topic last year. Both tools now use the same five-point rating scale.

b. Continuing the current methodology:

The continuation of leadership compensation adjustments based on annual performance evaluations will ensure the retention of high-performing individuals with the knowledge, skills, and abilities to continue to support the Board's goals and the Department's Strategic Plan. In addition, the Board's authorization of compensation adjustments effective July 1, 2019, will assist with future recruitment efforts to fill potential leadership vacancies within this group.

Fair and equitable compensation for all Department employees is inherent in the Strategic Plan Goal 2 (Staff Success) and will support a high-performing culture where all employees are effectively contributing to student success. Funding for these adjustments is calculated to be \$130,290.92 and has been included in the Department's budgeted salary projections.

c. Technical adjustment:

To remain competitive, the Complex Area Superintendents salary range was adjusted to start at a new minimum of \$145,000. Thus, a technical adjustment will need to be made to raise five current Complex Area Superintendent's salaries to \$145,000.

4. RECOMMENDATION

The Department recommends Board approval of (1) continuing the compensation adjustments for the Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents based on their performance during SY 2018-2019, (2) use of funds in an amount not to exceed \$131,000 for increases effective July 1, 2019, and 3) approval of a technical adjustment to move five current Complex Area Superintendents salaries to \$145,000. Details of the methodology and proposal for the differentiated compensation adjustments for SY 2019-2020 are found in Attachment A. The July 1, 2019 effective date is consistent with the start of the new FY and implementation of compensation adjustments for the Department's certificated employees.

CMK:cac

Attachments: 1) Attachment A – Compensation Adjustments for Leadership Employees Effective July 1, 2019  
2) Assistant Superintendent Performance Evaluation Forms SY 2018-2019/SY 2019-2020  
3) Complex Area Superintendent Performance Evaluation Forms SY 2018-2019/SY 2019-2020

c: Office of Talent Management

**ATTACHMENT A**

**COMPENSATION ADJUSTMENTS FOR**

**LEADERSHIP EMPLOYEES**

**EFFECTIVE JULY 1, 2019**

**Compensation Adjustments for Leadership Employees Effective July 1, 2019**

Similar to the methodology used in recent years, the recommended compensation adjustments and updated salary ranges are based on employee performance ratings for SY 2018-2019 and linked to the Hawaii consumer price index for 2018. The maximum salary for these leadership positions shall not be greater than the Superintendent of Education as established by Section 302A-621, Hawaii Revised Statutes, and the parameters provided in Board Policy 500-6.

The Deputy Superintendent and Assistant Superintendent performance ratings for the past SY were based on meeting specific performance outcomes linked to the implementation of the Board and Department’s joint three-year Strategic Plan. The Complex Area Superintendent’s performance ratings for the same period were based on achievement of performance objectives tied to the Strategic and Complex Area Plans. Overall ratings were based 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. Meets and exceeds level 3 with outstanding quality of work and demonstrates collaboration across the organization.
5. Meets and exceeds level 4 and demonstrates system-wide innovation and improvements. Builds capacity across the organization.

The proposed calculation of SY 2018-2019 compensation adjustments for the Deputy Superintendent, Assistant Superintendents, and Complex Area Superintendents effective July 1, 2019, are as follows:

- 1.9% increase for executives who attain level 3; this is based on the consumer price index for Hawaii for 2018.
- 3.0% increase for executives who attain level 4; this is an additional 1.1% in compensation for the higher level of performance.
- 4.0% increase for executives who attain level 5; this is an additional 2.1% compensation for the highest level of performance.

The current and new salary ranges upon implementation are as follows:

<u>Position</u>	<u>Current</u>	<u>New</u>
Deputy Superintendent	\$155,000 - \$180,000	\$155,000 - \$185,000
Assistant Superintendents	\$145,000 - \$175,000	\$150,000 - \$180,000
Complex Area Superintendents	\$135,000 - \$170,000	\$145,000 - \$175,000

The entry salary for employees appointed to these leadership positions shall be commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions as well as the experience level and qualifications of the employee.

**ASSISTANT SUPERINTENDENT**

**PERFORMANCE EVALUATION FORMS**

**SCHOOL YEAR 2018-2019**

**SCHOOL YEAR 2019-2020**

**Assistant Superintendent  
Performance Evaluation (SY 2018-2019)**

Employee Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_ Office: \_\_\_\_\_

Evaluated By: \_\_\_\_\_ Evaluator Position: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

**Rating Scale**  
 1 = does not meet performance objective(s)  
 2 = minimally meets performance objective(s)  
 3 = meets performance objective(s) with completion or significant progress on deliverable(s)  
 4 = meets and exceeds level 3 with outstanding quality of work and demonstrates collaboration across the organization.  
 5 = meets and exceeds level 4 and demonstrates system-wide innovation and improvements. Builds capacity across the organization.

**Equity and Access**

Performance Objective:	Evaluator Comments:
Deliverable / Outcome:	
Rating: _____	

**Safe Learning Environments that Support Students' Well Being**

Performance Objective:	Evaluator Comments:
Deliverable / Outcome:	
Rating: _____	

**Assistant Superintendent  
Performance Evaluation (SY 2018-2019)**

**Student Centered School Design**

<b>Performance Objective:</b>	<b>Evaluator Comments:</b>
<b>Deliverable / Outcome:</b>	
Rating: _____	

**Staff Professional Development, Recruitment and Retention**

<b>Performance Objective:</b>	<b>Evaluator Comments:</b>
<b>Deliverable / Outcome:</b>	
Rating: _____	

**Assistant Superintendent  
Performance Evaluation (SY 2018-2019)**

**Communication and Engagement**

<b>Performance Objective:</b>	<b>Evaluator Comments:</b>
<b>Deliverable / Outcome:</b>	
<b>Rating:</b> _____	

<b>Additional Evaluator Comments:</b>	<b>Overall Rating</b>  _____
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<b>Employee Comments:</b>
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**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assistant Superintendent  
Performance Evaluation (SY 2019-2020)**

Employee Name: \_\_\_\_\_

Employee ID: \_\_\_\_\_

State Office: Select Office

Evaluation Period: \_\_\_\_\_

Evaluated By: Christina M. Kishimoto

Evaluator Position: Superintendent

**Rating Scale**

Highly Effective = Performance has continually exceeded stated expectations

Effective = Performance consistently meets stated expectations

Marginal = Performance inconsistently or partially meets stated expectations

Unsatisfactory = Performance does not meet stated expectations and requires significant improvement

**Section One: Leadership Standards**

**Visionary Leadership and Organizational Culture:**

**Expectations:**

- Clearly aligns leadership actions, staffing, and resources to a student-centered vision, and that vision is evident in the culture of the organization;
- Creates and implements a H<sub>A</sub>-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Nurtures, sustains, and models a culture of collaboration, trust, learning, and high expectations by empowering and collaborating with state, complex area, and school leadership to make decisions that improve student learning;
- Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and teachers; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

Mid-Year Review

Year-End Review

Evaluator Comments:

Rating: Select Rating

**Assistant Superintendent  
Performance Evaluation (SY 2019-2020)**

**Operations, Resource, and Personnel Management**

**Expectations:**

- Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- Guides the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability;
- Stays informed of facilities use and needs, makes facilities recommendations as needed to the Superintendent, promotes safety across the state, and ensures a facilities management plan is in place for future needs; and
- Provides relevant and strategic information and advice to the Superintendent

Mid-Year Review

Year-End Review

Evaluator Comments:

Rating:     Select Rating

Assistant Superintendent  
Performance Evaluation (SY 2019-2020)

**Strategic Alignment and Policy Implementation**

Expectations:

- Understands the role their respective state office plays within the system of supports to schools and aligns plans and actions to accomplish the Department's strategic objectives;
- Interprets and executes the intent of Board policies and advises the Superintendent on the need for new and/or revised policies;
- Works collaboratively with the Superintendent and other Department leaders to execute a joint vision, mission, and strategic plan with measureable objectives of high expectations for student achievement; and
- Offers professional advice to the Superintendent and other Department leaders with appropriate recommendations based on thorough study and analysis and keeps the Superintendent regularly informed with quantitative and qualitative data, reports, and information that enable effective and timely decisions.

Mid-Year Review

Year-End Review

Evaluator Comments:

Rating:       Select Rating

**Assistant Superintendent  
Performance Evaluation (SY 2019-2020)**

**Communication and Community Relations**

**Expectations:**

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, understand internal and external perceptions of the Department, and promote a positive image of the public education system with families, the media, state officials, and the community at-large;
- Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success; and
- Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HA-based atmosphere of trust and respect with staff, families, and community members.

**Mid-Year Review**

**Year-End Review**

**Evaluator Comments:**

Rating:       Select Rating

**Assistant Superintendent  
Performance Evaluation (SY 2019-2020)**

**Equity Advocacy**

**Expectations:**

- Champions the importance and execution of a diverse, equitable, and inclusive environment in schools and throughout the Department;
- Promotes social justice and civil rights, ensuring that all schools are safe learning environments free of inequities and injustices; and
- Demonstrates and advocates for equity and fair play at all levels of the Department and between and amongst all student groups, schools, complexes, and state offices.

Mid-Year Review

Year-End Review

Evaluator Comments:

Rating:           Select Rating



Assistant Superintendent  
Performance Evaluation (SY 2019-2020)

<b>Individual Targeted Goal #3</b> Targeted Goal:	
Progress Point 1	Progress Point 2
Evaluator Comments:	
Rating: <u>          Select Rating          </u>	

**Overall Summary and Rating**

Additional Evaluator Comments:	<b>Overall Rating</b> <u>          Select Rating          </u>
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Additional Employee Comments:
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Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assistant Superintendent Performance Evaluation  
2019-2020 Guidance Document

The evaluation of Assistant Superintendents' consists of two major sections: 1) Leadership Standards and 2) Individual Targeted Goal(s). Each of the sections and rated components are detailed below.

**Section One: Leadership Standards**

Assistant Superintendents' will be evaluated on each of the five Leadership Standards described below. The five standards are non-negotiable professional expectations, however the measures, data sources, and documentation for each are not pre-defined. Demonstration of the standards shall be documented through a mid-year and year-end conference on the evaluation form. Each standard shall be rated using the rubric described below. All standards must be rated Effective or Highly Effective in order to receive an Overall Effective Rating on the evaluation.

**Standard 1: Visionary Leadership and Organizational Culture.** The Assistant Superintendent is an educational leader who promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Assistant Superintendent:

- 1.1. Clearly aligns leadership actions, staffing, and resources to a student-centered vision, and that vision is evident in the culture of the organization;
- 1.2. Creates and implements a H<sub>A</sub>-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- 1.3. Nurtures, sustains, and models a culture of collaboration, trust, learning, and high expectations by empowering and collaborating with state, complex area, and school leadership to make decisions that improve student learning;
- 1.4. Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices and promote continuous organizational learning, and inform instruction for administrators and teachers; and
- 1.5. Ensures that all staff receive relevant and continuous professional development, including leadership development, that directly enhances their performance.

*Suggested data sources: Staffing plans, Office budget, implementation plan(s) for achieving strategic plan goals and objectives, demonstrated examples of leadership empowerment and collaboration, organizational self-assessment(s) and improvement plan(s), list of identified effective practices, school improvement plans, professional development and leadership development plans, Superintendent's individual observations*

**Standard 2: Operations, Resource, and Personnel Management.** The Assistant Superintendent demonstrates the knowledge, skills, and ability to manage operations that promote a safe, trusting, respectful, and effective learning environment for students and staff, ensure the fiscal fidelity and efficiency of the Department, and implement sound personnel practices. The Assistant Superintendent:

- 2.1. Monitors and evaluates the management of operational systems to ensure the effective and efficient use of human, fiscal, capital, and technological resources;

Assistant Superintendent Performance Evaluation  
2019-2020 Guidance Document

- 2.2. Develops and ensures the effective implementation of procedures and structures to support compliance with local, state, and federal laws and regulations;
- 2.3. Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- 2.4. Guides the process of fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear and transparent systems of fiscal control and accountability;
- 2.5. Stays informed of facilities use and needs, makes facilities recommendations as needed to the Superintendent, promotes safety across the state, and ensures a facilities management plan is in place for future needs; and
- 2.6. Provides relevant and strategic information and advice to the Superintendent

*Suggested data sources: Internal risk assessment and audit, management evaluation of operational systems, recruitment and retention data, professional development plans and data, financial plan, external audit, capital plan(s) and/or facilities master plan, collective bargaining agreements, Superintendent's individual observations*

**Standard 3: Strategic Alignment and Policy Implementation.** The Assistant Superintendent ensures implementation of Board policies and alignment of their respective functional areas to the Department's strategic plan, objectives, and goals. The Assistant Superintendent:

- 3.1. Understands the role their respective state office plays within the system of supports to schools and aligns plans and actions to accomplish the Department's strategic objectives;
- 3.2. Interprets and executes the intent of Board policies and advises the Superintendent on the need for new and/or revised policies;
- 3.3. Works collaboratively with the Superintendent and other Department leaders to execute a joint vision, mission, and strategic plan with measurable objectives of high expectations for student achievement; and
- 3.4. Offers professional advice to the Superintendent and other Department leaders with appropriate recommendations based on thorough study and analysis and keeps the Superintendent regularly informed with quantitative and qualitative data, reports, and information that enable effective and timely decisions.

*Suggested data sources: Implementation plan(s) for achieving strategic plan goals and objectives, Standards of Practice, financial plan, reports to the Superintendent and/or Board of Education, Superintendent's individual observations*

**Standard 4: Communication and Community Relations.** The Assistant Superintendent establishes effective two-way communication and engagement with students, parents, staff, and the community at-large and understands the cultural, political, social, economic, and legal context to respond effectively to internal and external stakeholder feedback and build strong support for the public education system and success of all students. The Assistant Superintendent:

Assistant Superintendent Performance Evaluation  
2019-2020 Guidance Document

- 4.1. Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, understand internal and external perceptions of the Department, and promote a positive image of the public education system with families, the media, state officials, and the community at-large;
- 4.2. Works collaboratively with staff and other community members to secure resources and effective partnerships to support strategic plan goals and student success; and
- 4.3. Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a HĀ-based atmosphere of trust and respect with staff, families, and community members.

*Suggested data sources: Media reports, Department website, newsletters and other public engagement documents, attendance at community and school events, visible community support for strategic plan goals and objectives, formalized partnerships with community organizations to achieve strategic plan goals and objectives, procedures for internal communications, community readiness indicators, Superintendent's individual observations*

**Standard 5: Equity Advocacy.** The Assistant Superintendent advocates for equitable opportunities and conditions and builds a foundation on the promise of equity, integrity, and fairness for every student and every staff member. The Assistant Superintendent:

- 5.1. Champions the importance and execution of a diverse, equitable, and inclusive environment in schools and throughout the Department;
- 5.2. Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- 5.3. Demonstrates and advocates for equity and fair play at all levels of the Department and between and amongst all student groups, schools, complexes, and state offices.

*Suggested data sources: Staff diversity data, student diversity data, inclusion rate data, bullying and harassment data, other civil rights data, Superintendent's individual observations*

**Section Two: Individual Targeted Goal(s)**

Section 2, of the Assistant Superintendent evaluation consists of up to three Individual Targeted Goals. Taking into consideration the strategic priorities of the Department, the Assistant Superintendent shall establish their own goals which must be approved in a pre-conference with the Superintendent no later than August 15<sup>th</sup>. Each goal shall identify two progress points within the school year prior to May. The progress points should indicate major milestones to monitor the progress or accomplishment of each goal. As an example, "Draft policy completed for Superintendent's review by November 15" and "Final policy draft for Board adoption by February Board meeting". A rating for each Individual Targeted Goal will be determined using the rating scale below.

Assistant Superintendent Performance Evaluation  
2019-2020 Guidance Document

**Rating Scale**

Each of the Leadership Standards and Individual Targeted Goal(s) will be rated based on the following scale:

<b>RATING</b>	<b>CHARACTERISTICS</b>
<b>Highly Effective</b>	Performance has continually exceeded stated expectations
<b>Effective</b>	Performance consistently meets stated expectations
<b>Marginal</b>	Performance inconsistently or partially meets stated expectations
<b>Unsatisfactory</b>	Performance does not meet stated expectations and requires significant improvement

Using the same rating scale, an Overall Evaluation Rating shall be determined based on a weighted score from the individual components above. As noted previously, each Leadership Standard must be rated as Effective or better in order to earn an Overall Evaluation Rating of Effective or better.

**COMPLEX AREA SUPERINTENDENT**

**PERFORMANCE EVALUATION FORMS**

**SCHOOL YEAR 2018-2019**

**SCHOOL YEAR 2019-2020**

## Complex Area Superintendent Performance Evaluation (SY 2018-19)

Employee Name:	Employee ID:
Complex Area:	Evaluation Period:
Evaluated By:	Evaluator Position:

**Rating Scale**  
 1 = does not meet performance objective(s)  
 2 = minimally meets performance objective(s)  
 3 = meets performance objective(s) with completion or significant progress on deliverable(s)  
 4 = meets and exceeds level 3 with outstanding quality of work and demonstrates collaboration across the organization.  
 5 = meets and exceeds level 4 and demonstrates system-wide innovation and improvements. Builds capacity across the organization.

**Objective #1: To ensure the implementation of Strategic Plan and ESSA, the CAS will advance strategies through specific action steps or deliverables based on School Design, Student Voice, and Teacher Collaboration.**  
**BOE Priorities for SY18-19: B. Safe learning environments that support student well-being; C. Student-centered school design**

**Meets:** *(includes deliverables from Complex Area Plan as well as from discussion with deputy)*

1. By June 2019, increase opportunities and equitable access to viable industry experiences, advanced placement and early college courses across all of the high schools aligned with school design models, higher education partnerships, and/or pathway designs.
2. By April 2019, 100% of schools will have a documented academic and financial school plan that includes academic, financial, capacity building, and **gap closing goals and measures.**
3. By March 2019, a minimum of 25% of our portfolio of schools will have a documented and Superintendent approved school design plan based on the new HDOE school design matrix (visual representation).
4. By June 2019, utilizing the newly adopted computer science standards as a model, design a curriculum framework that promotes creativity, sharing of practices and multiple design implementation options that support K-12 complex area designs.
5. By January 2019, have a CAS-approved, multi-disciplinary, inquiry and creativity-based early literacy (K-3) system and articulate a K-readiness standard for the complex area.
6. By April 2019, developed specific content requirements and address professional development needs for EL service providers (teachers and others).
7. By April 2019, develop a set of strategies that (initiate, launch, refine or expand and support) Hawaiian education choice for complex area community.

**Exceeds - Meets, plus:** (personalized to each CAS based on last year's evaluation and needs of the complex area schools)

*Meets plus, Quality, Collaboration and Connections to Complex Area Plan Foci*  
 Note monitoring and impact on practice and benefits to students  
 The strength of collaboration between offices and partners strategic to the work  
 Cross-functional work within and beyond the complex area  
 Build a positive and optimistic reputation for self and the complex area through credible and valued services, programs and collaboration with students, families, other DOE offices, and community partners.

**Greatly Exceeds - Meets and Exceeds, plus:** (personalized to each CAS based on last year's evaluation and needs of the complex area schools)

*Exceeds plus, Innovation /Systems Thinking*  
*Department or statewide leadership: systems transformation)*  
 Multiple breakthrough application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

**Complex Area Superintendent Performance Evaluation (SY 2018-19)**

Deliverable/Outcome

Evaluator Comments:

Rating \_\_\_\_\_

**Objective #2: In order to close the Achievement Gap and support TSI/CSL schools, the CAS will advance strategies, interventions, and/or deliverables based on evidence-based research for special education, English-language learners, and other student subgroups who are underperforming. BOE Priorities for SY18-19: A. Equity and access**

**Meets:** *(includes deliverables from Complex Area Plan as well as from discussion with deputy)*

1. By January 2019, establish, document, and monitor for each CSI/TSI school a curriculum and instructional framework that promotes best practices in core content areas and creativity in meeting the unique needs and aspirations of their students.
2. By April 2019, articulate detailed complex area implementation plans with outcome expectations for special education and English language services and supports as informed by Task Force recommendations and SSIP requirements.
3. By the end of SY18-19, increase the percentage of special education students in inclusion settings from 41% to 43% to ensure movement toward our Strive HI goal and alignment with federal IDEA LRE requirement by identifying and implementing multiple strategies. NOTE: (Statewide inclusion rate for SY17-18: 41%; SY2020 target is 51%)
4. On a quarterly basis, monitor the timeliness of evaluation and IEP processes, intervene and provide added support to schools to meet expectations, identify challenges and risks to share and problem-solve at the statewide leadership meeting.
5. By December 2018, articulate a complex area or complex-wide focus on Math practice standards to ensure all teachers are trained, collaboratively identifying and/or developing curriculum and refining their instructional practice.

**Exceeds – Meets, Plus:** *(personalized to each CAS based on last year’s evaluation and needs of the complex area schools)*

*Meets plus, Quality, Collaboration and Connections to Complex Area Plan Foci*

Note monitoring and impact on practice and benefits to students

The strength of collaboration between offices and partners strategic to the work

Cross-functional work within and beyond the complex area

Build a positive and optimistic reputation for self and the complex area through credible and valued services, programs and collaboration with students, families, other DOE offices, and community partners.

**Greatly Exceeds - Meets and Exceeds, plus:** *(personalized to each CAS based on last year’s evaluation and needs of the complex area schools)*

*Exceeds plus, Innovation /Systems Thinking*

*Department or statewide leadership: systems transformation)*

Multiple breakthrough application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

## Complex Area Superintendent Performance Evaluation (SY 2018-19)

Deliverable/Outcome
Evaluator Comments:
Rating _____

<p><b>Objective #3: To ensure productive, collaborative interactions within schools and community, the complex area, and with state level, the CAS will..... (e.g., leadership, vision, decision-making, communication planning)</b>  <b>BOE Priorities for SY18-19: D. Staff professional development, recruitment and retention; E. Communication and Engagement</b></p> <p><b>Meets:</b> <i>(includes deliverables from Complex Area Plan as well as from discussion with deputy)</i></p> <ol style="list-style-type: none"> <li>1. By May 2019, establish a guaranteed induction and mentoring program for beginning teachers.</li> <li>2. By January 2019, initiate a teacher collaboration model that supports creativity, sharing, and design thinking that advances our rigorous instructional design approach (focus on computer science in SY19 as a starting point for conceptualization).</li> <li>3. By October 2018, the complex area and each school have an updated emergency safety plan.</li> <li>4. By January 2019, all of the middle schools will implement an anti-bullying app for safe reporting of incidents, respond, and keep accurate records.</li> <li>5. By February 2019, a culturally informed, targeted strategy plan will be developed to reduce chronic absenteeism in the complex area. NOTE: Reduce from 15% to 13% (Statewide for SY17-18: 15%, 2020 target: 9%).</li> <li>6. By December 2018, ensure the ten-year Title IX Athletics Plan is inclusive of accurate information from the complex area, and school practices are consistent with our values around equity.</li> <li>7. By February 2019, ensure training, the accuracy of reporting, and monitoring of Chapter 41 HAR and related sections of Chapter 19 HAR</li> <li>8. By the articulated dates in CESSA, procedures will have been completed.</li> <li>9. By February 2019, have articulated a succession plan and actions for key leadership positions in the complex area</li> </ol> <p><b>Exceeds - Meets, plus:</b> <i>(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</i></p> <p><i>Meets plus, Quality, Collaboration and Connections to Complex Area Plan Foci</i>          Note monitoring and impact on practice and benefits to students          The strength of collaboration between offices and partners strategic to the work          Cross-functional work within and beyond the complex area          Build a positive and optimistic reputation for self and the complex area through credible and valued services, programs and collaboration with students, families, other DOE offices, and community partners.</p> <p><b>Greatly Exceeds - Meets and Exceeds, plus:</b> <i>(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</i></p> <p><i>Exceeds plus, Innovation /Systems Thinking</i>  <i>Department or statewide leadership: systems transformation)</i>          Multiple breakthrough application of better solutions that meet new requirements, unarticulated needs, or existing market needs.</p>
Deliverable/Outcome



## Complex Area Superintendent Performance Evaluation (SY 2019-20)

Employee Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_

Complex Area: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

Evaluated By: \_\_\_\_\_ Evaluator Position: \_\_\_\_\_

### Rating Scale

- 1 = does not meet performance objective(s)
- 2 = minimally meets performance objective(s)
- 3 = meets performance objective(s) with completion or significant progress on deliverable(s)
- 4 = meets and exceeds level 3 with outstanding quality of work and demonstrates collaboration across the organization.
- 5 = meets and exceeds level 4 and demonstrates system-wide innovation and improvements. Builds capacity across the organization.

Meets = 3: Includes deliverables and CAS responsibilities. *(Mandatory for all CASs.)*

Exceeds = 4: Meets, plus, Quality, Collaboration and Connections. *(Individual CASs to add: Connected to and inclusive of the Complex Area Plan foci.)*

Greatly Exceeds = 5: Exceeds plus, Innovation/Systems Thinking. *(Individual CASs and as a team to add: Department or statewide leadership: systems transformation.)*

### Descriptors for Levels of Performance:

#### Deliverables:

**Meets:** Contributions and accomplishments to the mission and strategic implementation plan as articulated in the complex area plan and direction set in the previous evaluation.

Competent utilization of leadership processes to lead the team of direct reports.

Demonstrated ability to co-lead in a team of CAS and AS.

**Exceeds – Meets, plus:** *(personalized to each CAS based on last year's evaluation and needs of the complex area schools)* Noted monitoring and impact on practice and benefits to students through implementation of Complex Area Plan and student learning data.

The strength of collaboration between offices and partners strategic to the work.

Cross-functional work within and beyond the complex area.

Build a positive and optimistic reputation for self and the complex area through credible and valued services, programs and collaboration with students, families, other DOE offices, and community partners.

**Greatly Exceeds – Meets and Exceeds, Plus:** *(personalized to each CAS based on last year's evaluation and needs of the complex area schools)* Multiple breakthrough application of better solutions that meet new requirements, unarticulated needs, or existing market needs.

#### Examples:

- Pilot projects and new ideas.
- Creating initiatives around partnerships and community organizations.
- Redesigning school structures that allow for innovation and new initiatives.

**Objective #1:** To ensure the implementation of Strategic Plan and ESSA, the CAS will advance strategies through specific action steps or deliverables based on School Design, Student Voice, and Teacher Collaboration.

*SY19-20 BOE Priorities: Equity and Access, Student-Centered School Design).*

#### Meets:

- 1) By June 2020, **Complex Area Plan** and school academic and financial plans will include increased opportunities, equitable access, and monitoring of strategies and metrics, to improve learning outcomes through:
  - 5 Promises;
  - Support for CSI/TSI schools and subgroups;
  - Early college and career success.

All

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- 2) By May 2020, a minimum of 75% of our portfolio of schools will have a Superintendent approved school design plan. **School Design**
- 3) By June 2020, computer science standards will be embedded in a curriculum framework that promotes innovation, sharing of practices and multiple learning options that support K-12 implementation complex area-wide. **Innovation**
- 4) By May 2020, the complex area elementary schools will have an early literacy (K-3) system (ELA and math) and articulated K-readiness standards for all learners that aligns with K-12 continuum in the complex area. **School Design**

**Exceeds – Meets, Plus:** *(personalized to each CAS based on last year's evaluation and needs of the complex area schools)*

Monitors complex area PK-12 school alignments and standards-based curriculum designs for focused improvement of 2% gains in ELA, Math and Science (ESSA measure).

Create a system of leadership supports focused on school design and data analysis for CASs and team.

Working with external partners and school leadership to work on alternative learning opportunities for all students.

**Greatly Exceeds – Meets and Exceeds, Plus:** *(personalized to each CAS based on last year's evaluation and needs of the complex area schools)*

Ensures improved early learning readiness for future kindergarteners entering the school system by increasing access by 20 pre-kindergarten classes across the state in the next biennial.

Share with other CASs the alternative learning opportunities.

Work with state level and outside agencies to create an alternative learning program toward a vision.

Deliverable/Outcome:

Evaluator Comments:

Rating: \_\_\_\_\_

**Objective #2: In order to close the Achievement Gap and support TSI/CSI schools, the CAS will advance strategies, interventions, and/or deliverables based on evidence-based research for special education, English-learners, and other student subgroups who are underperforming. SY19-20 BOE Priority: Safe Learning Environments that Support Student Well Being: Staff Development, Recruitment, and Retention.**

**Meets:**

- 1) By May 2020, in order to close the Achievement Gap and support TSI/CSI schools, the CAS will demonstrate implementation of best practices in core content areas and commitment in meeting the unique needs and aspirations of their students, and evidence of how strategies are aligned to CNA and expenditures of federal and state funds. **Equity, Innovation**
- 2) At minimum, quarterly monitors the timeliness of IEPs and SPED/EL/homeless services and complex area implementation plans with outcome expectations for special education and English language services and supports. **Equity, Innovation**
  - a) By January 2020, CAS will report the percentage of special education students in inclusion settings and inclusive programming/strategies to meet 51% Strive HI goal. **Hawaii, Equity, School Design**
  - b) By January 2020, CAS will demonstrate efforts to implement a complex-wide focus on math to ensure all teachers are refining their instructional practice through:
    - I. Best Practice (areas to start)

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<ul style="list-style-type: none"> <li>ii. Context: Understood and applied mathematics</li> <li>iii. Embedded coaching component</li> </ul> <p style="margin-left: 40px; color: red;">School Design</p> <ul style="list-style-type: none"> <li>c) By June 2020, CAS will demonstrate commitment by identifying and establishing resources (e.g., school and community assets), partnerships, and strategies in complex area that meet the needs of learners vulnerable to school failure (e.g., homeless, LGBTQ, etc.) and students in crisis.</li> </ul> <p style="margin-left: 40px; color: red;">Empowerment</p> <p><b>Exceeds – Meets, plus:</b> <span style="color: red;">(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</span></p> <p><b>Greatly Exceeds – Meets and Exceeds, plus:</b> <span style="color: red;">(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</span></p>
Deliverable/Outcome
Evaluator Comments:
Rating: _____

<p><b>Objective #3: To ensure productive, collaborative interactions within schools and community, the complex area, and with state level, the CAS will advocate, set, and lead to ensure conditions of success for all schools.</b></p> <p><i>SY19-20 BOE Priorities: Communication and Engagement.</i></p> <p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>1) By June 2020, CAS will have a systems framework created to ensure collaborative interactions with:             <ul style="list-style-type: none"> <li>a) Schools</li> <li>b) Community</li> <li>c) HIDOE</li> </ul> <p style="margin-left: 40px; color: red;">All</p> </li> <li>2) By June 2020, CAS will have decision-making process in place to ensure the delivery of BOE/DOE initiatives and:             <ul style="list-style-type: none"> <li>a) Reducing chronic absenteeism</li> <li>b) Reducing suspension rate</li> </ul> <p style="margin-left: 40px; color: red;">All</p> </li> <li>3) By June 2020, CAS will have a professional development plan in place to address:             <ul style="list-style-type: none"> <li>a) Retention/recruitment</li> <li>b) Highly qualified, engaging instructors that will impact student achievement for all students</li> </ul> <p style="margin-left: 40px; color: red;">All</p> </li> <li>4) By June 2020, CAS will complete the following operational deliverables:             <ul style="list-style-type: none"> <li>a) An approved Continuity of Operations Plan (COOP) for emergency response and restoration</li> <li>b) Title IX athletic plan</li> <li>c) Safe schools – Anti-bullying app</li> <li>d) Complex area staff evaluations – principals, educational officers, staff</li> <li>e) Financial plan will align to initiatives.</li> </ul> <p style="margin-left: 40px; color: red;">All</p> </li> </ul> <p><b>Exceeds – Meets, plus:</b> <span style="color: red;">(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</span></p> <p><b>Greatly Exceeds – Meets and Exceeds, plus:</b> <span style="color: red;">(personalized to each CAS based on last year's evaluation and needs of the complex area schools)</span></p>
Deliverable/Outcome

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Evaluator Comments:
Rating: _____

Additional Evaluator Comments:
Overall Rating: _____
Employee Comments:

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_