JOSH GREEN, M.D.
GOVERNOR

ROY M. TAKUMI
CHAIRPERSON

STATE OF HAWAIʻI
BOARD OF EDUCATION
PAPA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

November 12, 2026

TO: Board of Education

FROM: Roy M. Takumi
Chairperson, Board of Education

AGENDA ITEM: Action on end-of-year evaluation of, and potential compensation adjustment for, the Superintendent for 2025-2026 fiscal year

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I. BACKGROUND AND DISCUSSION

The employment contract with Superintendent Keith T. Hayashi, as well as section 26-52, Hawaii Revised Statutes, require an annual formal evaluation by the Board of Education (Board) of his performance.

Superintendent Hayashi's prior evaluation, for the 2024-2025 fiscal year, was conducted by the Board at its September 18, 2025, general business meeting, at which he received a cumulative rating of "meets."

The Board approved the evaluation process for the 2025-2026 fiscal year at its October 9, 2025, general business meeting (see **Exhibit A**). The approved process involves the evaluation of the superintendent's fulfillment of duties and responsibilities and progress made toward a set of targeted goals. In conducting its evaluation, the Board should review and consider Superintendent Hayashi's self-assessment that was presented to the Human Resources Committee at its September 17, 2026, meeting (see **Exhibit B**).

At its November 5, 2025, special meeting, the Board approved a new contract for Superintendent Hayashi, effective from January 1, 2026, through December 31, 2029, which makes him eligible for a performance-based compensation adjustment

if he receives a cumulative satisfactory evaluation rating on his annual performance evaluation. The Board approved the method for determining this adjustment at its September 10, 2026, general business meeting (see **Exhibit C**).

II. RECOMMENDATION

For procedural purposes, I recommend that the starting point for the Board's discussion be a rating of "meets" for each evaluation item. This will help the discussion begin from a neutral place.

I also recommend that Superintendent Hayashi's compensation be adjusted, if eligible based on the cumulative rating determined by the Board, and using the method explained in Board Chairperson Roy Takumi's memorandum dated September 10, 2026.

Also, to align with the Board-approved method for determining the superintendent's compensation adjustment, I propose that we remove the step of rounding the total of the weighted ratings of the targeted goals to the nearest whole number, to determine the overall rating for the targeted goals, as explained in former Human Resources Committee Chairperson Wesley Lo's memorandum dated October 9, 2025.

Proposed motion #1:
Moved to amend the evaluation process described in former Human Resources Committee Chairperson Wesley Lo's memorandum dated October 9, 2025, to remove the step of rounding the total of the weighted ratings of the targeted goals to the nearest whole number, to determine the overall rating for the targeted goals.

Proposed motion #2:
Moved to rate Superintendent Keith Hayashi on his end-of-year evaluation for the 2025-2026 fiscal year, as follows:

EVALUATION ITEM	DESCRIPTION OF EVALUATION ITEM	WEIGHT	RATING 3 = Exceeds 2 = Meets 1 = Partially meets 0 = Does not meet	WEIGHTED RATING (weight x rating)
Fulfillment of duties and responsibilities	*n/a*	*n/a*	***2***	***2.000***
Targeted Goal 1	Improve student achievement, as represented by select Strategic Plan KPIs	12.5%	2	0.250
Targeted Goal 2	Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed	12.5%	2	0.250
Targeted Goal 3	Increase access to quality Kaiapuni education for interested students and families	12.5%	2	0.250
Targeted Goal 4	Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce (i.e., teachers, support staff, school administrators, complex area and state office staff)	10.0%	2	0.200
Targeted Goal 5	Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch staff to plan, execute, and report on legislatively appropriated CIP projects	7.5%	2	0.150

Targeted Goal 6	Modernize human resources (HR) systems	7.5%	2	0.150
Targeted Goal 7	Stabilize then improve technology infrastructure to support operations and student learning	10.0%	2	0.200
Targeted Goal 8	Ensure CIP projects appropriated in FY2023/FY2024 are encumbered	7.5%	2	0.150
Targeted Goal 9	Monitor status of active CIP projects	7.5%	2	0.150
Targeted Goal 10	Address schools' needs for repair and maintenance	7.5%	2	0.150
Targeted Goal 11	Develop and present plan for increasing purchase of locally sourced products	5.0%	2	0.100
Targeted Goals - Overall	*n/a*	*100.0%*	***2***	***2.000***
Cumulative	*n/a*		***2***	***2.000***

Subsequent motion and action will be determined by the Board's discussion.

Proposed motion #3:
Adjust Superintendent Hayashi's compensation, if eligible based on the cumulative rating determined by the Board for his evaluation, using the method explained in Board Chairperson Roy Takumi's memorandum dated September 10, 2026.

Subsequent motion and action will be determined by the Board's discussion.

Exhibit A

Superintendent Evaluation Process and Targeted Goals
for 2025-2026 Fiscal Year

(pursuant to the memorandum from
former Human Resources Committee Chairperson Wesley Lo
dated October 9, 2025,
and approved by the Board at its general business meeting on the same date)

JOSH GREEN, M.D.
GOVERNOR

ROY M. TAKUMII
CHAIRPERSON

STATE OF HAWAIʻI
BOARD OF EDUCATION
PAPA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

October 9, 2025

TO: Board of Education

FROM: Wesley Lo
Chairperson, Human Resources Committee

AGENDA ITEM: Action on findings and recommendations of investigative committee [a permitted interaction group pursuant to paragraph 92-2.5(b)(1), Hawaii Revised Statutes] investigation concerning targeted goals and process for superintendent evaluation for 2025-2026 fiscal year

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I. EXECUTIVE SUMMARY

In addition to the recommendations made by the investigative committee regarding targeted goals and the process for the superintendent evaluation for the 2025-2026 fiscal year, I propose the following:

- The addition of weights for each targeted goal in recognition of student achievement as the core business of the Department of Education; and
- A revised rating scale that accommodates the addition of these weights, and adds a rating to better evaluate progress made.

II. BACKGROUND AND DISCUSSION

An investigative committee was established at the August 14, 2025, special meeting of the Board of Education (Board), to propose targeted goals and the process for the superintendent evaluation for the 2025-2026 fiscal year. The Investigative Committee reported its findings and recommendations to the Board at its September 18, 2025, general business meeting, detailed in a memorandum of the same date from Investigative Committee Chairperson Wesley Lo (see **Exhibit A**). Thereafter, the Investigative Committee was automatically dissolved pursuant to Sunshine Law requirements.

Since then, there have been additional thoughts and comments about the importance of the various proposed targeted goals and possibly weighting them. It is widely believed that student achievement is the core business of the Department of Education (Department), and all of its operations should be in support of student achievement. Therefore, while many of the proposed targeted goals for the superintendent evaluation for the 2025-2026 fiscal year reflect the significant value placed on efficient and effective operations in the Department, it is important to recognize that these operations exist, ultimately, to positively impact student achievement.

It is the Board's kuleana to oversee progress in all the areas being addressed by the targeted goals.

Weighting of Targeted Goals

Noting the aforementioned, I propose that a weight be assigned to each targeted goal, as follows and also as shown in **Exhibit B**:

#	BOE Ctee	Targeted Goal	Weight
1	SAC	Improve student achievement, as represented by select Strategic Plan KPIs	12.5%
2	SAC	Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed	12.5%
3	SAC	Increase access to quality Kaiapuni education for interested students and families	12.5%
4	HR	Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce (i.e., teachers, support staff, school administrators, complex area and state office staff)	10.0%
5	HR	Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch staff to plan, execute, and report on legislatively appropriated CIP projects	7.5%
6	HR	Modernize human resources (HR) systems	7.5%
7	FIC	Stabilize then improve technology infrastructure to support operations and student learning	10.0%
8	FIC	Ensure CIP projects appropriated in FY2023/FY2024 are encumbered	7.5%
9	FIC	Monitor status of active CIP projects	7.5%
10	FIC	Address schools' needs for repair and maintenance	7.5%
11	FIC	Develop and present plan for increasing purchase of locally sourced products	5.0%
			100.0%

Rating Scale
To accommodate the addition of weights to each targeted goal, each rating would have to be assigned a number, as shown in the table below.

I also propose a change to the rating scale for targeted goals to better evaluate progress made, by adding a rating of “partially meets.”

The adjusted rating scale would look like the following:

RATING	CHARACTERISTICS
Exceeds (3)	Performance exceeds stated expectations or goals.
Meets (2)	Performance meets stated expectations or goals.
Partially meets (1)	Performance demonstrates significant progress and effort toward stated expectations or goals, and/or significant progress and effort in the face of extenuating circumstances.
Does not meet (0)	Performance does not meet stated expectations or goals, and requires significant improvement.

For the fulfillment of duties and responsibilities, a single rating will be provided.

For the targeted goals, each goal will be assigned an individual rating. Each rating will be multiplied by the weight assigned to the respective targeted goal. The total of all of these weighted ratings, rounded to the nearest whole number, will be the overall rating.

Finally, a cumulative rating will be determined using the same rating scale, based on:

1. The rating for the fulfillment of duties and responsibilities; and
2. The overall rating for the targeted goals.

Each of these ratings must be “meets” or better to earn a cumulative rating of “meets” or better.

The following explains this in table format, as an example:

EVALUATION ITEM	DESCRIPTION OF EVALUATION ITEM	WEIGHT	RATING 3 = Exceeds 2 = Meets 1 = Partially Meets 0 = Does not meet	WEIGHTED RATING (weight x rating)
Fulfillment of duties and responsibilities		*n/a*		*n/a*
Targeted Goal 1		___%		
Targeted Goal 2		___%		
Targeted Goal 3		___%		
Targeted Goals - Overall		*n/a*	*total of weighted ratings (rounded to the nearest whole number)*	*n/a*
Cumulative		*n/a*		*n/a*

III. RECOMMENDATION

Based on the foregoing, I propose that the Board approve the process for the superintendent evaluation for the 2025-2026 fiscal year, as recommended by the Investigative Committee in its memorandum to the Board dated September 18, 2025, with the following changes:

- Addition of weights for each targeted goal as explained in **Exhibit B** of this memorandum; and
- Revised rating scale as explained in section II of this memorandum.

Proposed motion: "Moved to approve the targeted goals and process for the superintendent evaluation for the 2025-2026 fiscal year:

1. **As explained in the memorandum dated September 18, 2025, from Wesley Lo, chairperson of the Investigative Committee concerning targeted goals and process for superintendent evaluation for the 2025-2026 fiscal year; and**
2. **With the addition of weights for each targeted goal, and a revised rating scale, as explained in Human Resources Committee Chairperson Wesley Lo's memorandum dated October 9, 2025."**

Exhibit A

Memorandum from Wesley Lo,
Chairperson of the Investigative Committee Concerning Targeted Goals and Process for Superintendent Evaluation for 2025-2026 Fiscal Year,
to the Board of Education,
dated September 18, 2025

JOSH GREEN, M.D.
GOVERNOR

ROY M. TAKUMII
CHAIRPERSON

STATE OF HAWAIʻI
BOARD OF EDUCATION
PAPA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

September 18, 2025

TO: Board of Education

FROM: Wesley Lo
Chairperson, Investigative Committee Concerning Targeted Goals and Process for Superintendent Evaluation for 2025-2026 Fiscal Year

AGENDA ITEM: Investigative committee (a permitted interaction group pursuant to paragraph 92-2.5(b)(1), Hawaii Revised Statutes) investigation concerning targeted goals and process for superintendent evaluation for 2025-2026 fiscal year: findings and recommendations

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I. EXECUTIVE SUMMARY

The investigative committee concerning targeted goals and process for the superintendent evaluation for the 2025-2026 fiscal year (Investigative Committee) unanimously proposes that the process align closely with the previous year's for continuity and consistency, and include:

- A single end-of-year evaluation of the superintendent's:
  - Fulfillment of duties and responsibilities as per his position description; and
  - Progress toward a set of metrics, to be known as targeted goals, that ensure the superintendent has clear direction and goals for making progress on the Hawaiʻi Public Education 2023-2029 Strategic Plan (Strategic Plan) and to ensure alignment between the Board of Education (Board) and superintendent;

- Discussion of particular topics during the evaluation, including consideration for any extenuating circumstances that may arise during the fiscal year and that may impact the superintendent's performance;
- A rating scale; and
- Timeline.

II. BACKGROUND AND DISCUSSION

The employment contract with Superintendent Keith T. Hayashi, as well as section 26-52, Hawaii Revised Statutes, require an annual formal evaluation by the Board of his performance.

Superintendent Hayashi will be evaluated, for the 2024-2025 school year, by the Board at its September 18, 2025, general business meeting, based on the targeted goals and process approved by the Board at its October 31, 2024, general business meeting.

At its August 14, 2025, special meeting, the Board established an investigative committee for the purpose of conducting information gathering and fact-finding, discussing, and developing recommendations around targeted goals and the process to be used for the next superintendent evaluation, for the 2025-2026 fiscal year.

The Investigative Committee is now presenting its findings and recommendations so the Board may take action on them at a subsequent meeting.

The Investigative Committee proposes that the process to evaluate the superintendent for the 2025-2026 fiscal year align closely with the previous year's process for continuity and consistency, and include the following.

Evaluation of the Superintendent's Fulfillment of Duties and Responsibilities

Superintendent Keith Hayashi's employment contract describes five primary duties and responsibilities of the position, each of which include more specific items, as well as a list of other duties and responsibilities (see the position description of the superintendent of education in **Exhibit A**):

- Visionary Leadership and Organizational Culture;
- Operations, Resource, and Personnel Management;
- Board Governance and Policy;
- Communication and Community Relations; and
- Equity Advocacy.

Typical evaluations consider whether an individual is meeting the requirements of their employment contract, and whether progress is being made toward achieving a set of goals and/or metrics. They often also include an evaluation of the individual's performance in areas such as leadership, organizational culture, communications, and community relations – which are covered by Superintendent Hayashi's current employment contract.

Therefore, the Investigative Committee proposes that the superintendent evaluation include a review of whether the requirements of the employment contract are being met, as proposed in section III of this memorandum.

Such an evaluation would help ensure there are clear objectives and expectations that align with the responsibilities set out for the superintendent position, and also align with and support the Strategic Plan.

Evaluation of the Superintendent's Progress Toward Targeted Goals

An evaluation should also review the superintendent's progress toward a set of metrics, referred to here as targeted goals, to ensure the superintendent has clear direction and goals for making progress on the Strategic Plan, and to ensure alignment between the Board and superintendent.

The recommended targeted goals for the 2025-2026 fiscal year, as described in **Exhibit B**:

- Build upon the targeted goals used for the 2024-2025 school year evaluation;
- Take into account student achievement, including the Department of Education's (Department) other operations – human resources, and finance and infrastructure – that indirectly support but are foundational to raising student achievement;
- Value and emphasize development and continuous improvement; and
- Ask for clear evidence to support the evaluation.

Evaluation Discussion

To further guide the Board in conducting its evaluation of the superintendent's performance, the Investigative Committee recommends that the discussion during the evaluation cover particular topics, as proposed in section III of this memorandum.

Rating Scale
The Investigative Committee recommends the Board use the scale proposed in section III of this memorandum for its evaluation of the superintendent's performance.

Timeline
The Investigative Committee recommends the Board use the timeline proposed in section III of this memorandum for the superintendent evaluation.

The evaluation will be conducted for the fiscal year, as the school year does not encompass the full calendar year upon which the superintendent should be evaluated.

This timeline also allows ample time to review school year-end results before the superintendent's self-assessment and evaluation are conducted. It is important that the superintendent and Board have context to conduct a fair self-assessment and evaluation, respectively. Student achievement data, as an example, is a necessary part of the comprehensive information needed for context, but is typically not available until after the school year is complete.

III. RECOMMENDATION

Based on the foregoing, the Investigative Committee unanimously recommends the Board approve the following process for the superintendent evaluation for the 2025-2026 fiscal year.

Proposed motion: "Moved to approve the targeted goals and process for the superintendent evaluation for the 2025-2026 fiscal year, as explained in Human Resources Committee Chairperson Wesley Lo's memorandum dated September 18, 2025."

Superintendent Evaluation for the 2025-2026 Fiscal Year

Evaluation of the Superintendent's Fulfillment of Duties and Responsibilities

The superintendent evaluation will include a review of whether the requirements of the employment contract are being met, based on the five primary duties and responsibilities of the position and the associated specifics, as well as the other indicated duties and responsibilities, pursuant to the position description of the superintendent of education (see the contract executed July 26, 2022*, attached as **Exhibit A**).

*The contract amendment executed December 2, 2024, did not amend the duties and responsibilities of the position.

The evaluation should take into account the superintendent's self-assessment. The Board may also consider other relevant information and data sources, including that presented to the Board throughout the fiscal year and Board members' own observations.

Evaluation of the Superintendent's Progress Toward Targeted Goals

The evaluation will also include a review of the superintendent's progress toward a set of targeted goals, described in **Exhibit B**.

The evaluation should take into account the superintendent's self-assessment. The Board may also consider other relevant information and data sources, including that presented to the Board throughout the fiscal year and Board members' own observations.

Evaluation Discussion

To further guide the Board in conducting its evaluation, the discussion during the evaluation may also include, but not be limited to, the following topics:

- Noteworthy achievements;
- Progress made toward achieving the other goals and desired outcomes of the Strategic Plan;
- Goals, objectives, and/or projects for the subsequent evaluation period;
- Training or development opportunities for the subsequent evaluation period; and
- Management support desired.

In conducting the evaluation, the Board will also consider any extenuating circumstances that may arise during the fiscal year and that may impact the superintendent's performance.

As part of the discussion, the Board and superintendent may also provide comments, ask questions, and make recommendations to each other in the spirit of identifying lessons learned and areas of improvement.

Rating Scale

The following scale will be used in the evaluation based on the superintendent's fulfillment of duties and responsibilities, and progress toward the targeted goals:

RATING	CHARACTERISTICS
Exceeds	Performance exceeds stated expectations or goals.
Meets	Performance meets stated expectations or goals.
Does not meet	Performance does not meet stated expectations or goals, and requires significant improvement.

For the fulfillment of duties and responsibilities, a single rating will be provided.

For the targeted goals, each goal will be assigned an individual rating. Then an overall rating, based on these individual ratings, will be determined using the same rating scale. Each targeted goal must be rated "meets" or better to earn an overall rating of "meets" or better.

Finally, a cumulative rating will be determined using the same rating scale, based on the rating for the fulfillment of duties and responsibilities, and the overall rating related to the targeted goals. Each of the ratings that factor into the cumulative rating must be "meets" or better to earn a cumulative rating of "meets" or better.

The following explains what this might look like in table format, as an example:

EVALUATION ITEM	DESCRIPTION OF EVALUATION ITEM	RATING
Fulfillment of duties and responsibilities		
Targeted Goal 1		
Targeted Goal 2		
Targeted Goal 3		
Targeted Goals - Overall		
Cumulative		

Timeline

DATE	ACTIVITY
Fall 2025 (General Business Meeting)	The Board and superintendent mutually agree upon the superintendent evaluation process.
Spring 2026	The Board provides interim feedback to the superintendent.
Second half of calendar year 2026 (Human Resources Committee Meeting)	The superintendent presents their self-assessment, based on the approved targeted goals.
Second half of calendar year 2026 (General Business Meeting)	The Board publicly discusses and comes to consensus on the end-of-year evaluation ratings for the superintendent. The minutes of the meeting serve as the official record of the evaluation of the superintendent.

Timeline is subject to change.

Exhibit A

Employment Contract
Between Keith Hayashi and State of Hawaii Board of Education
(executed July 26, 2022)

EMPLOYMENT CONTRACT
BETWEEN
KEITH HAYASHI AND
STATE OF HAWAII BOARD OF EDUCATION

This Employment Contract (hereinafter referred to as the "Contract") is hereby made and entered into this 26 day of July, 2022, by and between the STATE OF HAWAII BOARD OF EDUCATION (hereinafter referred to as the "Board"), and KEITH HAYASHI (hereinafter referred to as "Superintendent").

WHEREAS, the Board is authorized to appoint the superintendent of the Department of Education of the State of Hawaii (hereinafter referred to as "Department") under Hawaii Revised Statutes ("HRS") §302A-1101(b); and

WHEREAS, the Board desires to appoint KEITH HAYASHI to serve as superintendent of the Department.

WHEREAS, KEITH HAYASHI hereby accepts the appointment to serve as superintendent of the Department.

NOW, THEREFORE, the Board and Superintendent, for the consideration specified and acknowledged herein, hereby mutually agree as follows:

I. APPOINTMENT AND DURATION

The Board, hereby offers, and the Superintendent hereby accepts employment as superintendent of the Department, for a term commencing July 1, 2022, and ending June 30, 2025, unless sooner terminated as provided herein (hereinafter referred to as the "Term").

II. DUTIES AND RESPONSIBILITIES

The Superintendent agrees to devote all of the Superintendent's business time, attention, and energies to the business and interests of the Board and Department during the Term of this Contract. Superintendent shall serve as and carry out the duties of Superintendent in accordance with the Hawaii State Constitution, the laws of this State and the policies of the Board and the rules and regulations of the Department. The duties and responsibilities of the Superintendent are set forth in the Position Description attached hereto and incorporated herein as **Exhibit A**. It is understood and agreed that the duties and responsibilities are subject to modification, supplementation, change or deletion by the Board, provided that written notice of same shall be promptly given to Superintendent.

III. COMPENSATION

The Superintendent shall receive a base annual salary of TWO HUNDRED AND FORTY THOUSAND DOLLARS ($240,000.00), payable in equal, semi-monthly installments during the Term of this Contract. The Superintendent's annual salary cannot exceed the salary rate provided for by law (HRS §26-52).

It is understood by and between the parties hereto that all compensation paid to the Superintendent by the Board shall be less all amounts required by law or authorized in writing by the Superintendent to be withheld or deducted.

IV. BENEFITS

A. Group Benefits. During the Term of this Contract, the Superintendent shall be eligible to participate in and be covered by such State employee benefit plans and programs as provided by law, which are effective generally with respect to other State employees, to the extent the Superintendent is eligible under the terms of such plans and programs. This includes medical plan coverage, life insurance, retirement benefits, paid state holidays (between thirteen (13) to fourteen (14) days), twenty-one (21) vacation days and twenty-one (21) sick days per calendar year.

B. In addition to the foregoing benefits, the Superintendent shall also receive the following individual benefits:

    1. A reserved parking stall; and

    2. An automobile allowance in the amount of THREE HUNDRED AND TWENTY-SIX DOLLARS ($326.00) per month.

The Board may approve other benefits, provided such benefits are permissible and not in contravention of any law.

V. EVALUATION

The parties recognize that the Board has the right to evaluate and assess Superintendent's performance on an informal and continuous basis. In addition, at least annually, there shall be a formal evaluation by the Board of Superintendent's performance. Superintendent's performance in pursuing and attaining such goals and objectives shall be considered as part of this evaluation by the Board. The Superintendent shall be provided a reasonable opportunity to respond to any evaluation or assessment by the Board.

At the request of either party, the parties shall meet to establish and review goals and objectives for the Superintendent's evaluation. The Superintendent's goals and objectives should be in alignment with and support the Board's Strategic Plan, which will be developed over the course of this Contract. It is understood and agreed that the goals and objectives are subject to modification, supplementation, change or deletion by the Board, provided that written notice of same shall be promptly given to Superintendent.

VI. TERMINATION OF CONTRACT

A. Grounds for Termination. Notwithstanding any other provision of this Contract, Superintendent's employment under this Contract may be terminated as follows:

1. At any time, by mutual agreement of the parties.

2. By the Superintendent, by tendering a minimum of thirty (30) calendar days advance written notice of resignation to the Board.

3. Whenever the Superintendent is not qualified (legally, physically, mentally, or otherwise) to perform the essential functions of the job with or without reasonable accommodation.

4. Upon the death of the Superintendent.

5. Upon reasonable determination by the Board, based upon the facts made known to it at the time, that there is cause to terminate the Superintendent pursuant to HRS §302A-1101 and as provided in this Contract.

Under any circumstances, unless agreed otherwise, salary earned and accrual of benefits ceases on Superintendent's last day of employment.

B. Definition of Cause. The parties agree that term "cause" shall be as determined under applicable law. The parties further agree that the following situations may, without limitation, constitute "cause" sufficient to justify the termination of the Superintendent from office:

1. Dishonesty against the Board and Department.

2. Failure to execute the duties and responsibilities of the office, as evidenced by an overall unsatisfactory evaluation rating by the Board.

3. Failure to attain the goals and objectives of the Board and Department, as evidenced by an overall unsatisfactory evaluation rating by the Board.

4. Failure to apprise the Board in a timely manner of any circumstances having a material impact on the Board or Department.

5. An overall unsatisfactory evaluation rating by the Board.

6. Failure to meet performance standards set by the Board, as evidenced by an overall unsatisfactory evaluation rating by the Board.

7. The conviction of the Superintendent, or the entry of a pleading of guilty or nolo contendere by the Superintendent, to any felony or any crime involving moral turpitude that may reasonably be expected to have an adverse impact on the Superintendent's reputation or standing in the community.

8. Upon the Superintendent's breach of a material provision of this Contract.

9. Determination that the Superintendent is unsuitable to work in close proximity to children, as provided by Hawaii Administrative Rules, Title 8, Chapter 7.

10. Personal misconduct or other dereliction of duty that would bring into disrepute the position of superintendent, the Department, or the Board.

C. Procedures for Termination.

1. Any termination of this Contract by either party shall be communicated by written notice to the other party at least thirty days in advance of the effective date of the termination.

2. Notwithstanding anything contained in School Code, if the Superintendent is previously tenured in the Department and leaves the position of superintendent, the Superintendent shall be considered for a position in the Department for which the Superintendent is qualified.

VII. WAIVER OF BREACH

The waiver by the Board of any breach of a provision of this Contract shall not operate or be construed as a waiver of any further or subsequent breach by the Superintendent.

VIII. MODIFICATION

This Contract shall not be modified or extended except by written agreement signed by both parties. The Superintendent understands that any modification or extension to this Contract can only be authorized through the official approval of the Board, as evidenced by a majority vote of its members.

IX. APPLICABLE LAW

This Contract shall be construed, interpreted, and enforced in accordance with the laws of the State of Hawaii.

X. ARBITRATION

If a dispute arising under this Contract has not been satisfactorily resolved, either party may present the other with a written request for arbitration.

1. The Board and Superintendent shall immediately attempt to select an arbitrator. If the parties have not appointed an arbitrator within two (2) weeks from the receipt of the request for arbitration, the parties will request from the Hawaii Labor Relations Board a list of five (5) names from the register of arbitrators. The arbitrator shall be chosen by the parties by alternately striking one (1) name at a time from the list. The first party to scratch a name shall be determined by lot. The arbitrator whose name remains on the list shall serve for that case. By mutual agreement, the parties may select a permanent umpire to serve on all cases.

   The arbitration hearing shall commence within forty-five (45) days from the Superintendent's official notification to the Board that the case is going to arbitration. The parties may mutually agree to a written waiver of the timelines. The arbitrator(s) to be selected must agree to the schedule.

   In making a decision on a case, the arbitrator shall not have the authority to consider any facts not in evidence, nor shall the arbitrator add to, subtract from, delete, or in any way amend or modify any term or condition of the Contract. The arbitrator's decision shall be in writing and shall contain the rationale supporting the decision. The decision will be final and binding on the parties.

2. The voluntary labor arbitration rules of the American Arbitration Association as amended and in effect during the life of this Contract shall apply to the proceedings except as otherwise provided herein or as otherwise amended by mutual agreement.

3. The arbitration shall comply with the American Arbitration Association time limits unless the parties agree in writing to a waiver. The waiver shall not extend the timelines beyond six (6) months. If there are extraordinary circumstances, the arbitrator may request a waiver. This provision shall be provided to the arbitrator before his agreement to arbitrate.

4. The fees and expenses of the arbitrator shall be shared equally by the Board and the Superintendent, including the cost of the arbitrator's transcript if one is

requested by the arbitrator. Each party will pay the cost of presenting its own case.

5. If the Board disputes the arbitrability of any grievance submitted to arbitration, the arbitrator shall first determine the question of arbitrability. If the arbitrator finds that it is not arbitrable, the grievance shall be referred back to the parties without decision or recommendation on its merits.

   When the arbitrator finds that any action was improper, the action may be set aside, reduced or otherwise modified by the arbitrator. The arbitrator may award back pay to compensate the Superintendent wholly or partially for any salary lost. Such back pay award shall be offset by all other compensation received by the Superintendent including but not limited to unemployment compensation or wages.

XI. SEVERABILITY

If a term or provision of this Contract is determined to be illegal, invalid, inoperative, or unenforceable, the remainder of this Contract shall not be affected by such a ruling but shall remain in force and effect without the illegal, invalid, inoperative, or unenforceable term or provision.

XII. ENTIRE AGREEMENT

This Contract constitutes the entire agreement between the parties and supersedes all prior agreements and understandings, whether written or oral, relating to the subject matter of this Contract.

XIII. COUNTERPARTS

This Contract may be executed by the parties in counterparts, each of which shall be deemed to be an original, but all such counterparts shall together constitute one and the same instrument. Any signature delivered via facsimile or other electronic means shall be deemed an original signature hereto.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, Superintendent and the Board, through its duly authorized officer, have executed this Contract on the date and year first written above.

SUPERINTENDENT

KEITH HAYASHI

HAWAII STATE BOARD OF EDUCATION
By its Chairperson

BRUCE VOSS

APPROVED AS TO FORM:

INTENTIONALLY LEFT BLANK

ANNA ELENTO-SNEED
ES&a, Inc., A Law Corporation

APPROVED AS TO FORM:

(SEE PAGE 8)

JAMES HALVORSON
Deputy Attorney General

This Contract was approved by the Board of Education, through a majority vote of its members, at a meeting held on the 14th day of July, 2022.

IN WITNESS WHEREOF, Superintendent and the Board, through its duly authorized officer, have executed this Contract on the date and year first written above.

SUPERINTENDENT	HAWAII STATE BOARD OF EDUCATION By its Chairperson
KEITH HAYASHI	BRUCE VOSS
APPROVED AS TO FORM:	APPROVED AS TO FORM:
ANNA ELENTO-SNEED ES&a, Inc., A Law Corporation	James Halvorson JAMES HALVORSON Deputy Attorney General

This Contract was approved by the Board of Education, through a majority vote of its members, at a meeting held on the 14th day of July, 2022.

Exhibit A
Job Description

Approved March 3, 2022

State of Hawaii Department of Education
POSITION DESCRIPTION – SUPERINTENDENT OF EDUCATION

Position Summary: The Hawaii State Superintendent of Education serves as the chief executive officer of the statewide public school system and is responsible for both the State Education Agency and Local Education Agency functions of the Hawaii State Department of Education ("Department"). Hawaii has 257 Department schools and 37 charter schools organized into 15 complex areas on six islands, with over 171,000 students (159,000+ in Department schools and over 12,000 in charter schools), approximately 22,600 permanent employees, approximately 20,000 casual hires and substitute employees, and an annual operating budget of more than $2 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the goals established in the statewide strategic plan for education as approved by the Board and guided by the Board's vision, mission, and policies.

Education. Master's degree from an accredited college or university in education, business, public administration, or a closely related field. Alternatives to the education qualifications may be considered as the Board deems appropriate and acceptable.

Experience. Minimum of ten years in progressively increasing leadership roles with history of successfully handling the increased responsibilities associated with each promotion earned. At least five years shall have been as a chief executive officer or similar position of leadership. Experience in a similar sized organization desired.

Competencies.

- Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.
- Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.
- Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.
- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.

- Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.
- Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.
- Has a deep understanding of Hawaii's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.
- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.
- Has a demonstrated ability to fully understand a diverse and unique education system.
- Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

Primary Responsibilities

Visionary Leadership and Organizational Culture. The Superintendent 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 Superintendent:

- Is the public face of educational excellence and embraces this role by sharing a bold, future-oriented vision for the state education system based on the vision, mission, and goals and priorities set by the Board;
- Clearly aligns leadership actions, staffing, and resources to a student-centered vision that is evident in the culture of all schools;
- Collaboratively builds, nurtures, and sustains an organizational culture that supports a system that serves all students;
- Creates and implements a HĀ-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Builds an executive team that complements and adds to his/her skill set and experience and can offer diverse perspectives and advice;
- Fosters innovative continuous improvement and effectiveness at all levels;
- Develops and nurtures leaders and empowers employees;
- Listens to and incorporates diverse perspectives in all decision-making processes;

- Develops, nurtures, sustains, and models trust, collaboration, learning, and elevated expectations by empowering and collaborating with state, complex area, and school leadership, and teacher leaders 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, promote continuous organizational learning, and inform instruction; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development (especially at the complex area and school levels), that directly enhances their performance.

Operations, Resource, and Personnel Management. The Superintendent manages operations and implements sound personnel practices to promote a safe, trusting, respectful, effective learning environment for students and staff and to ensure the fiscal fidelity and efficiency of the Department. The Superintendent:

- Monitors and evaluates operational systems to ensure the effective, efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of processes, 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;
- Articulates and implements a comprehensive plan for educator recruitment and retention;
- Manages fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the Board's strategic plan and makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear, transparent systems of fiscal control and accountability;
- Monitors facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures that a facilities management plan is in place; and
- Provides timely, relevant, and strategic information and advice to the Board during labor negotiations, effectively collaborates with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Board Governance and Policy. With an understanding of how their distinct roles promote student success, the Superintendent partners effectively with the Board to ensure a high-quality education for every student and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent:

- Collaborates with the Board to shape a joint vision, mission, and strategic goals, with measurable objectives of elevated expectations for student achievement;
- Communicates the impact of federal policy and regulations on state operations and local policy decisions;
- Articulates the state's system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner;
- Advocates for and represents the Board's and Department's position on legislative initiatives and works effectively with local, state, and federal leaders and public officials;
- Offers professional perspective to the Board, with recommendations based on thorough study and analysis, and keeps the Board regularly informed with relevant quantitative and qualitative data, reports, and information that enable it to make effective, timely decisions on policies and strategic goal development; and
- Collaborates with the Board to define and deploy multiple-measure accountability systems that consider whole child development.

Communication and Community Relations. The Superintendent establishes effective communication and engagement processes with students, parents, teachers, and the community at large and seeks understanding of cultural, political, social, economic, and legal contexts to respond effectively to internal and external stakeholder feedback, build staunch support for the public education system, and promote the success of all students. The Superintendent:

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, manage internal and external perceptions of the Board and Department, and promote a positive image of the public education system with families, the media, federal and state officials, and the community at large;
- Engages meaningfully, proactively, and strategically with media;
- Communicates with diverse audiences in a timely manner to achieve desired results and practices;

- Works with staff, federal and state agencies, and other community members to secure resources and build partnerships to support strategic plan goals and student success;
- Works with state legislators, governor, and other state-level policymakers to ensure continuity of vision and coherence of policy implementation;
- 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;
- Works with birth-prekindergarten early learning partners to ensure K-12 school readiness and student success;
- Collaborates with higher education institution and business leaders to ensure smooth transitions for high school graduates and development of appropriate career pathways for students;
- Exercises cultural competence in all communications, interactions, and community engagement; and
- Maintains an open, honest, transparent relationship with the Board always.

Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation rooted in the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent:

- Maintains a primary focus on equity and excellence in all aspects of the job;
- Champions and builds a diverse, equitable, inclusive environment in schools and throughout the Department and advocates for equity and fair play among student groups, schools, complexes, and state offices;
- Promotes social-emotional wellness of students, staff, and community;
- Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- Ensures equitable distribution of resources, both human and fiscal.

Other Duties and Responsibilities

- Works with the Board to select and administer statewide assessments aligned with Board-approved state standards.
- Executes a comprehensive planning process to manage short- and long-term crises, including processes and systems to communicate regularly with the Board, educators, parents, and other stakeholders.
- Approves the appointment of all education officers and hires, recommends Board approval for Department executives, makes final decisions on

actions where serious disciplinary action is considered for an employee, and engages in labor negotiations.

- Administers agencies attached to the Department, as provided by law, including the Executive Office on Early Learning, the Hawaii Teacher Standards Board, the State Public Charter School Commission, and the Hawaii State Public Library System.

Exhibit B

Targeted Goals for the Superintendent Evaluation
for the 2025-2026 Fiscal Year

DEPARTMENT OF EDUCATION PERFORMANCE TARGETS 2025-26

#	BOE Ctee	Targeted Goal	Evidence	Alignment with Strategic Plan and/or policy
1	SAC	Improve student achievement, as represented by select Strategic Plan KPIs.	1. More students attend school regularly a. More than 76.1% of all DOE students b. Targeted student groups i. More than 60.1% of Pacific Islander students ii. More than 63.9% of Native Hawaiian students iii. More than 67.4% of students receiving special education services 2. Continued rates of growth in student learning, as measured by students demonstrating “typical or better growth” on statewide assessments a. Language arts: 60.9% b. Mathematics: 60.5% 3. More students demonstrate academic proficiency on statewide assessments a. Language arts: 53.8% b. Mathematics: 42.2%	Strategic Plan Priority I. Desired Outcomes 1.2.1, 1.1.2 and 1.1.3, 1.1.4
2	SAC	Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed	4. Presentation to the Board on Revised Vision of Hawai‘i Public High School Graduate for approval 5. Presentation to the Board on Department’s plan for financial literacy for students.	Strategic Plan Priority I. Desired Outcome 1.3.3
3	SAC	Increase access to quality Kaiapuni education for interested students and families	6. New guidance that describes interim plans for reasonable access to Kaiapuni education 7. Strategic plan to provide quality Kaiapuni education that meets growing demand	Board Policy 105-7 and Strategic Plan Priority I. Desired Outcome 1.1.4
4	HR	Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce (i.e., teachers, support staff, school administrators, complex area and state office staff)	8. Presentation to the Board of a revised implementation plan for Strategic Plan Priority II to prioritize key strategies, initiatives and key performance indicators to achieve high-quality educator workforce in all schools (i.e., teachers, support staff, school administrators, complex area and state office staff) 9. Prototype of HR KPI dashboard, based on HR Strategic Plan	Board Policy 204-1 and Strategic Plan Priority II

DEPARTMENT OF EDUCATION PERFORMANCE TARGETS 2025-26

#	BOE Ctee	Targeted Goal	Evidence	Alignment with Strategic Plan and/or policy
5	HR	Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch staff to plan, execute and report on legislatively appropriated CIP projects	10. Vacancy analysis and plan to fill critical OFO positions 11. Plan to engage contractors strategically for construction projects	Strategic Plan Desired Outcome 3.2.2
6	HR	Modernize human resources (HR) systems	12. Plan to modernize HR systems including priority list of functions to be updated	Strategic Plan Desired Outcome 3.2.3
7	FIC	Stabilize then improve technology infrastructure to support operations and student learning	13. Strategic plan for technology 14. Plan to stabilize technology infrastructure	Strategic Plan Desired Outcome 3.2.3
8	FIC	Ensure CIP projects appropriated in FY2023/FY2024 are encumbered	15. Quarterly reports to Board on status of projects appropriated in FY2023 and FY2024	Strategic Plan Desired Outcome 3.1.1 and 3.1.2
9	FIC	Monitor status of active CIP projects	16. Report to the Board by December 2025 on status and plan for active CIP projects of $1 million or more that were encumbered prior to 2020 17. Report to the Board by June 2026 on status and plan for all CIP of $1 million or more encumbered prior to 2022	Strategic Plan Desired Outcome 3.1.1 and 3.1.2
10	FIC	Address schools' needs for repair and maintenance	18. Analysis of schools' requests for repair and maintenance, by category 19. Revision of DAGS-DOE Service Level Agreement to improve timely response for necessary repairs and maintenance for Neighbor Islands	Strategic Plan Desired Outcome 3.1.2
11	FIC	Develop and present plan for increasing purchase of locally sourced products	20. Business and staffing plan for regional kitchen 21. Plan to increase purchase of more fresh local agricultural products and local value-added processed, agricultural or food products to achieve the state's goal of 30% local food procurement by 2030	Strategic Plan Desired Outcome 3.2.3

Exhibit B

Targeted Goals with Weights
for the Superintendent Evaluation
for the 2025-2026 Fiscal Year

DEPARTMENT OF EDUCATION PERFORMANCE TARGETS 2025-26

#	BOE Ctee	Targeted Goal	Evidence	Alignment with Strategic Plan and/or policy	Weight
1	SAC	Improve student achievement, as represented by select Strategic Plan KPIs.	1. More students attend school regularly a. More than 76.1% of all DOE students b. Targeted student groups i. More than 60.1% of Pacific Islander students ii. More than 63.9% of Native Hawaiian students iii. More than 67.4% of students receiving special education services 2. Continued rates of growth in student learning, as measured by students demonstrating “typical or better growth” on statewide assessments a. Language arts: 60.9% b. Mathematics: 60.5% 3. More students demonstrate academic proficiency on statewide assessments a. Language arts: 53.8% b. Mathematics: 42.2%	Strategic Plan Priority I. Desired Outcomes 1.2.1, 1.1.2 and 1.1.3, 1.1.4	12.5%
2	SAC	Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed	4. Presentation to the Board on Revised Vision of Hawai‘i Public High School Graduate for approval 5. Presentation to the Board on Department’s plan for financial literacy for students.	Strategic Plan Priority I. Desired Outcome 1.3.3	12.5%
3	SAC	Increase access to quality Kaiapuni education for interested students and families	6. New guidance that describes interim plans for reasonable access to Kaiapuni education 7. Strategic plan to provide quality Kaiapuni education that meets growing demand	Board Policy 105-7 and Strategic Plan Priority I. Desired Outcome 1.1.4	12.5%
4	HR	Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce (i.e., teachers, support staff, school administrators, complex area and state office staff)	8. Presentation to the Board of a revised implementation plan for Strategic Plan Priority II to prioritize key strategies, initiatives and key performance indicators to achieve high-quality educator workforce in all schools (i.e., teachers, support staff, school administrators, complex area and state office staff) 9. Prototype of HR KPI dashboard, based on HR Strategic Plan	Board Policy 204-1 and Strategic Plan Priority II	10.0%
5	HR	Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch staff to plan, execute and report on legislatively appropriated CIP projects	10. Vacancy analysis and plan to fill critical OFO positions 11. Plan to engage contractors strategically for construction projects	Strategic Plan Desired Outcome 3.2.2	7.5%

DEPARTMENT OF EDUCATION PERFORMANCE TARGETS 2025-26

#	BOE Ctee	Targeted Goal	Evidence	Alignment with Strategic Plan and/or policy	Weight
6	HR	Modernize human resources (HR) systems	12. Plan to modernize HR systems including priority list of functions to be updated	Strategic Plan Desired Outcome 3.2.3	7.5%
7	FIC	Stabilize then improve technology infrastructure to support operations and student learning	13. Strategic plan for technology 14. Plan to stabilize technology infrastructure	Strategic Plan Desired Outcome 3.2.3	10.0%
8	FIC	Ensure CIP projects appropriated in FY2023/FY2024 are encumbered	15. Quarterly reports to Board on status of projects appropriated in FY2023 and FY2024	Strategic Plan Desired Outcome 3.1.1 and 3.1.2	7.5%
9	FIC	Monitor status of active CIP projects	16. Report to the Board by December 2025 on status and plan for active CIP projects of $1 million or more that were encumbered prior to 2020 17. Report to the Board by June 2026 on status and plan for all CIP of $1 million or more encumbered prior to 2022	Strategic Plan Desired Outcome 3.1.1 and 3.1.2	7.5%
10	FIC	Address schools' needs for repair and maintenance	18. Analysis of schools' requests for repair and maintenance, by category 19. Revision of DAGS-DOE Service Level Agreement to improve timely response for necessary repairs and maintenance for Neighbor Islands	Strategic Plan Desired Outcome 3.1.2	7.5%
11	FIC	Develop and present plan for increasing purchase of locally sourced products	20. Business and staffing plan for regional kitchen 21. Plan to increase purchase of more fresh local agricultural products and local value-added processed, agricultural or food products to achieve the state's goal of 30% local food procurement by 2030	Strategic Plan Desired Outcome 3.2.3	5.0%

Exhibit B

Superintendent's Self-assessment of Performance for 2025-2026 Fiscal Year

(pursuant to the memorandum from
Superintendent Keith Hayashi
dated September 17, 2026,
and presented to the Board at its Human Resources Committee meeting
on the same date)

JOSH GREEN, M.D.
GOVERNOR

KEITH T. HAYASHI
SUPERINTENDENT

STATE OF HAWAIʻI
DEPARTMENT OF EDUCATION
KA ʻOIHANA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

OFFICE OF THE SUPERINTENDENT

September 17, 2026

TO: The Honorable Elynne Chung
Chairperson, Human Resources Committee

FROM: Keith T. Hayashi
Superintendent

SUBJECT: Superintendent's Self-Assessment on Performance for 2025-2026 Fiscal Year

Thank you for the opportunity to provide this report on progress made during the 2025-2026 fiscal year (FY). During the 2025-2026 FY, the Hawaiʻi State Department of Education (Department) successfully advanced toward ensuring our graduates to be globally competitive and locally committed. Key strategic milestones include securing the Board of Education's (Board) approval for the revised Vision of a Hawaiʻi Public High School Graduate, implementing a new financial literacy requirement, and updating mathematics standards. These policy updates reflect meaningful progress across targeted goals and professional standards, establishing a clear, student-centered foundation that guides the Department's broader academic and operational priorities.

Additionally, the Department prioritized system modernization and data-driven resource management to drive long-term operational efficiency. Key highlights of replacing outdated processes with a strong structural foundation include initiating a human resources information system modernization plan, stabilizing our statewide technology infrastructure, centralizing Capital Improvement Program funding and improving reporting on facilities projects. Ultimately, these crucial improvements ensure our operations equitably and effectively support our core mission of student success.

This year was also marked by our collective resilience as we experienced severe weather events that significantly disrupted our school operations and communities. I am deeply grateful to our educators, support staff, facilities teams and community partners who mobilized rapidly to lead our recovery efforts. Together, we navigated these immense challenges and upheld our commitment to ensuring every campus remains safe, supportive and ready for learning.

In accordance with the Board's approved evaluation process, this document is organized in two parts:

- **Part I** summarizes progress on the Superintendent evaluation metrics set by the Board; and
- **Part II** highlights broader leadership actions related to the fulfillment of duties and responsibilities under the Superintendent's contract.

The Department's StriveHI report on the Board's Strategic Plan Key Performance Indicators embargo ended on September 17, 2026. Throughout the self-assessment, all references to StriveHI data (i.e., academic proficiency, academic growth and regular attendance) is updated and now publicly available.

The purpose of this self-assessment is to foster transparency and accountability, and to ensure continued alignment between the Superintendent and the Board in our shared mission to improve public education across Hawai‘i.

I look forward to the opportunity to review my leadership and progress in 2025-2026 with the Board.

KTH:toc/ly
Attachments

Superintendent Self-Assessment of Performance for Fiscal Year 2025-2026

PART I. Progress on the Hawai‘i State Department of Education (Department) Performance Targets, approved by the Hawai‘i State Board of Education (Board) on October 9, 2025.

Note: StriveHI (Key Performance Indicator) results for Fiscal Year (FY) 2025-2026 are embargoed until September 17, 2026. All sections throughout this document that relate to StriveHI data have been updated.

Targeted Goal 1

Weight: 12.5%	**Improve student achievement, as represented by select Strategic Plan KPIs**
Board-Approved Evidence	1. More students attend school regularly a. More than 76.1% of all Department students b. Targeted student groups i. More than 60.1% of Pacific Islander students ii. More than 63.9% of Native Hawaiian students iii. More than 67.4% of students receive special education services
	2. Continued rates of growth in student learning, as measured by students demonstrating “typical or better growth” on statewide assessments a. Language arts: 60.9% b. Mathematics: 60.5%
	3. More students demonstrate academic proficiency on statewide assessments a. Language arts: 53.8% b. Mathematics: 42.2%

Targeted Goal #1: Improve Student Attendance

Outcomes

Percent of students regularly attending school*	2023-2024	2024-2025	2025-2026 FINAL
All students	74.8%	76.1%	76.8%
Pacific Islander students	58.3%	60.1%	60.2%
Native Hawaiian students	63.0%	63.9%	65.4%
Students receiving special education services	64.8%	67.4%	67.8%

**Defined as attending school 90% or more after the official enrollment count date; excludes charter schools.*
Source: State StriveHI Data

For the fourth consecutive year, student attendance improved statewide and among targeted student groups that have historically experienced lower rates of regular attendance. The Department exceeded all four Board-established attendance targets, with 76.8% of all students attending regularly, along with 60.2% of Pacific Islander students, 65.4% of Native Hawaiian students, and 67.8% of students receiving special education services. While regular attendance remains below pre-pandemic levels, the continued year-over-year improvement reflects sustained progress in reengaging students and families.

Improving student attendance remains a foundational priority for student achievement. The Department continued a multi-tiered statewide strategy focused on both prevention and targeted intervention. This included training school leaders on the *Comprehensive Tiered Supports Manual for School Attendance,* published July 2025, and conducting a statewide, multi-channel public awareness campaign emphasizing the importance of regular attendance.

The Department also strengthened targeted support for student populations experiencing higher rates of absenteeism. We built partnerships to improve attendance among Pacific Islander students. Pacific Resources for Education and Learning helped build our educators' capacity through culturally responsive training on family engagement, early and positive communication, understanding the barriers families may face, and connecting families with community resources. We also partnered with Mālama Mentors to create a more direct student-support model featuring weekly mentoring, cultural connection, family engagement, and individualized attendance goals. These efforts address attendance by strengthening how schools engage and support Pacific Islander families and by providing students with trusted relationships and culturally relevant supports that foster belonging, engagement, and attendance. Schools also implemented weekly follow-up for students receiving special education services who showed increasing absences. Together, these efforts reflect a coordinated approach to identifying attendance barriers early, engaging families, and providing students with the support needed to attend school consistently.

Targeted Goal #1: Improve Academic Achievement

Outcomes

Continued rates of growth	2024-2025	2025-2026 FINAL
Language arts	60.9%	58.5%
Math	60.5%	58.1%

Source: State StriveHI Data

Academic proficiency	2024-2025	2025-26 FINAL
Language arts	53.8%	53.2%
Math	42.2%	42.5%

Source: State StriveHI Data

The Department partially met the Board-established academic achievement targets, with mathematics proficiency exceeding the target while language arts proficiency and student growth in both language arts and mathematics fell below the established benchmarks.

Statewide assessment results for 2025–26 show mathematics proficiency increasing from 42.2% to 42.5%, exceeding the Board-established target. Language arts proficiency was 53.2%, slightly below the prior-year level and target of 53.8%. The percentage of students demonstrating typical or better growth declined in both language arts, from 60.9% to 58.5%, and mathematics, from 60.5% to 58.1%.

While the proficiency results reflect longer-term progress, particularly in mathematics, the decline in student growth underscores the need to accelerate improvement in teaching and learning statewide. Since 2021-22, mathematics proficiency has increased from 38% to 42.5%, while language arts proficiency has remained relatively stable and is approaching its pre-pandemic level. Regular attendance, a foundational condition for learning, has also continued to improve.

The Department is responding with a sustained focus on strengthening the instructional foundation across schools. During 2025-26, the Department advanced the Literacy Levers and Math Levers as shared statewide frameworks for improving student achievement, with complex areas and schools aligning their respective action plans to these priorities. The Board also approved updated mathematics standards in June 2026. To strengthen instructional capacity, the Department has trained more than 100 literacy coaches since 2024-25 and is developing a new cohort of approximately 80 coaches, including math coaches. In addition, more than 75 schools have participated in Hawai‘i Multi-Tiered Systems of Support for Reading training to strengthen schools’ ability to identify student needs and provide targeted support, including all schools participating in the Comprehensive Literacy State Development II initiative.

Together, these efforts are intended to create greater consistency and coherence in teaching and learning while building schools' capacity to respond to student needs. Improving academic growth and accelerating proficiency gains will remain a central focus in 2026-27.

Targeted Goal 2

Weight: 12.5%	**Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed**
Board-Approved Evidence	4. Presentation to the Board on Revised Vision of a Hawai‘i Public High School Graduate for approval.
	5. Presentation to the Board on Department's plan for financial literacy for students.

Outcomes
The Department exceeded the target by advancing both initiatives beyond the planning and presentation stages and into approval and implementation. On February 12, 2026, the Board unanimously approved revisions to Board Policies 102-15 and 500-17 incorporating the revised Vision of a Hawai‘i Public School Graduate, as presented in the Superintendent's January 8, 2026 memorandum. The revised Vision establishes clear direction for the Department's ongoing work to modernize graduation expectations and align related policies and high school graduation requirements with the skills, knowledge, and attributes students need to be globally competitive and locally committed.

The Department also exceeded the target of presenting a financial literacy plan to the Board. Following a presentation to the Board's Student Achievement Committee on October 9, 2025, the Department established a new financial literacy requirement and issued guidance to schools in December 2025, followed by a public announcement in January 2026. Beginning with the Class of 2030, all students must successfully complete a financial literacy educational opportunity before graduation and document completion through their Personal Transition Plan (PTP). High schools are also encouraged to have students in the Classes of 2027, 2028, and 2029 participate in financial literacy education and document completion of financial literacy education in their PTP.

Targeted Goal 3

Weight: 12.5%	**Increase access to quality Kaiapuni education for interested students and families**
Board-Approved Evidence	6. New guidance that describes interim plans for reasonable access to Kaiapuni education.
	7. Strategic plan to provide quality Kaiapuni education that meets growing demand.

Outcomes
The Department exceeded the target by completing the required guidance and strategic planning while also implementing a new statewide placement process and expanding Kaiapuni enrollment and program capacity.

In response to growing demand for ʻōlelo Hawaiʻi learning environments, the Department issued its Kaiapuni Interim Guidance Document internally on January 9, 2026, and completed the Kaiapuni Strategic Implementation Plan. The interim guidance clarifies governance, funding and enrollment procedures across the tri-level system and was developed with review by Department leadership, Kaiapuni principals and charter schools.

As reported to the Board on June 18, 2026, the Department in February 2026 also implemented the Kaiapuni Priority Placement Request Process. This statewide process replaced individual schools' enrollment processes. The new process placed 367 students entering Kaiapuni programs. The process provides greater consistency and transparency and supports a data-based, equitable and sustainable expansion of Kaiapuni education.

These efforts were accompanied by measurable growth in access. Kaiapuni enrollment increased 3.5%, from 2,452 students in FY 2024-2025 to 2,539 students in FY 2025-2026. Having qualified teachers is necessary to offering Kaiapuni programs, and in FY 2026-2027 the Department opened a new Kaiapuni program at Prince Jonah Kūhiō Kalanianaʻole Elementary on Hawaiʻi Island, as well as additional grade levels at existing Kaiapuni programs at Hāna High and Elementary, Keonepoko Elementary, and Lānaʻi High & Elementary.

Targeted Goal 4

Weight: 10%	**Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce** (i.e., teachers, support staff, school administrators, complex area and state office staff)
Board-Approved Evidence	8. Presentation to the Board of a revised implementation plan for Strategic Plan Priority II to prioritize key strategies, initiatives and key performance indicators (KPI) to achieve high-quality educator workforce in all schools (i.e., teachers, support staff, school administrators, complex area and state office staff)
	9. Prototype of Human Resources (HR) KPI dashboard, based on HR Strategic Plan

Outcomes
The Department advanced its strategy to build and sustain a high-quality educator workforce, meeting the Board-established deliverables and target for implementation of a revised HR plan.

On December 11, 2025, the Department presented a revised HR plan to the Board's committees on Finance and Infrastructure and Human Resources, meeting the target. Then on March 12, 2026, the Board unanimously approved the Department's revised implementation plan for Strategic Plan Priority II, establishing prioritized strategies, initiatives and KPI to strengthen workforce capacity across schools, complex areas and state offices. The Department subsequently developed a comprehensive work plan to guide implementation of the

Board-approved HR plan. The Department also developed a prototype HR KPI dashboard aligned with the plan. The dashboard is active and undergoing internal review and refinement to support effective use of workforce data and ongoing monitoring of key performance indicators. The revised HR plan, implementation work plan, and KPI dashboard establish a more coordinated, data-informed approach to workforce planning and management across the Department.

The 2025-2026 school year (SY) hiring cycle for teachers exceeded expectations. Out of roughly 11,000 applications received, the Department filled nearly every open teaching role statewide-888 new teachers who started on July 1-with less than 100 vacancies remaining at the start of the 2026-2027 SY.

Targeted Goal 5

Weight: 7%	**Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch (FDB) staff to plan, execute and report on legislatively appropriated Capital Improvement Program (CIP) projects**
Board-Approved Evidence	10. Vacancy analysis and plan to fill critical OFO positions
	11. Plan to engage contractors strategically for construction projects

Outcomes
The Department met the target by completing a vacancy analysis for the FDB and developing a data-informed workforce strategy that combines targeted recruitment for critical positions with strategic use of external contractors to strengthen capacity to plan, execute and report on CIP projects.

The Department has met the target to complete a vacancy analysis and develop a data-informed plan to fill critical OFO positions.

OFO Vacancies Filled		
Date	As of June 30, 2025	As of June 30, 2026
Positions	**78%** (251 filled out of 320)	**82%** (260 filled out of 318)

FDB, specifically, reduced its vacancies from 25 to 17 during the 2025-2026 SY, resulting in a 32% reduction.

Recognizing that recruitment alone will not fully address these long-term workforce constraints, the Department also developed a more strategic approach to contractor engagement. Rather than relying on consultants solely to address short-term staffing gaps, external capacity is being integrated into project delivery for targeted functions while licensed, experienced Department staff retain oversight. Consultant project managers operate under standardized reporting and documentation requirements, with engagements structured to promote knowledge sharing and strengthen internal staff capacity.

This combined approach provides a more sustainable model for addressing immediate staffing needs while strengthening the Department's long-term capacity to deliver critical infrastructure projects system-wide.

Targeted Goal 6

Weight: 7.5%	**Modernize HR systems**
Board-Approved Evidence	12. Plan to modernize HR systems including priority list of functions to be updated

Outcomes
The Department exceeded the target of presenting a human resources modernization plan to the Board, moving into market assessment and procurement planning for a modernized HR information system. This work addresses longstanding reliance on outdated, fragmented systems and paper-based processes that create administrative burdens, contribute to data silos, and introduce operational risks across the Department.

On December 11, 2025, the Department presented its HR information system modernization plan to the Board's Human Resources and Finance and Infrastructure Committees. The plan identifies priority HR functions for modernization and includes change management and communication strategies to support successful implementation across the Department. The modernization plan was included in the HR Plan approved by the Board on February 12, 2026.

During FY 2025-2026, the Department conducted market and peer research to inform the acquisition strategy and reduce procurement and implementation risks. Working with an external consultant, the Department developed and released a Request for Information (RFI) on February 23, 2026, to assess available HR technology solutions and implementation services. The project team also conducted targeted system demonstrations with respondents, participated in the Council of the Great City Schools Enterprise Resource Planning System Working Group, and consulted directly with peer school districts to identify lessons learned and promising practices.

In parallel, the Department mapped current HR processes to inform technical and functional requirements for the new system. Subject matter experts are documenting current processes and future-state needs. This work will support both development of the solicitation and the organizational change management needed to transition to a modernized HR environment.

Drawing on the market research, stakeholder input and process-mapping work, the Department is developing detailed requirements for a Request for Proposals (RFP) to acquire and implement the new HR solution, including priority functions for the first phase of modernization.

Targeted Goal 7

Weight 10%	**Stabilize then improve technology infrastructure to support operations and student learning**
Board-Approved Evidence	13. Strategic plan for technology
	14. Plan to stabilize technology infrastructure

Outcomes
The Department exceeded the target by moving beyond technology planning into implementation, with measurable progress in strengthening cybersecurity, modernizing legacy systems, improving technology infrastructure planning, and building organizational capacity.

On November 13, 2025, the Department presented its strategic plan for technology to the Board's Finance and Infrastructure Committee, establishing a clear direction for stabilizing and modernizing technology infrastructure. The Department subsequently developed a detailed implementation plan with timelines and accountability measures to translate the strategy into action.

Significant progress was made in strengthening cybersecurity. The Department completed statewide implementation of enterprise antivirus and endpoint detection and response systems, achieving adoption at 100% of schools, and upgraded email and web security solutions to strengthen threat detection. The Department also conducted a ransomware tabletop exercise to identify gaps in incident response procedures, with findings informing development of a formal Incident Response Playbook.

The Department also advanced modernization of its technology environment by establishing a new primary cloud hosting site and initiating migration of targeted core applications. Work continued to upgrade legacy applications and transition business processes from aging platforms, including Lotus Notes, reducing technical debt and improving long-term system reliability. Stakeholder focus groups and data analysis also informed development of an IT Service Management strategic roadmap to strengthen service delivery.

To support long-term infrastructure planning, the Department conducted targeted inventories and condition assessments of critical telephone and network infrastructure. This work is informing development of a multi-year lifecycle replacement plan and future biennium budget requests based on documented infrastructure needs.

Finally, the Department realigned key technology functions to address structural and operational gaps. This included restructuring the cybersecurity team to establish clearer separation of duties and strengthen the foundation for sustained cybersecurity operations. In its biennium budget request, the Department plans to request additional resources to support cybersecurity and technology operations.

Together, these actions demonstrate measurable progress in implementing the Department's technology strategy while establishing a stronger, more secure and sustainable technology foundation for school operations and student learning.

Targeted Goal 8

Weight 7.5%	**Ensure CIP projects appropriated in FY 2023/FY 2024 are encumbered**
Board-Approved Evidence	15. Quarterly reports to Board on status of projects appropriated in FY 2023 and FY 2024

Outcomes
The Department met the Board-established reporting and fund management targets for FY 2022-2023 and FY 2023-2024 CIP appropriations, strengthening oversight of project schedules, funding status, encumbrances and potential lapses.

Throughout FY 2025-2026, the Department provided quarterly updates to the Board on the status of its CIP portfolio, including project schedules, funding status and risks affecting project delivery. Updates were provided on October 9, 2025; January 8, 2026; March 12, 2026; and May 14, 2026.

The Department also actively managed CIP funds approaching statutory lapse deadlines. As part of this process, the Department identified approximately $8 million in additional proposed lapses based on project timing, procurement constraints, and the ability to responsibly obligate funds within the required period. Consistent with the Board-established target, the Department proactively communicated with affected school leaders and legislators regarding proposed lapses for projects within their schools and districts.

All FY 2023-2026 allotments under Act 164, Session Laws of Hawai‘i (SLH) 2023, and Act 230, SLH 2024, have been fully budgeted, with project encumbrances, expenditures, and fund drawdowns actively managed to minimize lapses and comply with statutory deadlines.

Targeted Goal 9

Weight 7.5%	**Monitor status of active CIP projects**
Board-Approved Evidence	16. Report to the Board by December 2025 on status and plan for active CIP projects of $1 million or more that were encumbered prior to 2020
	17. Report to the Board by June 2026 on status and plan for all CIP of $1 million or more encumbered prior to 2022

Outcomes
The Department met the target by expanding its review and reporting beyond major legacy CIP projects with balances of $1 million or more to include projects with balances below $1 million, providing greater visibility and accountability across the Department’s capital portfolio.

On December 11, 2025, the Department presented a detailed status report to the Board’s Finance and Infrastructure Committee on active CIP projects with balances greater than $1 million, including projects dating back to 2005, when responsibility for school facilities transitioned to the Department from the Department of Accounting and General Services (DAGS) following Act 51, SLH 2004. The Department continued to update the Board on its assessment of these projects throughout the school year.

On May 14, 2026, the Department reported to the Board on both major legacy projects and projects with balances below $1 million. The review identified 54 projects with balances greater than $1 million, totaling approximately $359.2 million, and 582 projects with balances below $1 million, totaling approximately $124.2 million.

The expanded review also supported more active management and closeout of legacy projects. Between September 2025 and April 2026, the Department closed 244 projects totaling approximately $170 million. This work reduced the number and remaining balances of older projects while providing greater clarity into the status of projects still requiring action.

Building on this progress, the Department will continue strengthening the consistency and usefulness of CIP reporting, including a regular reporting cadence and standardized format to provide the Board and Department leadership with clear, actionable information on project status, risks, and required follow-up.

Targeted Goal 10

Weight 7.5%	**Address schools' needs for repair and maintenance**
Board-Approved Evidence	18. Analysis of schools' requests for repair and maintenance, by category
	19. Revision of DAGS-Department Service Level Agreement (SLAs) to improve timely response for necessary repairs and maintenance for Neighbor Islands

Outcomes
The Department met the target by moving beyond analysis of repair and maintenance data to using that information to prioritize work and resources, while strengthening coordination and accountability for services provided to neighbor island schools.

During FY 2025-2026, the Department completed a comprehensive review of Facilities Maintenance Branch work order data in the Maximo system. The analysis examined requests by location, status, type, and craft or trade to identify workload trends, high-demand categories, outstanding work orders, service delays and areas requiring additional support. The Department is using this information to inform day-to-day work prioritization, assignment of staff and contractors, staffing needs, and resource allocation.

The review also identified opportunities to improve transparency and communication with schools regarding the status and disposition of repair requests. In response, the Department expanded Maximo access to principals and complex area leaders and began strengthening protocols for notifying school administrators when work orders are redirected to CIP or Deferred Maintenance funding. Training and planned system upgrades will further improve data quality, reporting and work order management.

The Department also reviewed, updated and executed its SLA with DAGS for repair and maintenance services on the Neighbor Islands. The updated agreement clarifies roles, response expectations, and performance indicators and provides a stronger framework for coordination among the Department, DAGS, complex areas and schools.

Together, these actions have strengthened the Department's ability to use data to prioritize repair and maintenance needs, improve visibility for school leaders, and clarify accountability for service delivery. Continued work will focus on improving data quality, strengthening feedback loops with schools, and using the updated systems and processes to provide more timely and responsive facilities support.

Targeted Goal 11

Weight 5.0%	**Develop and present plan for increasing purchase of locally sourced products**
Board-Approved Evidence	20. Business and staffing plan for regional kitchen
	21. Plan to increase purchase of more fresh local agricultural products and local value-added processed, agricultural or food products to achieve the state's goal of 30% local procurement by 2030

Outcomes
The Department met its planning targets to increase locally sourced food in school meals and support the state's goal of 30% local food procurement by 2030.

At the January 8, 2026 Finance and Infrastructure Committee meeting, the Department presented its business and staffing plan for the first O'ahu Regional Kitchen, which broke ground in late January 2026 in Whitmore Village. Also, the Department secured regional kitchen positions in the state budget and reorganized the School Food Services Branch to include regional kitchen staff.

The Department reported on progress on locally sourced food to the Board at the August 14, 2025 Finance and Infrastructure Committee and the March 19, 2026 Audit Committee. Significantly, the Department increased its purchase of locally sourced food during FY 2025-2026, with approximately 7.69% of total food purchases sourced locally. This exceeds the previous year's local purchase which was 6.5% and represents progress toward the statewide goal of 30% local food procurement by 2030.

To build on this progress, the Department developed a standardized five-week cycle menu that incorporates locally sourced agricultural products and is projected to increase local purchasing to approximately 18% in the upcoming school year. The standardized menu provides a more predictable framework for procurement and food production while creating greater opportunities to incorporate locally grown and produced foods into school meals.

Together, these efforts connect procurement, menu planning, workforce development and food-service infrastructure as part of a broader strategy to increase the use of locally sourced food in Hawai'i's public schools.

PART II. Fulfillment of Duties and Responsibilities as per contract approved November 5, 2025

Professional Standard 1: Visionary Leadership & Organizational Culture
Professional Standard 1 Criteria A. **Visionary Leadership**: Articulates a bold, future-oriented educational vision, aligning all resources, staffing, and actions to a student-centered culture based on the Board's Strategic Plan and HĀ values. B. **Executive & Organizational Leadership:** Assembles an effective executive team, empowers leaders at all levels, and supports a system of professional learning. C. **Instructional Leadership:** Department goals are systemically aligned throughout the tri-level with a strategic plan for student achievement and school improvement processes. Nurtures innovation, listens to diverse perspectives, and uses quantitative and qualitative data to optimize effectiveness and inform instruction. D. **Collaborative Trust & System Support**: Builds and sustains trust across state, complex area, and school levels to drive collaborative decision-making that enhances student learning.
Evidence Associated with Professional Standard 1 ● Board-approved new Vision of a Hawai'i Public High School Graduate ● Student-centered accountability on Vision of a Hawai'i Public School Graduate ● Stabilizing Executive Leadership team ● StriveHI report for 2024-2025 ● Ho'ākea Mauka to Makai Initiative

Throughout the 2025-2026 FY, my leadership focused on aligning board policy with classroom reality, stabilizing executive leadership, enhancing instructional capacity and streamlining operational systems to serve our schools equitably.

Vision of a Hawai'i Public School Graduate: This year, I led a significant strategic shift through the revised Vision of a Hawai'i Public High School Graduate. The Department solicited extensive stakeholder input, completing rigorous groundwork that culminated in securing Board approval for the revised Vision of a Hawai'i Public High School Graduate on February 12, 2026. The revised policy reflects the Department's commitment to collaborate with stakeholders to develop graduates who are not only academically prepared but also emotionally healthy, adaptable and deeply committed to strengthening their local community in Hawai'i.

Student-Centered Accountability on Vision of a Hawai'i Public School Graduate: To ensure our new Vision systemically takes root, I launched a student-centered, qualitative data-collection initiative to serve as a real-time accountability mechanism. Building on statewide visits in FY 2024-2025, we conducted focus groups with 225 diverse high school students across 23 schools in FY 2025-2026, with the remaining 23 schools scheduled for FY 2026-2027. These insightful conversations allowed us to hear directly from students, deepening our understanding of school engagement and effectiveness.

Through this initiative, we established a tightly integrated feedback loop connecting classroom realities with state-level policy. Together, state, complex area, and school leaders dedicated structured time to support each principal's academic plan and identify high-priority resource needs. We are actively closing the feedback loops throughout the tri-level system, holding our

leaders accountable and ensuring that a student-centered approach drives responsive, systemic change.

Stabilizing Executive Leadership Team: This work could not be done without my executive leadership team. Over the course of FY 2025-2026, I am proud to say that the team was fully staffed, with every Deputy and Assistant Superintendent position filled as of June 30, 2026. As of September 2026, only one position, the Assistant Superintendent for the Office of Talent Management is currently interim. Bob Davis is currently serving in this position with his wealth of experience as a former Complex Area Superintendent (CAS), Principal and Personnel Regional Officer. This has created stability across the state offices and the ability to accelerate our progress on the Department's strategic priorities. All but one CAS position was filled with a permanent appointment as of June 30, 2026, further extending stability and progress to the tri-level.

StriveHI and Instructional Supports: At the September 18, 2025 Student Achievement Committee meeting, I reported on SY 2024-2025 StriveHI results, which indicate the Department is nearing pre-pandemic proficiency levels. For SY 2024-2025, 53.8% of Department students were proficient in language arts, closely approaching the 54.1% seen in FY 2018-2019, while mathematics proficiency reached 42.2%, nearing the 43.1% benchmark from FY 2018-2019. To build on this progress, we updated the mathematics standards, approved by the Board on June 18, 2026.

To build tri-level instructional capacity, we have systematized professional support across several key areas. The Department provides an annual rigorous Coaching Academy to promote a coaching culture in schools. Over 100 literacy coaches have been trained since FY 2024-2025, and all Comprehensive Literacy State Development (CLSD) II schools are required to train at least one coach, as described in the Department's update to the Board Student Achievement Committee on February 12, 2026. A new cohort of approximately 80 coaches, including a cadre of math coaches, is in progress. The Department has also hosted an annual Hawai'i Multi-Tiered Systems of Support for Reading (HMTSS-R) training to support school leadership teams to write and implement HMTSS school plans for literacy. All CLSD II schools have completed this training, and over 75 schools have engaged.

Hoʻākea Mauka to Makai Initiative: Instructional leadership also involves connecting classroom learning to the unique opportunities in Hawaiʻi. The Hoʻākea Mauka to Makai Initiative utilizes ʻāina (land) and waʻa (canoe) as living classrooms, and I directed the expansion of this initiative to give students the knowledge, skills and sense of responsibility needed to become graduates who are globally competitive and locally committed. In FY 2025-2026, the program reached 26,179 students statewide through partnerships with over 250 organizations, reinforcing the importance of place-based education within our broader strategic framework.

Building and sustaining trust across the tri-level system with the objective of achieving collaborative decision-making and enhancing student learning takes a multi-pronged approach and requires the support of my leadership team. In addition to my school visits, my team and I continued to convene monthly leadership meetings that include the Deputy Superintendents, Assistant Superintendents, and CAS to promote tri-level alignment on key issues, on both student and operational success.

Professional Standard 2: Operations, Resource & Personnel Management
Professional Standard 2 Criteria A. **Resource Utilization & System Compliance:** Ensures efficient, effective use of technological and capital resources while maintaining full compliance with federal, state, and local laws and safety protocols. B. **Financial Stewardship:** Directs budget planning and resource allocation to match strategic goals and maintain transparent fiscal controls. C. **Talent Acquisition & Management:** Implements comprehensive recruitment, retention, and performance evaluation programs to secure and cultivate effective educators and staff. D. **Facilities Infrastructure Management:** Oversees facilities development, usage, and long-term planning and reports to the Board of Education and Hawai‘i State Legislature on the status of facilities to ensure safe and vision-aligned learning environments.
Evidence Associated with Professional Standard 2 ● Facilities Infrastructure Management & Resource Utilization ● Emergency Response ● Development and Advocacy for a Strategic Supplemental Budget Request ● Talent Acquisition and Development

I demonstrated clear execution of Professional Standard 2: Operations, Resource & Personnel Management by ensuring the efficient use of technological and capital resources, directing strategic financial stewardship, executing comprehensive talent management strategic planning, and transforming the oversight of our facilities infrastructure. In addition to successfully delivering on the critical performance targets related to our operational and personnel management goals, I drove a foundational transformation of our operational and facilities infrastructure to ensure optimal financial stewardship, equitable resource distribution, and long-term systemic efficiency. These changes set a foundation for improving our systems of support, and I expect the investments in FY 2025-2026 to yield improved operational results for schools and the Department in future years.

Strategic Oversight of Facilities Infrastructure: Recognizing the inefficiencies stemming from CIP budgets with large volume of line items, I worked collaboratively with the Legislature and with complex area and school leaders to strategically shift our CIP budget to a lump sum-based funding system. The lump sum approach assesses and prioritizes needs across schools in different categories of need, such as health and safety or new capacity. Crucially, this resource management redesign was deeply rooted in equity, responsible financial stewardship, and operational efficiency. Navigating this shift required building trust and buy-in to the centralized approach across powerful stakeholder groups to ensure that the prioritization of facility upgrades is driven by objective statewide infrastructure needs and equitable, data-driven prioritization rather than external influences. Using the lump sum funding approach, the Department regained the critical flexibility needed to adjust for inflation, unforeseen cost increases, or scope changes.

This shift allows the Department to communicate effectively with complex areas, principals, and legislators throughout the project lifecycle, ensuring that effects of changes in funding are clearly understood and that our infrastructure projects are delivered with greater accountability, equity, and consistency statewide.

Emergency Response: As part of supporting schools' facilities, we respond quickly and decisively to emergency situations. The Department's emergency response is agile and prioritizes safety. During the Kona Low weather event in March 2026, my team ensured the Department remained operational and responsive under extreme conditions, balancing the immediate safety of our school communities with the continuity of services. By coordinating directly with complex areas and schools, my team and I ensured that facilities were promptly assessed and professionally cleaned, minimizing downtime and restoring educational normalcy for our families as quickly as possible. In cases of extreme damage, we were able to quickly transition students and employees. Konawaena High transitioned to distance learning and Hōkūlani Elementary transitioned to alternate sites at Aliʻiolani Elementary and Palolo Elementary while remediation efforts continued. This response demonstrated our capacity to neʻepapa (moving in unison): caring for our communities, mobilizing resources efficiently, executing safety protocols under pressure, and maintaining high standards of facility management even during significant natural disruptions. I prioritize a safe return to learning. We recognize that there are still Kona Low damages that are not yet completed. The school facilities are functional but repairs are still needed; we continue to advocate for funds to support these repairs.

Development and Advocacy for a Strategic Supplemental Budget Request: Strategically managing the Department's operating budget, I led the development of the FY 2026-2027 Supplemental Budget, navigating a challenging fiscal landscape marked by decreased state tax revenue projections and ongoing federal funding uncertainty. Following the significant recurring investment of $141 million secured in the FY 2025-2027 biennium budget, my primary objective for this supplemental process was to maintain fiscal discipline while securing support for highly critical, student-centered priorities.

To achieve this, I reconvened the ad-hoc Budget Review Group (BRG) well in advance of the legislative session. We established a rigorous framework that required Department offices to rebalance their budgets, prioritize essential services, and identify alternative financing methods rather than relying solely on additional general funds. This collaborative process began shortly after the 2025 Legislative Session, ensuring that all offices were aligned with the necessity of restricting requests to critical needs amidst projected revenue contractions.

By the end of July 2025, the offices had collectively proposed over $80 million in new funding. Through targeted oversight and BRG-facilitated refinements, we prioritized this request to a streamlined total of $33.3 million. We accomplished this by realigning existing Weighted Student Formula (WSF) funds in recognition of lower enrollments, deferring non-urgent requests, and strategically repurposing position vacancies. On October 9, 2025, the Board unanimously approved the Department's Supplement to the Operating Budget Request for FY 2026-2027, as explained in the Department's memorandum.

Ultimately, this disciplined approach ensured the Department remained successful in a period of fiscal constraint. By focusing on essential needs, including health and safety requirements, food service operations, and mandates, this strategy effectively shielded our core services while maintaining operational stability despite the broader economic headwinds of the 2026 legislative session.

Talent Acquisition and Development: To address critical staffing needs, we are implementing a multi-pronged strategy to ensure qualified teachers for every classroom and qualified staff at every role. My philosophy is that the Department is a "Leader-full" organization. We are investing in training for leaders at all levels.

At my request Leadership Institute worked with state office subject matter experts to provide training for Head Custodians, School Food Service Managers, Athletic Directors and School Administrative Services Assistants. This supplements the Teacher Leader Academy, training for school principals and vice principals, and State Leading and Learning program for state office educational officers, as well as convening's for our student leaders.

For teacher development, the new HR plan prioritizes local hires. One strategy is to develop our teachers hired with an emergency hire permit to become fully licensed. The Department advocated for Act 30, SLH 2026, extending eligibility of emergency hire teachers from three to five years which provides them with more time to earn their teaching credentials. We successfully secured a $500,000 grant from the Stupski Foundation to collaborate with the University of Hawai'i at Manoa College of Education (UH) designed to develop and scale a robust pathway for more emergency hire teachers to obtain full licensure.

Professional Standard 3: Governance & Policy
Professional Standard 3 Criteria A. **Relationship with the Board:** Collaborates with the Board to define the strategic direction, execute board policy, and clearly differentiate the Department's administrative roles from the Board's policymaking and governance responsibilities. B. **Policy Governance:** Articulates the system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner. C. **Policy & Data-Informed Guidance:** Providing analysis on state/federal policy impacts and delivering high-quality quantitative/qualitative data and recommendations to inform the Board. D. **Legislative Advocacy & External Relations:** Advocating for the Board of Education and Department's positions with local, state, and federal officials to shape initiatives that benefit the public school system.
Evidence Associated with Professional Standard 3 ● Legislative Advocacy and Policy Informed Guidance ● Federal Policy Advocacy ● Relationship with the Board

Legislative Advocacy and Policy Informed Guidance: To advance our educational system and protect our students' best interests, I directed a highly proactive, multi-tiered approach to legislative engagement. Under my leadership, the Department executed a large scale of operational monitoring-reviewing 2,459 total bills and 412 concurrent resolutions, while closely monitoring over 1,000 education-related measures and delivering testimony on 210 bills and resolutions. The Department actively sought change with our administrative legislative package, successfully securing the passage of key measures that directly strengthen our educational services.

I personally engaged in direct, face-to-face outreach with lawmakers across all levels of government to collaborate, garner support, and clearly articulate the ground-level impact of proposed legislation. Recognizing that trust is foundational to effective advocacy, I also directed the Department to be diligent and coordinated in our response to legislative inquiries, data requests, and statutory reporting requirements. Exceptional leadership within a complex political environment demands more than just advancing new initiatives. When proposed changes did

not align with the Department's position of what is in our students' best interests, I engaged in direct advocacy to inform policymakers and advocates about the potential negative impacts, harmful unintended consequences or resources required to implement the proposed changes.

Recognizing that the rising cost of school meals represents a significant financial burden for many households, I have successfully advocated for the passage of House Bill 2296 which ultimately ensures that our students maintain affordable access to nutritious meals. Without this intervention, an outdated statute obligated the Department to significantly raise school meal prices. This recent legislative solution builds on the Department's persistent, multi-year advocacy, which expanded access to free school meals for students who qualify for reduced lunch, defined as households with income from 130% to 185% of the federal poverty level, in FY 2025-2026 and further expanded to free school meals for students from Asset-Limited, Income-Constrained, Employed (ALICE) families, defined as households with incomes up to 300% of the federal poverty level, in FY 2026-2027.

Federal Policy Advocacy: To effectively advocate for the Department's position at the national level, I collaborated on a unified, rapid-response campaign to restore critical federal funding for military installation schools after it was abruptly rescinded. Reversing this decision required immediate, coordinated action and the leveraging of key external relationships. I swiftly executed an advocacy strategy that directly engaged Hawai'i's congressional delegation and federal agency leadership. By clearly communicating our state's specific context and the severe impact the loss of funds would have on our public school system, we successfully shaped the federal response and secured a complete restoration of the rescinded funding to the direct benefit of our students and schools.

Additionally, I convened a state office team to respond rapidly to the impacts of federal changes in education and to plan for potential impacts. I worked with the Attorney General's (AG) office for the state to legally challenge changes that negatively impacted the amount or flexibility of federal resources for education. My team also shared information and coordinated responses with the congressional delegation, Governor's office, legislative leaders, national professional associations and local advocacy organizations.

Relationship with the Board: Throughout this evaluation period, I prioritized strong, transparent governance by maintaining a consistent cadence of collaboration with Board members and Board Office staff. On a weekly basis, I provided updates to the Board on developments within the Department to ensure Board members were up to date on important issues. This ongoing partnership ensured that Board and committee agendas were directly aligned with the Board's overarching goals and the Department's strategic priorities. A central focus of my leadership has been bridging the gap between governance and tangible, system-wide outcomes for our students.

This was demonstrated in three key policy initiatives: Updating the Vision of a Hawai'i Public School Graduate, financial literacy graduation requirement, and cell phone policy. Vision of a Hawai'i Public School Graduate and financial literacy were discussed in Part 1. Regarding the cell phone policy, on February 12, 2026, the Board approved the Department's recommendation as Board Policy 301-11, Cell Phone Use by Students in Schools. This policy balances the complex viewpoints of our stakeholders while providing foundational regulations that account for students' developmental readiness. By converting high-level board policy into operational reality, I have ensured our administrative actions directly advance our shared commitments to student achievement and future readiness.

Employee Safety: The Department strengthened its support for employee safety through new, systematic procedures and advocacy for a new law to address harassment experienced by employees. The Department built on the Visitor Code of Conduct by developing a Standard Practice (SP) 8100 for Workplace Harassment by non-employees in spring 2025. The development of the SP went through extensive stakeholder feedback from employees, review by the AG's office and consult and confer with our unions. The final SP was approved on June 29, 2026, and distributed to employees via a memo on August 6, 2026. SP 8100 provides procedures, guidelines and protocols for Department employees in handling and reporting incidents in which employees are the subject of harassment in the workplace by a parent or visitor.

Professional Standard 4: Communication & Community Relations
Professional Standard 4 Criteria A. **Public Information & Media Relations:** Directs proactive, timely, and culturally competent communications across media and diverse public audiences to build trust and promote a positive image of the education system. B. **Internal Communication Strategies:** Cultivates internal communication strategies to promote student success and advance strategic priorities. C. **Partnerships & P-20 Success:** Collaborates with early learning, higher education, business leaders, and community partners to build seamless pathways from pre-K through post-secondary readiness. D. **Community Engagement:** Creates opportunities for two-way communication, establishes strategic community partnerships (to ensure inclusion and equity), and fosters high levels of trust across diverse stakeholder groups (i.e., families, business leaders, and community members).
Evidence Associated with Professional Standard 4 ● Attendance Matters Campaign ● Internal Communications Redesign ● Community Partnerships and Community Engagement

Attendance Matters Campaign: To drive the strategic priority of improving student attendance, the Department expanded our comprehensive "Attendance Matters" campaign that integrated proactive public media, internal data systems, and targeted community engagement. Recognizing the need to reach diverse audiences, we launched statewide movie theater advertising, bus banners, television, and student-focused public service announcements to promote a positive, system-wide message. Internally, we empowered our educators with tools to communicate effectively with families by publishing a revised attendance manual, launching a virtual learning community, and integrating our IT systems to provide timely attendance alerts. This technical integration, paired with standardized workflows, ensured that our schools had the skills and tools necessary to proactively strengthen two-way school-to-home partnerships.

Internal Communications Improvements: In response to feedback from schools and complex areas regarding the volume and manageability of departmental communications, we improved our processes in FY 2025-2026. We replaced the legacy Lotus Notes database with a modern, intuitive memorandum management system, featuring enhanced search capabilities and automated notification alerts to streamline access to critical information. This upgrade was complemented by our continued utilization of the internal bi-weekly 'Huddle' for informal updates. Together, these efforts have helped ease the administrative burden, ensuring that essential communications are more timely, searchable, and impactful.

Media Relations: Recognizing the role of earned media in informing the public, building trust and highlighting the work taking place across Hawai‘i’s public schools, we implemented a proactive media strategy to increase positive news coverage and broaden the reach of stories that reflect Department priorities and student and school successes.

During the 2025-2026 SY, the Department produced and distributed 37 video news releases-an average of one per week, excluding school breaks-highlighting student achievement, innovative school programs and key Department initiatives. These efforts generated 859 media mentions, an estimated $2.59 million in earned publicity value, and a potential audience reach of more than 101 million.

Community Partnerships and Community Engagement: Because equity and inclusion are foundational to our success, we cultivated high-trust community partnerships to build networks of support for our most vulnerable students. We collaborated with numerous local partners to deploy culturally grounded professional development. Further, we established inter-agency alignment with the AG’s Office and Family Court, formalizing a unified “Pre-Court Interventions” protocol that serves as a high-fidelity Tier 3 resource for our schools. These strategic communication and partnership efforts yielded the following impact: school year 2025-26 data shows regular attendance reached 76.8% for all students, with targeted gains among Native Hawaiian (65.4%), Pacific Islander (60.2%), and Special Education (67.8%) populations.

To sustain Hawai‘i P-20 workforce alignment, my team and I also maintain routine engagement with key education, military, and community partners. Our collaborative efforts include the Joint Venture Education Forum which supports military-connected students; the School Resource Officer program, where retired police officers serve as mentors and safety partners on select school campuses; the Hawai‘i Business Roundtable, which connects military, business, and workforce sectors with education; and the Public Schools of Hawai‘i Foundation which fuels educational innovation. Additionally, we meet regularly with leadership from the UH and Hawai‘i P-20 Partnerships for Education to strengthen the pipeline from pre-kindergarten to postsecondary education and training.

Through collaborative efforts like the Teacher Education Coordinating Committee (TECC), which I co-chaired in FY 2025-2026, we are advancing a five-year strategic plan to strengthen teacher preparation, elevate job satisfaction, and enhance compensation. The TECC is making progress in strategic planning, reviewing and adjusting the 5-year plan built around three core goals: strengthening teacher-preparation programs, improving job satisfaction for current teachers, and offering more competitive pay and incentives to recruit and retain talent.

Beyond formal site visits, I place a high priority on embedding myself within the fabric of our community to foster authentic, high-trust relationships. This commitment extends significantly beyond standard business hours; in the past year alone, nearly 40% of my 212 community engagements occurred on weekends or after hours. My presence is a deliberate strategy to remain accessible and responsive, with data illustrating that over 90% of my community interactions go beyond passive attendance. Specifically, I actively contributed to community dialogue and facilitated event proceedings during 93 engagements by serving as a speaker, panelist, board member, judge, or facilitator, and I cultivated meaningful connections at an additional 119 events by attending as an invited guest or observer.

Events Superintendent Attended by Level of Engagement for FY 2025-2026

Participation in School and Community Events	Count
Active Leadership (speaking role, panelist, board member, judge, facilitator, etc.)	93
Relationship Building/Participatory Support (invited as an attendee, guest, observer, sporting events, student events, school family engagement events, community events, school performances, etc.)	119
Total Events	**212**

Throughout the 2025-2026 FY, I maintained a visible, accessible, and high-impact leadership presence across five key areas: sustaining a grounded, personal connection with our schools by visiting campuses and celebrating student milestones at nearly 50 schools across five islands; empowering educators and building system capacity through regular principal forums, staff recognition, and targeted professional learning summits; advancing pivotal strategic initiatives, including the Hoʻākea: Mauka to Makai series, regional farm-to-school kitchen infrastructure, and workforce readiness pathways; deepening community and family trust through broad civic outreach, alumni collaboration, and public dialogue; and championing our public school system through active governance and international educational partnerships.

By intentionally engaging diverse stakeholder groups - including students, families, educators, staff, administrators, businesses, nonprofit groups, and elected officials - I actively cultivate external relationships that bring value, strategic partnerships, and vital resources back to the Department. This deliberate balance of active, ground-level leadership and intentional relationship-building reflects my commitment to student-centered decision-making, system innovation, and community alignment. I was also very humbled to be recognized for this work as one of *Pacific Business News'* Most Admired Leaders in 2025.

Professional Standard 5: Equity & Advocacy

Professional Standard 5 Criteria

A. **Educational Equity:** Measure academic growth, achievement gaps, and excellence metrics across identified student demographics.
B. **Safe School Environments:** Maintain safe, compliant school environments by monitoring safety and civil rights requirements, tracking student and staff social-emotional wellness, and implementing targeted support systems.
C. **Resource Equity:** Evaluate the fair distribution of human talent and fiscal resources across all schools, complexes, and departments.

Evidence Associated with Professional Standard 5

- Attendance Matters
- Expanding Access to School Meals
- Expanding Access to Kaiapuni Education
- Protecting Core Services Through Strategic Budgeting

During this evaluation period, I focused on strategies to dismantle systemic barriers to drive equity, safety and operational excellence across the Department. Below are key areas of leadership action advancing equity across the system this past year.

Attendance Matters: Through our multi-tiered "Attendance Matters" strategy and targeted community partnerships, we actively dismantled barriers to school engagement. This intervention delivered concrete results, with regular attendance improving statewide for the fourth consecutive year, and gains among targeted student groups that have historically experienced lower rates of regular attendance.

Expanding Access to School Meals: As a steadfast champion for our students' basic needs, I successfully advocated for the passage of House Bill 2296, overriding an outdated statute to prevent mandatory school meal price increases. This marks another achievement in our multi-year campaign to systematically eliminate food insecurity. It builds directly upon prior marked milestones, advancing from our FY 2025-2026 expansion of free meals for reduced-lunch qualifiers (130% to 185% of the federal poverty level) to securing free meals for students from ALICE households (up to 300% of the federal poverty level) for FY 2026-2027.

Expanding Access to Kaiapuni Education: We achieved measurable growth in our ʻōlelo Hawaiʻi learning environments from FY 2024-2025 to FY 2025-2026 with a 3.5% increase in Kaiapuni enrollment from 2,452 to 2,539 students. To ensure this growth is sustainable and equitable, we completed the Kaiapuni Strategic Implementation Plan and launched a centralized, statewide priority placement process, replacing fragmented systems with a transparent, unified approach to Kaiapuni Education.

Protecting Core Services Through Strategic Budgeting: To navigate a challenging fiscal landscape and protect student-centered priorities, we implemented a rigorous framework for the FY 2026-2027 Supplemental Budget. By convening the ad hoc Budget Review Group, prioritizing internal efficiencies, and realigning existing funds, we strategically streamlined over $80 million in proposed new funding down to $33.3 million. This disciplined approach successfully shielded our most critical operations-including health, safety, and food services-ensuring equitable support and stability for our schools despite broader economic headwinds.

Closing Reflections

As we look back on the progress and milestones achieved during FY 2025-2026, it is equally vital to reflect on the ongoing challenges and emerging priorities that shape our educational landscape. The following reflections capture key insights and strategic considerations that will guide our continuous improvement efforts moving forward.

Enrollment and School Consolidation: The Department is facing a long-term shift in student demographics. Over the past decade, statewide public school enrollment has declined at a rate of about 1 percentage point annually, as a result of lower birth rates, a shrinking school-age population, and the out-migration of local families with school-age children. The Department continues to monitor these shifting enrollment patterns to optimize our facilities, manage staffing, and align our resources equitably to support student success.

In recognition of these declines and shifts in enrollment, at my direction, the Department initiated planning for a school consolidation process in 2024 and conducted extensive engagement with principal groups in all 15 complex areas during the spring and summer of 2025. These sessions were designed to listen to local concerns, gather feedback on proposed methodologies, and ensure that any potential consolidation process remains rooted in the

unique needs of each school community. The Department provided an update to the Board Finance and Infrastructure Committee on September 18, 2025. Subsequently, the Legislature passed House Bill 2344, enacted as Act 264, SLH 2026, which established an alternative process for school consolidation. The new law establishes a commission tasked with reviewing public school facilities and recommending consolidations, realignments, and closures, based on the federal base realignment and closure model. As such, the Department has paused its school consolidation process until the commission completes its work.

Technology and AI Integration and Modernization: We live in a rapidly changing educational environment where technology is no longer just a tool, but a foundational element of our Department's operational and instructional framework. By modernizing our technology infrastructure, we create a more secure and agile environment that directly benefits our students-enabling personalized, accessible, and enriched learning experiences-while simultaneously streamlining operational processes for our staff. We are committed to integrating technology in a way that respects data privacy, is secure and promotes equity, ensuring that every student and employee has the tools they need to succeed in an increasingly digital world. The employee AI Guidance Document provides a statewide framework to help staff harness the power of AI while mitigating potential risks. We continuously review and update this resource to ensure it remains aligned with evolving ethical, privacy, and instructional standards. Moving forward, our strategy focuses on leveraging these innovations to drive efficiency, enhance data-informed decision-making, and cultivate a more responsive educational system.

Continuing to Improve Facilities Operations: This upcoming fiscal year, I will continue to prioritize improving our facilities operations as identified in the Board-approved targeted goals. Moving forward, the Department is taking decisive steps to optimize our facility operations by establishing stricter oversight on CIP project encumbrances, and transitioning our Repair and Maintenance model from reactive repairs to systematic preventative maintenance. Alongside these operational shifts is our commitment to rebuild stakeholder trust through transparency by improving our reporting and communication.

Student Achievement and Supports: Looking ahead to the 2026–27 school year, improving academic growth and accelerating proficiency gains remain among our highest priorities. While mathematics proficiency has improved over time, this year's results show that we did not meet all of our Board-established academic targets, including declines in student growth in both language arts and mathematics. These results reinforce the need to ensure that the instructional systems and supports we have put in place translate into stronger outcomes for students.

Sustainable academic improvement requires strong alignment among curriculum, instruction, assessment and targeted intervention. With updated mathematics standards, high-quality curriculum in language arts and math, universal screeners, and statewide assessments providing a strong foundation, our focus is on consistent and effective implementation in every classroom. We will continue investing in literacy and math coaching to strengthen instructional practice, while deepening implementation of Hawai‘i Multi-Tiered Systems of Support (HMTSS) so schools can use data to identify student needs early, monitor progress, and provide timely, targeted support.

Workforce Development: In alignment with our new Vision of a Hawai‘i Public School Graduate my commitment to workforce development centers on bridging our classrooms directly to Hawai‘i's unique local economy so that our students graduate connected to pathways that allow them to thrive right here at home. To sustain momentum, we plan to expand and deepen work-based learning partnerships with industry and community leaders to increase authentic

work-based learning opportunities for our students. As we prepare to launch a new digital platform for our personal transition plan, the Department will closely monitor implementation in order to appropriately support our schools.

Concluding statement

There is no better time to be a part of advancing public education in Hawai‘i. A few years ago, Master Navigator Nainoa Thompson told our school leaders that the Department is the “sail plan for the state of Hawai‘i.” That responsibility is both an opportunity and a call to action. Preparing our young people to be globally competitive and locally committed is critical not only to their individual futures, but to the future strength of our communities and our state.

I remain committed to leading with purpose, accountability and a willingness to continually improve. The progress reflected in this self-assessment belongs to the thousands of educators, leaders and staff who serve our students each day, and to the families, community partners and Board members who share in this work. We also know where greater progress is needed, and we will continue to address those areas with urgency and transparency. Through ne‘epapa, moving together with shared purpose, we can build on the foundation we have established and ensure that every student in Hawai‘i has the opportunities and support to learn, grow and succeed.

Superintendent's Self-Assessment: Summary of Outcomes

PART I. Progress on the Hawai'i State Department of Education (Department) Performance Targets, approved by the Hawai'i State Board of Education (Board) on October 9, 2025

Weight	Targeted Goal	Board-Approved Evidence for "Meets"	Self-Assessment Rating
12.5%	**Targeted Goal 1: Improve student achievement, as represented by select Strategic Plan Key Performance Indicators (KPI)**	1. More students attend school regularly. a. More than 76.1% of all Department students. b. Targeted student groups: i. More than 60.1% of Pacific Islander students; ii. More than 63.9% of Native Hawaiian students; and iii. More than 67.4% of students receive special education services. 2. Continued rates of growth in student learning, as measured by students demonstrating "typical or better growth" on statewide assessments. a. Language arts: 60.9% b. Mathematics: 60.5% 3. More students demonstrate academic proficiency on statewide assessments. a. Language arts: 53.8% b. Mathematics: 42.2%	Partially Meets
12.5%	**Targeted Goal 2: Revise Board policies and key Department policies to prepare students to graduate globally competitive and locally committed**	4. Presentation to the Board on Revised Vision of a Hawai'i Public High School Graduate for approval. 5. Presentation to the Board on Department's plan for financial literacy for students.	Exceeds

12.5%	**Targeted Goal 3: Increase access to quality Kaiapuni education for interested students and families**	6. New guidance that describes interim plans for reasonable access to Kaiapuni education. 7. Strategic plan to provide quality Kaiapuni education that meets growing demand.	Exceeds
10%	**Targeted Goal 4: Increase capacity to support student learning and operations through strategic actions to fill positions and plan for high-quality educator workforce (i.e., teachers, support staff, school administrators, complex area and state office staff)**	8. Presentation to the Board of a revised implementation plan for Strategic Plan Priority II to prioritize key strategies, initiatives and KPI to achieve high-quality educator workforce in all schools (i.e., teachers, support staff, school administrators, complex area and state office staff). 9. Prototype of Human Resources (HR) KPI dashboard, based on HR Strategic Plan.	Meets
7.5%	**Targeted Goal 5: Increase capacity of Office of Facilities and Operations (OFO) Facilities Development Branch staff to plan, execute and report on legislatively appropriated Capital Improvement Program (CIP) projects**	10. Vacancy analysis and plan to fill critical OFO positions. 11. Plan to engage contractors strategically for construction projects.	Meets
7.5%	**Targeted Goal 6: Modernize HR systems**	12. Plan to modernize HR systems including priority list of functions to be updated.	Exceeds

10%	**Targeted Goal 7: Stabilize then improve technology infrastructure to support operations and student learning**	13. Strategic plan for technology. 14. Plan to stabilize technology infrastructure.	Exceeds
7.5%	**Targeted Goal 8: Ensure CIP projects appropriated in FY2023/FY2024 are encumbered**	15. Quarterly reports to Board on status of projects appropriated in FY2023 and FY2024.	Meets
7.5%	**Targeted Goal 9: Monitor status of active CIP projects**	16. Report to the Board by December 2025 on status and plan for active CIP projects of $1 million or more that were encumbered prior to 2020. 17. Report to the Board by June 2026 on status and plan for all CIP of $1 million or more encumbered prior to 2022.	Meets
7.5%	**Targeted Goal 10: Address schools' needs for repair and maintenance**	18. Analysis of school requests for repair and maintenance, by category. 19. Revision of DAGS-Department Service Level Agreements to improve timely response for necessary repairs and maintenance for Neighbor Islands.	Meets
5.0%	**Targeted Goal 11: Develop and present plan for increasing purchase of locally sourced products**	20. Business and staffing plan for regional kitchen. 21. Plan to increase purchase of more fresh local agricultural products and local value-added processed, agricultural or food products to achieve the state's goal of 30% local procurement by 2030.	Exceeds

PART II. Fulfillment of Duties and Responsibilities as per contract approved November 5, 2025

Professional Standard	Criteria	Self-Assessment Rating
Professional Standard 1: Visionary Leadership & Organizational Culture	A. **Visionary Leadership**: Articulates a bold, future-oriented educational vision, aligning all resources, staffing, and actions to a student-centered culture based on the Board's Strategic Plan and HĀ values. B. **Executive & Organizational Leadership:** Assembles an effective executive team, empowers leaders at all levels, and supports a system of professional learning. C. **Instructional Leadership:** Department goals are systemically aligned throughout the tri-level with a strategic plan for student achievement and school improvement processes. Nurtures innovation, listens to diverse perspectives, and uses quantitative and qualitative data to optimize effectiveness and inform instruction. D. **Collaborative Trust & System Support**: Builds and sustains trust across state, complex area, and school levels to drive collaborative decision-making that enhances student learning.	Exceeds
Professional Standard 2: Operations, Resource & Personnel Management	A. **Resource Utilization & System Compliance:** Ensures efficient, effective use of technological and capital resources while maintaining full compliance with federal, state, and local laws and safety protocols. B. **Financial Stewardship:** Directs budget planning and resource allocation to match strategic goals and maintain transparent fiscal controls. C. **Talent Acquisition & Management:** Implements comprehensive recruitment, retention, and performance evaluation programs to secure and cultivate effective educators and staff. D. **Facilities Infrastructure Management:** Oversees facilities development, usage, and long-term planning and reports to the Board and the Hawai‘i State Legislature on the status of facilities to ensure safe and vision-aligned learning environments.	Meets

Professional Standard	Criteria	Self-Assessment Rating
Professional Standard 3: Governance & Policy	A. **Relationship with the Board:** Collaborates with the Board to define the strategic direction, execute board policy, and clearly differentiate the Department's administrative roles from the Board's policymaking and governance responsibilities. B. **Policy Governance:** Articulates the system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner. C. **Policy & Data-Informed Guidance:** Providing analysis on state/federal policy impacts and delivering high-quality quantitative/qualitative data and recommendations to inform the Board. D. **Legislative Advocacy & External Relations:** Advocating for the Board and Department's positions with local, state, and federal officials to shape initiatives that benefit the public school system.	Exceeds
Professional Standard 4: Communication & Community Relations	A. **Public Information & Media Relations:** Directs proactive, timely, and culturally competent communications across media and diverse public audiences to build trust and promote a positive image of the education system. B. **Internal Communication Strategies:** Cultivates internal communication strategies to promote student success and advance strategic priorities. C. **Partnerships & Hawai'i P-20 Success:** Collaborates with early learning, higher education, business leaders, and community partners to build seamless pathways from pre-K through post-secondary readiness. D. **Community Engagement:** Creates opportunities for two-way communication, establishes strategic community partnerships (to ensure inclusion and equity), and fosters high levels of trust across diverse stakeholder groups (i.e., families, business leaders, and community members).	Exceeds

Professional Standard	Criteria	Self-Assessment Rating
Professional Standard 5: Equity & Advocacy	A. **Educational Equity:** Measure academic growth, achievement gaps, and excellence metrics across identified student demographics. B. **Safe School Environments:** Maintain safe, compliant school environments by monitoring safety and civil rights requirements, tracking student and staff social-emotional wellness, and implementing targeted support systems. C. **Resource Equity:** Evaluate the fair distribution of human talent and fiscal resources across all schools, complexes, and departments.	Exceeds

Exhibit C

Method to Determine Superintendent Compensation Adjustment
Based on 2025-2026 Fiscal Year Performance Evaluation

(pursuant to the memorandum from
Board Chairperson Roy M. Takumi
dated September 10, 2026,
and approved by the Board at its general business meeting on the same date)

JOSH GREEN, M.D.
GOVERNOR

ROY M. TAKUMI
CHAIRPERSON

STATE OF HAWAIʻI
BOARD OF EDUCATION
PAPA HOʻONAʻAUAO
P.O. BOX 2360
HONOLULU, HAWAIʻI 96804

September 10, 2026

TO: Board of Education

FROM: Roy M. Takumi
Chairperson, Board of Education

AGENDA ITEM: Action on method to determine superintendent compensation adjustment based on FY2025-2026 performance evaluation

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I. EXECUTIVE SUMMARY

- The employment contract between the Board of Education (Board) and Superintendent Keith Hayashi makes him eligible for a performance-based compensation adjustment if he receives a cumulative satisfactory evaluation rating on his annual performance evaluation.
- The method and table proposed in this memorandum are a way by which the compensation adjustment can be determined in an objective manner.

II. BACKGROUND AND DISCUSSION

Superintendent Keith Hayashi is scheduled to be evaluated in this second half of the calendar year by the Board, for the 2025-2026 fiscal year, based on the process approved by the Board at its October 9, 2025, general business meeting.

Per Superintendent Hayashi's employment contract approved by the Board on November 5, 2025 (attached as **Exhibit A**), should he receive a cumulative satisfactory evaluation rating, he is "eligible for a performance increase between five to eight percent of Superintendent's base annual salary at the time, to be given

at the discretion of the Board; provided that the increase shall be retroactive to the date of July 1 immediately preceding that annual performance evaluation."

I propose that the following method be the objective manner by which it is determined whether Superintendent is eligible for a compensation adjustment, and if so, how much:

- Based on the ratings given for Superintendent's evaluation, per the process approved by the Board on October 9, 2025, take an average of the rating for "fulfillment of duties and responsibilities" and the overall rating for the targeted goals. This will be called the cumulative rating.
- Where the cumulative rating falls in the table below will determine the compensation adjustment the Superintendent is eligible for.

Cumulative Rating	**Compensation Adjustment**
2.80 - 3.00	8% increase
2.60 - 2.79	7% increase
2.40 - 2.59	6% increase
2.00 - 2.39	5% increase
< 2.00	No increase

However, if either the rating for the fulfillment of duties and responsibilities, or the overall rating for the targeted goals is a 1.0 ("partially meets"), the Superintendent will receive no increase, whether or not one of the ratings is higher. This is in alignment with the process approved by the Board to determine Superintendent's cumulative rating – each of the ratings must be 2.0 ("meets") or better to earn a cumulative rating of "meets" or better.

As examples:

- If the rating for the fulfillment of duties and responsibilities is 2.0, and the overall rating for the targeted goals is 2.1, the cumulative rating would be 2.05. The Superintendent would be eligible for a 5% increase in compensation.
- If the cumulative rating is 2.475 but the overall rating for the targeted goals is 1.95, the Superintendent would not be eligible for any compensation adjustment.

III. RECOMMENDATION

I recommend the Board approve the aforementioned method to determine the compensation adjustment for the Superintendent, based on his FY2025-2026 performance evaluation.

Proposed motion: "Moved to approve the method to determine the compensation adjustment for the Superintendent, based on his FY2025-2026 performance evaluation, as explained in Board Chairperson Roy M. Takumi's memorandum dated September 10, 2026."

Exhibit A

Employment Contract
Between Keith Hayashi and State of Hawaii Board of Education

Effective January 1, 2026, through December 31, 2029
(executed November 18, 2025)

EMPLOYMENT CONTRACT
BETWEEN
STATE OF HAWAIʻI BOARD OF EDUCATION
AND KEITH T. HAYASHI

This employment contract (hereinafter referred to as the "Contract") is hereby made and entered into this 18th day of November, 2025, by and between the STATE OF HAWAIʻI BOARD OF EDUCATION (hereinafter referred to as the "Board"), and KEITH T. HAYASHI (hereinafter referred to as "Superintendent").

WHEREAS, the Board is authorized to appoint the superintendent of the State of Hawaiʻi Department of Education (hereinafter referred to as "Department") under section 302A-1101(b), Hawaii Revised Statutes ("HRS"); and

WHEREAS, the Board appointed KEITH T. HAYASHI to serve as superintendent of the Department and entered into an employment contract with him, executed on July 26, 2022, for a term that commenced on July 1, 2022, and to end on June 30, 2025; and

WHEREAS, a first amendment to the original employment contract was executed on December 2, 2024, which included extending the contract term to December 31, 2025;

NOW, THEREFORE, the Board and Superintendent, for the consideration specified and acknowledged herein, hereby mutually agree as follows:

I. APPOINTMENT AND DURATION

The Board hereby offers, and Superintendent hereby accepts, employment as superintendent of the Department, for a term commencing January 1, 2026, and ending December 31, 2029, as provided by section 302A-1101, HRS, unless sooner terminated as provided herein (hereinafter referred to as the "Term").

II. DUTIES AND RESPONSIBILITIES

Superintendent agrees to devote all of Superintendent's business time, attention, and energies to the business and interests of the Board and Department during the Term of this Contract. Superintendent shall serve as and carry out the duties of the superintendent in accordance with the Hawaii State Constitution, laws of this State, policies of the Board, and rules and regulations of the Department. The duties and responsibilities of the superintendent are set forth in the position description attached hereto and incorporated herein as **Exhibit A**. It is understood and agreed that the duties and responsibilities are subject to modification, supplementation, change, or deletion by the Board, provided that written notice of same shall be promptly given to Superintendent.

III. COMPENSATION

As provided by section 26-52, HRS, and after the execution of this Contract, Superintendent shall receive a base annual salary of TWO HUNDRED NINETY-FOUR THOUSAND SIX HUNDRED SEVENTY-FOUR DOLLARS ($294,674), effective January 1, 2026.

Should Superintendent, at their annual performance evaluation pursuant to section V of this Contract, receive a cumulative satisfactory evaluation rating (i.e., a rating that reflects the Board's belief that Superintendent's performance at least demonstrates significant progress and effort toward stated expectations or goals, and/or significant progress and effort in the face of extenuating circumstances), Superintendent shall also be eligible for a performance increase between five to eight percent of Superintendent's base annual salary at the time, to be given at the discretion of the Board; provided that the increase shall be retroactive to the date of July 1 immediately preceding that annual performance evaluation.

The salary shall be payable in equal, semi-monthly installments during the Term of this Contract.

It is understood by and between the parties hereto that all compensation paid to Superintendent by the Board shall be less all amounts required by law or authorized in writing by Superintendent to be withheld or deducted.

IV. BENEFITS

A. Group Benefits. During the Term of this Contract, Superintendent shall be eligible to participate in and be covered by such State employee benefit plans and programs as provided by law, which are effective generally with respect to other State employees, to the extent Superintendent is eligible under the terms of such plans and programs. This includes medical plan coverage, life insurance, retirement benefits, paid state holidays [between thirteen (13) to fourteen (14) days), twenty-one (21) vacation days, and twenty-one (21) sick days per calendar year].

B. In addition to the foregoing benefits, Superintendent shall also receive the following individual benefits:

    1. A reserved parking stall; and

    2. An automobile allowance.

The Board may approve other benefits, provided such benefits are permissible and not in contravention of any law.

Notwithstanding anything to the contrary in this Contract, the benefits conferred to Superintendent under section IV of this Contract shall be at least as favorable as those offered to any Director as outlined in Comptroller's Memorandum No. 2023-17-Amended, "Increase in Flat Monthly Automobile Allowance," and this provision shall be automatically amended, without any affirmative action taken by the parties hereto, in conformity with any future amendment to Comptroller's Memorandum No. 2023-17-Amended, effective July 1, 2024.

V. EVALUATION

The parties recognize that the Board has the right to evaluate and assess the superintendent's performance on an informal and continuous basis. In addition, at least annually, there shall be a formal evaluation by the Board of the superintendent's performance.

At the request of either party, the parties shall meet to establish and review goals and objectives for Superintendent's evaluation. Superintendent's goals and objectives should be in alignment with and support the Board's statewide strategic plan for education as approved by the Board and guided by the Board's vision, mission, and policies. It is understood and agreed that the goals and objectives are subject to modification, supplementation, change, or deletion by the Board, provided that written notice of same shall be promptly given to Superintendent.

Superintendent's performance in pursuing and attaining such goals and objectives shall be considered as part of this evaluation by the Board.

Superintendent shall be provided a reasonable opportunity to respond to any evaluation or assessment by the Board.

VI. TERMINATION OF CONTRACT

A. Termination for Just Cause. Notwithstanding any other provision of this Contract, the Board may terminate this Contract for just cause at any time upon written notice to Superintendent. Superintendent's employment under this Contract may also be terminated:

1. At any time, by mutual agreement of the parties;

2. By Superintendent, by tendering a minimum of thirty (30) calendar days advance written notice of resignation to the Board;

3. Whenever Superintendent is no longer qualified (legally, physically, mentally, or otherwise) to perform the essential functions of the job with or without reasonable accommodation; or

4. Upon the death of the Superintendent.

Under any circumstances, unless agreed otherwise, salary earned and accrual of benefits ceases on Superintendent's last day of employment.

B. Definition of Just Cause. Just cause shall mean a legitimate, legally sufficient reason for termination based on substantial evidence, determined in good faith following a fair and reasonable process as provided by section VI of this Contract. Just cause may include, but is not limited to, the following:

1. Dishonesty, fraud, or misrepresentation in connection with the duties of the superintendent;

2. Insubordination or willful refusal to carry out lawful directives of the Board;

3. Failure to satisfactorily perform the duties and responsibilities of the position, as evidenced by a cumulative unsatisfactory evaluation rating (i.e., a rating that reflects the Board's belief that Superintendent's performance does not meet stated expectations or goals, and requires significant improvement), after notice and a reasonable opportunity to correct deficiencies as provided by section VI, subsection (C), of this Contract;

4. The conviction of Superintendent, or the entry of a pleading of guilty or nolo contendere by Superintendent, to any felony or any crime involving moral turpitude that may reasonably be expected to have an adverse impact on Superintendent's reputation or standing in the community;

5. Superintendent's breach of a material provision of this Contract;

6. Determination that Superintendent is unsuitable to work in close proximity to children, as provided by Title 8, Chapter 7, Hawaii Administrative Rules; or

7. Personal misconduct or other dereliction of duty that would bring into disrepute the position of superintendent, the Department, or Board.

C. Opportunity to Correct Unsatisfactory Performance. If the Board determines through the evaluation process or otherwise that Superintendent's performance is unsatisfactory, the Board shall:

1. Provide written notice identifying the specific areas of deficiency and the performance expectations for improvement;

2. Offer a reasonable period, not less than ninety (90) days, for Superintendent to demonstrate improvement; and

3. Conduct a follow-up review to assess progress.

If Superintendent fails to make sufficient improvement to the satisfaction of the Board after this period, the Board may proceed with termination for just cause.

Nothing in this subsection shall prevent the Board from immediately terminating Superintendent for just cause involving dishonesty, gross misconduct, criminal acts, or other serious violations materially impairing Superintendent's ability to perform the required duties of the position.

D. Procedural Fairness. Prior to final action on termination for just cause, Superintendent shall be given:

1. Written notice of the grounds for proposed termination;

2. An opportunity to respond in writing and/or in person before the Board; and

3. Notice of the Board's final decision in writing, stating the reasons for termination.

E. Procedures for Termination.

1. Any termination of this Contract by either party shall be communicated by written notice to the other party at least thirty (30) days in advance of the effective date of the termination.

2. If Superintendent leaves or is terminated from the position of superintendent, their rights to tenure and placement shall be as provided for in School Code.

VII. WAIVER OF BREACH

The waiver by the Board of any breach of a provision of this Contract shall not operate or be construed as a waiver of any further or subsequent breach by Superintendent.

VIII. MODIFICATION

This Contract shall not be modified or extended except by written agreement signed by both parties. Superintendent understands that any modification or extension to this Contract can only be authorized through the official approval of the Board, as evidenced by a majority vote of its members.

IX. APPLICABLE LAW

This Contract shall be construed, interpreted, and enforced in accordance with the laws of the State of Hawai‘i.

X. ARBITRATION

If a dispute arising under this Contract has not been satisfactorily resolved, either party may present the other with a written request for arbitration.

1. The Board and Superintendent shall immediately attempt to select an arbitrator. If the parties have not appointed an arbitrator within two (2) weeks from the receipt of the request for arbitration, the parties will request from the Hawai‘i Labor Relations Board a list of five (5) names from the register of arbitrators. The arbitrator shall be chosen by the parties by alternately striking one (1) name at a time from the list. The first party to scratch a name shall be determined by lot. The arbitrator whose name remains on the list shall serve for that case. By

mutual agreement, the parties may select a permanent umpire to serve on all cases.

The arbitration hearing shall commence within forty-five (45) days from Superintendent's official notification to the Board that the case is going to arbitration. The parties may mutually agree to a written waiver of the timelines. The arbitrator(s) to be selected must agree to the schedule.

In making a decision on a case, the arbitrator shall not have the authority to consider any facts not in evidence, nor shall the arbitrator add to, subtract from, delete, or in any way amend or modify any term or condition of the Contract. The arbitrator's decision shall be in writing and shall contain the rationale supporting the decision. The decision will be final and binding on the parties.

2. The voluntary labor arbitration rules of the American Arbitration Association as amended and in effect during the life of this Contract shall apply to the proceedings except as otherwise provided herein or as otherwise amended by mutual agreement.

3. The arbitration shall comply with the American Arbitration Association time limits unless the parties agree in writing to a waiver. The waiver shall not extend the timelines beyond six (6) months. If there are extraordinary circumstances, the arbitrator may request a waiver. This provision shall be provided to the arbitrator before their agreement to arbitrate.

4. The fees and expenses of the arbitrator shall be shared equally by the Board and Superintendent, including the cost of the arbitrator’s transcript if one is requested by the arbitrator. Each party will pay the cost of presenting its own case.

5. If the Board disputes the arbitrability of any grievance submitted to arbitration, the arbitrator shall first determine the question of arbitrability. If the arbitrator finds that it is not arbitrable, the grievance shall be referred back to the parties without decision or recommendation on its merits.

   When the arbitrator finds that any action was improper, the action may be set aside, reduced, or otherwise modified by the arbitrator. The arbitrator may award back pay to compensate Superintendent wholly or partially for any salary lost. Such back pay award shall be offset by all other compensation received by Superintendent, including but not limited to unemployment compensation or wages.

XI. SEVERABILITY

If a term or provision of this Contract is determined to be illegal, invalid, inoperative, or unenforceable, the remainder of this Contract shall not be affected by such a ruling but shall remain in force and effect without the illegal, invalid, inoperative, or unenforceable term or provision.

XII. ENTIRE AGREEMENT

This Contract constitutes the entire agreement between the parties and supersedes all prior agreements and understandings, whether written or oral, relating to the subject matter of this Contract.

XIII. COUNTERPARTS

This Contract may be executed by the parties in counterparts, each of which shall be deemed to be an original, but all such counterparts shall together constitute one and the same instrument. Any signature delivered via facsimile or other electronic means shall be deemed an original signature hereto.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, Superintendent and the Board, through its duly authorized officer, have executed this Contract on the date and year first written above.

SUPERINTENDENT



KEITH T. HAYASHI

STATE OF HAWAIʻI BOARD OF EDUCATION
By its Chairperson

ROY M. TAKUMI

APPROVED AS TO FORM:

AMANDA L. DONLIN
Deputy Attorney General

This Contract was approved by the State of Hawaiʻi Board of Education, through a majority vote of its members, at a meeting held on the 5th day of November, 2025.

IN WITNESS WHEREOF, Superintendent and the Board, through its duly authorized officer, have executed this Contract on the date and year first written above.

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By its Chairperson

Roy Takumi (Nov 6, 2025 13:04:09 HST)

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Amanda Donlin
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Exhibit A

Job Description

Approved March 3, 2022

State of Hawaii Department of Education
POSITION DESCRIPTION – SUPERINTENDENT OF EDUCATION

Position Summary: The Hawaii State Superintendent of Education serves as the chief executive officer of the statewide public school system and is responsible for both the State Education Agency and Local Education Agency functions of the Hawaii State Department of Education ("Department"). Hawaii has 257 Department schools and 37 charter schools organized into 15 complex areas on six islands, with over 171,000 students (159,000+ in Department schools and over 12,000 in charter schools), approximately 22,600 permanent employees, approximately 20,000 casual hires and substitute employees, and an annual operating budget of more than $2 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the goals established in the statewide strategic plan for education as approved by the Board and guided by the Board's vision, mission, and policies.

Education. Master's degree from an accredited college or university in education, business, public administration, or a closely related field. Alternatives to the education qualifications may be considered as the Board deems appropriate and acceptable.

Experience. Minimum of ten years in progressively increasing leadership roles with history of successfully handling the increased responsibilities associated with each promotion earned. At least five years shall have been as a chief executive officer or similar position of leadership. Experience in a similar sized organization desired.

Competencies.

- Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.
- Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.
- Demonstrates understanding of the structure, roles, and responsibilities of the Department's state, complex area, and school-level system of education.
- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.

- Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.
- Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.
- Has a deep understanding of Hawaii's history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.
- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.
- Has a demonstrated ability to fully understand a diverse and unique education system.
- Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

Primary Responsibilities

Visionary Leadership and Organizational Culture. The Superintendent 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 Superintendent:

- Is the public face of educational excellence and embraces this role by sharing a bold, future-oriented vision for the state education system based on the vision, mission, and goals and priorities set by the Board;
- Clearly aligns leadership actions, staffing, and resources to a student-centered vision that is evident in the culture of all schools;
- Collaboratively builds, nurtures, and sustains an organizational culture that supports a system that serves all students;
- Creates and implements a HĀ-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Builds an executive team that complements and adds to his/her skill set and experience and can offer diverse perspectives and advice;
- Fosters innovative continuous improvement and effectiveness at all levels;
- Develops and nurtures leaders and empowers employees;
- Listens to and incorporates diverse perspectives in all decision-making processes;

- Develops, nurtures, sustains, and models trust, collaboration, learning, and elevated expectations by empowering and collaborating with state, complex area, and school leadership, and teacher leaders 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, promote continuous organizational learning, and inform instruction; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development (especially at the complex area and school levels), that directly enhances their performance.

Operations, Resource, and Personnel Management. The Superintendent manages operations and implements sound personnel practices to promote a safe, trusting, respectful, effective learning environment for students and staff and to ensure the fiscal fidelity and efficiency of the Department. The Superintendent:

- Monitors and evaluates operational systems to ensure the effective, efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of processes, 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;
- Articulates and implements a comprehensive plan for educator recruitment and retention;
- Manages fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the Board's strategic plan and makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear, transparent systems of fiscal control and accountability;
- Monitors facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures that a facilities management plan is in place; and
- Provides timely, relevant, and strategic information and advice to the Board during labor negotiations, effectively collaborates with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Board Governance and Policy. With an understanding of how their distinct roles promote student success, the Superintendent partners effectively with the Board to ensure a high-quality education for every student and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust. The Superintendent:

- Collaborates with the Board to shape a joint vision, mission, and strategic goals, with measurable objectives of elevated expectations for student achievement;
- Communicates the impact of federal policy and regulations on state operations and local policy decisions;
- Articulates the state's system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner;
- Advocates for and represents the Board's and Department's position on legislative initiatives and works effectively with local, state, and federal leaders and public officials;
- Offers professional perspective to the Board, with recommendations based on thorough study and analysis, and keeps the Board regularly informed with relevant quantitative and qualitative data, reports, and information that enable it to make effective, timely decisions on policies and strategic goal development; and
- Collaborates with the Board to define and deploy multiple-measure accountability systems that consider whole child development.

Communication and Community Relations. The Superintendent establishes effective communication and engagement processes with students, parents, teachers, and the community at large and seeks understanding of cultural, political, social, economic, and legal contexts to respond effectively to internal and external stakeholder feedback, build staunch support for the public education system, and promote the success of all students. The Superintendent:

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, manage internal and external perceptions of the Board and Department, and promote a positive image of the public education system with families, the media, federal and state officials, and the community at large;
- Engages meaningfully, proactively, and strategically with media;
- Communicates with diverse audiences in a timely manner to achieve desired results and practices;

- Works with staff, federal and state agencies, and other community members to secure resources and build partnerships to support strategic plan goals and student success;
- Works with state legislators, governor, and other state-level policymakers to ensure continuity of vision and coherence of policy implementation;
- 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;
- Works with birth-prekindergarten early learning partners to ensure K-12 school readiness and student success;
- Collaborates with higher education institution and business leaders to ensure smooth transitions for high school graduates and development of appropriate career pathways for students;
- Exercises cultural competence in all communications, interactions, and community engagement; and
- Maintains an open, honest, transparent relationship with the Board always.

Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation rooted in the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent:

- Maintains a primary focus on equity and excellence in all aspects of the job;
- Champions and builds a diverse, equitable, inclusive environment in schools and throughout the Department and advocates for equity and fair play among student groups, schools, complexes, and state offices;
- Promotes social-emotional wellness of students, staff, and community;
- Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- Ensures equitable distribution of resources, both human and fiscal.

Other Duties and Responsibilities

- Works with the Board to select and administer statewide assessments aligned with Board-approved state standards.
- Executes a comprehensive planning process to manage short- and long-term crises, including processes and systems to communicate regularly with the Board, educators, parents, and other stakeholders.
- Approves the appointment of all education officers and hires, recommends Board approval for Department executives, makes final decisions on

actions where serious disciplinary action is considered for an employee, and engages in labor negotiations.

- Administers agencies attached to the Department, as provided by law, including the Executive Office on Early Learning, the Hawaii Teacher Standards Board, the State Public Charter School Commission, and the Hawaii State Public Library System.