



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

OFFICE OF THE SUPERINTENDENT

October 4, 2023

TO: The Honorable Shanty Asher
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi
Superintendent 

SUBJECT: Committee Action on Appointment of Complex Area Superintendent of the
Nānākuli-Wai'anae Complex Area

I. BACKGROUND

On March 23, 2023, the Hawaii State Board of Education (Board) conditionally approved a new Complex Area Superintendent (CAS) salary range of \$165,000 to \$205,000, subject to the Hawaii State Department of Education (Department) providing the Board with a detailed plan containing a methodology to provide current CASs with compensation salary adjustments.

At its June 1, 2023 Human Resources Committee meeting, the Board approved a methodology for a one-time structural adjustment for currently appointed CASs based on an individual's qualifications and characteristics of their assigned complex area.

I am requesting the approval of the appointment of Ms. Disa Hauge as CAS of the Nānākuli-Wai'anae Complex Area with an initial salary of \$191,451. Securing my executive leadership team will establish trust and confidence among the Department's leaders and staff, which is critical to improving the efficiency and effectiveness of Department operations and the educational services provided.

Additionally, the approval of Ms. Disa Hauge for the CAS position will ensure her previous position is filled with a permanent appointment. 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 Department. The CAS holds decision-making authority to address day-to-day academic and operational school issues and ensures that exemplary teaching and learning occur 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 the performance of complex area educational officers and staff to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of Department and community resources through adherence to policy and ethical decision-making.

II. AUTHORITY

The following gives the Superintendent the authority to appoint a qualified individual as the CAS.

- [§302A-604, Hawaii Revised Statutes \(HRS\)](#), provides the superintendent the authority to appoint the complex area superintendent: “The superintendent of education, with the approval of the board, shall appoint complex area superintendents for schools.”
- During the May 5, 2022 General Business Meeting, the Board adopted the current “Department of Education Leadership Salary Structure” (Attachment A). Per this document, “Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual” (Section III.E).
- [§302A-621, HRS](#), authorizes the Board to set the salary of the complex area superintendents.
- [Board Policy 500-6](#) states the Board “desires that the best candidates are appointed to all of the subordinate superintendent positions to create a knowledgeable, strong, and dynamic leadership team that supports the superintendent, teachers, administrators, and other school-level personnel”; thus, the Board “shall establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. RECOMMENDATION

As Superintendent, I recommend the appointment of Ms. Disa Hauge as the CAS of the Nānākuli-Wai‘anae Complex Area (Position Number 60086) with an annual salary of \$191,451.00, which is in accordance with the complex area superintendent salary range approved by the Board on March 23, 2023.

The Department requests that Ms. Hauge maintain her current principal salary of \$191,451.00, which includes the January 1, 2024, negotiated HGEA Bargaining Unit 6 increase. The Department considered using the methodology presented to the Board on June 1, 2023, to determine CAS salary. However, based on that methodology, Ms. Hauge's salary would be \$176,344.26, a decrease of \$15,106.74 from her current salary.

As Complex Area Superintendent, Ms. Hauge will provide executive leadership by upholding the values of high expectations, equity, and cultural understanding in all matters through a productive professional culture.

Major responsibilities include the following:

- Executive Leadership for Student Achievement: The Complex Area Superintendent must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead the development of a complex area plan to reach the system's shared vision of instruction and achievement; develop mechanisms for addressing parent concerns and fostering positive complex area-community relations through strategic use of resources and communications; manage processes for school teams to identify short- and long-term goals within an annual academic plan; facilitate the periodic review of performance against the complex area plan; and coach, and direct when appropriate, principals and complex area staff to make mid-course adjustments as necessary.
- Accountable Empowerment of Schools: The Complex Area Superintendent must work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions; coach and support principals and other leaders, including within the community, in resolving unexpected situations and meeting their outcome-based performance targets; help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in personal professional development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complexes, and schools.
- Support and Accountability Systems: The Complex Area Superintendent conducts reviews of the total school program of all schools in the complex area portfolio to ensure: 1) The administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates; 2) collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and 3) monitoring of administrative decisions at the complex area and school level, promoting effective and efficient operations of the schools and complex area offices.

- Feedback and Performance Evaluation of Leaders in Complex Area: The Complex Area Superintendent must conduct staff and principal evaluations on time and provide high-quality feedback on actions and behaviors of successful leadership, such as effective management of instructional staff, implementation of evidence-based research practices, use of data, and establishment of a positive complex area/school culture. Furthermore, the Complex Area Superintendent must strengthen and mediate accountability processes so staff and principals experience support in their growth as instructional leaders.
- Systems for Talent Management: The Complex Area Superintendent must implement talent management procedures to build capacity amongst complex area and school leaders and relevant non-instructional personnel, facilitating professional development and technical assistance to improve educational services and operations at the school and complex area levels. Tasks include but are not limited to recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel.
- Operational Leadership: The Complex Area Superintendent must interface with the relevant state offices to resolve matters of fiscal and resource management, school safety and culture, civil rights, personnel issues, investigations, and reporting and serve as a safeguard against external distractions or non-instructional matters.

Ms. Hauge's nearly three years of experience as the interim Complex Area Superintendent, along with her 27 years of experience as a school administrator, provides her with an intimate knowledge of the Department and can be responsive to the needs of schools and effectively communicate with all levels of the tri-level system.

This array of experiences will enable Ms. Hauge to continue to guide the Nānākuli-Wai'anae Complex Area and to be responsive to the needs of schools.

Ms. Hauge has been serving as the interim Complex Area Superintendent of the Nānākuli-Wai'anae Complex Area since November 5, 2020. As interim Complex Area Superintendent, Ms. Hauge has:

- Led the complex through the challenge of COVID with a focus on keeping students connected to teachers and staff to support their online engagement in school;
- Collaborated with our Federally Qualified Health Center, Wai'anae Coast Comprehensive Center (WCCHC), to facilitate food bank drive-throughs at school for the community's families during COVID and to establish ongoing food pantries in every school for students;
- Expanded WCCHC clinic sites from three (3) secondary to include two (2) elementary schools;
- Focused on building a complex system of academic & behavioral supports to the schools;

- Instituted a complex-wide assessment system to monitor student's academic progress;
- Supported and expanded a complex-wide Coaches' Cadre as a Professional Learning Community to review data, share effective coaching strategies, and participate in professional development opportunities that will translate into school practices;
- Developed complex and school-specific dashboards to monitor and address student growth, attendance, social-emotional health, and parent-community school information;
- Created a Family Engagement EO position to support the Community School Model; and
- Built a complex-funded team of social workers to support students and families.

I have had the pleasure and privilege of working alongside Ms. Hauge since I assumed the role of interim Superintendent in August 2021. Her commitment to the Nānākuli-Wai'anae Complex Area and improving our public education system is unquestionable.

For these reasons, I respectfully recommend the Board approves the following appointment effective October 5, 2023:

Disa Hauge
Complex Area Superintendent
Nānākuli-Wai'anae Complex Area
Position No. 60086
Annual salary beginning at \$191,451

Ms. Hauge's resume is attached (Attachment B) along with the CAS Position Description (Attachment C). The Complex Area Superintendent position, Position No. 60086, is an established permanent position with funding included in the Department's budget.

Thank you for your consideration and your continued support.

KTH:sb

Attachments: Attachment A - Department of Education Leadership Salary Structure adopted by the Board of Education on May 5, 2022
Attachment B - Resume of Disa Hauge
Attachment C - CAS Position Description

c: Office of Talent Management

**BOARD OF EDUCATION
DEPARTMENT OF EDUCATION LEADERSHIP SALARY STRUCTURE**

I. Purpose

- A. The purpose of this salary structure is to establish a system for performance-based and other case-by-case salary adjustments for the subordinate superintendents (which are the deputy superintendent, assistant superintendents, and complex area superintendents) of the Department of Education (“Department”).
- B. This salary structure articulates the flexibility of the Board of Education (“Board”) to provide fair and competitive salaries to subordinate superintendents while ensuring this system and resulting leadership salaries are transparent.

II. Authority

- A. Pursuant to Section 302A-621, Hawaii Revised Statutes, the Board has the sole authority to set the salaries of subordinate superintendents with the only restriction being that the salary of a subordinate superintendent cannot exceed the salary of the superintendent.
- B. In accordance with Board Policy 500-6, entitled “Salaries of Subordinate Superintendents,” the Board is to “establish a salary structure that is competitive and commensurate with the duties, responsibilities, and authorities of the respective subordinate superintendent positions.”

III. Salaries and Salary Ranges

- A. The Board must be able to review and approve exact salaries to ensure equity, avoid salary compression issues, and optimize competitiveness for recruitment and retention. Further, more transparency as to salaries of the top leaders of the Department, which is one of the largest state departments, is in the best interest of the public.
- B. The Board has set the following salary ranges for subordinate superintendents to assist the superintendent with leadership recruitment:
 - 1. Deputy superintendent: \$162,750 to \$194,250
 - 2. Assistant superintendents: \$157,500 to \$189,000
 - 3. Complex area superintendents: \$152,250 to \$183,750

- C. The superintendent may recommend changes to the Board to the salary ranges stated in Section III.B based on market conditions. Any changes to the salary ranges require the Board to amend this salary structure document.
- D. The superintendent shall not adjust the salary of a subordinate superintendent without prior approval from the Board.
- E. Whenever the superintendent recommends to the Board the approval of the appointment of a new subordinate superintendent, the superintendent must also recommend an entry salary for that individual.
- F. Whenever the superintendent requests adjustments to a subordinate superintendent's salary, the superintendent must provide the Board with the current salary of the subordinate superintendent and the new proposed salary.
- G. Any Board approval of recommended salary adjustments is also approval of the use of funds necessary to effectuate such salary adjustments. The superintendent shall provide the Board with information on the total cost of any proposed salary adjustments.

IV. Performance-based Salary Adjustments

- A. The superintendent shall annually evaluate the performance of subordinate superintendents using an evaluation instrument of the superintendent's choosing that sets the performance expectations for each subordinate superintendent. The evaluation instrument used by the superintendent to evaluate performance should align with Department and Board goals for consistency and fairness.
- B. Subordinate superintendents who meet performance expectations as determined by the performance evaluation are eligible for a minimum performance-based salary adjustment as determined by the superintendent in consultation with the Human Resources Committee Chairperson or their designee. In determining the minimum performance-based salary adjustment, the superintendent and the Human Resources Committee Chairperson, or their designee, shall consider various market factors, including the Hawaii Consumer Price Index, average Hawaii salary increase rates, and collective bargaining raises of other Department employees.
- C. Subordinate superintendents who exceed performance expectations as determined by the performance evaluation are eligible for an additional performance-based salary adjustment as recommended by the superintendent.

- D. The superintendent shall annually report the overall performance evaluation results to the Board and recommend performance-based salary adjustments based on the evaluation results. The report annually shall also include the copy of the current evaluation being used and the position descriptions of those affected.
- E. The superintendent may recommend no performance-based salary adjustments based on circumstantial conditions, such as economic downturns.
- F. The Board has total discretion over salary adjustments for subordinate superintendents and may decide to defer or forgo performance-based salary adjustments in any given year based on circumstantial conditions, such as economic downturns.
- G. Subordinate superintendents serving in an interim or acting capacity are not eligible for performance-based salary adjustments.

V. Other Salary Adjustments

- A. The superintendent may recommend, and the Board may consider, other salary adjustments for subordinate superintendents separate from performance-based compensation adjustments on a case-by-case basis as circumstances warrant, which include, but are not limited to:
 - 1. A complex area superintendent whose salary is less than the average salary of high school principals;
 - 2. An assistant superintendent whose salary is less than the average salary of peers in the industries relevant to the subject matter area overseen by the assistant superintendent; or
 - 3. A deputy superintendent whose salary is less than the average salary of other subordinate superintendents that the deputy superintendent supervises.
- B. Other salary adjustments may require the amendments of the salary ranges stated in Section III.B and in accordance with Section III. C.

[Adopted 05/05/2022]



Disa Hauge

PROFILE

Wai‘anae moku is my home. Schools belong to their communities and it has been my honor to serve my community for almost 40 years in the DOE. Everything I do, and everything I push others to do, rests on a simple foundation: Our kids are smart and curious, and it is our responsibility to connect with them so that the cycle of learning and mistake-making is safe as they gain the skills & experiences they need to become caring community contributors.

EXPERIENCE

	Location	Accomplishments
1984-1985	Wai‘anae Intermediate Math teacher	
1985-1993	Wai‘anae High School Chemistry teacher Science Department Head	<ul style="list-style-type: none"> • Led Dept in growing science as a preferred elective when only 2 credits were required for graduation • Science Dept grew from 7 to 11 teachers • Adviser: Class/1989, Future Tchrs (FTA) & Science club
1993-1994	Nānāikapono Vice Principal in training	<ul style="list-style-type: none"> • Led a project to increase the inclusion of SPED students in regular education classrooms
1994-2004	Mā‘ili Elementary Vice Principal	<ul style="list-style-type: none"> • Supported Pihana na Mamo grant initiatives in the arenas of PBIS and emergent reading at Mā‘ili • Average SAT stanine scores increased from 3 to a low 5
2004-2014	Mā‘ili Elementary Principal	<ul style="list-style-type: none"> • Led school initiatives to meet Federal Adequate Yearly Progress targets in both 2010 & 2011 (a furlough year) in order to be deemed ‘In Good Standing’ under NCLB • Focused on problem-resolution & coping skills, PBIS
2014-2020	Wai‘anae High Principal	<ul style="list-style-type: none"> • Initiated PBIS initiatives and HMTSS structures to address behavioral issues when I arrived in Jan, 2014 • Reduction in suspensions from 25% of the State’s total to normal levels for a HS over a 4 year period • Instituted Standards-based grading in 2016 • Established a satellite health center (WCCHC) clinic • Increased the graduation rate from 69% to 83% • Grew Early College (2019: Seniors with credits: 34%) • Vaccinated 1,320 NW staff Jan 2021 (DOH & WCCHC)
November 2020 - Present	Nānākuli-Wai'anae Interim Complex Area Superintendent	<ul style="list-style-type: none"> • Building a CA team able to provide an integrated system of supports to schools and families • Streamlining a data-based system of supports for all schools using live dashboards (Benchmark data, intervention toolkits in SEL & academics, scientific basis of emergent reading, place-based instruction) • Instituted a CA wide academic data system (Galileo) • Began a CA wide emergent reading data system

EDUCATION

- 1982, BA, University of Hawaii at Mānoa, Sociology
- 1984, PD, University of Hawaii at Mānoa, Secondary Science
- 1995, MA, University of Hawaii at Mānoa, Educational Administration

**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%)