



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

November 21, 2019

TO: Board of Education

FROM: Catherine Payne  
Chairperson, Board of Education

AGENDA ITEM: Board Member Report on events attended: **(1)** National Association of State School Boards (“NASBE”) annual conference; **(2)** Board Community Meeting to discuss how Hawaii’s business community can partner with our K-12 and higher education systems to advance and strengthen career pathways and readiness; **(3)** Board Community Meeting on how strategic plan indicators can be a powerful tool to advance student progress; **(4)** Board Community Meeting on sharing Hawaiian immersion concerns and solutions

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**(1) National Association of State School Boards (“NASBE”) annual conference**

The Hawaii State Board of Education (“Board”) is a member of the NASBE, whose mission is to develop, support, and empower citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. NASBE held its annual conference in Omaha, Nebraska from October 16 through 19, 2019. I attended as the Board’s voting delegate and Board Member Kili Namau’u attended as the alternate delegate. Board Member Margaret Cox was in attendance as well. NASBE members convened at the annual conference to conduct the organization’s business, including electing 2020 area directors, electing the 2020 NASBE Chair-elect, and considering proposed revisions to NASBE’s Public Education Positions as presented by its Public Education Positions Committee. I have provided additional information on the conference, which is attached to this memorandum as **Exhibit A**.

**(2) Board Community Meeting to discuss how Hawaii’s business community can partner with our K-12 and higher education systems to advance and strengthen career pathways and readiness**

The Board held a community meeting in October with the primary purpose of discussing how Hawaii’s business community could partner with the K-12 and higher education systems to advance and strengthen career pathways and readiness and share other general concerns.

The community meeting occurred in the City and County of Honolulu on October 25, 2019 at the Queen Liliuokalani Building (located at 1390 Miller Street, Honolulu, Hawaii) from 12:00 – 1:15 p.m. I hosted the meeting with Board Members Kaimana Barcarse, Cox, Namau'u, and Dwight Takeno in collaboration with the Hawaii Business Roundtable. There were approximately 50 attendees, which included Department leadership and staff, representatives from P-20, various higher education institutions, members of the Career and Technical Education Coordinating Advisory Committee, the Chamber of Commerce, and numerous Hawaii Business Roundtable members, including executives and human resources professionals from the real estate, engineering, construction, financial services, airline, higher education, and health care sectors. Attendees reviewed career pathways and readiness data and discussed observations, goals, and next steps.

**(3) Board Community Meeting on how strategic plan indicators can be a powerful tool to advance student progress**

The Board held a community meeting following the Board and Department of Education's Data Retreat to discuss how strategic plan indicators can be a powerful tool to advance student progress.

The community meeting occurred in the City and County of Honolulu on November 7, 2019 at the Waiwai Collective (located at 1110 University Avenue, Honolulu, Hawaii) from 3:00 – 4:00 p.m. I hosted the meeting with Board Members Barcarse, Cox, Nolan Kawano Namau'u, and Bruce Voss in collaboration with community members. There were approximately 40 attendees, which included Department leadership and staff, P-20, and community members. Among the ideas shared at the meeting were how to distinguish between leading and outcome indicators, find connections between leading and outcome indicators, and understand how these connections can help system progress.

**(4) Board Community Meeting on sharing Hawaiian immersion concerns and solutions**

The Board will be holding a community meeting on November 20, 2019, asking the public to share its Hawaiian immersion concerns and solutions. Board Members want to understand how we can be supportive of the immersion community and what we can learn about immersion education in the public schools. The meeting will take place at Ke Kula Kaiapuni 'o Ānuenuenu (2528 10th Avenue, Honolulu, Hawaii 96816) in the cafeteria from 6:00 p.m. to 7:00 p.m. Board Member Namau'u will provide an oral report on the community meeting.

**Exhibit A**

NASBE Conference Information

## **Notes from the National Association of State Boards of Education (NASBE) Conference**

**October 16, 17, 18, 19, 2019 in Omaha, Nebraska**

**Attended by: Catherine Payne (Chair)**

**Kili Naumau (Maui Representative)**

**Maggie Cox (Kauai Representative)**

### **Bits of General Information**

- Hawaii is part of the NASBE Western Region that includes: AK, AZ, CA, CO, HI, OR, UT, WA, WY, American Samoa, Guam, Northern Mariana Islands. Three states are not members (ID, MT, and NV).  
New Mexico does not have a state school board.
- The representatives from the Western Area to the NASBE Board of Directors are Janet Cannon from Utah and Ron McNinch from Guam.
- Four states do not have state boards: MN, NM, ND, and WI.
- Terms of service for state board members range from 2 to 9 years. The number of voting members on state board ranges from 5 to 21.
- In most states/territories board members are either appointed by the governor or elected on a partisan ballot. State School Superintendents are either appointed by the Governor, the State Board of Education, or elected on a partisan or non-partisan ballot.
- Twenty nine states have a student member on the board. Delaware and Maryland have a teacher on the state board.
- There are 500 state/territorial school board members in the USA.
- It is a NASBE goal to have a student and a teacher represented on every state school board.
- There were over 100 representatives from 32 states/territories. This included representatives to the affiliated groups: State Attorneys General who specialize in education law and State Board Executive Directors.

### **Key Learning Outcomes**

- The issues that are being highlighted nationally are also those we are facing in Hawaii. We heard a strong focus on equity and how trauma impacts the brains of children. We heard about how policy can impact equity and trauma. There was a discussion on how exclusionary discipline practices exacerbate trauma. Some national statistics (from Bellweather) on at-risk youth included:
  - 35% of academically challenged youth end up in the court system;
  - 40% in custodial care as children will end up in the courts system; and
  - 15% of students in juvenile detention systems graduate from high school.

- Recent research (published in SAGE) links achievement gaps to discipline gaps. Some states are conducting “equity audits” on discipline issues. There was a full discussion on how some districts are beginning to look at how education bureaucracies make it very challenging for students without traditional supports to navigate the school systems. It is very hard for early drop outs to re-enter school and there are few exemplars of quality alternative programs. Some outstanding programs were highlighted and several suggestions for policy and operational changes were presented.
- Teacher recruitment, quality and retention were major topics of discussion. A speaker from the American Institute for Research (AIR) presented a study on the influence of teacher preparation and licensure on effectiveness and performance. The following points were noteworthy:
  - The most important schooling variable is the quality of the teacher;
  - Teacher quality is inequitably distributed across students;
  - There is not a lot of good evidence that teacher performance improves with professional development for in-service teachers;
  - The “value added” statistical technique that is designed to measure the contribution teachers make toward student improvement on standardized tests is controversial;
  - Disadvantaged students are more impacted by layoffs than other students;
  - Disadvantaged students are more likely to have inexperienced teachers;
  - AIR suggests more nuance in the entry requirements for teachers into the workforce. Districts should consider the 60-point screening rubric that is used by Spokane;
  - For new teachers a highly effective mentor teacher matters most to retention of quality teachers beyond five years;
  - Compensation of teachers is a policy lever that must be employed; and
  - The recruitment and retention of minority teachers and administrators are essential to long-term progress on equity.
- At the meeting of state board chairs, Linda Darling-Hammond (CA) spoke of the doubling of knowledge every year...and how it is on track to double every twelve hours in the next decade. She stressed the importance of approaching education around the whole child...basic needs, social/emotional learning, civic engagement, and equity. She also noted that data show that when districts build on improvements over time they are more successful in accomplishing positive change than districts that have a pattern of dumping everything and starting new. She also asked how we reconcile current standards and assessment models with the increasing knowledge and expectations of the future work force. There is a need to expand assessment models that address the application of knowledge to real problems.

- The Early Learning work group (Kili and Maggie participate on this) will be releasing its final report soon. There is an understanding across the nation that access to early learning for all children is an essential criterion for equity.
- We attended sessions on Career and Technical Education (CTE) and Civics education. There is a national understanding that these programs need to be advanced and supported if we are going to prepare students for life in these times. There are some positive models and some emerging efforts that show promise, but there is much to be done in both of these areas.
- Board self-evaluation is a key best practice for successful state boards. NASBE has a model for this.