



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

November 17, 2022

TO: Board of Education

FROM: Bruce D. Voss
Chairperson, Board of Education

AGENDA ITEM: Board Member Report on events attended: (1) October 4, 2022 opening of Niu Valley Middle School World Languages Building; (2) October 26-29 National Association of State Boards of Education Annual Conference; (3) November 4, 2022 Superintendent Visit to Maunaloa Elementary, Molokai Middle, and Molokai High Schools; (4) November 15, 2022 CAS Visit to Kaimiloa Elementary School

October 4, 2022 opening of Niu Valley Middle School World Languages Building

Board Member Lauren Moriarty attended the opening of Niu Valley Middle School's World Languages Building on October 4, 2022.

Board Member Moriarty will provide an oral report on this event.

October 26-29 National Association of State Boards of Education Annual Conference

Board Members Bill Arakaki and Lynn Fallin attended the National Association of State Boards of Education Annual Conference from October 26 through October 29, 2022, in Phoenix, Arizona.

Board Member Arakaki provided a written summary report, attached as **Exhibit A**, with summaries of the sessions, his takeaways, documents links, and a list of hard copy materials he received. Board Members Arakaki and Fallin will also provide an oral report on this event.

November 4, 2022 Superintendent Visit to Maunaloa Elementary, Molokai Middle, and Molokai High Schools

Board Members Shanty Asher, Lynn Fallin, and Kili Namau‘u accompanied Superintendent Keith Hayashi on superintendent visits to Maunaloa Elementary, Molokai Middle, and Molokai High Schools on November 4, 2022.

Board Members Asher, Fallin, and Namau‘u will provide an oral report on these visits.

November 15, 2022 CAS Visit to Kaimiloa Elementary School

Board Member Fallin accompanied Complex Area Superintendent (“CAS”) Sean Tajima on a CAS visit to Kaimiloa Elementary School on November 15, 2022.

Board Member Fallin will provide an oral report on this visit.

Exhibit A

**Board Member Bill Arakaki's Summary Report on National Association of State
Boards of Education 2022 Annual Conference**

2022 NASBE CONFERENCE Phoenix, Arizona

Conference summary report by HIDEOE Board Member William N. Arakaki.

SESSIONS ATTENDED:

Wednesday, October 26, 2022

- Wildflower Accelerated Academy School Visit
 - [Home - Read on Arizona](#)
 - Takeaways:
 - Commitment to Literacy: Goal to be at Grade Level by 3rd Grade. Read Better, Be Better.
 - Get full By-In: Impact staff morale. Started with PreK to 3 first response priority.
 - Very transparent with data and intentional use of data. Set up meetings with parents and all partners,
 - Levels of communication: What is your communication strategy?
 - Data - talking points that are understandable.
 - Pulling partners together - BOE, Schools, Higher Education, Business, Legislators, Government.
 - Listening and Messaging.
 - Planning in tandem with ELA and Math. All hands on deck.
 - Collective Impact Action Approach: United Way led the effort to support education with other business/community/parent partners. (All Voices are heard - especially the STUDENTS).

- NASBE Early Learning Workgroup Discussion
 - Policy Buckets:
 - Support for Educators.
 - Screening and Parent Notification.
 - Instruction and Intervention.
 - Retention and Intervention.
 - Stakeholder Communication Strategies.
 - Takeaways:
 - Next steps, Winona Hao, NASBE Director of Early Learning and committee will develop a policy bucket document based on the input and send an outline by the end of 2022 for approval. Once

there is approval of the outline, they will start writing the content. The next meeting will be in January or February 2023, a virtual meeting to review final policy recommendations. Stay tuned on the next meeting date and agenda.

Thursday, October 27, 2022

- Recruiting and Retaining Effective Educators: We are excited to kick off the Annual Conference with remarks from 2022 National Teacher of the Year [Kurt Russell](#). Following, experts from the National Council on Teacher Quality and the Education Commission of the States will present their latest research findings on the strategies states are taking to recruit and retain an effective educator workforce and identify the policy levers state boards can use to address shortages in their states.
 - Takeaways:
 - TOY Remarks: “Embracing your Why. When your Why is clear, the how is easy. Do more than deliver - Participate. Intentionality became my purpose. We Listen, We Help, We Value Each and Every Student. I still have HOPE!”
 - Reflections:
 - Know your State’s landscape.
 - What are Legislators doing?
 - Bring everyone to the table - Policy Makers and Stakeholders.
 - What is the Data for your State?
 - Teacher Prep Programs?
 - Teachers on the Board?
 - Teachers at the Table (Voice).
- The Case of the Missing Student: Reengaging the Most Vulnerable: Led by Bellwether’s Hailly Korman, a panel of state board members will share strategies for addressing challenges their schools face in re-engaging students with the greatest unmet needs. They will engage participants in an interactive session on how best to provide vulnerable students with the support, attention, and resources they need to thrive academically, socially, and emotionally.
 - Takeaways:
 - Washington:
 - Support from City/State Leaders.
 - Being honest about Data from schools.

- Partnerships with City/State Government and Agencies.
- Utah:
 - Relationships with Partners.
 - Supplemental Sessions.
 - Family Engagement.
 - Transitions.
 - Collect Data constantly about where students are at and how programs are doing.
 - Student Voice.
 - Students connect with someone in the schools. (Mentoring Programs, Mentorships).
 - Collective Impact Work - Make sure schools/districts invite partners to the collaboration.
- Leading for Literacy: State Support for Evidence-Based Local Choices: Leaders of state education agencies have propelled early literacy achievement by increasing educators' access to high-quality professional learning on the science of reading. Some of these state leaders and national experts will share critical considerations, policy must-haves, and best practices for collaboration across the education community. Participants will also learn more about Lexia's state support model, which enables the conditions for successful state early literacy initiatives.
 - Takeaways:
 - Lexi - The Science of Reading.
 - Screeners, Curriculum, Data Driven.
 - Innovative approaches to Early Learning for Literacy and School Improvement through the use of State policy and Projects:
 - High quality instructional materials.
 - Professional development (Time and resources to support staff).
 - Administrative leadership and Support for education (Master Schedules).
 - Legislation and BOE/DOE are the starting points.
- Industry-Recognized Certifications: Myths, Realities, and Implications: More than half of states report that they recognize attainment of industry certifications in their K-12 accountability systems. Intended to prepare students for careers that begin directly after high school as well as college goers who want to build their skills and capabilities, industry-recognized credentials have become a key strategy for ensuring the alignment of career and technical education to the

workplace. Does attaining them affect students' educational and employment outcomes, and does this relationship vary across demographic groups? By exploring a recent effort in Texas to gather feedback from employers, workforce boards, postsecondary education institutions, and school districts, state board members will learn which credentials most closely align with high-wage, in-demand occupations and how they can strengthen programs in their states.

- Takeaways:
 - Include universal skills such as critical thinking, problem solving, logic, learner outcomes.
 - Mobile CTE Vans to reach out to rural communities.
 - 4H Model.

- Making High School Relevant: College and Career Pathways That Engage Students: Given evidence of alarming drops in K-12 and postsecondary attendance, education leaders are contemplating efforts to “reimagine” or “reinvent” high school. State board members have an important role to play in developing relevant, engaging pathways for high school students that keep them excited about learning and lead to meaningful college and career choices. This session will spotlight a state board member, high school principal, and national workforce and education organization leader who are paving the way.
 - Takeaways:
 - The Big Blur - ReEnvisioning for the Needs of the Learner:
 - Early Career/College Experiences.
 - Must meet the needs of the students with Workforce partners.
 - Arkansas system to provide this new design - Ready for Life.
 - Connect Online - Online Platforms.
 - Best Ideas:
 - Dual Enrollment/Early College.
 - Pre-Apprenticeship/Apprenticeship Programs.
 - Experiential Learning with Pay.
 - Business Role - Not to compete against each other.

- Insights from The 2022 Nation's Report Card: On October 24, the National Assessment Governing Board and the National Center for Education Statistics (NCES) will release results from the 2022 Reading and Mathematics Assessments at Grade 4 and 8. This NAEP release will provide the most comprehensive picture to date of the pandemic's impact on student achievement. Conference attendees will get one of the first looks at the data, with an opportunity to ask questions.
 - Takeaways:

- Overview of 2022 NAEP Assessments:
 - Data collected from January-March 2022.
 - National, state, large urban district samples:
 - 224,000 grade 4 students participated from 5,700 schools.
 - 222,000 grade 8 students participated from 5,100 schools.
 - Reported as average scores, percentiles, and NAEP achievement levels.
 - School, teacher, and student survey questions.
- Largest ever score declines in Mathematics:
 - Grade 4: 2019-241, 2022-236 a 5 point drop.
 - Grade 8: 2019-282, 2022-274 an 8 point drop.
 - Larger declines for lower performers in grad 4.
- Larger declines for Black, American Indian/Alaska Native, Hispanic students in grade 4 (Math).
 - Black and Hispanic -7 points.
 - American Indian/Alaska Native: -6 points.
 - Note: Native Hawaiian/Other Pacific Islander: -2 points.
- Declines for White, Black, Hispanic, Asian and 8th graders of Two or More Races (Math).
 - Two or More Races: -10 points.
 - White: -8 points.
 - Black, Hispani, Asian: - 7 points,
 - Note: Native Hawaiian/Other Pacific Islander: -2 points.
- Declines in Reading scores:
 - Grade 4: 2019-220, 2022-217 a 3 point drop.
 - Grade 8: 2019-263, 2022-260 a 3 point drop.
- Declines for White, Black, Hispanic and American Indian/Alaska Native 4th graders (Reading).
 - American Indian/Alaska Native: -7 points.
 - Black: -5 points.
 - Hispanic: -4 points.
 - White: -3 points.
 - Note: Native Hawaiian/Other Pacific Islander: -5 points.
- Decline for White student group in grade8 (Reading).
 - White: -4 points.
 - Note: Native Hawaiian/Other Pacific Islander: -3 points.
- NAEP Proficient decreased for both Mathematics and Reading.
- Latest release of [The Nation's Report Card](#).

- Area Meetings - Western Region:
 - Takeaways:
 - Election of Western Area Director: Maria Gutierrez, from the Guam Board of Education,

Friday, October 28, 2022

- Opportunity to Learn, Responsibility to Lead: An Excellence and Equity Agenda:
 With significant leadership from state board members, an Aspen Institute bipartisan working group crafted principles for an opportunity-to-learn state leadership agenda. These principles can help states identify where groups of students have disparate access across a range of opportunities—quality facilities, technology, learning conditions that foster safety and belonging, and advanced coursework, to name a few—and thus help state leaders realize the state’s vision for public education.
 - Takeaways:
 - What Do We Want To Be True About Public Schools In Our State?
 When leaders are clear about the answers to this question, we can develop effective policies, coordinate resources and design data systems to provide the information that’s needed to understand and improve opportunities.
 - How to Better our influence and relationships with Political Leaders:
 - Collective Impact Model.
 - Share the Student Experience. Enabling activities and opportunities and State Leadership is Crucial.
 - Portraits of a Graduate, School Climate, Teacher Impacts.
 - Build Partnerships.
 - Principles to Advance an Opportunity Agenda Through Public Education
 - Instruction and the Student Experience:
 - Principle 1: All students deserve the opportunity to develop their character, talents and interests, while receiving individual learning needs.
 - Principle 2: All students deserve opportunities that prepare them to succeed in the future of work.
 - All students deserve opportunities that prepare them to fully participate in American democracy.
 - Important Enabling Conditions
 - Important Enabling Conditions:

- Principle 4: All students deserve safe and healthy environments that are conducive to academic learning.
 - Principle 5: All students deserve access to caring adults with expertise in creating quality learning environments and experiences.
 - Principle 6: All students deserve instruction and tasks that are worthy of their effort, aligned to state standards, and relevant to the skills they will need to succeed in life.
- The Role of the State:
 - Principle 7: State establish essential policy context and enabling conditions regarding all students opportunities to learn.
 - Principle 8: Schools and public education systems need partnerships with other public agencies and service providers to adequately understand and address students' needs, opportunities, and outcomes.
 - Principle 9: States must strategically collect and use data to illuminate the extent to which schools are providing all students the opportunities to learn.
- THERE IS NO ONE PATH TO ENSURING STUDENTS THE OPPORTUNITY TO LEARN THEY NEED AND DESERVE, BUT EVERY PATH REQUIRES STATE LEADERSHIP, VISION AND COMMITMENT.
- Elevating Student Voice in Policy Development and Discussion: Increasingly, policymakers are tapping into the expertise of students—ensuring their voices are elevated and engaged. Student representatives and staff of the DC State Board of Education will lead an interactive session to delve into their role and leadership on policy-facing work related to student needs post-COVID, including mental health, school safety, school culture. Participants will explore the value of authentic student voice in policy discussions and how student leaders convene and organize, and they will engage in a student-led discussion of important education issues.
 - Takeaways:
 - Student Voice - voting member on the BOE.
 - Communication (Consistent, Clear and Transparent).
 - Student Engagement Checklist:

- Regard students as education experts.
 - Have a student representative in the BOE (Voting?).
 - Engage students about policies before it is passed.
 - Include students on BOE committees.
 - Meetings are held after school so students don't miss classes.
- State and Local Perspectives on Doing Assessment Right: What state and local strategies to accelerate learning use assessments effectively to support excellent teaching and learning? Leading states and districts will discuss the conditions for success and the barriers to innovation at the frontiers of assessment design. State board members will discover the role they can play in supporting professional learning and assessment literacy that will steer their states away from a focus on measuring and toward doing what matters.
 - Takeaways:
 - Promising Leadership Practices:
 - Cultivate educator mindset that supports student success.
 - Create a culture of data.
 - Prioritize meeting the needs of the whole child.
 - Create a school environment that engages and inspires students.
 - Enhance teacher practice with more resources and support.
 - Strengthen connections with families.
 - Sub committee to address Assessments:
 - In State sharing of best practices will all partners and stakeholders.
 - Reports interim assessment results to all state and district partners/stakeholders.
 - Training for data and assessment Literacy. (Assessment Solutions Group ASG). A system to support the state, district and schools for Data Day.
 - Strategic Planning:
 - Comprehensive and Clear
 - Engagement with Workforce partners.
 - Engage Students.
 - Focus on how we can work together:
 - Communicate clear direction.
 - Understand and address the challenges.
 - Stick to it - It is a long term COMMITMENT.

- School Climate in State Accountability Systems - DC's Approach: The DC State Board of Education has championed inclusion of school climate indicators in the DS accountability system. From them, state board members will learn how such indicators can inform school-level decision making and state-level supports; delve into research on how the metrics add value for students, families and educators; and discover approaches for including school climate metrics in their accountability systems.
 - Takeaways:
 - School Climate refers to a school's ability to create a nurturing and challenging environment that typically leads students to strong academic growth in the future.
 - Engagement: Cultural and Linguistic Competency, Relationships, School Participation.
 - Safety: Emotional Safety, Physical Safety, Bullying/Cyber Bullying, Substance Abuse, Emergency Readiness/Management.
 - Environment: Physical Environment, Instructional Environment, Physical Health, Mental Health, Discipline.
 - School climate data:
 - Tells stakeholders how students as well as educators and families experience the school environment.
 - Can be analyzed and transformed into actionable changes within schools
 - Aids in transparency for students, their families, and school staff
 - Guides how and where resources should be used to support schools with low schoolclimate scores.
 - Helps focus school leaders and educators on non-academic facets of the school.
 - Importance of incorporating School Climate Indicators to Accountability Systems:
 - School climate data can be used as leading indicators serving as actionable data at the state, local, and school-level
 - School climate metrics have been shown to be less correlated with
 - students' socio-economic status and more with each school's value-add to students, families, and educators.
 - Contributes to a more robust and equitable indicator of school quality.

- When using mandates that affect principal preparation programs, states should ensure that they are evidence-based and come with the support needed for the program to achieve the mandated change.

- Understanding the State of the American Student: A landmark report from the Center on Reinventing Public Education, “The State of the American Student,” provides participants with new information about how students are faring academically as well as in mental health and well-being, social and emotional skill development, and systemic supports in the wake of the pandemic. In an interactive workshop, participants will explore recommendations for board action and hear from peers on how state plans for recovery are being developed, shared, and evaluated. As state boards embark on the long journey toward academic recovery and reporting, this session provides a chance to reflect on their own state context, anchor recovery plans in national research and data, and build processes to ensure that community members and stakeholders can see and understand how state and local leaders are investing recovery funds and reporting on key inputs and outcomes.
 - Takeaways:
 - CRPE - Data and Findings:
 - Estimated duration of full or partial school closures: 62 weeks in the US, 27 weeks in the UK.
 - Percentage of parents of students with cognitive disabilities who reported schools abandoned their child’s rights to access equitable education when they moved to remote learning: 44%.
 - Number of children estimated to have lost a parent or caregiver during the Pandemic: 1-360 students.
 - Lost academic instruction in schools operating fully remotely in 2021: 13 weeks in High Income schools and 22 weeks in High Poverty schools.
 - Politics, not science, drove many reopening plans.
 - State failed to use their authority to ensure learning continued during the pandemic:
 - Guidance on strategies to accelerate learning: Required-7%, Recommended-26%, No-15%.
 - Guidance on assessing student learning needs: Required-6%, Recommended-32%, No-10%.
 - Guidance on practices to support remote learning: Required-11%, Recommended-32%.

- Guidance on multiple learning scenarios: Required-15%, Recommended-30%.
- CRPE - Reinventing Public Education: Parents and Community Build Solutions.
 - Treat teachers like knowledge workers - the cycle of supports:
 - Teacher A, Teacher B, Teacher C, etc.
 - Community educators/partners as Tutors.
 - Para-educators as Student Success Coaches.
 - Para-educators as Digital Learning Facilitators.
 - Paid residents (para-professionals, higher education career students, etc.).
- Needs for the American Student:
 - Mental Health Issues/Needs.
 - Workforce shortages (Teachers, support staff, administrators, etc.)
 - Political climate, i.e. change of BOE members.
 - Thoughts:
 - Are BOE and DOE members in sync? Growth Mindset.
 - What are the relationships like between Partners/Stakeholders? Collective Impact Approach.

Collective Impact Links:

- [Collective Impact - Stanford Social Innovation Review](https://ssir.org/articles/entry/collective_impact)
- [What Is Collective Impact - Collective Impact Forum](https://collectiveimpactforum.org/what-is-collective-impact)

Annual Conference 2022 Resource Library - Links to seventeen (17) documents:

1. Resource Library [here.](#)

Hardcopy Documents:

1. Coalition to Advance Future Student Success - Framework to Drive Support and Consistent Guidance

2. CRPE - Reinventing Public Education: The State of the American Student Fall 2022
 - a. Fast Facts: The Pandemic's Toll On Students and Society
 - b. Executive Summary
 - c. Reporter's Guide - Questions for Assessing How Your State of District is Tracking Pandemic Impact and Recovery
3. Education Leaders Report - How States are Handling Lead in School Drinking Water, November 2021
4. Policy Buckets for the NASBE Early Literacy Workgroup Discussion
5. NASBE Area Meeting - Western Region Agenda
6. NASBE at 60 - State Boards Reflect the History of Public Education in America
7. NASBE Policy Updates:
 - a. Developing State and District Parent Engagement Policies, Vol. 28, No. 1, March 2021
 - b. State Strategies on Assessments in 2021, Vol. 28, No. 2, July 2021
 - c. State Build Support for Students Who Are Homeless, Vol. 29, No. 1, April 2022
 - d. State Strategies to Advance Digital Equity, Vol. 29, No. 2, May 2022
 - e. Preparing School Leaders for Crisis, Vol. 29, No. 4, June 2022
 - f. Investing in Early Childhood Workforce Recovery, Vol. 29, No. 5, August 2022
 - g. Engaging Youth in Education Policy Making, Vol. 29, No. 6, August 2022
 - h. Investing Equitability in School Facilities, Vol. 29, No. 7, September 2022
 - i. Education Support Professionals as Partners in Improving School Climate, Vol. 29, No. 8, October 2022
8. NASBE Power of the Question:
 - a. Six Questions State Boards Should Ask to Foster Effective Digital Learning, Vo. 4, No. 1, June 2020
 - b. Five Questions to Ask about School Staff Wellness in the Wake of COVID-19, Vol. 5, No. 2, June 2021
 - c. Six Questions State Board Should Ask about Student Mental Health, Vol. 5, No. 3, December 2021
 - d. Seven Questions to Ask about Leveraging American Rescue Plan Funds, Vol. 6, No. 1, March 2022
9. NASBE State Innovations
 - a. State Boards Seek Increased Educator Diversity, Vol. 26, No. 1, April 2021
 - b. Michigan Adds Certificate for Birth to Kindergarten Teachers, Vol. 26, No. 2, August 2021
 - c. State Sketch "Portraits of a Graduate", Vol. 27, No. 1, October 2022

10. NASBE The State of Education Standard -Journal
 - a. Student Safety and Wellness, January 2019
 - b. Moving The Needle on Literacy, May 2019
 - c. Getting Students Career Ready, September 2019
 - d. Gauging School Climate, May 2020
 - e. Next Generation Assessment, September 2020
 - f. Equity in Rural Education, January 2021
 - g. The Role of Schools in Racial Justice, September 2021
 - h. Supporting Learning for Students with Disabilities, January 2022
 - i. Advance Math and Science Instruction, May 2022
 - j. Equipping Teachers, September 2022
11. Opportunity to Learn, Responsibility to Lead - Education and Society, Aspen Institute, September 2022
12. Redesigning University Principal Preparation Programs - A Systematic Approach for Change and Sustainability
13. Utah Board of Education - Youth In Custody Resource Sheet
14. Wildflower Accelerated Academy Site Visit:
 - a. Site Visit Agenda
 - b. Third Grade Reading Success: Decoding What Works Case Study (Wildflower School, Avondale Elementary School District, Goodyear, AZ.