Leadership, Governance, Management, and Finance Task Force

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Leadership, Governance, Management, and Finance

2025-2026

Task Force Goals

To improve the quality of leadership in urban public education.
To improve the effectiveness of urban school boards
To lengthen the tenure of urban school superintendents
To enhance accountability, management, and operations of the nation's urban public
To challenge the inequities in state funding of urban public schools.
To increase federal funding and support of urban public schools.
To pass new federal school infrastructure legislation to help repair, renovate and build
urban public school buildings.
To enhance the ability of urban schools to use Medicaid for health services to students.
school systems.

Task Force Chair

Joyce Wilkerson, Philadelphia School Board

Task Force Members

Brandon Craig, Cincinnati School Board
Valerie Davis, Fresno School Board
Roger Leon, Newark Superintendent
Mary Skipper, Boston Superintendent

LEADERSHIP

MICHAEL CASSERLY INSTITUTE

Council of the Great City Schools
THE NATION'S VOICE FOR URBAN EDUCATION

MICHAEL CASSERLY
Urban Executive Leadership Institute
for Superintendents

2025 COHORT

Dr. Tashanda Brown-Cannon
Chief Academic Officer
Orange County Public Schools

Dr. Kathy Dodd
Deputy Superintendent
Tulsa Public Schools

Dr. Corey D. Grubbs
Chief of Transformation and Leadership
Columbus City Schools

Jusmar Rodriguez Maness
Chief Academic Officer
Guilford County Schools

Shaylia McRae
Deputy Superintendent
Hillsborough County Public Schools

Pedro Salcido
Deputy Superintendent
Los Angeles Unified School District

Dr. Anthony Smith
Deputy Superintendent
Denver Public Schools

Ed Tierney
Deputy Superintendent and Chief of Schools
School District of Palm Beach County

Dr. Tashanda Brown

Chief Academic Officer, Orange County Public Schools

Dr. Tashanda Brown-Cannon has dedicated over 25 years to serving the students of Orange County Public Schools with excellence. A native Floridian, Dr. Brown-Cannon matriculated through Duval County Public Schools before obtaining a Bachelor of Arts Degree (B.A.) in Elementary Education from Florida Agricultural & Mechanical University. Driven by a lifelong passion for learning, she received a Master of Education in Educational Leadership (M.Ed) from the University of Central Florida and completed her Doctorate of Education in Educational Leadership (Ed.D.) at National Louis University.

She became a turnaround principal for Tangelo Park Elementary School, where she implemented innovative strategies to increase teacher effectiveness and student achievement. Under her leadership, the school earned five consecutive "A" ratings from the Florida Department of Education from 2007 through 2012. In 2009, Dr. Brown-Cannon was honored as the State of Florida's 2009 Literacy Leader of the Year.

In 2013, Dr. Brown-Cannon assumed the role of Executive Area Director and Associate Superintendent in 2019, where her dedication to fostering a culture of educational excellence and transforming high-needs schools was felt throughout OCPS.

Dr. Brown-Cannon achieved a significant milestone in 2023 when she was promoted to the esteemed position of Chief Academic Officer. In this role, she leads the charge of shaping the educational future of OCPS, ensuring every student receives a high-quality education.

Dr. Kathy Dodd

Deputy Superintendent, Tulsa Public Schools

Dr. Kathy Dodd joined Tulsa Public Schools in January 2023 as the district's Chief Strategy and Innovation Officer, leading the district's efforts to utilize a student outcome-focused governance model to improve student achievement. In May 2024, Dr. Dodd was named Deputy Superintendent, providing leadership to the district's 77 schools as well as the school leadership, school operations, organizational learning, athletics, and family, community, and youth partnership departments.

Prior to coming to the district, Dr. Dodd served as Chief Innovation Officer and Deputy Superintendent for the Oklahoma State Department of Education (OSDE). In that role, she oversaw the Offices of Innovation, Federal Programs, Health and Wellness, Safety and Security, and Family Engagement to provide critical post-pandemic support to the state's 540 school districts.

Dr. Dodd has also served as the Regional Vice President for Project Lead The Way (PLTW), a national STEM education non-profit, as well as the Associate Superintendent of Union Public Schools in Tulsa, OK.

Dr. Dodd holds a Bachelor's degree in elementary education from Oklahoma State University as well as a Master's degree in educational administration and a Ph.D. in educational foundations from the University of Oklahoma.

Dr. Corey Grubbs

Chief of Transformation and Leadership, Columbus City Schools

Dr. Corey D. Grubbs currently serves as the Chief of Transformation and Leadership for Columbus City Schools, where he plays a pivotal role within the Superintendent's Cabinet. In this capacity, Dr. Grubbs oversees and supports the district's school leaders, ensuring the delivery of high-quality teaching and learning that addresses the diverse needs of students.

As Chief of Transformation and Leadership, Dr. Grubbs focuses on the professional growth of principals and school administrators. He is responsible for advancing key initiatives such as the Regional Network Support Model, New Principal Mentoring, and the Leadership Intern Program, as well as guiding the efforts of the district's six Area Superintendents. Before assuming his current role, Dr. Grubbs served as Area Superintendent for Columbus City Schools, leading a region on the east side of Columbus that included 19 schools—three high schools, five middle schools, and eleven elementary schools.

Born and raised in Chicago, Dr. Grubbs holds a Bachelor's degree in Community Health Education and a Master's degree in Educational Administration and Foundations from Illinois State University. He earned his Doctoral degree in Educational Leadership from Youngstown State University and holds principal and superintendent licenses from Ashland University in Ohio. He also completed the Howard University Urban Superintendents Academy and is an active member of Omega Psi Phi Fraternity, Inc.

Jusmar Rodriguez Maness

Chief Academic Officer, Guilford County Schools

Jusmar Rodriguez Maness serves as the Chief Academic Officer for Guilford County Schools. Maness is originally from Venezuela. She is a bilingual and bicultural leader committed to improving learning and life outcomes for all children and breaking barriers to students' educational opportunities and success. She has served in several district roles in Guilford County Schools, including Deputy Chief of Schools and principal supervisor. In these roles, Maness worked collaboratively with school and district leaders to provide high-quality instruction and prepare students to succeed beyond high school. Maness started her career as a teacher in Venezuela and later became a teacher in Charlotte-Mecklenburg Schools before serving as a curriculum facilitator, assistant principal, and principal in Guilford County Schools and Asheboro City Schools. Maness was named Piedmont Triad Principal of the Year in 2017. She holds a Bachelor's degree in English from Universidad de Carabobo, Venezuela, and a Master's of school administration degree from the University of North Carolina at Greensboro.

Shaylia McRae

Deputy Superintendent, Hillsborough County Public Schools

Shaylia McRae is a visionary leader with over 26 years of unwavering commitment to public education, currently serving as the Deputy Superintendent of Academics and Transformation for Hillsborough County Public Schools—the 7th largest school district in the nation. In this esteemed role, she is the driving force behind the academic, social, and cultural enrichment of 220,000 students, guiding a diverse community that reflects the richness of our society.

As the former Chief of the Transformation Network, Ms. McRae orchestrated one of the most remarkable turnarounds in the district's history, elevating the performance of 41 schools and reducing the number of D and F schools by an astonishing 86% between 2020 and 2024.

As a fourth-generation educator, Ms. McRae's commitment to education is deeply personal and profoundly impactful. She has been instrumental in shaping the future of educational leadership through initiatives like the Hillsborough Principal Pipeline, which has become a model for cultivating diverse, innovative school leaders. Her vision also brought to life the Student Success Program, offering tailored support to over 6,600 middle and high school students at risk of falling through the cracks.

She is a proud graduate of the University of South Florida, where she earned a B.A. in Business Education and an Ed.S. in Turnaround School Leadership, and Nova Southeastern University, where she obtained an M.A. in Educational Leadership.

Pedro Salcido

Deputy Superintendent, Los Angeles Unified School District

Since joining the Los Angeles Unified School District in 2012, Pedro Salcido has served in a variety of roles. Appointed in November 2022, he is currently the Deputy Superintendent of Business Services and Operations overseeing the critical work and divisions that provide the essential conditions for teaching and learning, including finance, food services, facilities, information technology, medical services, procurement, school operations, school police and transportation.

Prior to becoming Deputy Superintendent, Mr. Salcido served as the Chief of Staff, managing all District academic and nonacademic operations and activities, while also serving as the Superintendent's principle liaison to the Board of Education. He oversaw the execution of all Los Angeles Unified's policies and was instrumental in the development of Superintendent Carvalho's 100-Day Plan and Strategic Plan.

Salcido is a first-generation Mexican American son of immigrants and a first-generation high school and college graduate. He holds a Master's in Public Administration from the University of Southern California and holds dual degrees in Politics and Latin American Studies from the University of California, Santa Cruz.

Dr. Anthony Smith

Deputy Superintendent, Denver Public Schools

Dr. Anthony Smith is honored to serve as the Deputy Superintendent for Denver Public Schools, the largest district in Colorado, committed to educating over 83,000 students. Guided by principles of equity, integrity, and accountability, Dr. Smith's leadership is deeply rooted in values instilled in him from a young age.

Growing up as a bi-racial child in Chicago, IL, and Shreveport, Louisiana, Dr. Smith was enriched by the diverse cultures within his communities. His journey through nine different K-12 schools eventually brought him to Colorado, where he earned a football and track scholarship to Adams State University.

Dr. Smith's career in education began in Denver Public Schools as a Title I teacher, where his commitment to equity quickly became evident. Over 19+ years in Denver Public Schools, he has held various roles, including Assistant Principal, Principal, Instructional Superintendent, and Regional Instructional Superintendent. His leadership spans traditional public and charter schools, and he is consistently focused on fostering student success and achievement.

From 2019 to 2022, as Superintendent of KIPP Texas Dallas-Ft. Worth, Dr. Smith led a significant turnaround, lifting three of the district's seven schools from underperformance to high achievement, earning a "B" rating under Texas's accountability framework.

Ed Tierney

Deputy Superintendent and Chief of Schools, School District of Palm Beach County

Ed Tierney currently serves as the Deputy Superintendent/Chief of Schools for the School District of Palm Beach County School District, an "A" rated district that maintains an academically high-performing designation. He has worked in the district for 23 years.

Tierney began his career at Indian Ridge School working exclusively with exceptional students. He spent 6.5 years working at a center school for exceptional students and held a variety of positions from Behavior Intervention Associate to Principal.

Mr. Tierney spent 4.5 years as the Principal of John I. Leonard High School. Under his leadership, the graduation rate increased by 22%. Additionally, the school made significant progress in closing achievement gaps in the areas of graduation rate, GPAs, and access and enrollment in advanced coursework.

As an Instructional Superintendent, Mr. Tierney assisted the 15 schools that he supported with improving culture, systems, and instruction. Significant gains were made in these areas.

Mr. Tierney served as the Chief of Staff for 2.5 years. He provided direct support to the Superintendent and the Board on behalf of the Superintendent and coordinated District-wide endeavors. He also served as a liaison and advisor to the Superintendent and School Board on matters relating to the local Legislative Liaison function, the Office of Strategic Communications and Engagement, and other departments and functions as determined by the Superintendent.

March 20 – 21, 2025
The Mayflower Hotel
1127 Connecticut Avenue NW
Washington, DC 20036

Session Focus: Politics and Media Relations
Session Sponsor: Amplify

AGENDA

Thursday, March 20	
Please note all sessions held in Pennsylvania Room on the 2nd Floor.	
9:30am	**Breakfast**
10:07am	**Navigating the Political Landscape** *Michael Hinojosa, Superintendent-in-Residence, CGCS*
11:15am	**Navigating the Political Landscape: Local, State, and Federal** *Cindy Marten, Former Deputy Secretary of Education, US Department of Education, Current Secretary of Education in Delaware*
12:15pm	**Lunch**
1:00pm	**Media Relations** *Daisy Gonzalez-Diego, President DGD Communications, Former Communications and Community Engagement Officer, Miami-Dade County Public Schools*
2:00pm	**Best Practices Presentation** *Pedro Salcido, Deputy Superintendent of Business Services and Operations, Los Angeles Unified School District*
2:30pm	**Media and Politics: Mastering Local and State Relations** *Roger León, Superintendent, Newark Public Schools*
3:30pm	**Best Practices Presentation** *Ed Tierney, Deputy Superintendent and Chief of Schools, The School District of Palm Beach County*
5:40pm	**Meet in Hotel Lobby** *Dinner is a 10-minute walk from the hotel. The reservation is at 6:00pm.*
6:00pm	**Dinner at Equinox** (hosted by Amplify) *Located at 900 19th Street NW, Washington DC*

Friday, March 21	
Please note all sessions held in Pennsylvania Room on the 2ⁿᵈ Floor.	
8:15am	**Breakfast**
9:07am	**Navigating Politics, Labor Relations, and Media in Times of Uncertainty** *Alberto Carvalho, Superintendent, Los Angeles Unified School District*
10:00am	**Media Relations Case Study** *Michael Casserly, Strategic Advisor, CGCS*
12:00pm	**Lunch**
1:00pm	**Media Relations from Perspective of 13 Years in a CGCS District** *Michael Hinojosa, Superintendent-in-Residence, CGCS*
1:45pm	**Politics – Power – Influence** *Michael Hinojosa, Superintendent-in-Residence, CGCS*
2:30pm	**Navigating the local Political Landscape in a Council District** *Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:30pm	**3-2-1 Activity**
4:00pm	**Adjourn**

Michael Casserly Urban

Executive Leadership Institute

Council of the Great City Schools

Cohort 3

Media and Politics

Washington, DC

March 20-21, 2025

WiFi: MarriottBonvoy_Conference

Password: CGCS2025

1

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Michael Casserly, Ph.D.

Namesake, Strategic Advisor, former CEO

Raymond C. Hart, Ph.D.,

Executive Director

Michael Hinojosa, Ed.D.,

Superintendent-in-Residence

3

Local Politics

Tip O'Neill "All politics is local"

- Deal with people's most prized possessions, their money and their kids…they will have an opinion
- Everybody went to school (not necessarily public school)
- Democracy is ugly but it is the best thing going
- Virtually the largest employer in the community
- There you go trying to put logic into an illogical situation

4

Local Politics

County or Parish

- Dependencies such as health department (finances?)
- Superintendent is highest paid government official in the county and often in the state (people resent it)
- Crises reveal political influences
- Largest of many districts and municipalities but the 800-pound gorilla (or not)

5

Local Politics

City

- Namesake high profile
- Mayor v. City Manager or both (quarterly meetings of senior staff)
- Dependencies such as key department (finances?)
- Taxpayers are always confused except for tax bill
- Typically overlapping jurisdictions

6

3

Local Politics

Elected Officials

- Two types of board members
- Politicians v. Statesmen
- Demand Respect
- Understand the why
- Recent shift in strategy
- Understandings (Ron Price)

7

Local, State, and Federal

Cindy Marten

Former Deputy Secretary of Education, Department of Education

Secretary of Education, State of Delaware

- Teacher to Principal to Superintendent San Diego USD
- Increasing student achievement will navigate the Media and Political Landscape at all levels

8

Superintendent Shadowing

Approved Superintendents

- o Jerry Almendarez, Santa Ana USD
- o Alberto Carvalho, Los Angeles USD
- o Dr. Errick Greene, Jackson Public Schools
- o Roger León, Newark Public Schools
- o Dr. Aleesia Johnson, Indianapolis Public Schools
- o Dr. Romules Durant, Toledo Public Schools
- o Dr. Sonja Santelises, Baltimore City Public Schools
- o Dr. Nikolai Vitti, Detroit Public Schools Community District

9

Media Relations

Daisy Gonzalez-Diego

Founder and President, DGD Communications

Former Chief of Communications and Community Engagement, Miami-Dade County Public Schools

- ▪ Media and School District Experience

10

5

Best Practices Presentation

Pedro Salcido

Deputy Superintendent of Business Services and Operations

Los Angeles Unified School District

California

11

Media and Politics

Roger León

Superintendent

Newark Public Schools

New Jersey

- Media and Politics: Mastering Local and State Relations

12

Best Practices Presentation

Ed Tierney

Deputy Superintendent and Chief of Schools

School District of Palm Beach County

Florida

13

Politics

- Politics – the activities associated, especially the debate or conflict among individuals or groups having or hoping to achieve power
- Power – the ability to direct or influence the behavior of others or the course of events
- Influence – the capacity to have an effect on the character, development, or behavior of someone or something or the effect itself

14

Managing the Media and Politics

Alberto Carvalho

Superintendent

Los Angeles Unified School District

- Navigating Politics, Labor Relations, and Media in Times of Uncertainty

15

Media Relations

Case Study

Dr. Michael Casserly, Strategic Advisor to the Council of the GREAT City Schools

16

Media Relations-Long Term

- Build relationships with beat reporters (but never trust them, two types of trust)
- Establish quarterly meetings with editorial board
- Return all calls promptly (you or your trusted team members)
- Never take a cold call (even from a 'trusted reporter')
- "Off the record" v. Strategic 'Embargoed' information

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17

Media Relations-Long Term

- Board Operating Procedures Superintendent Spokesperson for the District, delegated as appropriate
- Board Chair Spokesperson for the Board
- Urban v. County v. Suburban
- Namesake District (the Governor and the FBI know who you are and what you are doing)
- Weekly inform Board of Media Contacts
- Mission driven v. Profit Driven

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18

Media Relations-Long Term

- Never Speculate
- Stay focused on District Matters
- Have a Protocol on Privacy Matters (legal, personnel, FERPA)
- All you have is your reputation, never lie
- Great leaders accept blame when things go wrong, give credit to others when thing go well
- Don't let Comms be a punching bag

19

Media Relations-Crises

- You cannot talk your way out of things you (the district) behave yourself into
- Run to the Problem not Away from it
- Video yourself (yikes) prep sessions
- Never use negative works (corruption v. accountability)
- Acknowledge (block and bridge)
- Develop a message and stick to it in a genuine manner

20

Media Relations-Crises

- Contact the Board Chair ASAP

- Never delegate bad news – the leader must step up

- Get direction from Chair about informing Board

- Execute Routines (Board weekly update v. Trustee notices v. staff calls v. superintendent calls)

- Anger, denial, grief, and finally acceptance

21

Media Relations

Editorial Board (Quarterly)

- Update on 3-4 major initiatives

- Opportunity to impact influence makers

- Opportunity to influence beat writers (plant stories)

- Open 'mic' on issues important to them

22

Media Relations

News Conference (not Press)

- Use sparingly typically for big issues or announcements
- Make succinct comments about the Who, What, Why, etc.
- Important Points (not talking points, FOIA)
- Take limited number of questions (Comms will announce time for 2 more questions)
- Individual interviews depend on topic

23

State and Federal Politics

- "De facto" face of the State in Most Instances
- The Governor knows who you are even if you do not interface with the office
- Must navigate political landmines in the best interest of the District
- Militants don't get to the table, if they do, they do not stay at the table

24

State and Federal Politics

- Cannot die on every hill, pick your battles wisely
- Significant influence, but you must use it wisely
- Don't be a WASP, know what you are in favor of
- Know when to play offense and know when to play defense
- Much easier to kill bills than to pass bills
- Umbrella v. niche organizations

25

State and Federal Politics

- United States Senators know who you are
- Know how committees work
- Know how timelines work
- Know how key, young staffers are in getting things done
- Education *should* be non-partisan but it is probably not
- Many legislatures have starting incentivizing the behavior that they want
- (for 2026 – add lobbyist in)

26

Politics

- Politics makes for strange bedfellows
- Keep your friends close and your enemies closer
- Friends come and go, and enemies accumulate
- Three answers to important questions: legal, political, practical

27

Administrivia

- Right Sizing - Diana Sayavedra, EPISD, June 2025
- Strengthen Financial Acuity, Dwayne Thompson, September 2025
- Collective Bargaining Relationships, Tony Watlington (Philadelphia) and Pedro Martinez (Chicago), April 2025
- Unpacking Political Context, Hinojosa, Carvalho, Leon, March 2025
- Others to be determined

28

Administrivia

- Please sign up for your Best Practices Presentations
- Please book hotels for:
    - April 11-12 – Charlotte
    - June 13-14 – Chicago
    - July 11-12 – Detroit (there will be an optional dinner on Saturday night)
- October
    - Meeting will be October 20-21
    - Dinners on October 20 and 21
    - All Cohort Happy Hour on October 22
    - Annual Fall Conference October 22 – 25

29

3-2-1

- 3 things you learned
- 2 things you liked
- 1 thing you are wondering about

Email to apateriya@cgcs.org before leaving today

30

MICHAEL CASSERLY
Urban Executive Leadership Institute
for Superintendents

April 11 – 12, 2025
Charlotte Marriott City Center
100 W. Trade Street
Charlotte, North Carolina 28202

Session Focus: Labor, Talent Management, and Staff Relations
Session Sponsor: TCG/HUBImpact

AGENDA

Friday, April 11	
Please note meeting and meals are in Charlotte G/H Rooms on the 3rd floor.	
9:30am	**Breakfast**
10:07am	**Benefits and Contract Negotiations** *Mason Moses, Senior Vice President and Executive Compensation Consultant, HUB International* *Cory Hartsfield, Cory Hartsfield, PC, General Counsel for the Texas Association of School Administrators (TASA); Counsel to Cooperative Council for Oklahoma School Administration/Oklahoma Association of School Administrators (CCOSA/OASA)*
11:30am	**Best Practices Presentation** *Shaylia McRae, Deputy Superintendent, Hillsborough County Public Schools*
12:00pm	**Lunch**
1:00pm	**Organizing for Success** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
2:00pm	**Teacher Excellence Initiative and Accelerating Campus Excellence** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:00pm	**Labor Relations, the Good, the Bad, the UGLY** *Pedro Martinez, Chief Executive Officer, Chicago Public Schools*
4:00pm	**Talent Management** (Identification, Development, Promotion) *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
5:40pm	**Meet in Hotel Lobby** *Dinner is a 6- to 8-minute walk from the hotel. The reservation is at 6:00pm.*
6:00pm	**Dinner at Mico at Grand Bohemian** (hosted by TCG/HUBImpact) *Located at: 201 W Trade St, Charlotte, NC 28202*

Saturday, April 12	
Please note meeting and meals are in Charlotte G/H Rooms on the 3rd floor.	
8:00am	**Breakfast**
9:07am	**Labor Relations Multiple Perspectives Collective Bargaining and NOT** *Dr. Tony Watlington, Superintendent, The School District of Philadelphia*
10:30am	**Case Studies on Labor Relations and Human Capital** *Dr. Michael Casserly, Strategic Advisor, CGCS*
12:15pm	**Lunch**
1:00pm	**Best Practices Presentation** *Luis Solano, Deputy Superintendent of Labor, Detroit Public Schools Community District*
1:30pm	**Coaching for Success, Visibility, and a Good Life** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:30pm	**3-2-1 Activity**
4:00pm	**Adjourn**

Michael Casserly Urban

Executive Leadership Institute

Council of the Great City Schools

Cohort 3

Labor Relations and Talent Management

Charlotte, NC

April 11-12, 2025

WiFi Network: CGCS

Password: CGCS2025

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Superintendent-in-Residence

3

Benefits and Contract Negotiations

Mason Moses

Senior VP and Executive Compensation Consultant HUB Internationals

Cory Hartsfield

General Counsel TASA, CCOSA/OASA

4

Best Practices Presentation

Dr. Shaylia McRae

Deputy Superintendent

Academics and Transformation

Hillsborough County Public Schools

5

Organizing for Success

Direct Reports to the Superintendent

o   To Resume

o   Evaluations/Job Descriptions/SMART Goals

o   No one likes a micromanager

o   Progress Monitoring

6

Organizing for Success

Direct Reports to the Superintendent

- o Span of Control 5-7 People
- o Size and Context Matters
- o Everyone one wants to until they do

7

Organizing for Success

Direct Reports to the Superintendent

- o If you bring paper into my office, you leave with it
- o If I have to make all of the decisions, why do I need you?
- o If you bring a problem, bring a least one proposed solution

8

4

Organizing for Success

Direct Reports to the Superintendent

o   If you make a mistake, own it (I make mistakes at full speed)

o   Effort is good, results are better

o   If you are not very good you don't get to stay

o   People at the top get less rope (impact is huge)

9

Organizing for Success

Direct Reports to the Superintendent

o   Organizational Theory and Design

o   Titles

o   Words Matter such as 'Cabinet'

o   Two Types of Trust

10

Organizing for Success

Teamwork is a Contact Sport

o Senior Staff

o Chief's Meetings

o Executive Leadership Team

11

Organizing for Success

Senior Staff

o All Major Division Heads

o Every Monday Afternoon 1:37 for 1 hour

o No agenda-urgent items only

o Double round robin (ok to pass)

12

Organizing for Success

Chief's Meeting

o   Organized by Chief of Staff

o   All Major Division Heads

o   Every Thursday Morning 10:37 for 1.5 hours

o   Pending Items as determined by COS

o   Collaborative Agenda Items (I attend unless out of town)

13

Organizing for Success

Executive Leadership Team

o   All Major Division Heads + Best Principal & Principal Supervisor

o   Every other Monday Morning 8:37 for 3 hours

o   Only important items on agenda

o   Anyone can put items on agenda including principal

14

Organizing for Success

Executive Leadership Team

o Agenda topics due to my secretary by noon on Wednesday prior to Monday meeting

o Deck (maximum 10 slides) due by noon of Thursday

o Agenda prepared and loaded by noon Friday

o Available all weekend to review by all members

15

Organizing for Success

Executive Leadership Team

o Once every six months – an off-site retreat at my high rise

o Only futuristic type topics on agenda

o One and half day session

o Socializing in my apartment with wife and dogs

16

Labor Relations the Good, the Bad, the Ugly

Pedro Martinez

Chief Executive Officer

Chicago Public Schools

Experience in Nevada and Texas

17

Talent Management

Performance Management (Next Month)

o Teacher Excellence Initiative

o Accelerating Campus Excellence

o Core 4 Customer Service

18

Talent Management

Michael Hinojosa, Superintendent-in-Residence
Council of the GREAT City Schools

o Talent Identification

o Talent Development

o Talent Promotion

19

Talent Identification

Organic Entry Plan
Q4. Who are the most respected people on staff and why did you select them?

o Write them down and meet them ASAP

o Who is not mentioned?

o Code power relationships

20

Talent Identification

Chief of Staff, Chief of Schools, CAO, Chief Accountability Officer

Every Six Months Identify "Best" Principal and "Best" Principal Supervisor

o Must have diversity in every regard

o Based upon data in every regard 50-50-50

o Sentenced for six months to Executive Leadership Team

21

Talent Identification

To Resume

Q3. What relationships will you build over the next six months that will help you most in accomplishing your strategy?

(one must be external)

o Look for key people on key complex tasks

o Notice key staff who present ELT or Board

o Ask about omissions

22

Talent Identification

Chief of Staff, Chief of Schools, CAO, Chief Accountability Office

Once Per Year Identify "15 Best" Principals to participate in Principal Group

- Must have diversity in every regard
- Based upon data in every regard
- Have credibility with peers

23

Talent Identification

Senior Staff Meeting

Utilize Nominal Group Technique to Identify HiPo Team

(High Potential Central Staff Members)

- Each chief nominates up to 3 (formal and informal)
- Clarify and advocate why
- Priority voting

24

12

Talent Development

Principal Group

HiPo Group

25

Talent Development

o Six Half Day Sessions
o Start or Finish with a meal
o Off-site Pristine Local
    o Dallas Regional Chamber of Commerce
    o Arboretum
    o Microsoft Campus

26

Talent Development

- Best Practices Presentations
- Personality Styles
- Nominal Group Technique
- Teach Everything I Know
- Treat Them Like Rock Stars

27

Talent Development

- Cohort Model Professional Learning Community
- Peek Behind the Curtain at Decision Making
- Feedback on Problems of Practice
- Get to Request Agenda Items (nothing off limits)

28

Talent Development

Shadowing Opportunities

1. School Visits
2. Executive Leadership Team meeting participation
3. Attend Advisory Committee Meeting

29

Talent Promotion

Succession Planning

o Acting v. Interim
o Internal First
o Multiple Deputy Chiefs for every Chief
o Like Bama, don't rebuild...reload

30

15

Talent Promotion

45 Future Ready Superintendents

- 32 Male, 13 Female
- 19 Latino/a, 18 White, 7 Black, 1 Other
- Texas, Georgia, Maryland, New Mexico, Tennessee, Arizona, Wisconsin, Colorado

31

Labor Relations Multiple Perspectives Collective Bargaining and Not

Dr. Tony Watlington

Superintendent

The School District of Philadelphia

32

16

Case Studies

Dr. Michael Casserly

Human Capital: Toxic Town Public Schools

Labor Relations: Tarnished Town Independent School District

33

Best Practices Presentation

Dr. Luis Solano

Deputy Superintendent of Labor

Detroit Public Schools Community District

34

17

Coaching for Success

School Visits

o Every Wednesday Morning for 27 Years

o Drive perimeter of school

o Check in with Secretary

o Walk the building with Principal

35

Coaching for Success

School Visits

o Greet custodial staff on duty

o Greet cafeteria staff

o Walk every hallway

o Open ended questions with Principal

36

Coaching for Success

School Visits

o   Review iPad with school data

o   Never tip my hand

o   WW Samuell and Friday Night Lights

o   Chief of School Leadership

37

Coaching for Success

Breakthrough Coach

o   Do everything they say you will be fired

o   Clean your office

o   Meet with your secretary daily

o   Your job is to do what your secretary tells you to do

o   You job is to do nothing, to coach (put me in Coach)

38

19

Coaching for Success

Family Life

o Great life, great wife

o Dallas Mustangs (coach)

o La Familia

o Spent every weekend with my boys

o Spend all holidays together

39

NGT + Wonderings: Updates

- Right Sizing - Diana Sayavedra, EPISD (June)

- Transitioning from Instructional Leader to CEO – Whitney Oakley, Guilford (July)

- Time Management with Board, Community, and Staff – Hinojosa (June) and Eric Gordon, Cleveland (September)

- Strengthen Financial Acuity – Dwayne Thompson, Dallas (September)

- Strategic Budget Alignment Toward Board/District Goals – Sharon Contreras, Guilford County (September)

- Others to be determined

40

20

Administrivia

- Please book hotels for:
    - June 13-14 – Chicago
    - July 11-12 – Detroit (there will be an optional dinner on Saturday night)
- October
    - Meeting will be October 20-21
    - Dinners on October 20 and 21
    - All Cohort Happy Hour on October 22
    - Annual Fall Conference October 22 – 25

Reach out to Alka with any questions.

41

3-2-1

- o 3 things you learned
- o 2 things you liked
- o 1 thing you are wondering about

Email to apateriya@cgcs.org before leaving today

42

MICHAEL CASSERLY
Urban Executive
Leadership Institute
for **Superintendents**

June 13 – 14, 2025
Westin Michigan Avenue
909 N. Michigan Avenue
Chicago, IL 60611

Session Focus: Community Relations and Performance Management
Session Sponsor: Benchmark Education

AGENDA

Friday, June 13 *Please note meetings and meals are held in Lincoln Park on Level 3.*	
9:30am	**Breakfast**
10:07am	**Community Relations at Scale** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
11:15am	**Enrollment Management via Transformation and Innovation** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
12:30pm	**Lunch**
1:15pm	**Best Practices Presentation** *Dr. Tashanda Brown-Cannon, Chief Academic Officer, Orange County Public Schools*
1:45pm	**Performance Management starting with Superintendent Evaluation** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:00pm	**The Throughline to Student Achievement: Building a Culture of Instructional Excellence from District to School** *Dr. Jermaine Dawson, Deputy Superintendent of Academic Services, The School District of Philadelphia*
4:00pm	**Right-Sizing for Success** *Diana Sayavedra, Emeritus Superintendent, El Paso Independent School District*
5:50pm	**Meet in Hotel Lobby** *Dinner is a 5- to 7-minute walk from the hotel. We'll meet in the lobby at 5:45pm and walk over. The reservation is at 6:15pm.*
6:15pm	**Dinner at Gibson's** (hosted by Benchmark Education) *Located at: 1028 N. Rush Street, Chicago, IL*

Saturday, June 14	
Please note meetings and meals are held in Lincoln Park on Level 3.	
8:00am	**Breakfast**
9:07am	**Vision, Strategy, Execution: The Role of Performance Management** *Dr. Scott Muri, former Superintendent, Spring Branch ISD and Ector County ISD*
10:10am	**Student Outcome Goals** *Dr. Ray Hart, Executive Director, CGCS*
11:30pm	**Best Practices Presentation** *Dr. Corey D.Grubbs, Chief of Transformation and Leadership, Columbus City Schools*
12:00pm	**Lunch**
1:00 pm	**Case Study on Community Relations and Performance Management** *Dr. Michael Casserly, Strategic Advisor, CGCS*
2:30pm	**Community Relations of Enrollment and Performance Management regarding College and Career Readiness** *Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:30pm	**3-2-1 Activity**
4:00pm	**Adjourn**

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Michael Casserly Urban

Executive Leadership Institute

Council of the Great City Schools

Cohort 3

Performance Management

Chicago, IL

June 13-14, 2025

1

Michael Hinojosa, Ed.D.

Superintendent-in-Residence

Council of the Great City Schools

mhinojosa@cgcs.org

cell 214.986.3978

2

Michael Casserly, Ph.D.

Namesake, Strategic Advisor, former CEO

Raymond C. Hart, Ph.D.

Executive Director

Michael Hinojosa, Ed.D.

Superintendent-in-Residence

3

Community Relations at Scale

Dr. Michael Hinojosa

Superintendent-in-Residence CGCS

o Governmental

o Civic

o Grassroots and Grass Tops

4

Community Relations at Scale

Governmental

o Local

o State

o National

5

Community Relations at Scale

Local

o Ad Hoc Committee

o Mayor

o Delegation

o Municipal

6

3

Community Relations at Scale

State

o Legislative Branch

o Executive Branch

o Boards and Commissions

o State Education Agency

7

Community Relations at Scale

Federal

o Legislative Branch

o Boards and Commissions (E-Rate, Nutrition)

o Department of Education

o Only 7% of Dallas ISD Budget

8

4

Community Relations at Scale

Civic

- o Kitchen Cabinet
- o Umbrella Chambers
- o Ethnic Chambers
- o Regional and Local Chambers

9

Community Relations at Scale

Civic

- o United Way
- o Collective Impact Organizations
- o Boards and Commissions
- o Superintendent's Business and Community Advisory Committee

10

5

Community Relations at Scale

Grass Roots

o Ethnic Groups

o Voting Blocs

o Rotary

o Be selective

11

Enrollment Management

Jigsaw

- PEW Article
- Dallas ISD Biomedical School Article
- Public School Choice

12

Best Practices Presentation

Dr. Tashanda Brown-Cannon

Chief of Academic Officer

Orange County Public Schools

Florida

13

Performance Management

Great Expectations Framework

Superintendent Evaluation Instrument

Dr. Michael Hinojosa
Superintendent-in-Residence
Council of the Great City Schools

14

Performance Management

Superintendent's Evaluation Instrument (Hinojosa)

o Process

o Product

- o 60% Student Achievement
- o 20% Financial Stewardship
- o 20% Stakeholder Satisfaction

15

Performance Management

Theory of Change: Student Outcomes Throughline from the District to the School
Dr. Jermaine Dawson
Deputy Superintendent
The School District of Philadelphia
Michael Casserly Institute Cohort 1

16

District Right-Sizing

Right-Sizing for Success
Diana Sayavedra
Superintendent
El Paso Independent School District

17

Performance Management

Vision, Strategy, Execution:

The Role of Performance Management

Dr. Scott Muri
Former Superintendent
Spring Branch ISD and Ector County ISD
Texas

18

Student Outcome Goals

Dr. Ray Hart

o Review of Data

o 3-4 Outcome Goals

o Guardrails

o SMART

19

Best Practices Presentation

Dr. Corey Grubbs

Chief of Transformation and Leadership

Columbus City Schools

Ohio

20

Case Study

Performance Management and Community Relations

Dr. Michael Casserly

Strategic Advisor former Executive Director, CGCS

21

Community Relations

Performance and Enrollment Management

o   College and Career Readiness
  o   P-Tech
  o   Career Institutes

22

Administrivia

Questions

Comments

Concerns

Miscellaneous

- *Please let Alka know if you'll join for Saturday dinner in July (and, if you have a +1)*
- *Please let Alka know the dates you'll need a hotel room in Philadelphia in October.*
    - *Cohort meeting is October 20-21*
    - *Cohort dinner October 20 and Graduation dinner October 21*
    - *All-cohort happy hour October 22*

23

3-2-1

- o 3 things you learned
- o 2 things you liked
- o 1 thing you are wondering about

Please email to Alka before you leave today.

24

MICHAEL CASSERLY
Urban Executive Leadership Institute
for **Superintendents**

July 11 – 12, 2025
Westin Book Cadillac Detroit
1114 Washington Boulevard
Detroit, Michigan 48226

Session Focus: Academics
Session Sponsor: Curriculum Associates

AGENDA

Friday, July 11	
Please note meals and meeting are in Founders A/B on the third floor.	
9:30am	**Breakfast**
10:07am	**Performance Management via Datacom** *Dr. Nikolai Vitti, Superintendent, Detroit Public Schools Community District*
11:30am	**Best Practices Presentation** *Dr. Kathy Dodd, Deputy Superintendent, Tulsa Public Schools*
12:00pm	**Lunch**
1:00pm	**Blueprint for Tomorrow: Designing Success for Every Student** *Dr. Whitney Oakley, Superintendent, Guilford County Schools*
2:00pm	**Mirrors or Windows Deep Dive** *Dr. Michael Casserly, Namesake, Strategic Advisor, former Executive Director, CGCS* **Great City ISD Case Study Activity** **Lessons Learned and Takeaways**
5:40pm	**Meet in Hotel Lobby** *Dinner is a 5-6-minute walk from the hotel. We'll meet in the lobby at 5:40pm. The reservation is at 6:00pm.*
6:00pm	**Dinner at Caucus Club** *(Hosted by Curriculum Associates)* *Located at: 150 W. Congress, Detroit, Michigan*

Saturday, July 12	
Please note meals and meeting are in Founders A/B on the third floor.	
8:00am	**Breakfast**
9:07am	**A Case for Academic Planning in the Urban Context: From Confusion to Coherence** 　*Dr. Denise Collier, Former Chief Academic Officer, Dallas ISD*
10:15am	**Academic Success within an Urban Context** 　*Dr. Karla Estrada, Deputy Superintendent for Academics, Los Angeles Unified School District*
12:00pm	**Lunch**
1:00pm	**Best Practices Presentation** 　*Jusmar Rodriguez Maness, Chief Academic Officer, Guilford County Schools*
1:30pm	**Theory of Action: School System or System of Schools** 　*Dr. Michael Hinojosa, Superintendent-in-Residence, CGCS*
3:30pm	**3-2-1 Activity**
4:00pm	**Adjourn**
6:30pm	**Optional Dinner at Sullivan's Steakhouse** *(Hosted by Curriculum Associates)* *Located in the Westin Book Cadillac*

GOVERNANCE

Governance Services Overview – July 2025

Governance Services Purpose

The governance services team provides training, coaching, and other support regarding effective governance to Council Districts in order to influence their leadership toward improving student outcomes.

The Council's Governance Services team consists of AJ Crabill (Director of Governance), Cindy Elsbernd (Governance Services Manager), and a cadre of coaches and assistant coaches trained in Student Outcomes Focused Governance (SOFG).

Transforming Public Education: The Need for SOFG

Nationwide, the academic outcomes of over 50 million public school students are not improving as broadly (deep mastery of critical subjects) or as inclusively (for all students, regardless of background) as necessary. This stagnation hinders our children's ability to lead meaningful, choice-filled lives and undermines our nation's ability to maintain an informed electorate and a globally competitive economy. To address this, the approximately 14,000 public school systems across the country must become more effective—and do so quickly. Achieving this will require transformative improvements in school system leadership, particularly at the managerial and governance levels. This is equally true for our member districts.

Core Challenges

1. **Misaligned Priorities**
   For over 50 years, the prevailing orthodoxy of school boards has been an adult inputs-focused approach to governance rather than a student outcomes-focused one. Until that changes, school systems are unlikely to align sustainably around improving student outcomes. Superintendents, no matter how capable, cannot sustainably outperform their school boards. Even student outcomes-focused superintendents face high turnover rates when working under boards that prioritize adult inputs over student success.

2. **Lack of a Governance Improvement Framework**
   Most school boards lack access to a research-based governance improvement framework, whether through state education agencies or state school board associations. Without such a framework, boards struggle to measure and align their behaviors with practices proven to drive student success.

3. **Insufficient Training and Coaching**
   While episodic training is available, most school boards do not have access to comprehensive, ongoing coaching that aligns with a proven governance framework. Week-by-week, research-informed coaching is essential for boards to internalize and implement effective governance practices.
4. **Misunderstanding of Governance Roles**
   Many school board members view their role as one layer above management, focusing on overseeing adult inputs rather than governing for student outcomes. This flawed understanding leads to inward-focused behaviors that prioritize administrative oversight over community-driven, student-centered leadership. In reality, school boards are positioned one layer below the community, serving as vision- and values-focused protectors of student outcomes.

The Consequences of Inaction

This misalignment has led to decades upon decades of unintentional but pervasive educational malpractice. When school boards operate as they always have—focusing on adult inputs rather than student outcomes —they create systems where improvements in student outcomes occur despite the board, or not at all. This deeply ingrained norm requires a dramatic shift in adult behaviors. However, change is often difficult, particularly for public officials who face resistance to any significant departure from the status quo.

A Path Forward: Student Outcomes-Focused Governance (SOFG)

The central axiom is clear: **student outcomes don't change until adult behaviors change**. Patterns of behavior exhibited in the boardroom are often mirrored in the classroom. This insight, supported by extensive research on school board behaviors and their impact on student outcomes, underscores the **need for a systemic shift in how school boards operate**.

SOFG is designed to address these challenges by translating research and the collective experience of dozens of board members and superintendents into a practical governance system. SOFG empowers boards and superintendents to confront and overcome barriers to adult behavior change, creating the conditions necessary for improved student outcomes.

The SOFG system consists of three core components:
1. **The SOFG Framework**
   A research-based tool that allows school boards to measure and track their progress in aligning their behaviors with practices proven to improve student outcomes.
2. **The SOFG Workshop Series**
   A structured set of programming that orients school boards to the framework and equips them with the knowledge and skills to implement it effectively.

3. **The SOFG Coach Training and Certification System**
   A rigorous program that prepares individuals to lead workshops and provide ongoing coaching to school boards, ensuring sustained implementation of the framework.

Together, these components provide school boards with the tools, training, and support needed to transition from an adult inputs-focused approach to a student outcomes-focused one. This shift requires courage, commitment, and a willingness to challenge long-standing norms. Our awareness that the stakes are too high to accept the status quo isn't enough, so our governance team provides a call to action through our SOFG coaching services.

Districts receiving SOFG coaching support in 2025 per a professional services agreement (PSA) with the Council and/or in consideration of a PSA and/or a 2-day orientation workshop include Albuquerque, Atlanta, Aurora, Austin, Buffalo, Charlotte-Mecklenburg, Cleveland, Des Moines, Fayette County, Fresno, Jefferson County, Little Rock, Long Beach, Oklahoma City, Oakland, Pittsburgh, Providence, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Seattle, and Tulsa.

Exploration of SOFG and its implementation process and coaching support services is occurring in a handful of CGCS member districts, and we continue to provide maintenance support to several districts who have gone through the initial SOFG implementation process.

Our certified coaches and assistant coaches meet monthly via Zoom as part of our continuous improvement efforts. These sessions provide professional development and collaborative opportunities to deepen our expertise and strengthen our ability to support districts effectively. In addition to these virtual sessions, a 2½-day in-person retreat is planned for August to take a deeper dive into our practice, build team cohesion, and align on priorities for the year ahead.

Student Outcomes Focused Governance (SOFG) Cohorts

Three 2025 SOFG Cohorts are continuing to engage in regular sessions since kicking off in February with workshops in Baltimore. The cohorts have participants from 14 of our member districts. Our SOFG Cohorts provide professional development for school board members and district staff to learn about and/or support SOFG implementation and ultimately creating the conditions for improving student outcomes. All three cohorts will commence with a closing workshop in Philadelphia ahead of the 2025 Annual Fall Conference.

2025 SOFG COHORTS

IMPLEMENTING SOFG BOARD (ISB)	IMPLEMENTING SOFG STAFF (ISS)	ADVANCED GOVERNANCE & COACHING (AGC)
This cohort provides a community of learning and practice among	This cohort provides a community of learning and practice among	This cohort provides incredibly rigorous, high-level

board members from districts who have been implementing SOFG and those who are exploring continuous improvement.

Participants have the opportunity to dive deeper into the knowledge, skills, and mindset foundational to the adult behavior change that creates the conditions for improving student outcomes.

Cohort Syllabus:
http://tinyurl.com/2025-SOFG-ISB-Syllabus

district professionals who support school boards and superintendents in implementation of effective practices that create the conditions for improving student outcomes.

Participants have the opportunity to share problems of practice with fellow professionals, learn from one another, and explore best practices in relevant areas.

Cohort Syllabus:
http://tinyurl.com/2025-SOFG-ISS-Syllabus

course work designed to prepare participants to guide school boards through Student Outcomes Focused Governance (SOFG) implementation.

Its high-performance expectations makes this cohort ideal for individuals who would like to pursue SOFG coaching certification.

Cohort Syllabus:
http://tinyurl.com/2025-SOFG-AGC-Syllabus

Governance Technical/Tactical Support

Technical and tactical support has been provided thus far in 2025 for the following districts: Albuquerque Public Schools, Anchorage School District, Atlanta public Schools, Aurora Public Schools, Austin Independent School District, Baltimore City Public Schools, Boston Public Schools, Bridgeport Public Schools, Buffalo Public Schools, Charlotte-Mecklenburg Schools, Chicago Public Schools, Clark County School District, Cleveland Metropolitan School District, Des Moines Public Schools, Fayette County Public Schools, Fresno Unified School District, Jefferson County Public Schools, Long Beach Unified School District, Milwaukee Public Schools, Oakland Unified School District, Oklahoma City Public Schools, Pittsburgh Public Schools, Providence Public School District, Rochester City School District, San Antonio Independent School District, San Diego Unified School District, San Francisco Unified School District, Seattle Public Schools, Shelby County Public Schools.

This includes support for SOFG implementation as well as providing guidance on any number of governance topics such as superintendent searches, policies and board operating procedures, and others to member districts on an as needed basis.

Fall Conference Governance Track

Plans are underway to fill both days of breakout sessions at the 2025 Fall Conference in Philadelphia with a full track of effective governance sessions – many aligned with research based best practices found in the SOFG framework.

HARVARD/CGCS ABC INSTITUTE

Council of the Great City Schools Leadership Institute:
A Harvard Business School Executive Education Program
Sunday, July 20th – Wednesday, July 23rd, 2025

Apply by March 7, 2025
Cost Per Participant $4,500

Program Overview

Program Objective

- This custom-designed Executive Education program is being offered by Harvard Business School Executive Education University and the Council of the Great City Schools to strengthen the competencies and capabilities of member school boards and superintendents. The program recognizes the essential role school boards play in improving and sustaining student outcomes and creating the conditions for urban school system success.

Target Participants

- Council Member School Board Chairs, New Board Members, and Other Board Members
- Council Member District Superintendents

Program Structure and Dates

- 4-day residential program, July 20-23, 2025
- Multiple plenary class sessions
- Daily breakout sessions and team time
- Networking lunches, receptions, and dinners

Program Location

- Harvard Business School Executive Education Complex, Boston, MA

HARVARD | BUSINESS | SCHOOL
Executive Education

About the Program

Classroom sessions will use the famous Harvard Business School (HBS) case study method along with opportunities to participate in small team discussions, simulations, and application exercises. The program will focus on three broad themes, including—

- Mission/Goal/Strategy Alignment
- What Success Looks Like
- How to Shape the Conditions for Success and Assess Progress

In addition to classroom sessions, you will experience dedicated small-group sessions to help you develop the skills you need to function better when you return home. Sessions will use the Student Outcomes Focused Governance Model developed by the Council of the Great City Schools that will leave you with tangible tools for immediately improved governance for your district.

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Executive Education

Program Fees and Benefits

$4,500 Your Cost, with Council Discount and Subsidies which includes meals and housing expenses.

What does this cover?

Faculty instruction from professors from the Harvard Business School (HBS), Harvard Graduate School of Education (HGSE), and the Harvard Kennedy School of Government (HKS)	Three-night single-occupancy bedroom per person	Standard daily meal and beverage services, including breakfast, morning break, lunch, afternoon break, dinner, and opening and closing receptions	Use of Harvard Business School facilities, including on-campus classrooms, breakout rooms for small group meetings, the HBS fitness center, and Baker Library;	Program materials including books, program notes and program binder, case studies, articles, program handouts, and evaluations
Harvard certificate at the conclusion of the program	Administrative support, including pre-program administration, mailings, and support during the program	Program Web Site, which includes electronic access to case materials, faculty biographies, program logistics, and program schedule	Bus transportation to the airport from HBS at the conclusion of the program	HBS tote bag for each participant
Group photo	A one-year complimentary subscription to The Harvard Business Review for each participant	Access to the HBS Working Knowledge site	An invitation to join the LinkedIn Harvard Business School Executive Education Group, the official group for past participants and alumni of Harvard Business School Executive Education programs	

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Executive Education

Program Fees and Benefits

What is not included and is the responsibility of the individual program participant?

- ▶ Participant travel to the Harvard Business School Campus
- ▶ Off-campus lodging before, during, or after the program
- ▶ Transportation from the airport to the Harvard Business School campus
- ▶ All food service and meals not previously stated above
- ▶ Non-standard food or beverage requirements, location changes, or entertainment
- ▶ Costs associated with any medical treatment (including emergency medical transportation) incurred by participants during the program
- ▶ Extra-program costs, outdoor activities, social & cultural events, off-campus meals or special items ordered
- ▶ All incidental charges such as telephone calls, laundry, dry-cleaning, etc.

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Executive Education

How will my board benefit?

▶ **Improved student achievement begins with strong and effective school board governance.** Faculty from the Harvard Business School, the Graduate School of Education, and the Kennedy School of Government are internationally recognized as thought leaders on crucial governance issues, dynamic relations with high-performing urban school systems, non-profit organizations, and top organizations around the world. The challenges that urban school boards face are unique, but there is also much to be learned from other sectors and from each other.

▶ **The Institute will provide a rare opportunity** to interact with other big-city school board members and superintendents on the critical issues of improved governance and better student outcomes. Measurable outcomes for your board and your district should include—

Increased student academic outcomes over time	Increased use of board time to focus on student achievement	Improved relations between the board and the superintendent, leading to stronger governance and longer superintendent tenure	Better understanding of and targeted use of evidence and data to monitor district progress
Better management of conflict	Prioritization of district goals over individual needs	Enhanced two-way communications with the community in a way that reflects shared values	

81

HARVARD │ BUSINESS │ SCHOOL
Executive Education

How to enroll?

Please email Ray Hart, Executive Director of the Council of the Great City Schools, at rhart@cgcs.org by close of business March 7, 2025, with the names of board members and superintendents who will attend.

Please include the email addresses of all participants. Only one list of participants is needed per district; individuals need not respond separately.

We encourage both the board president and superintendent to attend as well as other board members. (This event is professional development, but we encourage you to consult with your legal counsel to ensure that "open meetings" requirements are met.)

There are a limited number of seats for this unique opportunity, so we encourage you to register as soon as possible.

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Executive Education

MANAGEMENT SERVICES

Management Services Goals/Priorities

The goal of the Management Services is to provide support to member districts in the areas of finance, human resources, information technology, and operations.

Priority: Lead conferences for Management Services that educate, excite, and inspire participants.

Connects to GOAL 2: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

➢ **Associated Activities:**
- o Establish a rolling 3-year calendar for each conference.
- o Standardize sponsorship levels and solicit early sponsorship from partner organizations.
- o Pursue continuing education credits for participants.
- o Syllabus for career tracks
- o District participation
    - ▪ Work with district leadership in developing conference agendas around issues and topics that are of most interest and benefit to the attendees.

- o **Chief Operating Officers Conference**
    - o **Theme:** Student Outcome Focused Operations
    - o **Attendees:** This meeting is for Chief Operating Officers, Facilities Directors, Safety and Security Directors, Child Nutrition Directors, and Transportation Directors.

- o **Agenda**: a copy of the agenda can be found here.

- **Distinguished Service Award**: Machion Jackson, Deputy Superintendent, Operations in Detroit Public Schools Community District, was awarded the Dr. Robert "Bob" Carlson Leadership in Operations Award. The award is presented annually to a person serving in the Chief Operating Officer or equivalent role from among the Council of the Great City Schools member districts that displays outstanding leadership, contributes to the ongoing work of the CGCS, and upholds high moral and ethical standards. Machion was not able to receive the award in person, but her Detroit colleagues accepted on her behalf. Read more.

- **Chief Information Officers Conference**
  - **Theme:** Data-Driven Futures: Enhancing Learning Outcomes through Technology.
  - **Focus:** How data analytics and educational technologies can be used to enhance learning outcomes, including predictive analytics to identify at-risk students, personalized learning pathways, and data-informed instructional strategies.
  - **Attendees:** This meeting is for Chief Information Officers, Director and Managers of – Enterprise Applications (Business Solutions), IT Infrastructure & Architecture, Project Management, Customer Service & Support, IT Communications, and IT Security.

- o **Agenda**: a copy of the agenda can be found here
- o **Distinguished Service Award**: Evangelina (Eva) Mendoza, Chief Information Officer, in San Antonio Independent School District, was awarded the Distinguished Service Award at the Council's 2024 Chief Information Officers Conference in Portland, OR.
  - o San Antonio ISD created a video to celebrate Eva – shared here: https://youtu.be/VbZjdZcMEWE
- o Criteria for consideration include, but not limited to:
  - o Active in monthly Job-Alike meetings
  - o Responsive to surveys and queries
  - o Participate on IT reviews
  - o Presentations at CGCS conferences
  - o Participation on subcommittees that develop resources (Whitepapers, editorial feedback)
  - o Contribute to strategic leadership discussions
- o Here is a highlight reel of conference pictures.

- o **Chief Financial Officer and Directors of Procurement, Risk Management, and Internal Audit Conference**
  - o Planning is underway to host this conference in West Palm Beach, November 19-22, 2024.

  - o **Theme:** Empowering Student Success: Leveraging AI for Comprehensive Financial, Procurement, and Risk Excellence in Urban K-12 Education

- o **Focus:** In a unified commitment, CFOs, Risk Managers, Procurement, and Internal Audit Professionals come together, leveraging innovative strategies and technologies, including AI, to enhance financial management while prioritizing student outcomes in urban K-12 education.
- o **Attendees:** This meeting is for Chief Financial Officers, Risk Managers, Procurement Leaders, and Internal Auditors.

- o **Conference Highlights**
  - CFO Agenda Book
  - CFO Detailed Agenda
  - 2024 CFO Conference Video Highlights.mp4
  - Arthur Hanby Award 2024.docx

- o **Chief Human Resources Officers and Directors of Procurement, Risk Management, and Internal Audit Conference**
  - o Planning is underway to host this conference in Baltimore, February 4 – 7, 2025. Registration is anticipated to open early November 2024.

- o **2025 Chief Human Resources Officers Conference**

  Refer to the link below for the Flipbook to 2025 CHRO Conference agenda and presentations. Learning tracks include total rewards, AI plus HR technology, recruitment & retention, talent development and labor relations.
  https://online.fliphtml5.com/yemift/zycb/#p=1

- o **2025 Chief Human Resources Officers Conference Planning Committee:** Emily Nielson (Baltimore), Lisa Spencer (Metro Nashville), Aimee Green-Webb (retired Jefferson County), Arnoldo Guiterrez (Houston), Deb Shanley (CUNY)

- o **2025 Chief Human Resources Officers Distinguished Service Award**

  Robert Abel, Chief Human Capital Officer from Dallas Independent School District was recognized with the 2025 Distinguished Service Award. The award is presented annually in partnership with KellyEducation. This award is given to a Chief of Human Resources

from a Council member district who actively supports and engages with fellow leaders and serves as a beacon of positive influence. The recipient has had a transformative impact leading to major advancements in the field or organization, and has implemented groundbreaking innovations that redefine practices in education HR. The recipient has exceptional dedication to inclusivity and has advocated for systemic changes promoting equity and access for all.

Kelly Education, in partnership with the Council of the Great City Schools, presents the Chief Human Resources Officer Distinguished Service Award to Robert Abel in 2025.
L to R: Dr. Ray Hart (Executive Director, Council of the Great City Schools), Willie Burrows (Director of Management Services, Council of the Great City Schools, Robert Abel (Chief Human Resources Officer, Dallas Independent School District) & Al Teixeira (Kelly Education)

Links:

- Congratulations from Dallas ISD Superintendent - Dr. Stephanie Elizalde
  o CHRO Conference Highlight Reel

o **Chief Operating Officers and Directors of Child Nutrition, Facilities, Safety & Security and Transportation Conference**

- o **2025 COO Planning Committee:** Julius Monk (Guilford County), Trena Marsal (Denver), Alishia Jolivette (Houston), John Dufay (Albuquerque), Mike Blackeye (Clark County), Ronald Applin (Atlanta), Reginald Young (Nashville), Bill Wen (Orange County), Laura Hill (Hillsborough County), Nicole Portee (Charlotte), Paul Idsvoog (Fresno), Alex Belanger (Fresno), Machion Jackson (Detroit), Charles Mayfield (Chicago), Kimberly Watson (Chicago), K Toler (Baltimore), C Smith (Baltimore), Shawn Turner (Charlotte), Tasha Williams (Charlotte), Joseph Sanches (Palm Beach)

- o **Theme:** Transforming Urban Education Systems: Strategic Leadership for Change

- o **Learning Objectives:**
    - o **Lead Bold, Equitable Transformation – Implement visionary leadership strategies that drive** innovation, operational excellence, and student-centered improvements.

    - o Maximize Cross-Functional Impact – Strengthen collaboration across facilities, food services, safety & security, and transportation to create safe, efficient, and future-ready learning environments.

    - o Leverage Data & Innovation for Sustainable Growth – Leverage technology and data-driven insights to optimize resources, improve service delivery, and build resilient school systems.

- o **COO Conference Brochure**
- o **Agenda:** https://online.fliphtml5.com/yemift/kqxo/

- o **Chief Information Officers Conference**

89

- o **2025 CIO Planning Committee:** Norman Fleming (Chicago), Ken Thompson (Wake County), Shahryar Khazei (retired LAUSD), Tom Ryan (retired Albuquerque Public Schools), Lenny Schad (retired Houston ISD), Sarah Siderius (Chicago), Sree Sundaram (Chicago), Jeff Konishi (Aurora Public Schools), Tami Lundberg (Fresno)

The Council's Chief Information Officers Annual Conference in Chicago was a success, with nearly 200 attendees, including chief information officers and technologists, gathering to network and learn best practices for leading and managing information technology strategies and operations in urban school districts. Attendees received a warm welcome from Chicago CEO Pedro Martinez and had the opportunity to participate in numerous sessions, including those focused on best practices in AI. Manish Naik, the Council's Director of Legislative Services, gave a briefing on "What's New in Washington." The Distinguished Service Award was presented to Dr. Richard Charles, CIO of Denver Public Schools, and Norman Fleming, CIO of Chicago Public Schools. We also want to thank Denver Schools Superintendent Alex Marrero for congratulating Dr. Charles via video.

   - o **CIO Conference Brochure**
   - o **Agenda: https://online.fliphtml5.com/yemift/vwug/**
   - o Video Collage: 2025 CIO Conference Video Collage.mp4
   - o **CEO Pedro Martinez:** Award 1 Video.mp4
   - o **Dr. Alex Marrero:** Award 2 Video.mov
   - o 2025 CIO Distinguished Service Award.pdf

- o **2025 Chief Financial Officers and Directors of Procurement, Risk Management, and Internal Audit**
- o **Planning Committee:** Heather Frederick (Palm Beach County), Krystle Whitlock (Newark Public Schools), Tyler Beck (Guilford County), Earl Burke (Jackson Public Schools), Judith Marte (retired Broward), May Porter (Jefferson County), Ann Loorz (Fresno), Dana Greer (Los Angeles), David Wheeler (Orange County), Throne Cropper (Philadelphia), Nancy Bolton (Palm Beach County), Cynthia Hays (Oklahoma City)

o **2026 Chief Human Resources Officers Conference**

o **2026 Chief Operating Officers and Operational Directors Conference**

Priority: Increase member participation through value added services

Connects to GOAL 2: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

o **Associated Activities:**
  o Actively engage with leaders throughout the functional areas (emails, text, surveys, etc.)
  o Convenes Strategic Support Teams (SSTs) to provide technical support to member districts. SSTs will focus on the areas of organizational structure, staffing levels, human resources, facilities operations, maintenance and operations, budget and finance operations, information technology, safety and security, procurement, food services, and transportation.
  o Actively recruit key leaders to participate.
  o Create processes and procedures to streamline associated activities.
  o Follow up with districts after SST to track implementation of recommendations.
  o Member spotlights of those districts doing something exceptionally well

o **Strategic Support Teams (SSTs)** are designed to provide a high-level review of a specific area of an organization. A team consists of practitioners who are either currently in leadership roles or those that previously served in senior roles for the function being reviewed.

o **SST Deployment July 2023 through June 2024**
  o Duval County Public Schools Finance – October 2023
  o Cleveland Metropolitan School District Safety – October 2023
  o Anchorage Public Schools – November 2023
  o School District of Philadelphia Transportation – December 2023
  o Cleveland Metropolitan School District IT – February 2024
  o Birmingham City Schools Finance – March 2024
  o Boston Public Schools HR – May 2024
  o Hawaii Department of Education – June 2024

o **SST Schedule July 2024 – June 2025**
  o Broward County Public Schools Procurement – July 2024
  o Duval County Public Schools Human Resources – August 2024

- o   Anchorage School District Finance – October 2024
- o   ~~Clark County School District Finance – November 2024 (pending board approval)~~
- o   <mark>Orange County Public Schools Building Construction – March 2025</mark>
- o   <mark>Milwaukee Public Schools Human Resources – April 2025</mark>
- o   <mark>San Antonio Independent School District Gen AI Workshop – April 2025</mark>
- o   <mark>Miami Dade County Public Schools Transportation – May 2025</mark>
- o   <mark>Portland Public Schools Human Resources – June 2025</mark>

- o   **Management Services – CGCS Communities Launch.** These platforms are uniquely tailored for each community to engage in ongoing discussions and collaboration. As of June 2024, all Management Services Communities have launched.

Order	Community Name	Community Description
1	Information Technology	**Chief Information Officers** in large, urban K-12 school districts serve a variety of roles to keep the IT infrastructure safe, secure, and reliable across all facets of the district.
2	Transportation	**Pupil Transportation Leaders** in large urban K-12 school districts serve as key architects of safe, efficient student transportation. This dynamic community actively encourages collaboration, fostering the exchange of innovative strategies to navigate the distinct challenges of urban environments. Together, they raise standards, tackle shared issues, and build a supportive network that enhances transportation systems. Their collective efforts prioritize the safety, accessibility, and overall well-being of students across diverse urban landscapes.
3	Human Resources	**Chief Human Resource Officers (CHROs)** in large urban K-12 school districts converge as a dynamic community, prioritizing collaboration, networking, and collective problem-solving. With a steadfast commitment to student outcomes, they lead strategic HR initiatives, aligning practices with educational goals. This collaborative space empowers CHROs to share innovative approaches, ensuring a diverse and inclusive workforce. By fostering professional development and talent recognition, the community attracts top educators. Through effective communication and relationship-building, these leaders promote a shared vision for student success. The community serves as a hub for inspiration, fostering a supportive environment, ultimately enhancing educational outcomes in urban settings.
4	Chief Operating Officers	This platform is uniquely tailored for **Chief Operating Officers (COOs)** to converge as a community dedicated to collaboration, networking, and collective problem-solving. Responsible for facilities, custodial, grounds, child nutrition, construction/capital building programs, and pupil transportation, these leaders share insights, best practices, and innovative solutions. Emphasizing student outcomes, the COO community fosters a supportive environment where ideas flourish, bridging gaps and enhancing operational efficiency. Together, they create a synergy that goes beyond individual roles, forming a collaborative hub that elevates

Order	Community Name	Community Description
		the K-12 educational experience and addresses challenges unique to the diverse urban context.
5	Safety & Security	**Safety & Security Leaders** in large urban K-12 school districts play a pivotal role in fostering a secure environment for students and staff. Charged with the responsibility of ensuring the well-being of all, their goal extends beyond conventional security measures to actively encourage collaboration within the community. By cultivating strong relationships with local law enforcement, parents, and educators, these leaders create a unified front against potential threats. Emphasizing open communication channels, proactive training, and community involvement, they strive to build a culture where everyone feels invested in maintaining a safe and nurturing educational environment for the next generation.
6	Facilities	**Facilities Leaders** overseeing a variety of functions in large urban K-12 school districts play a pivotal role in creating a conducive learning environment. Responsible for maintaining cleanliness, safety, and sustainability, their goal extends beyond operational efficiency to fostering collaboration within the community. By orchestrating teamwork among staff, educators, and students, these leaders enhance the overall school experience. Prioritizing open communication, resource optimization, and innovative solutions, they contribute to a thriving educational ecosystem where everyone feels invested in creating and maintaining a positive and inspiring school environment.
7	Finance	This platform is uniquely tailored for **Chief Financial Officers (CFOs)** collaboration in large urban K-12 school districts. It serves as a dynamic space where financial leaders converge, with a strategic focus on student outcomes-driven funding. CFOs leverage its capabilities to foster seamless communication. Prioritizing this collaborative tool, they cultivate a unified approach to financial oversight, ensuring alignment with the collective vision and goals of the diverse urban school community. The platform becomes a powerful catalyst for strategic partnerships, enhancing cohesion among financial leaders and strengthening their collective leadership impact, specifically directed towards student-centric financial decisions. Financial leaders are empowered to make informed decisions that optimally serve the educational needs of the district, emphasizing positive student outcomes through targeted funding.
8	Child Nutrition	This platform is uniquely tailored for **Child Nutrition Leaders** in large urban school districts to foster collaboration and networking. Dedicated to enhancing student outcomes, this community serves as a dynamic space where leaders unite to address challenges, share innovative solutions, and collectively drive progress in child nutrition. With a focus on creating

Order	Community Name	Community Description
		healthier, more nourishing school meals, these leaders collaboratively shape policies and practices, ensuring optimal well-being for students. Through shared expertise and collective problem-solving, this community empowers Child Nutrition Leaders to navigate complexities, ultimately enriching the educational experience and promoting the health and success of students in urban school districts.
9	Procurement	This platform is uniquely tailored for **Procurement/Purchasing Leaders** in large urban school districts. Unleash the potential of collective wisdom, as we converge to elevate student outcomes through innovative procurement strategies. This dynamic space is your nexus for collaboration, networking, and solution-driven discussions. Engage with fellow leaders, unravel challenges, and amplify the impact of your role in shaping educational excellence. Together, we forge a community where procurement pioneers unite, fostering an environment where every decision contributes to the holistic success of students. Join us in redefining the future of education through collaborative leadership and purposeful procurement.
10	Risk Management	This platform is uniquely tailored for **Risk Management Leaders** dedicated to optimizing student outcomes. This dynamic community serves as a platform for professionals to unite, exchange insights and collectively tackle the unique challenges prevalent in large urban school districts. Here, members contribute expertise, foster innovative problem-solving, and shape robust risk management practices. Join us in elevating leadership, forging valuable connections, and collectively driving positive change for safer, more successful learning environments within the urban K-12 landscape.
11	Internal Auditors	This platform is uniquely tailored for **Internal Auditor Leaders** in large urban school districts. This community is a dynamic space dedicated to collective problem-solving, fostering meaningful connections, and advancing the common goal of elevating student outcomes. Join this vibrant group of experts where collaboration is encouraged and celebrated. This is where Internal Auditor Leaders unite, forming a powerful network for continuous learning and mutual support. Together, we navigate complexities, drive positive change, and shape the future of urban education through effective collaboration and problem-solving.

- o **District Requested Survey July 2023 through June 2024**
  (Attached pdf)

Priority: Build leadership capacity among district Management Services

Connects to GOAL 2: To lead, govern, and manage our urban public schools in ways that advance the education of our students and enhance the effectiveness and efficiency of our institutions.

- ➤ **Associated Activities:**
    - o Monthly Job Alike Meetings - Job Alike meetings are intended to provide a forum for business units (facilities, transportation, safety & security, finance, IT, HR, etc.) across CGCS to receive updates on legislative matters, discuss issues that may be important to the members, and an opportunity to network to name a few. Leaders are welcome to invite members of their teams that could benefit from the dialogue and/or growth opportunity. It's an offering that is intended to add value for member districts and participation is optional.
    - o Expand the Council's urban school executive's management training program to include chief operating officers, chief financial officers, human resource directors, chief information officers. The Michael Casserly Institute is a way to engage with leaders within organizations that have the potential and interest to lead at the next level. It is designed for individuals who meet the highest professional standards and have the attributes to assume senior executive positions to take on the challenges that large urban school districts face. There are presently active participants in CFO and CIO tracts.

Working Groups to Develop Guidelines and Standards

- ➤ **Interoperability Cohort Program**

    The Interoperability Coalition Program was funded with a grant from the Gates, CZI, and Michael and Susan Dell Foundations. ISTE and CCSSO partnered with CGCS in this program. The program was funded for three years and concluded on October 31, 2023. The program focus was to assess the maturity levels in systems and interoperability and data privacy and support the district in their efforts to improve their data governance and management, Edtech procurement policies and practices, governance and project management, and data privacy.

    CGCS invited the following 21 member districts to participate in this three-year program.

21

School
Districts
Serving over

2 million

Students

- Albuquerque Public Schools
- Boston Public Schools
- Chicago Public Schools
- Clark County School District
- Cleveland Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fresno Unified School District
- Hillsborough County
- Kansas City Public Schools
- Metro Nashville Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public Schools
- Philadelphia Public Schools
- Pinellas County Schools
- Portland School District
- Rochester Public Schools
- Saint Paul Public Schools
- San Antonio Independent School District
- Tulsa Public Schools

Based on the initial, interim and final assessments the participating districts showed significant progress in the six focus areas.

Domain	Number of Districts Showing Growth EOY 1 Assessment	Percentage of Districts Showing Growth After 1 Year (13 districts reporting)	Number of Districts Showing Growth Final Assessment	Percentage of Districts Showing Growth After 2 Years (16 districts reporting)
Leadership and Vision	8	62%	14	87.5%
Procurement	6	46%	14	87.5%
Governance	12	92%	14	87.5%
Technology and Infrastructure Landscape	7	54%	16	100%
Implementation Fidelity	4	31%	9	56.3%
Privacy	6	46%	10	62.5%

The final report was shared with the coalition members and program funders. Individual district reports were shared with each district. Dr. Tom Ryan, Shahryar Khazei, Maritess Plewnarz, and Eric Vignola represented CGCS in this program.

Overview of K-12 Gen AI Maturity Tool

The Council of The Great City Schools (CGCS), in partnership with the Consortium for School Networking (CoSN) and supported by a grant from Amazon Web Services (AWS), has developed the K-12 Gen AI Maturity Tool. This tool serves as a vital resource for assessing the current state of AI readiness within school districts. It evaluates readiness across six major domains: Leadership, Operational, Data, Technical, Security, and Legal Risk. The tool has been recognized in several professional publications and translated for use internationally, highlighting its broad applicability and value.

Phase Two Workshop

With additional funding from AWS, CGCS conducted a half-day, face-to-face workshop with leadership teams from four school districts, three of which are CGCS member districts. The workshop's objectives were to validate self-assessment findings from the K-12 Gen AI Maturity Tool and establish future

organizational goals for Gen AI. This initiative also aimed to identify cross-functional leadership roles to guide policy development, manage risks, develop procedures, and coordinate AI implementation.

The participating districts included:

- **Chicago Public Schools (CPS)**
- **Fresno Unified School District (FUSD)**
- **Clark County School District (CCSD)**

District Feedback and Next Steps

Clark County School District (CCSD):

- Utilized the workshop to kick off their AI strategic planning efforts.
- Next steps include formalizing a district cross-functional group with the CIO taking the lead.

Chicago Public Schools (CPS):

- Provided positive feedback and is currently editing a guidebook for AI implementation, scheduled for public release on May 23.
- Established a Gen AI Steering Committee and an Operational Steering Committee, starting this summer.
- Plans to integrate AI into a 5-year strategic plan with capital funding included.

Fresno Unified School District (FUSD):

- Leveraged the workshop to enhance AI understanding among the cabinet members and is at the beginning of their AI journey.
- Recognized the importance of understanding risks and developing appropriate guardrails as staff and students are already using AI.

CGCS CIO Conference

The CGCS CIO Conference, held in Portland, initiated an AI cross-functional planning team to provide ongoing direction, resources, and support to member schools. The team aims to include cross-functional representation from instruction and operational job-alike groups. Their goal is to address ongoing policy, processes, and guidance for AI implementation.

Conclusion

The efforts and feedback from the participating districts underscore the importance and impact of the K-12 Gen AI Maturity Tool and the workshops. As districts continue to advance in their AI journeys, CGCS remains committed to supporting these initiatives through comprehensive resources, strategic planning, and cross-functional collaboration.

- ➢ **Updated Gen AI Maturity Tool V5**
  - ○ Cosn_CGCS K-12 Gen AI Maturity Tool V5_FINAL1.pdf

- ➢ **Education Sector Government Coordinating Council (GCC)**

  At the start of 2023-2024 school year, the U.S. Department of Education (Department) and federal agency partners announced a series of commitments to support K-12 cybersecurity improvements. One of these commitments is the Department's plan to establish an Education Sector Government Coordinating Council (GCC), a federally recognized coordinating body of governmental entities in the education sector that will voluntarily commit to Department-led coordination and facilitation of information sharing, technical assistance, and guidance to combat K-12 cybersecurity incidents.

  Planning session topics will include but not be limited to the following:
  - ○ **GCC Membership**
    - Ensuring broad representation
    - Addressing any criteria questions and recommendations
  - ○ **Governance Structure Considerations**
    - Consensus and collaboration
    - Situational contingencies, such as recognition and disclosure of limitations imposed by state or local authorities that govern one or more members that prevent them from entering into consensus
    - Actions of individual members may not be binding for the government agency or organization they represent
      - ○ **Executive Committee Responsibilities**
        - Meeting location and agenda development
        - Monitoring and closure of issues and initiatives
        - Administrative and meeting support, including logistics and meeting minutes
        - Communications
        - Member and records management
        - Maintenance of Education Facilities Subsector GCC governance documents.
  - ○ **Technical Assistance**
    - Target Audience(s)
    - Organizing Structure
  - ○ **Federal Partner Collaboration Opportunities**
    - CISA
    - FCC

  The following individuals represent CGCS in GCC:
  - ○ Willie Burroughs - Director of Management Services, CGCS

- o   Shahryar Khazei - CIO, Los Angeles Unified School District (retired)
- o   Don Wolff - CTO, Portland Public Schools
- o   Mark Racine - CTO, Boston Public Schools

➢ **KPI Project** - We are transitioning to a new data collection process for our Operations KPIs and will no longer be using the ActPoint system. In the coming weeks, your district will receive a personalized survey link to submit your operational KPI data. While we will continue collecting data this year, we are in the process of developing a new dashboard and reporting system for the annual Managing for Results: Operations KPI report. As a result, there will be no report or online dashboards for this year; however, the data collected will be incorporated into next year's report under the new system.

A Request for Information (RFI) is being issued to obtain a solution provider so that we may continue to provide this resource to member districts.

➢ **Best Practice Documents**
- Internal Auditing in the Great City Schools (target release date: ~~April~~ October 2025)
- Safety & Security in the Great City Schools (target release date: ~~June~~ October 2025)

➢ **Support to Los Angeles Unified School District**
- List of districts and companies respond with the districts immediate need of masks and air purifiers – https://docs.google.com/spreadsheets/d/1pkRZw97aCwQmo7bh5kGvum_Q-FU_rY6U9A-yNH06xh8/edit?usp=sharing
- https://www.youtube.com/watch?v=Q1y4-RgW2AU

Stronger Together, Districts Helping Districts!!!

HAWAII STATE DEPARTMENT OF EDUCATION ORGANIZATIONAL REVIEW

Organizational Review
of Selected State Offices in the Hawaii Department of Education

by the
Council of the Great City Schools

November 2024

Table of Contents

Executive Summary

Introduction and Purpose

Keith Hayashi, Superintendent of the Hawaii Department of Education (HIDOE), requested that the Council of the Great City Schools (CGCS) provide a high-level review of the HIDOE's Office of Curriculum and Instructional Design; the Office of Information Technology Services; the Office of Strategy, Innovation, and Performance; the Office of Student Support Services; the Office of Talent Management; and direct reports to the superintendent and deputy superintendents. Specifically, the superintendent asked that the CGCS:

- Identify opportunities to streamline processes, implement industry best practices, improve existing procedures, systems, and internal controls within the offices reviewed, and strengthen internal and external communications.

- Examine the offices' organizational structures to identify and address scopes of responsibilities, alignment, redundancies, and duplication of efforts across all levels.

- Develop actionable recommendations to achieve greater clarity, enhance managerial effectiveness, increase operational efficiencies, and enhance the system's ability to address and support all students.

Methodology and Team Composition

Keith Hayashi was tapped to serve as Hawaii's interim superintendent in August 2021 and the state Board of Education appointed him as permanent superintendent beginning July 1, 2022. Over the past three years, the state has faced recovery from the pandemic and the devastating August 2023 wildfires in Maui. During this period, Superintendent Hayashi rightly focused on stabilizing the education system, implementing a successful return to in-person learning during the pandemic, and addressing the tragic impact of the state's wildfires.

With the request for this review, the superintendent is intentionally and strategically turning his attention to improving the long-term outcomes for students statewide by addressing the organizational and structural changes needed to position Hawaii's public schools for success over the course of the next decade and beyond.

In response to this request, the CGCS assembled a Strategic Support Team (SST/CGCS Team) of senior managers with extensive experience in public education from other state and city school systems across the country.

Overview of HIDOE and its Functions

State Education Agency and Local Education Agency

The HIDOE operates uniquely as both a State Education Agency (SEA) and a Local Education Agency (LEA), similar to the Puerto Rico Department of Education (PRDE). This dual role means HIDOE functions as a consolidated large school district while simultaneously maintaining SEA responsibilities, including federal government reporting and interactions with the state legislature and governor.

The CGCS's assessment emphasizes that HIDOE, like all large school systems, should prioritize supporting schools to improve student outcomes. Our analysis views HIDOE primarily as a large school system (LEA) with additional SEA functions. To optimize student outcomes, we recommend that HIDOE structure itself to support complex areas effectively (i.e., coherent system wide curriculum; talent management support, operational support), and allow complex area staff to support individual schools, while ensuring adequate resources for SEA responsibilities.

The CGCS Team recognizes that the recommendation to shift the HIDOE structure to focus on supporting complex areas that, in turn, support schools will require a significant shift in culture and mindset across the state. As stated in the current strategic plan, the HIDOE currently operates as a "system of schools" rather than a coherent school system. This mindset has fostered a historical culture in the state of schools having significant autonomy in their educational practices and strategies. Similarly, HIDOE offices and branches have mirrored that autonomy by often operating in silos with limited collaboration and cross functional teaming focused on improving student outcomes.

Data demonstrates that schools operating independently have not produced high academic outcomes for all students, including the state's traditionally marginalized students who continue to struggle academically. The CGCS Team's experience and research have shown that large systems improve academically when the entire system moves in the same direction. In these systems (e.g., Miami-Dade County Public Schools, Dallas Independent School District, Boston), a central vision for what students should know and be able to do helped significantly improve student outcomes for all students.

Therefore, the CGCS Team provides recommendations for improving the organizational structure below, but these changes in organizational structure will also require a shift in the culture and mindset of HIDOE staff at all levels of the organization to maximize the effectiveness of the structural changes. The CGCS team observed and heard that Superintendent Hayashi is highly respected by HIDOE staff, school principals, and others. His rapport with staff and his history in the HIDOE positions him well for leading the staff across the state through the culture and mindset shifts needed to improve student outcomes. Changing the culture and mindset of the system will take several years, but the system is now poised to move in that direction under the superintendent's leadership. These recommendations are designed to help the superintendent and his leadership team focus on the future possibilities for the organizational structure and improved student achievement.

To conduct this review, the CGCS assembled a cross-functional CGCS Team of academic, finance, human resources, organizational, information technology, and operations specialists from other major urban school systems and state departments of education. While the CGCS Team found a wealth of talent and considerable experience in many HIDOE offices, they also identified an organizational structure and practices that were redundant, incoherent, and not sufficiently focused on student outcomes. Furthermore, the CGCS Team observed that roles and responsibilities across the three-tier system, which operates at the state-level, complex area-level, and school-level, were not clearly defined.

Unique Challenges

The review revealed organizational and operational challenges, including unclear roles and responsibilities, fragmented data systems, ineffective communication, misalignment between state and local levels, inefficient administrative processes, and a lack of strategic planning and performance metrics. These issues cause coordination difficulties, silo behavior, and a lack of common purpose. HIDOE lacks a coordinated, system-wide approach to program evaluation and organizational performance management, impeding its ability to improve student achievement and fulfill its educational mission efficiently.

While HIDOE improvements have exceeded the performance of national public and large city schools over the last two decades, student achievement gaps have stubbornly persisted. This is consistent with schools across the country; however, the Council of the Great City Schools has studied how some of our large school districts overcome the impact of low socioeconomic, English language learner, and special education status for our students.

CGCS findings and recommendations draw on lessons learned and our experience operating from large school districts that excel at closing achievement gaps and improving learning outcomes for traditionally marginalized students. CGCS acknowledges the achievements that HIDOE has made while simultaneously considering the HIDOE's need to better serve students who have persistently remained behind their peers with greater urgency.

Review of Selected State Offices

Functions, resources, and organizational structure of offices reviewed:

Office of Curriculum and Instructional Design (OCID)
The Office of Curriculum and Instructional Design is committed to equitable access to quality education for all students. OCID's primary responsibility is to develop, coordinate, and implement high-quality practices and systems that embrace student voice, choice, and needs to effectuate the priorities of the Board of Education and the Department's strategic plan. The office provides strategic program support, technical assistance, and collaborative networks to scale effective instruction and the progression of learning from Pre-K to grade 12. OCID works to remove barriers that perpetuate an opportunity and achievement gap to promote learning and growth for each student.

Office of Information Technology Services (OITS)
The Office of Information Technology Services (OITS) administers and manages the public school system's information and telecommunication systems, facilities, and services to support the department's mission of improving student achievement. OITS ensures that information technology and telecommunications support are provided efficiently and effectively and in accordance with state laws, policies, and management principles.

The scope of OITS includes voice, data, video, information technology infrastructure, and support services for schools, complex areas, and state administrative offices. OITS provides the public school system with leadership and support in the management and use of

information, telecommunications, instructional technologies, and related resources; develops strategic plans, policies, procedures, and standards for information and telecommunication services; plans, implements, and maintains the information and telecommunication systems infrastructure, local and wide area networking, and statewide connectivity to provide training and technical support in use of voice, video, data, and information systems; and provides direct consultative services to schools through the assignment of staff to school sites.

Office of Strategy, Innovation, and Performance (OSIP)
The Office of Strategy, Innovation, and Performance (OSIP) is charged with policy development and analysis, promoting a culture of data-driven decision-making, administering statewide assessments, and federal and state accountability for schools. The OSIP also oversees the systemization and support of student and school improvement efforts related to statewide assessments, strategic planning, program evaluation, data governance and analysis, and collaboration with public and private partners.

Office of Student Support Services (OSSS)
The Office of Student Support Services (OSSS) primary responsibilities are to ensure each branch provides evidence-based frameworks for effectively integrating multiple systems and services to address students' academic achievement, behavioral, social-emotional, and physical well-being. Services from OSSS ensure that every student receives culturally responsive and equitable academic, behavioral, and other health-developmentally appropriate support and interventions. This office provides special education services, special needs services, student support services, student health services, and alternative learning programs.

Office of Talent Management (OTM)
The Office of Talent Management (OTM) administers a comprehensive personnel program for certificated, classified, and casual employees of the public school system within the framework of established laws, policies, and accepted principles of personnel management. OTM develops and administers administrative rules and regulations; publishes operational guidelines; and provides centralized employment and personnel administration services to schools, complex areas, and state administrative offices to ensure that the support is provided efficiently and effectively.

Full Report Scope
This report will:

1. Provide recommendations to organize and structure HIDOE to improve outcomes for students from traditionally marginalized populations noted earlier, based on CGCS lessons learned from research and studies conducted on large school districts that have significantly improved student outcomes.

2. Identify strengths the HIDOE can draw on as it moves forward.

3. Address systemic barriers to the coherence of guidance and the cohesion of the three-tiered structure to support students and schools.

4. Identify overarching concerns with the current administrative structures and spans of control.

5. Provide a high-level analysis of HIDOE's staffing levels.

6. Identify risk and related management and operations issues that surfaced during the CGCS Team's interviews with staff.

7. Offer recommendations to restructure offices and realign functions to support the HIDOE in achieving greater operational efficiency, effectiveness, and alignment across instructional leader and support roles, establishing a more student – and school–centered structure and meeting its strategic mission.

Overarching Findings

The following are some examples of the findings and recommendations regarding current organizational and administrative structures.

Overarching issues in the HIDOE's organizational and administrative structures that surfaced during the CGCS Team's interviews with staff members included:

- There were many conversations where it was apparent that individual staff did not understand how their work impacted student outcomes or where there were no systems of accountability that ensured the work was getting done effectively to improve students' achievement.

- The HIDOE has too many disparate technological systems, duplication of efforts, lack of cohesive guidance, lack of effective progress monitoring, and lack of collaboration across offices to ensure streamlining of practices that would help schools focus on improving student outcomes.

- Inconsistent or inappropriate spans of control.

- Complementary functions that were dispersed across multiple locations may result in staff working at cross-purposes since they either do not have a shared understanding of their functions or are not coordinating with each other. For example, the team heard that the HIDOE and complex area staff had been deployed to the same schools, often sharing divergent recommendations with teachers and administrators. This phenomenon reportedly occurs in other offices as well.

- Several job descriptions that the team reviewed had not been updated in over two decades, were generic, and failed to capture current needs and skills needed for current demands. Job descriptions fostered role confusion (e.g., Educational Specialist II, District Educational Specialist II) where expectations at the SEA level are to "provide technical and advisory services to districts and schools" while staff in complex areas are charged with "assist[ing] teachers and principals."

- Functional misalignments identified in the organizational structure suggested a lack of clarity about where decision-making authority resided.

- There appear to be functions within an office in the organization that would be better served if placed in other offices within the HIDOE.

- Roles and responsibilities are not clear across the divisions. This lack of clarity can result in incomplete work or redundancy.

- There appears to be an overlap in the work, functionality, and systems for reporting and visualizations used among units.

- Federal grants and programs are scattered across the HIDOE under several different sections/branches, resulting in a lack of efficiency, support, oversight, and coordination for monitoring.

- As a result of organizational misalignments, decision-making and accountability structures are compromised, leading to inefficiencies in task allocation, unclear responsibilities, and potential delays in project execution and completion.

- Functional misalignments in this area hinder effective communication channels, reducing the responsiveness and agility needed to address operational and instructional challenges promptly and increasing the risk of strategic misalignment.

- There is a lack of consistency in priorities across different levels and areas, leading to conflicting goals and initiatives. This misalignment creates further challenges in achieving a cohesive and unified approach to educational objectives.

- Board policy 500-2 requires the Board's approval for organizational plans, including structure and functions of various offices, with an organizational chart. However, the reorganization process has not been carried out in a consistent cyclical manner.

- Instances of inefficient organizational structures within the HIDOE, for example:

  ○ The HIDOE organizational structure does not reflect coherence or focus on student outcomes. The structure is too tall with too many layers of oversight, which slows down the efficiency and decision making of the office and increases costs;

  ○ Ineffective resource allocation as human and financial resources may not be optimally distributed to areas of greatest need or impact; and

  ○ The CGCS Team identified reporting relationships throughout the reviewed offices with very small spans of control. These types of reporting relationships are generally recognized as:

    ■ Limiting organizational collaboration, knowledge sharing, and cross-functional communication;

- ■ Hindering timely decision-making; and

- ■ Silo building and the development of information islands limiting or inhibiting communication within or across divisions.

- ○ Conversely, the CGCS Team found large spans of control in offices reviewed that ranged from 1:10 up to 1:40. These types of reporting relationships are generally recognized as:

  - ■ Fostering operational silos where processes, systems, business units, management styles, or employees cannot, or do not, interact effectively;

  - ■ Overwhelming managers, potentially leading to inadequate supervision and support for employees;

  - ■ Reducing the quality and frequency of performance feedback and coaching;

  - ■ Hindering effective communication with leadership and within the work group; and

  - ■ Increasing the risk of inconsistent policy implementation across different HIDOE teams.

Recommendations for Organizational Efficiency and Improving Educational Outcomes

This document provides a multitude of high-level recommended realignments to the HIDOE organizational office structures to help the HIDOE achieve greater operational efficiencies and effectiveness in meeting its strategic mission.

All state-level offices should be organized to support all complex areas and schools. Organizational charts should be reviewed and adjusted to ensure each office is structured to provide direct support to schools through the complex areas.

Systemic Recommendations

The Council of the Great City Schools Strategic Support Team proposes the following systemic recommendations to enhance each office's strategic value to improving HIDOE student outcomes:

1. Establish a systemic framework to optimize the balance between complex area/school autonomy and system-wide consistency, ensuring equitable educational delivery for all HIDOE students. To achieve this, clear standards for essential practices must be developed while preserving local decision-making capacities. Furthermore, institute a mechanism for developing and disseminating best practices across HIDOE and systemic support for local leaders to make effective decisions within HIDOE goals. Finally, regular reviews should be conducted to maintain this delicate balance, continuously promoting equity and effectiveness.

2. Implement an extensive data management strategy to consolidate and streamline the HIDOE's fragmented data systems, focusing on the following key actions:

    a. Conduct a thorough audit of existing data collection, reporting, assessment, and visualization systems to identify redundancies and inefficiencies;

    b. Develop and enforce coherent data governance policies to ensure consistent data quality, standardization, and interoperability across all offices and schools;

    c. Consolidate overlapping data/assessment systems into a unified, centralized platform that can serve multiple purposes and stakeholders;

    d. Establish a cross-functional data integration team to oversee the migration of data from disparate systems into the new centralized platform;

    e. Implement a robust data warehouse solution to facilitate comprehensive reporting and analysis across schools and offices;

    f. Provide extensive training to staff on the new unified system and data governance policies to ensure smooth adoption and compliance; and

    g. Regularly review and optimize the consolidated system to maintain effectiveness and adapt to changing needs.

3. Establish a comprehensive, multi-year program to develop and implement key performance indicators (KPIs) and other relevant performance metrics. Implement regular review cycles to assess the new structure's effectiveness and make necessary adjustments. This long-term initiative will drive data-informed decision-making, improve educational outcomes, and enhance operational efficiency across the HIDOE. Recognize that developing and rolling out a valuable KPI program may take several years to realize its full potential.

4. Review current HIDOE administrative practices to identify bottlenecks and simplify workflows. For example, streamline processes by empowering a dedicated committee to oversee language changes and document approvals that formerly required multiple office reviews and approvals. This committee would be responsible for wordsmithing, finalizing, and approving documents. Additionally, identify opportunities to leverage state-of-the-art technology to automate routine tasks, enhance communication, and track progress.

5. Implement the following organizational change strategies to ensure an efficient and effective reorganization of HIDOE offices, prioritizing student success, operational excellence, and employee-centric practices:

    a. Ensure that individuals in leadership positions in the new organization have the appropriate skills, expertise, experience, and ongoing training to be successful;

b. Initiate a comprehensive staffing study of all offices/sections/units to verify appropriate staffing levels. Evaluate current structures and workflows to explore repurposing positions for enhanced operational efficiency and effectiveness. Conduct skills gap analysis and provide necessary training or recruitment to address identified gaps or weaknesses;

c. Fill positions, as necessary, in the new organization with individuals who are able and willing to accomplish required goals. Provide staff with autonomy and the opportunity to perform their work. Routinely recognize staff when they display quality work products and hold all staff accountable for results. Implement a performance management system that aligns individual goals with HIDOE's organizational objectives;

d. Develop concise reporting relationships with clearly defined job titles, roles, and job descriptions. Provide a realistic portrayal of duties, responsibilities, expectations, accountabilities, and reporting lines representing the organization's core functions. Ensure that all roles and structures maintain a focus on student outcomes and customer service; and

e. Implement organizational change strategies to address and manage adverse employee impacts from altering organizational structures (reorganization) and changing processes. Develop a comprehensive communication plan to keep all stakeholders informed throughout the reorganization process. If needed, provide resources for employee well-being and support during the transition period.

6. Develop succession planning and cross-training within all offices to ensure knowledge transfer and the orderly transition of responsibilities. Avoid creating organizational dependence on any individual by designing workflow sharing and cross-training to ensure continuity of service in the event of employee unavailability or absenteeism.

7. Cultivate or hire leaders who lead by example to champion a culture of open communication practices throughout HIDOE complex areas, schools, and offices to overcome the current silo mentality. Ensure regular staff meetings occur at all levels to promote knowledge sharing, collaboration, and inclusion. Solicit agenda items, in advance, from meeting participants, with documented minutes of discussions, decisions, and follow-up activities, so employees at all levels know:

a. The HIDOE's overarching goals, as well as specific objectives for each complex area, school, and office, and how they will be achieved;

b. That collaboration is taking place across HIDOE offices, between complex area offices, among schools within complex areas, and between schools and their respective complex area offices, with all appropriate stakeholders and subject matter experts at the table;

c. How personnel in HIDOE offices, complex area teams, and school staff will be held accountable and evaluated using performance monitoring metrics aligned with the superintendent's goals and the HIDOE's strategic plan;

d. Why changes are being made that may impact their school, complex area, office, or team, along with expected outcomes and how these outcomes align with the HIDOE's mission;

e. That leadership at all levels of HIDOE (central offices, complex area offices, and schools) is held responsible for ensuring that information and feedback are disseminated vertically and horizontally within and between offices, complex areas, and schools; and

f. Employee feedback and suggestions from all levels of HIDOE are welcomed and considered, fostering an ongoing process improvement program that encourages innovation across the HIDOE.

8. Implement comprehensive employee development and retention strategies across HIDOE offices, regions, and schools that include:

a. Conducting regular compensation studies considering Hawaii's unique setting. Use findings to adjust salaries and benefits, ensuring HIDOE remains competitive in attracting and retaining talent across all organizational levels;

b. Monitoring turnover rates, conducting exit interviews, and tracking reasons for departures across HIDOE. Use this data to develop policy changes addressing retention challenges specific to Hawaii's educational landscape;

c. Promoting collaboration, teamwork, and open communication across HIDOE. Break down silos between organizational units, encouraging cross-functional cooperation. Foster a culture valuing diversity and inclusion, reflecting Hawaii's multicultural society;

d. Investing in ongoing education and clear advancement pathways for all HIDOE employees. Offer cross-training and leadership programs that prepare staff to innovate and excel in improving educational outcomes across offices, complex areas, and schools;

e. Supporting participation in professional organizations and attendance at relevant conferences to enhance professional learning opportunities for staff. Encourage individuals and teams to research, observe, and deploy educational and operational best practices from across the world to improve student outcomes. Implement systems for sharing and applying best practices across HIDOE, enhancing overall educational and operational effectiveness; and

f. Implementing a culturally aligned recognition program celebrating achievements that directly improve student outcomes. Acknowledge innovative teaching practices,

successful student programs, and impactful administrative initiatives. Foster pride in measurably advancing Hawaii's education quality.

9. Implement an all-encompassing program to measure and enhance HIDOE's service delivery, prioritizing student and stakeholder needs. Utilize surveys, assessments, and focus groups to identify areas for improvement. Actively solicit input from diverse stakeholders, including parents, students, school site staff, and central office personnel. Use this input to establish future priorities, development opportunities, and process improvements. Regularly review and adjust measures to align with HIDOE's evolving goals and Hawaii's unique educational landscape.

Introduction

Keith Hayashi, Superintendent of the Hawaii Department of Education (HIDOE), requested that the Council of the Great City Schools (CGCS) provide a high-level review of the HIDOE's Office of Curriculum and Instructional Design; the Office of Information Technology Services; the Office of Strategy, Innovation, and Performance; the Office of Student Support Services; the Office of Talent Management; and direct reports to the superintendent and deputy superintendents. Specifically, the superintendent asked that the CGCS[1] --

- Identify opportunities to streamline processes, implement industry best practices, improve existing procedures, systems, and internal controls within the offices reviewed, and strengthen internal and external communications.

- Examine the offices' organizational structures to identify and address scopes of responsibilities, alignment, redundancies, and duplication of efforts across all levels.

- Develop actionable recommendations to achieve greater clarity, enhance managerial effectiveness, increase operational efficiencies, and enhance the system's ability to address and support all students.

In response to this request, the CGCS assembled a Strategic Support Team (SST/CGCS Team) of senior managers from other state and large city school systems across the country. These team members brought diverse backgrounds and extensive experience in leadership, education, curriculum, talent management, and information technology. The CGCS Team was composed of the following individuals. (Attachment A provides brief biographical sketches of the CGCS Team members.)

> Dr. Raymond C. Hart
> Executive Director
> Council of the Great City Schools (Washington D.C.)
>
> Willie Burroughs, Project Director
> Director, Management Services
> Council of the Great City Schools (Washington, D.C.)
>
> David Palmer, Principal Investigator
> Deputy Director (Retired)
> Los Angeles Unified School District (California)

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[1] The Council has conducted over 350 organizational, instructional, management, and operational reviews in over 65 big city school districts over the last 25 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complementary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Dr. Robin Hall
Chief of Schools
Council of the Great City Schools (Washington, D.C.)

Heather Frederick
Chief Financial Officer
School District of Palm Beach County (Florida)

Dr. Aimee Green-Webb
Chief of Human Resources
Jefferson County Public Schools (Kentucky)

Shahryar Khazei
Chief Information Officer (Retired)
Los Angeles Unified School District (California)

Dr. Nicole Mancini
Chief of Academics
Council of the Great City Schools (Washington, D.C.)

Carolyne Quintana
Former Deputy Chancellor of Teaching and Learning
New York City Public Schools (New York)

Dr. Akisha Osei Sarfo
Director of Research
Council of the Great City Schools (Washington, D.C.)

Dr. Kenneth Thompson
Former Deputy Superintendent of Operations
San Antonio Independent School District (Texas)

Dr. Shannon Trejo
Deputy Commissioner Office of School Programs
Texas Education Agency (Texas)

Lori Ward
Chief Talent and Equity Officer (Retired)
Cleveland Metropolitan School District (Ohio)

Dr. Denise Walston,
Chief of Curriculum
Council of the Great City Schools (Washington, D.C.)

The CGCS Team reviewed documents the HIDOE provided before and during a five-day site visit to Honolulu, Hawaii, from June 17, 2024, to June 21, 2024. The CGCS Team met with Superintendent Hayashi and his leadership CGCS Team during the morning of the first day of the

site visit to discuss expectations and objectives for the review and make final adjustments to the work schedule. The CGCS Team used the remainder of the first, second, and third days of the site visit to conduct interviews with 268 staff members and stakeholders (a list of individuals interviewed is included in Attachment B) and examined additional documents and data (a complete list of documents reviewed is included in Attachment C).[2]

The CGCS Team spent the fourth day synthesizing and refining their findings and formulating recommendations. On the morning of the fifth day, a small CGCS Team debriefed the superintendent and his leadership team and presented the CGCS Team's preliminary findings and recommendations.

The CGCS sent the draft of this document to CGCS SST Team members for their review to affirm the accuracy of the findings and obtain their concurrence with the final recommendations. This report contains the findings and recommendations designed by the CGCS Team to help the HIDOE achieve greater communication, effectiveness, efficiencies, and educational outcomes. Finally, the scope of this review is five times the size of a typical review that the CGCS Teams conduct. Typically, a review consists of only one cabinet level office, but this review included five offices and the superintendent's direct reports. Consequently, the reader will see significantly more findings and recommendations than in other CGCS reports.

Hawaii Department of Education Context

The Hawaii Public Schools are unique in that Hawaii is the only state with only one school district and the oldest (established October 1840) public education system west of the Mississippi.[3] Today, the Hawaii Department of Education (HIDOE) is a department in the executive branch of the state government. As provided by law, the HIDOE is subject to executive branch policies and controls relating to state education functional planning, financial administration, administrative rulemaking, collective bargaining negotiations, and acquisition and disposition of school land.

Over the past three years, the state has faced recovery from the pandemic and devastating wildfires in Maui. Keith Hayashi was tapped to serve as Hawaii's interim superintendent in August 2021 and the state Board of Education appointed him as permanent superintendent beginning July 1, 2022. Over the past three years, the state has faced recovery from the pandemic and the devastating August 2023 wildfires in Maui. During this period, Superintendent Hayashi rightly focused on stabilizing the education system, implementing a successful return to in-person learning during the pandemic, and addressing the tragic impact of the state's wildfires. With the request for this review, the superintendent is intentionally and strategically turning his attention to improving the long-term outcomes for students statewide by addressing the organizational and structural changes needed to position Hawaii's public schools for success over the course of the next decade and beyond.

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[2] The Council's reports are based on interviews with HIDOE staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.
[3]Source:
http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/History-of-the-Hawaiian-Education-program.aspx.

The HIDOE operates uniquely as both a State Education Agency (SEA) and a Local Education Agency (LEA), similar to the Puerto Rico Department of Education (PRDE). This dual role means HIDOE functions as a consolidated large school district while simultaneously maintaining SEA responsibilities, including federal government reporting and interactions with the state legislature and governor.

The CGCS's assessment emphasizes that HIDOE, like all large school systems, should prioritize supporting schools to improve student outcomes. Our analysis views HIDOE primarily as a large school system (LEA) with additional SEA functions. To optimize student outcomes, we recommend that the HIDOE structure support complex areas effectively (i.e., coherent system-wide curriculum; talent management support, operational support), and allow complex area staff to support individual schools, while ensuring adequate resources for SEA responsibilities.

The CGCS Team recognizes that the recommendation to shift the HIDOE structure to focus on supporting complex areas that, in turn, support schools will require a significant shift in culture and mindset across the state. As stated in the current strategic plan, the HIDOE currently operates as a "system of schools" rather than a coherent school system. This mindset has fostered a historical culture in the state of schools having significant autonomy in their educational practices and strategies. Similarly, HIDOE offices and branches have mirrored that autonomy by often operating in silos with limited collaboration and cross-functional teaming focused on improving student outcomes.

Data demonstrates that schools operating independently have not produced high academic outcomes for all students, including the state's traditionally marginalized students who continue to struggle academically. The CGCS Team's experience and research have shown that large systems improve academically when the entire system moves in the same direction. In these systems (e.g., Miami-Dade County Public Schools, Dallas Independent School District, Boston), a central vision for what students should know and be able to do helped significantly improve student outcomes for all students

Therefore, the CGCS Team provides recommendations for improving the organizational structure below, but these changes in organizational structure will also require a shift in the culture and mindset of HIDOE staff at all levels of the organization to maximize the effectiveness of the structural changes. The CGCS Team observed and heard that Superintendent Hayashi is highly respected by HIDOE staff, school principals, and others. His rapport with staff and his history in the HIDOE positions him well for leading the staff across the state through the culture and mindset shifts needed to improve student outcomes. Changing the culture and mindset of the system will take several years, but the system is now poised to move in that direction under the superintendent's leadership. These recommendations are designed to help the superintendent and his leadership team focus on the future possibilities for the organizational structure and improved student achievement.

Organizational Review and Hawaii Performance

The Council of the Great City Schools (CGCS) was asked by the Superintendent of the Hawaii Department of Education (HIDOE) to provide a high-level review of the school system's

organizational structure and five key offices. To conduct this review, the CGCS assembled a cross-functional CGCS Team of academic, finance, human resources, organizational, information technology, and operations specialists from other major urban school systems and state departments of education. While the CGCS Team found a wealth of talent and considerable experience in many HIDOE offices, they also identified an organizational structure and practices that were redundant, incoherent, and not sufficiently focused on student outcomes. Furthermore, the CGCS Team observed that roles and responsibilities across the three-tier system, which operates at the state-level, complex area-level, and school-level, were not clearly defined.

The review revealed organizational and operational challenges, including unclear roles and responsibilities, fragmented data systems, ineffective communication, misalignment between state and local levels, inefficient administrative processes, and a lack of strategic planning and performance metrics. These issues cause coordination difficulties, silo behavior, and a lack of common purpose. HIDOE lacks a coordinated, system-wide approach to program evaluation and organizational performance management, impeding its ability to improve student achievement and fulfill its educational mission efficiently.

As the "statewide" public school system, the HIDOE is led by the Superintendent of Education. Schools within the department are organized under 15 regional administrative units called complex areas.[4] Each complex area is supervised by a complex area superintendent (CAS) who reports directly to the deputy superintendent for Academics. The complex area offices provide direct local support to address the specific needs of the schools within their respective areas. Generally, complex areas consist of two to four school complexes of varying size, demographics, and unique geography. Each complex area consists of a high school and its feeder middle and elementary schools.

The HIDOE currently serves 155,222 kindergarten through twelfth-grade students[5] in 258 schools[6] across seven islands.[7] The HIDOE has a strong military presence, with approximately eleven (11) percent[8] of its students having a military connection at 58 military-impacted schools.[9] Serving a very diverse student population, the HIDOE is supported by approximately 22,300 salaried employees, including approximately 12,725 classroom and non-classroom teachers, such as librarians and counselors.[10]

Exhibit 1 below shows six years of downward trending enrollment.[11] Specifically, from 2018-19 to 2023-24, the decrease in actual enrollment dropped from 168,152 to 155,222 students over six

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[4] In comparison, Chicago Public Schools operates 18 Networks, serving a larger enrollment of 323,251 students. A distinguishing feature of HIDOE is its geographical distribution across multiple islands, presenting unique logistical challenges not typically faced by mainland school districts.

[5] Source: https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.aspx

[6] Source: https://www.hawaiipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/home.aspx

[7] Hawaii (aka Big Island) – 41 schools; Kauai – 15 schools; Lanai – 1 school; Maui – 26 schools; Molokai – 5 schools; Niihau – 1 school; and Oahu – 169 schools.

[8] Source: https://www.hawaiipublicschools.org/Pages/Home.aspx.

[9] Source: https://www.hawaiipublicschools.org/ParentsAndStudents/MilitaryFamilies/Pages/home.aspx.

[10] Source: https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/home.aspx.

[11] Source: Data provided by HIDOE.

years, a total reduction of 12,930 students or 7.7 percent. Despite a drop in 2020-21 (likely due to the pandemic, homeschooling, declines in birth rates, and other factors), enrollment did not show a substantial rebound in subsequent years. This decline is consistent with trends in other large city districts across the country, and Hawaii reflects this trend.

Exhibit 1. HIDOE Enrollment History
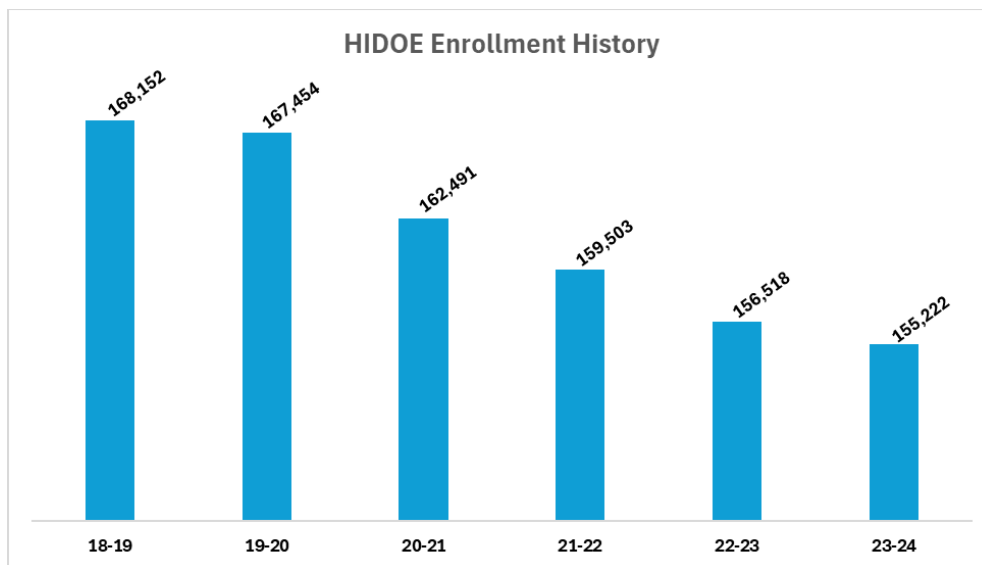
Source: CGCS, Using Data Provided by the Hawaii Department of Education (HIDOE)

The Hawaii State Board of Education (the Board) was established by the Hawaii State Constitution, which grants the Board the power to formulate statewide educational policy. Per the state constitution, the Board appoints the executive officer of the public school system (the superintendent), the public library system, and the State Public Charter School Commission.[12] Board members are volunteers who serve without pay and are appointed by the Governor with the advice and consent of the Senate. A public high school student serves as a non-voting student representative, and the senior military commander appoints a non-voting military representative.[13]

The Superintendent of Education is responsible for efficiently and effectively administering the public school system and its resources in accordance with law and educational policies adopted by the Board of Education.[14] Exhibit 2 below illustrates the current organizational structure of the Office of the Superintendent, which includes fourteen (14) direct reports. The five direct reports highlighted in blue represent the offices included in this review.

Exhibit 2. Office of the Superintendent Organizational Chart

[12] Source: https://boe.hawaii.gov/Pages/Welcome.aspx.
[13] Source: https://boe.hawaii.gov/About/Members/Pages/Members.aspx.
[14] Source: *Plan of Organization*, Department of Education, State of Hawaii, revised June 30, 2023.

Office of the Superintendent

Early Learning Board

(Governing)

Hawaii Teacher Standards Board — (Administrative) — (Administrative) — Executive Office on Early Learning

Board of Education Support Office — (Administrative) — Internal Audit

Deputy Superintendent — (Administrative) — School Facilities Authority — (Governing) — School Facilities Authority Board

Complex Area Offices | Coordinated Support Office | Monitoring & Compliance Branch

Deputy Superintendent of Operations

Deputy Superintendent of Strategy

Office of Strategy, Innovation & Performance | Office of Curriculum & Instructional Design | Office of Student Support Services | Office of Facilities & Operations | Office of Fiscal Services | Office of Talent Management | Office of Information Technology Services | Office of Hawaiian Education | Administrative Assistant Office | Workforce Development Branch

Source: CGCS, Using Data Provided by the HIDOE

The Hawaii Department of Education budget increased from $2,449,906,867 in FY2023-24 to $2,595,915,141 for FY24-25, representing a 5.96 percent growth.[15] The department's funding comes from four primary sources. The largest portion, 84.8 percent, is derived from the State of Hawaii's general fund. Federal grants account for 10.7 percent of the funding from agencies such as the U.S. Departments of Education, Agriculture, Defense, and Health and Human Services. Special funds contribute 4.0 percent to school food services, student transportation, summer school, after school programs, adult education, driver education, and facility use. The remaining 0.5 percent comes from other sources, including donations, gifts, foundation grants, school athletic program collections, and developer fees.[16]

The HIDOE Vision reads: *Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society*; and the HIDOE Mission reads: *We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.*[17]

For further HIDOE context related to improving student achievement and fulfilling its educational mission, the CGCS Team analyzed data on student outcomes. HIDOE students have demonstrated improvements on the National Assessment of Educational Progress (NAEP)[18] since 2003. Exhibit 3 illustrates that between 2003 and 2013, Hawaii nearly doubled the percentage of students

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[15] Source: https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/Appropriation-Summary.aspx

[16] Source: https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/operating-budget.aspx

[17] Source: https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/MediaKit/Pages/home.aspx

[18] Source: The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what students in the United States know and can do in various subjects.

proficient or better on NAEP in fourth-grade mathematics, from 23.2 to 46 percentage points. While that improvement dipped to 37 percentage points after the pandemic, Hawaii's decline was less than the national public and large cities that saw significant pandemic declines. Hawaii's 2.8 percentage point decline between 2019 and 2022 is nearly half the decline observed across national public schools (5.3 percentage points) and nearly a third of the decline in large city school systems (7.7 percentage points).

Exhibit 3. Percentage of Fourth-Grade Mathematics Scores At or Above Proficiency on the National Assessment of Educational Progress, 2003 to 2022
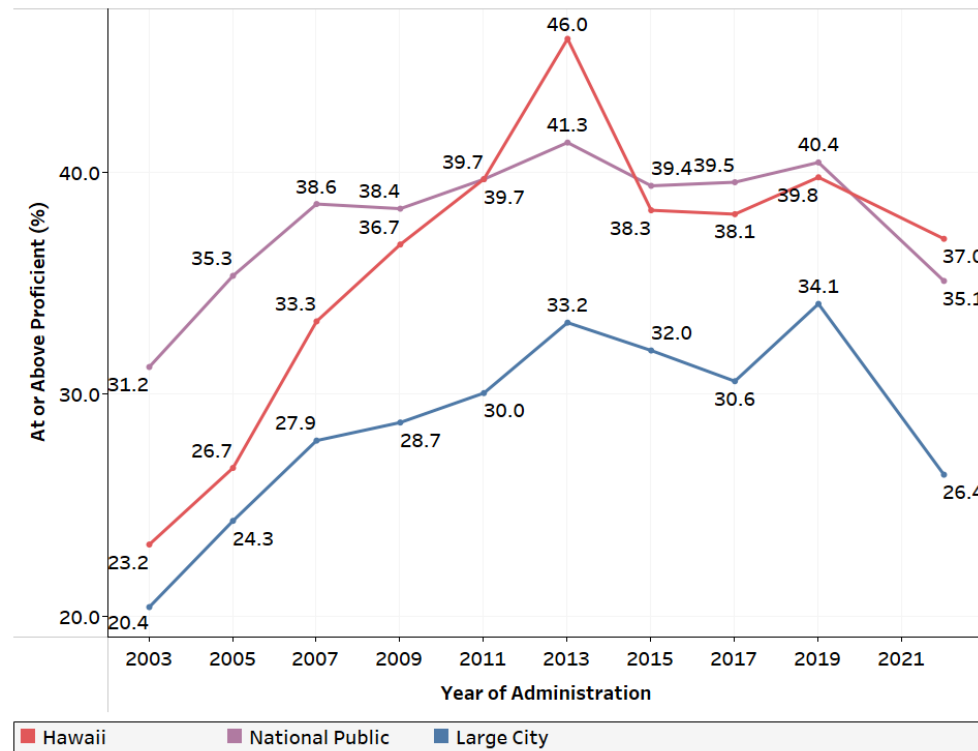
Source: Source: CGCS, Using Data Provided by the NAEP

As seen in Exhibit 4, Hawaii has shown consistent progress on NAEP over the same period in fourth-grade reading. In 2003, HIDOE trailed national public schools by 8.4 percentage points and exceeded the same group by 3.1 percentage points in 2022. Moreover, unlike national public schools and large city school districts, HIDOE fourth-grade reading scores increased between 2019 and 2022 by 1.4 percentage points, mitigating the pandemic impact observed in school systems across the country.

Exhibit 4. Percentage of Fourth-Grade Reading Scores At or Above Proficiency on the National Assessment of Educational Progress, 2003 to 2022
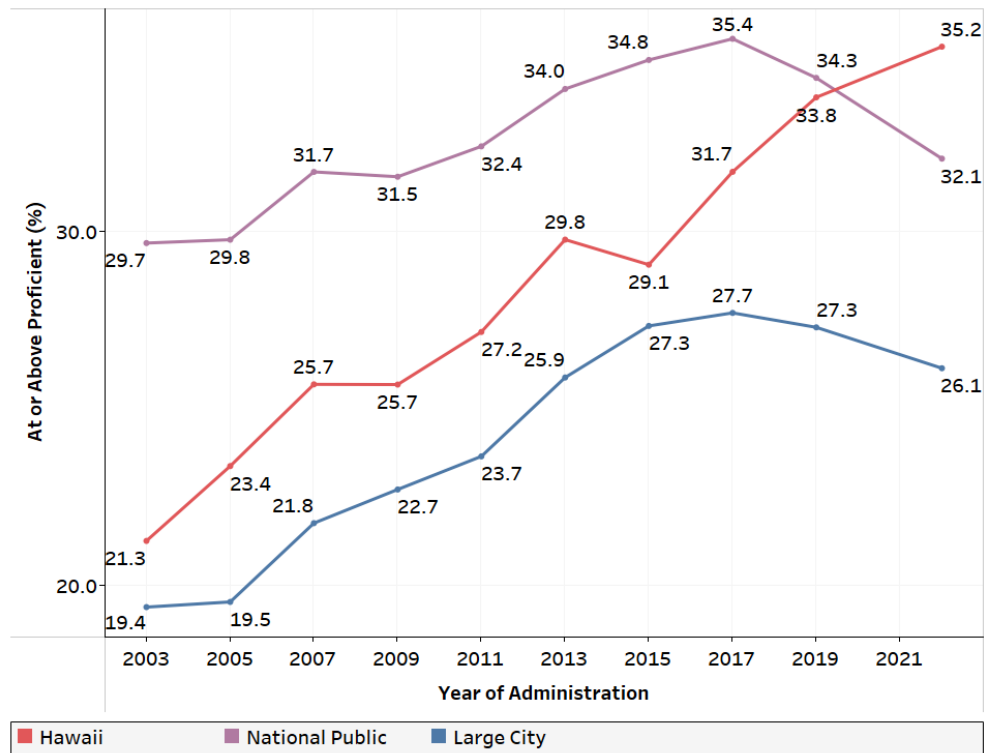
Source: Source: CGCS, Using Data Provided by the NAEP

Eighth-grade mathematics scores on NAEP in HIDOE have followed national trends since the peak percentage of students at or above proficiency (32.3 percentage points) in 2013 (Exhibit 5). Prior to 2013, HIDOE was improving at a faster pace than national public schools and large city school districts.

Exhibit 5. Percentage of Eighth-Grade Mathematics Scores At or Above Proficiency on the National Assessment of Educational Progress, 2003 to 2022
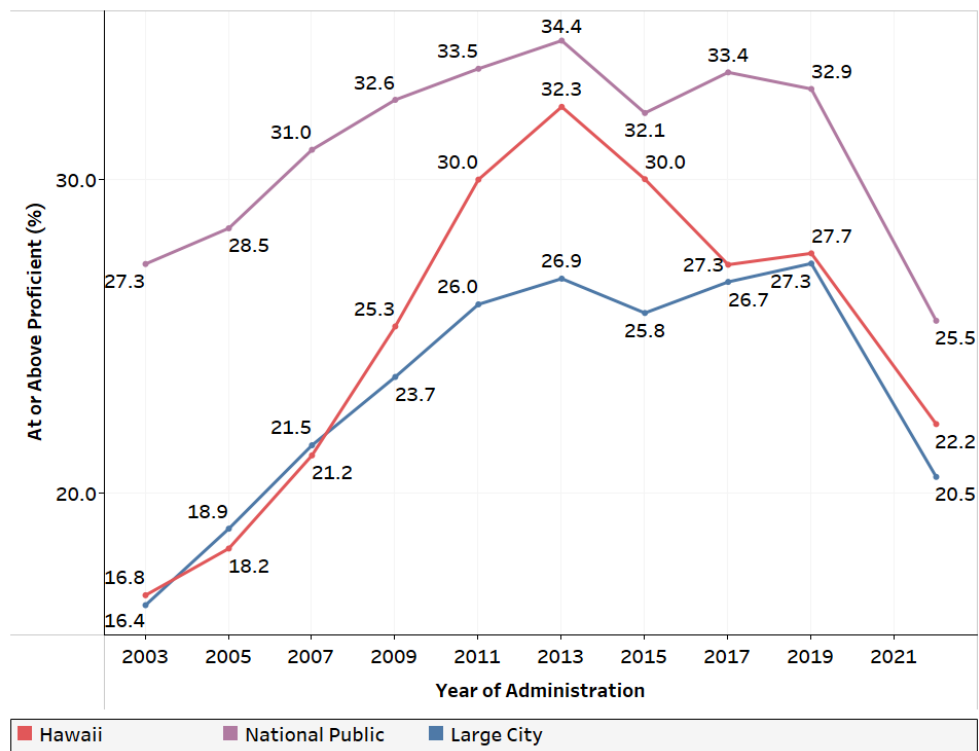
Source: Source: CGCS, Using Data Provided by the NAEP

Exhibit 6 shows that eighth-grade NAEP reading scores mirror fourth-grade reading improvements since 2003. HIDOE trailed national public schools by the same 8.4 percentage points as fourth-grade reading and exceeded national public schools by 1.3 percentage points in 2022. Similarly, HIDOE eighth-grade reading scores increased between 2019 and 2022 by 1.5 percentage points, mitigating the pandemic impact observed in school systems across the country.

Exhibit 6. Percentage of Eighth-Grade Reading Scores At or Above Proficiency on the National Assessment of Educational Progress, 2003 to 2022
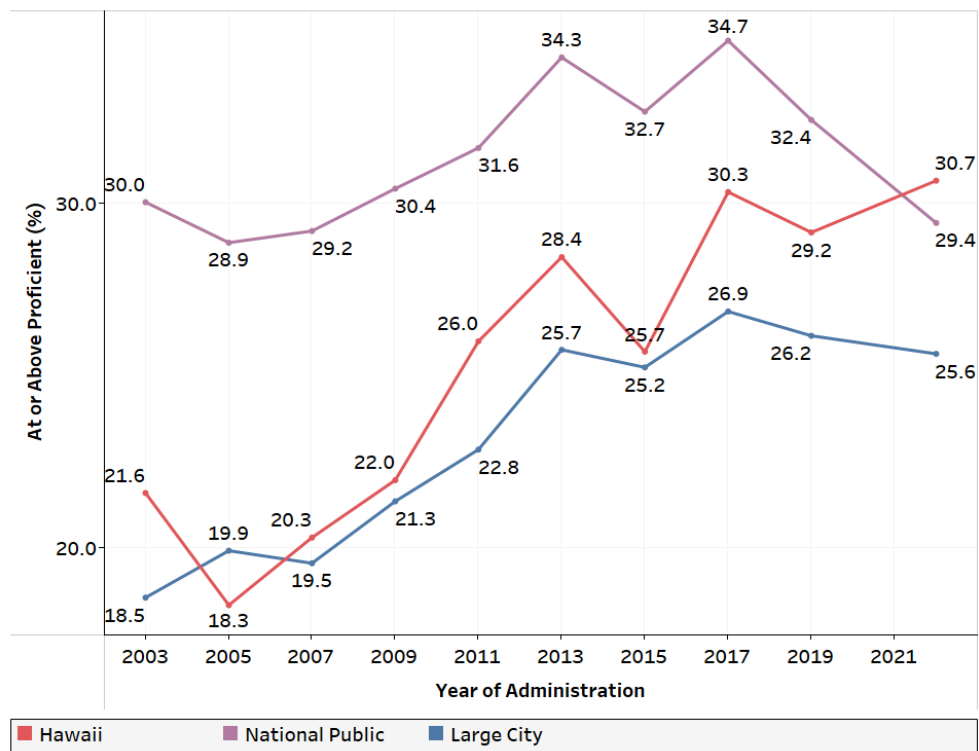
Source: Source: CGCS, Using Data Provided by the NAEP

When observing economically disadvantaged students on NAEP, however, HIDOE's students perform significantly lower than their advantaged peers (achievement gap). For example, the percentage of Hawaii's disadvantaged students who were proficient in NAEP fourth-grade mathematics (22.9) in 2022 is less than half that of their economically advantaged peers (47.9). Exhibit 7 shows that this achievement gap is consistent with large city and national public schools across the country.

Exhibit 7. Percentage of Fourth-Grade Mathematics Scores At or Above Proficiency for Economically and Not Economically Disadvantaged Students on the National Assessment of Educational Progress, 2003 to 2022
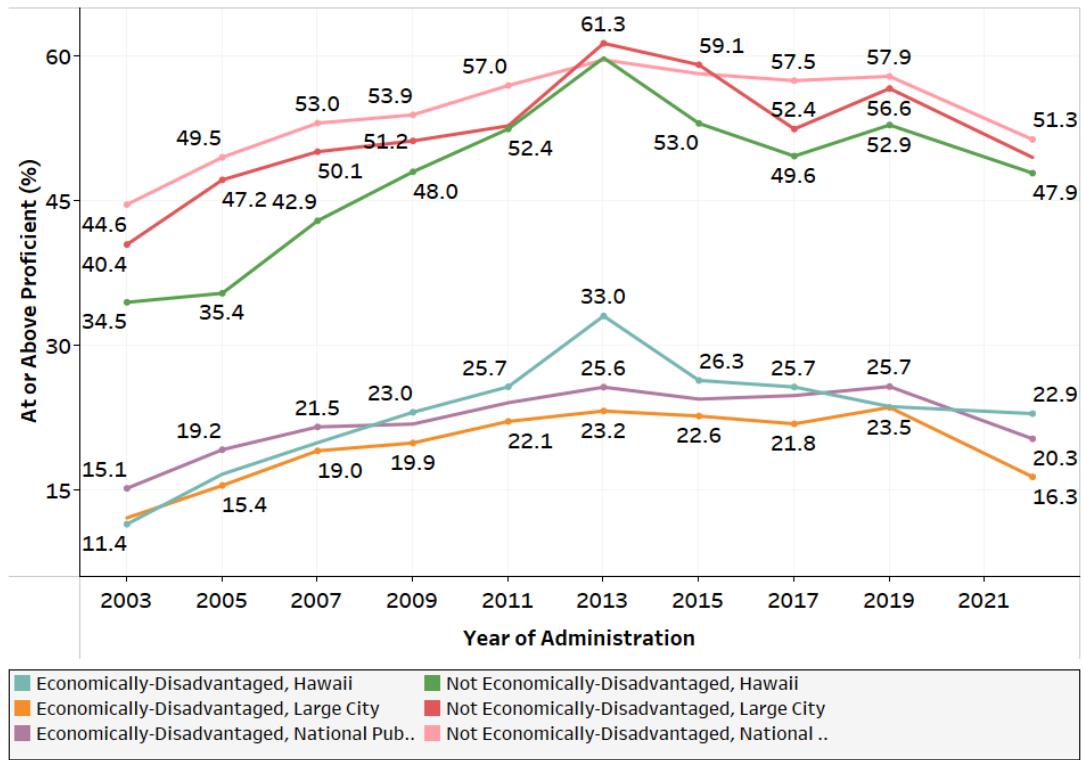
Exhibit 8 illustrates that economically disadvantaged and not economically disadvantaged students in HIDOE improved on NAEP between 2003 and 2022 in fourth-grade reading. However, HIDOE's achievement gap between the two student groups increased from 15.9 percentage points in 2003 to 25 percentage points in 2022. Not economically disadvantaged students grew from 29 percentage points to 46.2 percentage points (17.2 percentage point change), while economically disadvantaged students grew from 13.1 percentage points to 21.2 percentage points (8.1 percentage point change) over the same period. The growth for both groups exceeded that of national public schools and large city school districts between 2003 and 2022.

Exhibit 8. Percentage of Fourth-Grade Reading Scores At or Above Proficiency for Economically and Not Economically Disadvantaged Students on the National Assessment of Educational Progress, 2003 to 2022
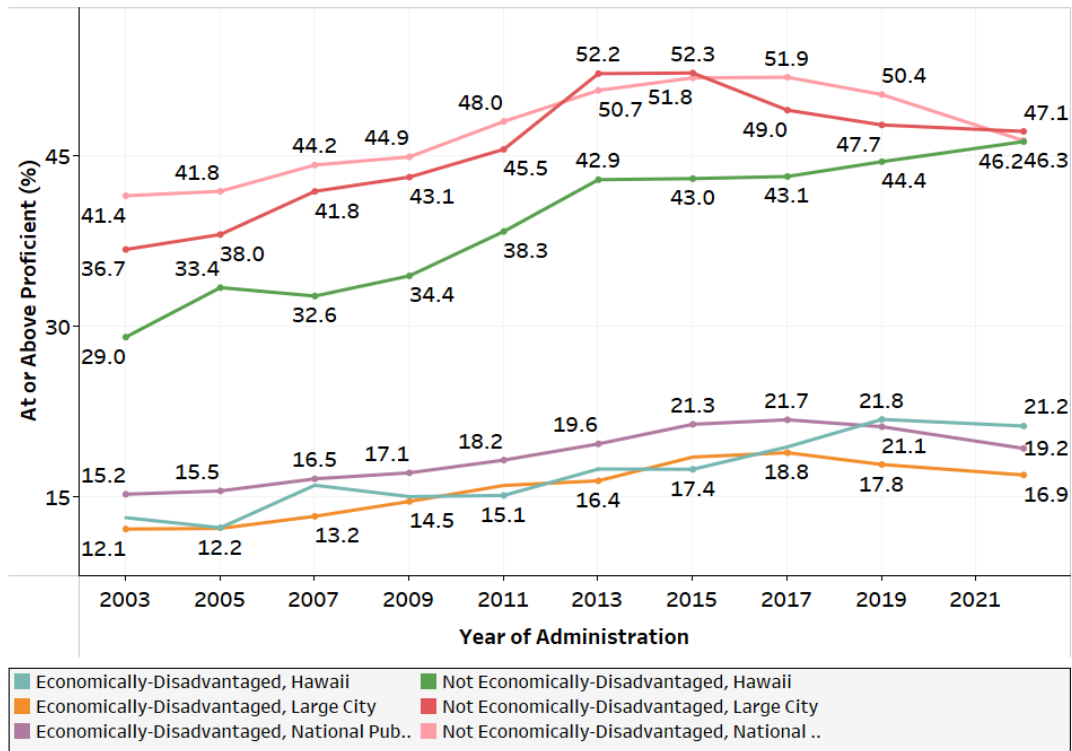
Source: Source: CGCS, Using Data Provided by the NAEP

Exhibit 9 shows that eighth-grade mathematics scores on NAEP for economically disadvantaged and not economically disadvantaged students in HIDOE have mirrored trends in national public schools and large city schools over the last two decades. The achievement gap between the two groups is the same in 2022 as it was in 2003, 16.4 percentage points vs. 16.3 percentage points, respectively.

Exhibit 9. Percentage of Eighth-Grade Mathematics Scores At or Above Proficiency for Economically and Not Economically Disadvantaged Students on the National Assessment of Educational Progress, 2003 to 2022
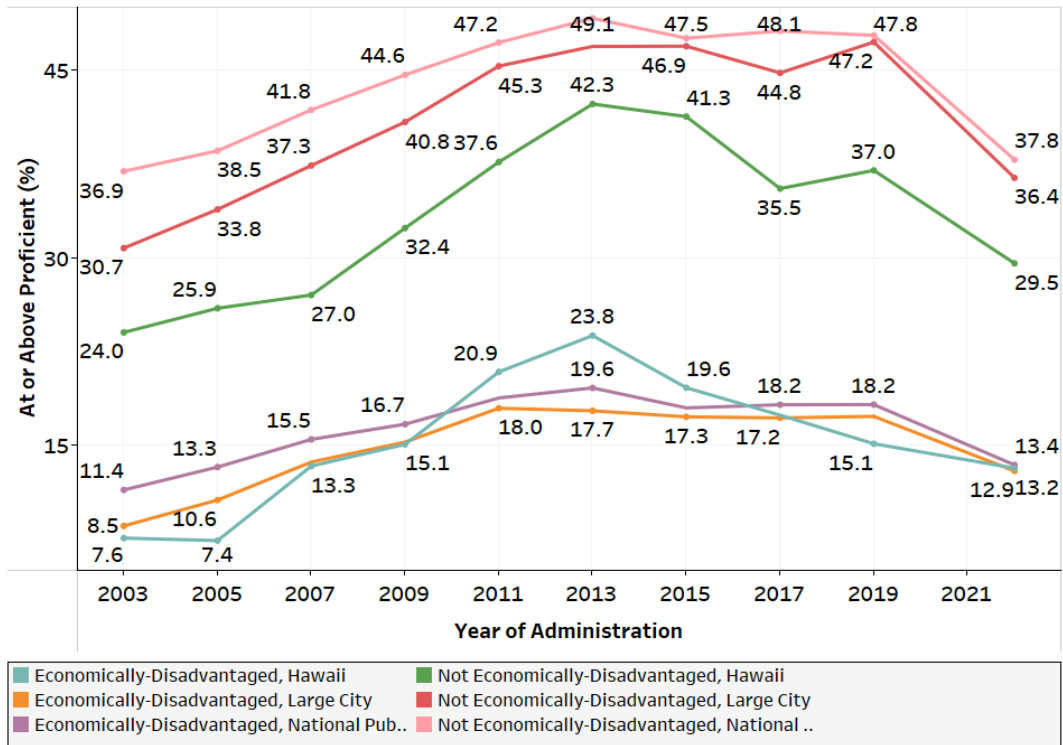
Source: Source: CGCS, Using Data Provided by the NAEP

Eighth-grade reading scores on NAEP for economically disadvantaged and not economically disadvantaged students in HIDOE have also persisted over the last two decades, mirroring national trends (Exhibit 10). The achievement gap between the two groups is larger in 2022 than it was in 2003, 16.2 percentage points vs. 19.3 percentage points, respectively. Furthermore, students who are not economically disadvantaged have twice the percentage of students at or above proficiency compared to their economically disadvantaged peers in 2022.

Exhibit 10. Percentage of Eighth-Grade Reading Scores At or Above Proficiency for Economically and Not Economically Disadvantaged Students on the National Assessment of Educational Progress, 2003 to 2022
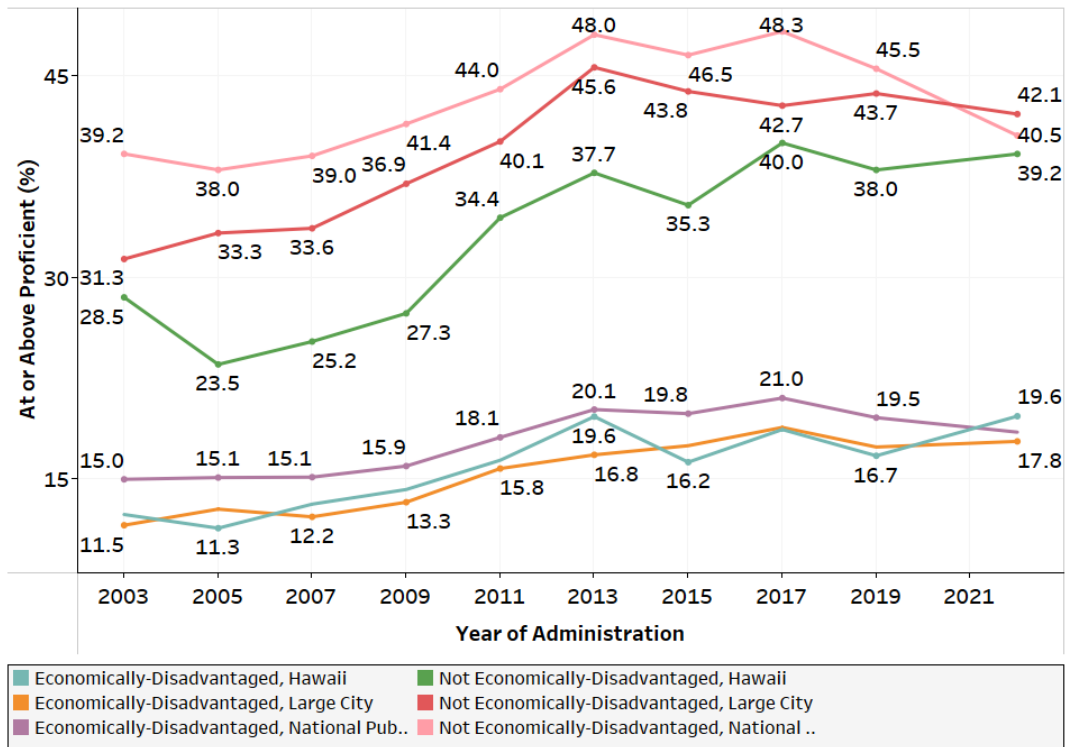

Source: Source: CGCS, Using Data Provided by the NAEP

While HIDOE has exceeded the performance of national public and large city schools over the last two decades, student achievement gaps have stubbornly persisted. This is consistent with schools across the country; however, the Council of the Great City Schools has studied how some of our large school districts overcome the impact of low socioeconomic, English learner, and special education status for our students. The CGCS report, *Mirrors or Windows: How well to do large city public schools overcome the effects of poverty and other barriers*, describes the importance and unique challenges of educating our nation's students in abject poverty and other factors that influence student outcomes.

The findings and recommendations that follow draw on our lessons learned from this report and our experience learning from large school districts that excel at closing achievement gaps and improving learning outcomes for traditionally marginalized students that were observed in the data analysis above. The recommendations here acknowledge the improvements that have been made while enhancing the HIDOE's ability to better serve students who have persistently remained behind their peers with greater urgency.

129

Overview of Offices: Functions, Resources, and Organizational Structure[19]

- **Office of Curriculum and Instructional Design (OCID)**

The Office of Curriculum and Instructional Design is committed to equitable access to quality education for all students. OCID's primary responsibility is to develop, coordinate, and implement high-quality practices and systems that embrace student voice, choice, and needs to effectuate the priorities of the Board of Education and the Department's strategic plan. The office provides strategic program support, technical assistance, and collaborative networks to scale effective instruction and the progression of learning from Pre-K to grade 12. OCID works to remove barriers that perpetuate an opportunity and achievement gap to promote learning and growth for each student.

The OCID has a staff of 106.5 FTEs[20] and actual expenditures for FY22 of $6 611,170,[21] FY23 of $25,211,539, and FY24 of $22,075,992. Exhibit 11 below displays a high-level view of the current OCID organizational chart.

Exhibit 11. Office of Curriculum and Instructional Design Organizational Chart
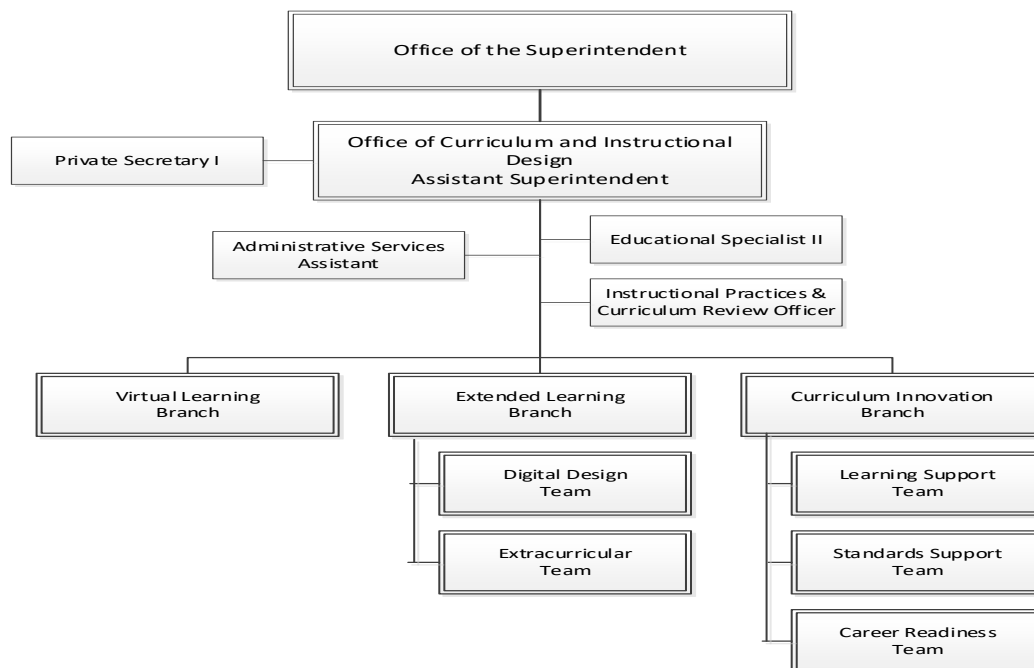
Source: CGCS, Using Data Provided by HIDOE

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[19] Sources: The functional descriptions of the five offices are sourced from the latest HIDOE "Plan of Organization" (dated June 30, 2023). FTEs reported by the HIDOE Office of Talent Management. HIDOE Office of Fiscal Services provided data for FY spending by each state office reviewed.
[20] Note that FTEs are staff funded through all funding types, including general, federal, special, and trust sources.
[21] The Office of Fiscal Services confirmed the accuracy of the $6.6 million figure.

- **Office of Information Technology Services (OITS)**

The Office of Information Technology Services (OITS) administers and manages the public-school system's information and telecommunication systems, facilities, and services to support the department's mission of improving student achievement. OITS ensures that information technology and telecommunications support are provided efficiently and effectively and in accordance with state laws, policies, and management principles.

The scope of OITS includes voice, data, video, information technology infrastructure, and support services for schools, complex areas, and state administrative offices. OITS provides the public school system with leadership and support in the management and use of information, telecommunications, instructional technologies, and related resources; develops strategic plans, policies, procedures, and standards for information and telecommunication services; plans, implements, and maintains the information and telecommunication systems infrastructure, local and wide area networking, and statewide connectivity to provide training and technical support in use of voice, video, data, and information systems; and provides direct consultative services to schools through the assignment of staff to school sites.

The OITS has a staff of 174 FTEs and actual expenditures for FY22 of $32,944,022, FY23 of $28,031,311, and FY24 of $31,825,739. Exhibit 12 below displays a high-level view of the current OITS organizational chart.

Exhibit 12. Office of Information Technology Services Organizational Chart

```
                          Office of the Superintendent

                          Office of Information
    Private Secretary I    Technology Services      Executive Assistant
                          Assistant Superintendent
                                                   Instructional Technology
                                                          Officer
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Enterprise Architecture Branch	Information Technology Project Management Branch	Enterprise Infrastructure Services Branch	School Technology Services and Support Branch	Enterprise Systems Branch	School Process and Analysis Branch

Enterprise Infrastructure Services Branch
- Systems Infrastructure Office
  - School Infrastructure Section
  - Systems Administration Section
- Enterprise Network Support Office
  - Enterprise Network Support Section
  - Telecommunication Support Section
- Construction Design Section
- Enterprise Network Design Section

School Technology Services and Support Branch
- IT Managers Section
- IT Information and Support Section
  - IT Information and Support Unit I
  - IT Information and Support Unit II
  - IT Information and Support Unit III

Enterprise Systems Branch
- Enterprise Resource Planning Systems Office
  - Time and Attendance Systems Staff
  - Human Resources Applications Section
  - FMS Section
  - Budget Systems Section
- Facilities Information Technology Services Section
- Data Management Section
- Web Applications Development Section
- Instructional Improvement Systems Section

School Process and Analysis Branch
- Federal Survey Section
- School Process and Analysis Section

Source: CGCS, Using Data Provided by the HIDOE

- **Office of Strategy, Innovation, and Performance (OSIP)**

The Office of Strategy, Innovation, and Performance (OSIP) is charged with policy development and analysis, promoting a culture of data-driven decision-making, administering statewide assessments, and federal and state accountability for schools. The OSIP also oversees the systemization and support of student and school improvement efforts related to statewide assessments, strategic planning, program evaluation, data governance and analysis, and collaboration with public and private partners.

The OSIP has a staff of 111 FTEs and actual expenditures for FY22 of $26,864,586, FY23 of $22,398,219, and FY24 of $27,641,089. Exhibit 13 below displays a high-level view of the current OSIP organizational chart.

Exhibit 13. Office of Strategy, Innovation, and Performance Organizational Charts

Source: CGCS, Using Data Provided by the HIDOE

- **Office of Student Support Services (OSSS)**

The Office of Student Support Services (OSSS) primary responsibilities are to ensure each branch provides evidence-based frameworks for effectively integrating multiple systems and services to address students' academic achievement, behavioral, social-emotional, and physical well-being. Services from OSSS ensure that every student receives culturally responsive and equitable academic, behavioral, and other health-developmentally appropriate support and interventions. This office provides special education services, special needs services, student support services, student health services, and alternative learning programs.

The OSSS has a staff of 179.25 FTEs and actual expenditures for FY22 of $45,494,039, FY23 of $52,609,103, and FY24 of $79,782,015. Exhibit 14 below displays a high-level view of the current OSSS organizational chart.

Exhibit 14. Office of Student Support Services Organizational Chart
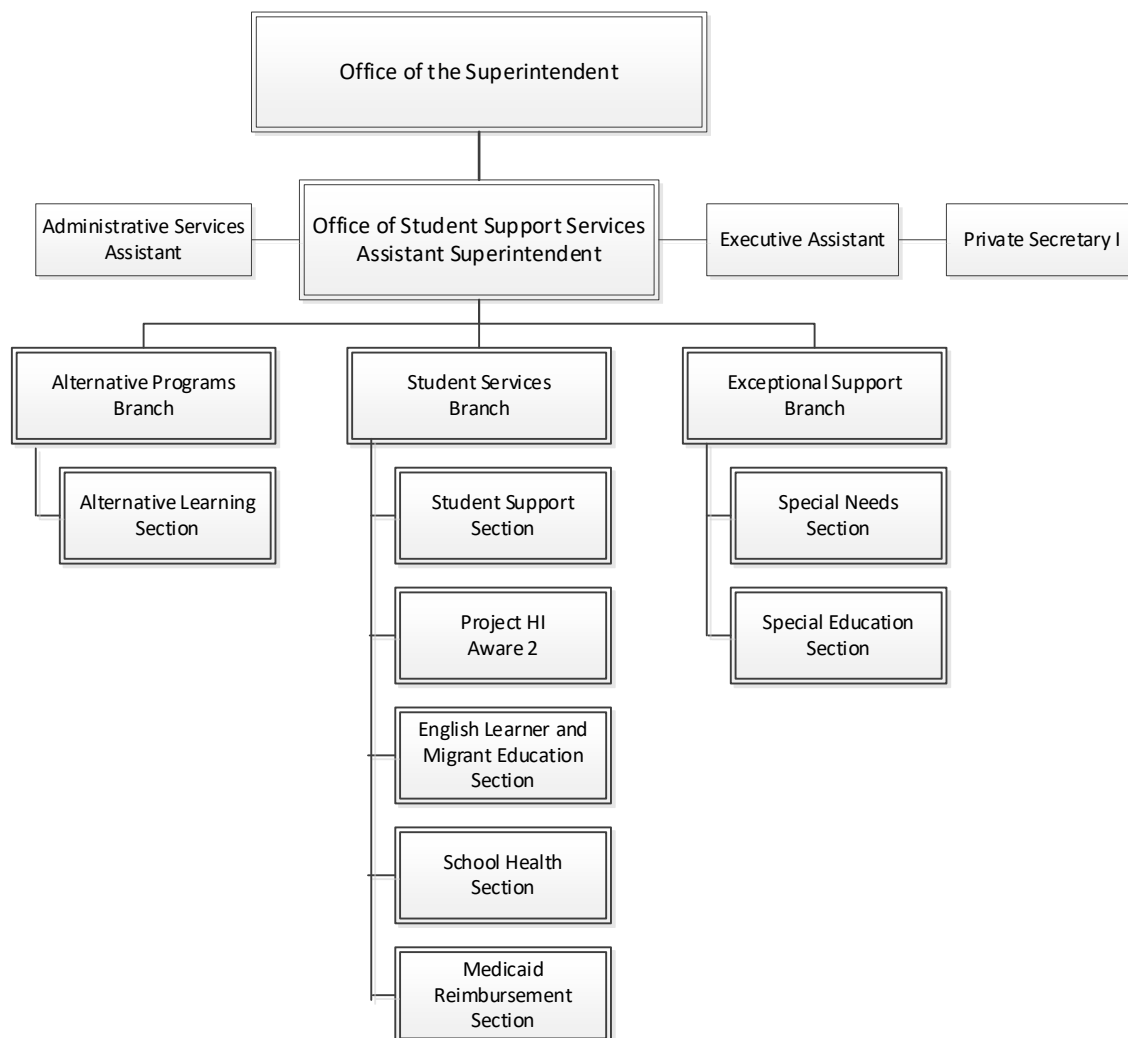
Source: CGCS, Using Data Provided by the HIDOE

- **Office of Talent Management (OTM)**

The Office of Talent Management (OTM) administers a comprehensive personnel program for certificated, classified, and casual employees of the public school system within the framework of established laws, policies, and accepted principles of personnel management. OTM develops and administers administrative rules and regulations; publishes operational guidelines; and provides centralized employment and personnel administration services to schools, complex areas, and state administrative offices to ensure that the support is provided efficiently and effectively.

The OTM has a staff of 274.5 FTEs and actual expenditures for FY22 of $22,098,327, FY23 of $24,580,832, and FY24 of $29,211,494. Exhibit 15 below displays a high-level view of the current OTM organizational chart.

Exhibit 15. Office of Talent Management Organizational Chart
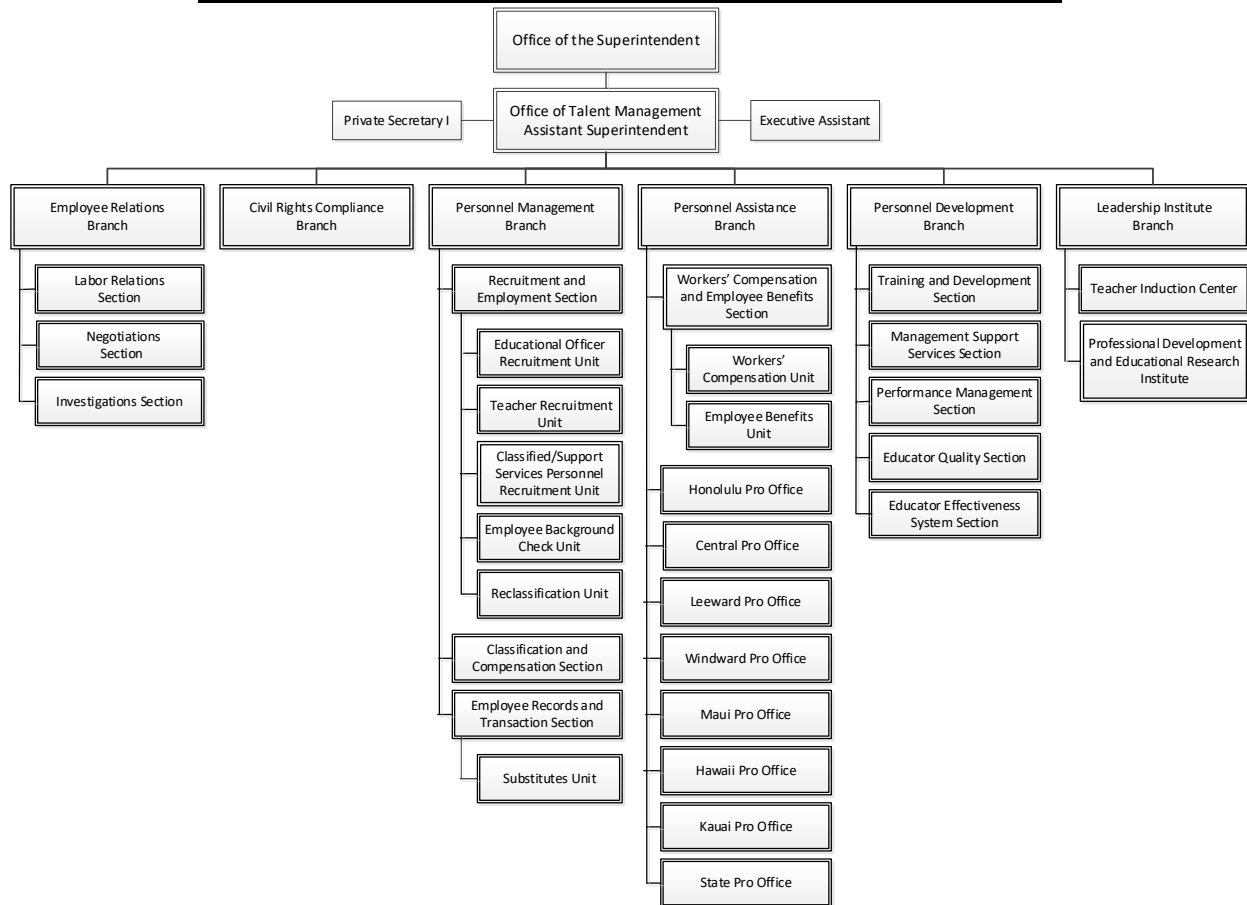
Source: CGCS, Using Data Provided by the HIDOE

Findings

This management letter:

- Provides recommendations to organize and structure HIDOE to improve student outcomes for students from traditionally marginalized populations noted earlier, and they are based on CGCS lessons learned from research and studies conducted on large school districts that have significantly improved student outcomes.

- Identifies strengths that the HIDOE can draw on as it moves forward.

- Addresses systemic barriers to the coherence of guidance and the cohesion of the three-tiered structure to support students and schools.

- Identifies overarching concerns with the current administrative structures and spans of control.

- Provides a high-level analysis of the HIDOE's staffing levels.

- Identifies risk and related management and operations issues that surfaced during the CGCS Team's interviews with staff.

- Offers recommendations to restructure offices and realign functions to support the HIDOE in achieving greater operational efficiency, effectiveness, and alignment across instructional leader and support roles, establishing a more student- and school-centered structure and meeting its strategic mission.

A. Commendations and Current Organizational Strengths Aligned with Improving Student Outcomes

- Staff throughout the Office of Curriculum and Instructional Design stated that the leadership created more strategic opportunities for collaboration and coordination across HIDOE teams for alignment and more effective support for complex areas and schools.

- HIDOE online courses provide mandated and academic support, inclusive of students with disabilities.

- The Personnel Development Branch produced a manual and training to support complex areas with employee evaluations, resulting in clear communication with HIDOE staff about expectations. They also created newsletters, provided referrals to the induction and mentoring state office, and developed the Educator Effectiveness System Manual and website.

- The Office of Information Technology Services has established a change control board that is a cross-functional team that convenes regularly and is comprised of leaders across

divisions, including OFS and OTM. This board exemplifies the cross-functional work that should permeate all levels of the organization (across HIDOE offices through classrooms).

- The Leadership Institute is committed to recruiting, retaining, and growing instructional leaders across the state to continue and sustain instructional quality and raise student achievement.

- Office of Talent Management staff were excited to visit schools and experience the "why" of their work supporting staff and students. Other offices have also visited schools, but this should be a routine (perhaps quarterly) expectation of all HIDOE employees.

- New employees receive an Opening Day package that includes training on Title IX, BOE Policy 305-10, BOE Policy 900-1, and Title I of the ADA. All current and new employees must complete an online module on protected classes and how to file a complaint.

- The Office of Information Technology Services monitors the HIDOE's network.

- The CGCS Team was told that all Office of Strategy, Innovation, and Performance employees receive annual performance evaluations. While the CGCS Team did not hear this regarding other offices, the OTM could provide data on completed evaluations across the HIDOE.

- The Office of Information Technology Services has collaborated closely with the facilities office to develop the technology EdTech Standards.

- HIDOE implemented EdTalk, a short video featuring outstanding department leaders showcasing one specific system, process, or tool teachers and principals can use.

- The OITS utilizes federal funds (E-Rate)[22] to provide contemporary network/internet connectivity to schools, collaborate closely with the Enterprise Architecture Branch (EAB) on policy implementation, and oversee network standards and architecture for HIDOE schools and offices.

- The student information system support (including staff and infrastructure) is structured appropriately and provides necessary support and services to the central offices and schools.

- The network infrastructure demonstrates reliability and offers sufficient access to instructional and business applications and services.

- OCID has compiled an ELA and Math list of instructional materials used by schools.

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[22] The universal service Schools and Libraries Program, commonly known as "E-rate," provides discounts of up to 90 percent to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services. (Source: https://www2.ed.gov/about/inits/ed/non-public-education/other-federal-programs/fcc.html).

- The Office of Talent Management recently migrated from "pool" job postings to specific job postings to shorten the time needed to fill a position.

- The Office of Talent Management implemented a Homegrown Hires event. Sixteen (16) events were completed in 2023-2024. The goal was to have homegrown leaders provide awareness of career options, potentially increasing the pipeline for positions.

- OCID developed and implemented a statewide review process to ensure all schools select and use high-quality instructional materials and implement a guaranteed viable curriculum in all schools.

- OSSS reported schools have the autonomy to make decisions that directly impact their students, allowing for tailored approaches that meet the specific needs of their communities.

- OSSS staff reported Complex Area Superintendents (CAS) provide support and resources to schools, helping them implement state policies while addressing local challenges. This structure promotes professional development at all levels, with CAS supporting principals and teachers, ensuring continuous improvement in educational practices.

- OSSS includes specific branches and sections (e.g., Exceptional Support, Special Education, School Health) that allow for focused expertise and specialized support for various student needs.

- OSSS positions such as Educational Specialists, Program Specialists, and School Psychologists are explicitly defined, ensuring dedicated resources for key support areas like behavioral intervention, family involvement, and health services.

- The inclusion of federal program positions (e.g., Project HI AWARE 2) indicates an integration of federally funded initiatives, which can enhance the resources available for student support services under OSSS.

- OSSS covers a broad range of support services, including alternative learning, English learner and migrant education, Medicaid reimbursement, and school health, which can provide holistic support to students.

- OSSS expressed the desire to go into schools to see how the work from the respective Sections is being implemented to better support teachers, schools, and Complex Areas.

B. Organizational and Administrative Structures

Overarching issues in the HIDOE's organizational and administrative structures that surfaced during the CGCS Team's interviews with staff members included --

- There were many conversations where it was apparent that individual staff did not understand how their work impacted student outcomes, or where there were no systems of accountability that ensured the work was getting done effectively to improve students achievement.

- HIDOE has too many disparate technological systems, duplication of efforts, lack of cohesive guidance, lack of effective progress monitoring, and lack of collaboration across offices to ensure streamlining of practices that would help schools focus on improving student outcomes.

- Functional misalignments in the organizational structure where reporting relationships were not appropriately positioned.

- Inconsistent or inappropriate spans of control.

- Complementary functions dispersed across multiple locations may result in staff working at cross-purposes since they either do not have a shared understanding of their functions or do not coordinate with each other. For example, the team heard that the HIDOE and complex area staff had been deployed to the same schools, often sharing divergent recommendations with teachers and administrators. This phenomenon reportedly occurs in other offices as well.

- Job Descriptions, several of which the team reviewed had not been updated in over two decades, were generic and failed to capture current needs and skills needed for current demands. Job descriptions fostered role confusion (e.g., Educational Specialist II, District Educational Specialist II), where expectations at the SEA level are to "provide technical and advisory services to districts and schools" while staff in complex areas are charged with "assist[ing] teachers and principals."

- When permanent staff are moved into higher-level temporary positions, there is a lack of intentional focus on training these employees to ensure success. This insufficient training hinders their ability to effectively carry out their new responsibilities and limits their potential to grow into the position.

Functional Misalignments

- Functional misalignments identified in the organizational structure suggested a lack of clarity about where decision-making authority resided. For example --

  o Misalignments identified that impacted the Office of Curriculum and Instructional Design (OCID) administrative structure and the delivery of services include --

- Positions, job duties, and responsibilities are not aligned at multiple layers of the HIDOE, and people are in temporary positions that they lack the minimum qualifications for based on the job description;

- OCIDs Curriculum Innovation Branch is composed of content experts separated into two offices, the Standards Support Team and the Learning Support Team, which are typically a part of the same support system; and

- Hawaii Multi-Tiered System of Support is a support for all students, including all students who have IEPs, as seen by staff interviewed across the HIDOE as an Office of Student Support Services initiative rather than a curriculum and instruction responsibility.

o Misalignments identified that impacted the Office of Information Technology Services (OITS) administrative structure and delivery of services, including --

- There appear to be functions within the technology organization that would be better served if placed in other offices within the HIDOE, including Impact Aid,[23] public service loan forgiveness,[24] and geographic exceptions for student enrollment; and

- The School Process and Analysis Branch (including the Federal Survey Section) is currently misaligned by being placed in the OITS.

o Misalignments identified that impacted the Office of Strategy, Innovation, and Performance (OSIP) administrative structure and delivery of services included –

- OSIP has been described as a "catch-all" or "dumping ground" for when there are functions that no one knows what to do with them. Roles and responsibilities are not clear across the divisions. This lack of clarity can either result in incomplete work or redundancy in work;

- There appears to be an overlap in the work, functionality, and systems for reporting and visualizations used among the Data Governance and Analysis Branch (DGA) and Assessment and Accountability Branch (AAB) units;

- The current OSIP structure impedes some reporting groups from effectively executing their work, receiving adequate support, and communicating efficiently. This is particularly evident in areas that handle federal programs. Furthermore, staff

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[23] Impact Aid is a federal education program designed to financially assist local school districts financially burdened by federal activities.

[24] In brief, Public Service Loan Forgiveness (PSLF) is a federal program to support individuals working in public service sectors. Under this program, full-time employees of qualifying government or nonprofit organizations can have their remaining federal Direct Loan balance forgiven after making 120 qualifying monthly payments (equivalent to 10 years) while working in an eligible position. The forgiven amount is not considered taxable income. See the Federal Student Aid website for the most up-to-date information for additional information.

feedback indicates a misalignment between leadership skills and the responsibilities or descriptions of assigned roles;

- Federal grants and programs are scattered across the HIDOE under several different sections/branches, resulting in a lack of efficiency, support, oversight, and coordination for monitoring. Specifically --

    . The HIDOE has spread federal grant programs across several offices and units. The current structure does not allow for coordinated support, oversight, and monitoring of federal grants across the HIDOE, which limits the coordination of federal funding to support student needs (e.g., supporting English language learners who generate Title I and Title III funds); and

- It was unclear why communications, community engagement, and data/policy/accountability are all in the same office.

o Misalignments identified that impact the Office of Student Support Services (OSSS) administrative structure included --

- As a result of organizational misalignments, decision-making and accountability structures are compromised, leading to inefficiencies in task allocation, unclear responsibilities, and potential delays in project execution and completion;

- Functional misalignments in this area hinder effective communication channels, reducing the responsiveness and agility needed to address operational and instructional challenges promptly and increasing the risk of strategic misalignment; and

- There is a lack of consistency in priorities across different levels and areas, leading to conflicting goals and initiatives. This misalignment creates further challenges in achieving a cohesive and unified approach to educational objectives.

o Misalignments identified that impact the Office of Talent Management's (OTM) administrative structure included --

- OTM staff were concerned that some functions in the office are not aligned strategically with Talent Management, notably the Leadership Institute and Civil Rights functions, should be placed elsewhere in the HIDOE organization; and

- Board policy 500-2 requires the board's approval for organizational plans, including the structure and functions of various offices, with an organizational chart. However, the reorganization process has not been carried out in a consistent cyclical manner.

Inappropriate or Inconsistent Spans of Control

● The CGCS Team identified multiple instances of inefficient organizational structures within the HIDOE. These include:

o Directors with minimal or no subordinate staff reporting directly to assistant superintendents;

o Specialists and officers with direct reporting lines to high-level management but oversee very minimal subordinate staff;

o The HIDOE organizational structure does not reflect coherence or focus on student outcomes. The structure is too tall with too many layers of oversight, which slows the efficiency and decision making of the office and increases costs;

o From a review of the organizational charts provided, the team found one-person offices with high-level reporting structures. For example --

▪ A director who reports to the assistant superintendent but has no subordinate staff other than a secretary;

▪ An instructional technology officer who directly reports to the assistant superintendent is a one-person shop;

▪ A telecommunications specialist who reports to a director but only has two subordinate staff, one of which is a secretary;

▪ An analyst who reports to a director but has no subordinate staff;

▪ A director who reports to the assistant superintendent with only three subordinate staff;

▪ A director who reports to the assistant superintendent but has one subordinate staff person (and a secretary) who supervisors seven other subordinate staff;

▪ Two regional personnel officers report to a director, but neither have any subordinate staff; and

▪ A personnel specialist reporting to a director but oversees only two subordinate staff. These examples lead to --

· Increased administrative costs as these structures result in high-salary positions with minimal direct reports, inflating administrative expenses without proportional benefits;

· Inefficient use of leadership resources as highly qualified individuals are underutilized, managing minimal staff instead of contributing their expertise more broadly;

· Ineffective resource allocation as human and financial resources may not be optimally distributed to areas of greatest need or impact; and

· Higher-level positions (e.g., assistant superintendents, directors, section administrators) serving as direct supervisors for very small teams or individuals (i.e., a small span of control) are not an efficient use of management resources.

● The CGCS Team identified approximately 75 one-to-one or one-to-two reporting relationships throughout the reviewed offices.[25] These relationships continued down through the organizational chain of command. These types of reporting relationships are generally recognized as --

o A poor use of human capital and funds because the HIDOE is paying several supervisors to manage the work of one employee, rather than paying each supervisor to direct the work of multiple employees;

o An example of additional organizational layers that create unnecessary reporting relationships;

o Limiting organizational collaboration, knowledge sharing, and cross-functional communication;

o Hinders timely decision-making; and

o Silo building and the development of information islands limiting or inhibiting communication within or across divisions.

● Conversely, the CGCS Team found approximately 20 instances of large spans of control in offices reviewed that ranged from 1:10 up to 1:40. These types of reporting relationships are generally recognized as --

o Fostering operational silos where processes, systems, business units, management styles, or employees cannot, or do not, interact effectively;

o Overwhelming managers, potentially leading to inadequate supervision and support for employees;

o Reducing the quality and frequency of performance feedback and coaching;

o Hindering effective communication with leadership and within the work group; and

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[25] Source: Organizational charts provided by HIDOE for the offices studied.

o   Increasing the risk of inconsistent policy implementation across different HIDOE teams.

Functions Dispersed Across Multiple Offices

- Employee investigations are not centralized and are facilitated by multiple areas within the Office of Talent Management, including Labor Relations, Civil Rights, and Personnel Regional Officers.

- Purchases of large HIDOE-wide investments such as technology and instructional materials are not centralized, resulting in missed cost savings and efficiency opportunities.

- There is a lack of clarity on the responsibilities and connections between the branch of workforce development and the two sections under OCID, specifically career-readiness, and career technical education. All three are focused on career readiness options for students, but there is no clear line of demarcation between them.

- The current structure has redundancies and inefficiencies, such as multiple offices handling similar tasks (Multi-Tiered System of Support) and Response to Intervention (RTI). Inefficiency was witnessed when the Social-Emotional Learning (SEL) team focused on building a Whole Child document that did not include anyone from the academic team, extended learning branch, student supports, etc., though the work impacts all (OSSS).

- There is an ongoing effort to develop a School Improvement Guide; however, this effort may result in potential duplication of efforts with the Hawaii Multi-Tiered System of Support Guide, indicating possible overlapping initiatives or redundant processes that need to be streamlined (OSIP).

- OSSS branches/sections have mixed staffing reporting structures when providing program direction and guidance to complex area staff. CASs supervise/evaluate the complex area staff and are responsible for actualizing and implementing state-level directives. Staff working in complex areas report to the CAS, even though their guidance comes from the state office.

- OSSS and CAS have staff assigned to schools to provide support for the same purpose, which can cause potential duplication of services or the lack of consistent messages because there is no oversight in deployment and coordination from a single source (OSSS and other offices).

- A significant disconnect and lack of collaboration exists between OSSS and OCID. While some collaboration is beginning around Tier I instruction, OSSS operates in a silo as it relates to other offices but also within the office itself (i.e., between branches and sections in OSSS).

- OSSS staff struggle to understand their exact reporting lines and responsibilities due to the existing organizational structure, leading to potential misunderstandings and inefficiencies (OSSS).

Functions Not Clearly Defined, Undervalued, Vacant, or Non-Existent

- CGCS's Office of Curriculum and Instructional Design (OCID) review team identified the following concerns regarding functions not clearly defined, undervalued, vacant, or non-existent --

  o Positions and job requirements are not clearly defined, which results in a lack of understanding of the workings of the entire office;

  o There did not appear to be a clear vision for high-quality instruction across the state that guides curriculum development, professional development efforts, and resource allocation to ensure a consistent and effective approach to teaching and learning. For example --

    ▪ OCID did not have standardized instructional expectations statewide, including criteria that reflect the State's belief on how students learn best. When asked, all three levels responded inconsistently to what they perceived as the office-wide areas of focus and priorities;

    ▪ The lack of direction led to customization across all levels of the HIDOE (state, CAS, and schools), which resulted in statements like: "Well, in my context . . .;"

    ▪ The lack of vision for high-quality instruction in the state has created a lack of coherence across the tri-levels involving OCID, complex area superintendents (CASs), and schools;

  o There is a lack of clarity in the roles and responsibilities of the state-level offices in working with complex area superintendents and in their support of schools;

  o There is no explicit expectation that state-level officials, complex area superintendents, and school principals collaborate to improve student learning and student outcomes. There is no common understanding of who is accountable for specific tasks and outcomes, which leads to a blurry line of authority; and

  o Many teacher vacancies, particularly in specialized areas, impact instruction quality and student outcomes. Teacher shortages are impacting outer islands, in particular. These shortages impede HIDOE's and OCID's ability to improve student outcomes.

- The CGCS Office of Information Technology Services (OITS) review team identified the following concerns regarding functions not clearly defined, undervalued, vacant, or non-existent --

- OITS is currently struggling to fill multiple key positions. The current organizational structure offers limited promotional paths, and the current structure has created a silo mentality, making it difficult to recruit and retain qualified candidates for these positions;

- Service management and technical support responsibilities are not aligned and structured to efficiently respond to service calls;

- The Enterprise Architecture Branch is responsible for IT security and maintaining the Google platform, which can be a conflict;

- A branch director has two direct reports and a total of six (6) employees in the branch;

- There is a vacant director position in OITS. While recruiting for this position, two individuals have alternated every three months, filling in and carrying out the duties of the position, impacting continuity and effectiveness;

- Position titles in the OITS organizational chart do not match the actual functions performed; and

- The office lacks a centralized administrative services unit, resulting in inefficient and haphazard management of procurement, contracts, personnel, training, and finance responsibilities. These functions are currently distributed across various branches, distracting staff from their core duties and impeding overall office efficiency.

- The CGCS Office of Strategy, Innovation, and Performance (OSIP) review team identified the following concerns regarding functions not clearly defined, undervalued, vacant, or non-existent --

  - The office lacks positions to lead research and evaluation; no research/evaluation office currently exists. This results in the development of programs without understanding how well they were implemented or how impactful they are. This also increases the likelihood of overlap in programs/strategies or programs with similar goals/intentions. For example, Policy, Innovation, Planning, and Evaluation (PIPE) performs no evaluation functions. It was shared with the CGCS Team that the office has not done any evaluation within the last five years; and

  - The CGCS Team often heard that staff members were unclear about their roles or responsibilities. This lack of clarity can result in work not being done or redundancy.

- The CGCS Office of Student Support Services (OSSS) review team identified the following concerns regarding functions not clearly defined, undervalued, vacant, or non-existent --

  - The OSSS organizational chart does not appear to reflect the actual working branches and sections accurately;

- o A proposed new section within OSSS (Intensive Program Support Section) was not reflected on the organizational chart, which left staff wondering where and how they "fit in;" and

- o There is a lack of staff at the complex area level to monitor funding allocations and staffing to serve specialized population needs effectively.

- The CGCS Office of Talent Management (OTM) review team identified the following concerns regarding functions not clearly defined, undervalued, vacant, or non-existent --

  - o Although required by Board Policy 204-1 and Priority II of the BOE Strategic Plan, OTM staff indicated that no strategic recruitment plan is in place, making it difficult to guide the work and meet their teacher recruitment, retention, and employment goals. For example --

    - The anticipation of principal retirements is expected to generate many vacancies. When asked, it was stated that there is no concrete plan to address the potential vacancies. However, the Leadership Institute team articulated a 2+ year plan for developing the principal pipeline. This lack of shared knowledge across branches and offices is evidence of the lack of cross-office communication and shared ownership of HIDOE critical needs;

  - o Job titles did not always align with job duties. In addition, minimum job qualifications for specific positions limited the number of eligible applicants and candidates; and

  - o HIDOE lacks established teacher-leader standards and well-defined career pathways for teachers to transition into leadership roles. This gap hinders the development of content area expertise and capacity building needed to effectively support schools, complex areas, and offices.

C. Additional Academic, Management, and Operational Findings

- Additional academic, management, and operational concerns identified that impacted the Office of Curriculum and Instructional Design (OCID) included --

  - o The autonomy of the complex area superintendents and principals in deciding which instructional materials will be used in classrooms across schools create inequitable access to student learning opportunities. For example, schools within the same complex area may choose different instructional resources for the same content area. To illustrate --

    - There is a lack of cross-functional opportunities between the complex area superintendents and their staff providing content expertise, which leads to disparities in what happens in schools for instructional delivery and student learning. This creates variability among schools and complex areas and exacerbates the opportunity to learn gaps when each complex area, individual school, or

educator institutes their own philosophy about teaching and learning;

- o Student performance data on formative and summative assessments is scattered across multiple systems, making it difficult for HIDOE and CAS staff to track trends in student outcomes and to measure student progress and the impact of programs and initiatives;

- o Principals have been given high levels of school-level autonomy regarding decisions about which summative and formative benchmark assessments are used to monitor student progress throughout the school year. This flexibility results in a wide range of assessments being administered across the system, which makes it difficult for district leaders to ensure that they are correctly and consistently administered, results are used to effectively drive instructional improvements, and data are being properly analyzed and reported to track student progress throughout the year at complex area superintendents level and the state level;

- o There seemed to be limited understanding and information about the Multi-Tiered System of Supports (MTSS) implementation at the complex area and school level, and there appeared to be limited documentation of MTSS interventions for Tier 2 and 3 students;

- o There was an inconsistent, minimal, or a lack of collaboration between OCID and the Office of Student Support Services to ensure the effective implementation of high-quality instruction with the necessary support for students with specialized needs in place;

- o CASs meet twice monthly with deputies and assistant superintendents, and meetings were described as having "varying agendas," with CASs expressing frustration over "sit and get" presentations from the state office. There is not a focus on instruction, student data, outcomes, or student learning;

- o There is a lack of collaboration around the implementation of Social-Emotional Learning (SEL) within OCID. As a result, SEL is seen as a siloed component, not an integrated part of curriculum and instruction; and

- o There is a lack of collaboration on instructional processes and practices between gifted and general education in OCID. There was no discussion about the benefits or strategies in gifted education that could be leveraged to improve the overall instructional program and cast a wide net for identifying students in PreK through second grade.

- The state provided a list of numerous instructional materials identified as high quality, but there was a lack of guidance about how these resources supported and embraced guiding principles shared by the HIDOE: equity and excellence, a guaranteed and viable curriculum, connections to culture and place, focus on the whole child, and college, career and community readiness;

- o The instructional materials may address the Hawaii Standards, but there was no

consideration of whether all students would learn grade-level standards in the time required with the resource variability. For example --

- Teachers are dependent on these materials without any explicit guidance from HIDOE about grade-level learning and expectations, expected student outcomes, scaffolds and support for students, and samples of what proficiency looks like to minimize the gaps between students, classrooms, and schools;

o Local school priorities drive the system, manifested in the individual school academic plans. Oversight of these plans does not create a standard of excellence for all campuses to strive for. The plans seem like compliance activities, as many are incomplete or have gaps. The CGCS Team was told that the deputy superintendent reviews the academic plans for Comprehensive Support and Improvement (CSI) schools without feedback from OCID and OSSS. It was reported that OSSS and OCID staff lack access to the plans to help drive data-driven decision-making at the state level and support schools, including professional development and resources. While local school committees approve the plans, the HIDOE holds the responsibility for creating plans aligned with student outcome goals for the system;

o Complex area teams have varying levels of expertise in all content areas, leading to uneven instructional support for teachers across complex areas and schools;

o One HIDOE leader highlighted the challenge of data needed to inform the work of "so many offices" and shared that schools select their assessments and buy or create their own systems, leading to a lack of clear ownership and consistency in data management, generating inconsistencies and difficulties in monitoring progress and holding leaders accountable for student progress;

o The unique needs of individual schools in selecting and implementing curriculum, strategies, and instructional materials are prioritized over developing standardized practice across schools in the same or across complex areas. The absence of common practices and instructional expectations that are standard across complex areas is a pressing issue that needs to be addressed, as the HIDOE cannot adequately support or improve student outcomes for traditionally marginalized students if each school functions independently;

o The CGCS Team did not find well-defined criteria for assessing whether teacher-created materials were of high quality for schools that were approved to use them as their curriculum resource;

- The team was told that experts in the content areas were not involved in providing feedback on the teacher-created materials to determine whether the curriculum materials are standards-based, culturally relevant, clear about what must be taught and at what depth, or reflect college and career-readiness standards for each grade-level and course;

o Many innovative programs rely on short-term grants, creating uncertainty and

hindering long-term planning. Notes from a recent meeting with the Afterschool Programs in OSIP reveal anxieties about the continuation of a successful STEM enrichment program after the grant funding expires;

o Different teams in OCID under the same assistant superintendent and deputy have varying processes and timelines, creating frustration, lack of trust, and confusion. For example --

- Travel approvals have differing timelines: two weeks in advance, two days in advance;

- Extended Learning Branch provides support directly to some schools, and in other cases, support is provided to a complex area point-person who then is responsible for replicating the support to their specific schools;

- The HIDOE staff expressed frustration about e-routing and communication that requires multiple levels of review and approval and suggested it slowed decision-making and communication to complex areas and schools.

o There was no consistent standard process or system for monitoring school improvement at the complex area and school levels. The CGCS Team did not hear that whole group data dives, including HIDOE, complex area, and school leaders, to understand student growth and progress disaggregated by student groups and assess school needs occur;

o It was commonly stated that Honolulu serves the majority of students, teachers, staff, and HIDOE offices are located in Honolulu. As a result, there is a perception resources are allocated in a disproportionate manner and do not necessarily consider variability among the islands and rural/remote schools;

o The autonomy in schools makes it challenging for complex areas and HIDOE staff to adequately support improving teachers' content knowledge and classroom instruction with so many options for instructional and supplementary resources;

o There is unevenness in the implementation of standards-based grading and assessment for learning policies in K-5;

o There was inconsistent support from OCID for teachers, particularly regarding professional development. Initial teacher development decisions are at the school level. The State Office does not have consistency in terms of who and when they connect directly with teachers, school leaders, CASs, or statewide staff; and

o Some OCID staff felt that their input was not valued and that leadership is reactive rather than proactive.

● Additional academic, management, and operational concerns identified that impacted the Office of Student Support Services (OSSS), including --

o   Academic Plans and OCID support plans developed for CAS/schools did not specifically outline intentional actions to support specialized student populations, even though there were significant gaps in achievement for students with special needs;

o   OSSS work is aligned to individual staff rather than intentional planning to ensure work is aligned to programs and students;

o   As reported by OSSS staff, when HIDOE transitioned to *Race to the Top*, the system started down a path of decentralization by outlining collective action and implementing the weighted student funding formula, which shifted the pendulum to autonomy. Now, according to OSSS staff, there appears to be no clear understanding about what needs to be held tightly by the state level or delegated to complex areas and schools;

o   The impact of the weighted student funding use is unclear, and the CGCS review team was unable to find reports to ascertain whether the additional funding from the weights is utilized at the school level as intended;

o   Multiple data systems track various pieces of data without integration or coordination. There is no strategy around data platforms to create ease of access, interpretation of data, and use of data for continuous improvement;

o   It was reported by OSSS staff that CAS and principal autonomy seem to create inequities between student groups and their performance;

o   The Learning Support Team expressed frustration about the current tri-level structure and how their work happens: "It seems as if our input isn't really valued within the HIDOE." OCID Learning Support and the OSSS did not collaborate on literacy shifts (curriculum and intervention) or early childhood (early identification);

o   OCID and OSSS staff stated they cannot mandate training or professional learning for various groups of instructional and non-instructional staff. There appears to be confusion about which professional learning or training can be mandated.

o   Processes to support students often overlap and combine multiple specialized services to children, and the lack of coordination across branches causes confusion when resources and practices are not created together with all applicable offices to ensure alignment and avoid duplication (i.e., SEL Guide, Accreditation of Elementary schools, Multi-Tiered System of Support Guide, etc.);

o   The decision-making process delineated by highly autonomous protocols at the school level may not be aligned with student needs;

o   As reported by OSSS staff, English learner (EL) funding is determined by proficiency level, so it is unclear if the funding system might be unintentionally incentivizing a lack of focus on progress in proficiency;

o   Medicaid reimbursement requires a physician's diagnosis, which is different from other states; therefore, HIDOE cannot bill for many services other states can bill and receive funding for;

o   The ability of OSSS staff to communicate directly with complex areas or schools was reported to be limited by branch/section supervisors' requirements to have approval unless specifically invited to do so;

o   Critical information from OSSS disseminated through memos tends to get bottlenecked at the complex area level, and there is no process or procedure to ensure fidelity of implementation of processes described in the memos;

o   The OSSS branches and sections feel as if they have no authority to communicate or meet with principals and have no way to ensure information is getting down to principals and teachers impacting effective and timely implementation;

o   Several OSSS offices want to be able to get into the schools to see how the work from the respective sections is being implemented to better support teachers, schools, and complex areas but are unclear on how they would be able to do this or if they would be permitted to do so; and

o   Digital learning and technology did not include information about adaptive/assistive and inclusive technology and resources to meet the needs of students with disabilities, ELs, or students who may require explicit reading support.

● Additional academic, management, and operational concerns identified that impacted the Office of Information Technology Services (OITS) delivery of services, including --

o   The lack of performance metrics and Service Level Agreements (SLAs) and Operating Level Agreements (OLAs) hinder continuous improvement and effective service delivery, with level 3 support[26] providers often handling level 0 and 1 issues and an underutilized ticketing system. Additionally, inconsistent knowledge bases and untracked work highlight the need for a comprehensive review and restructuring of service delivery processes to improve efficiency and user experience;

o   There is a lack of communication both horizontally and vertically, causing confusion and impacting operations. Silos throughout the organization prevent effective collaboration and knowledge sharing. There is an absence of recurring staff meetings and a clear line of responsibility across offices. The office has not fully implemented the strategic plan to address these issues, and leadership has not been receptive to advice on improving the culture and getting the teams to work better together. These

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[26] IT help desk support is typically structured into five (5) levels (or tiers) to efficiently address technical issues. Level 0 offers self-help resources like FAQs and online tools for users to resolve simple problems independently. Level 1 handles basic user inquiries and common problems like password resets. Level 2 deals with more complex issues requiring advanced technical knowledge. Level 3 involves experts who resolve critical problems that lower levels cannot fix. Level 4 may need to engage external specialists or vendors for problems beyond internal capabilities.

findings have a significant impact on the office's efficiency, productivity, and employee morale, hindering its ability to support the HIDOE's educational goals effectively;

o Communication issues span various levels of the organization and affect internal operations and external service delivery. For example --

- Directors exhibited territorial behavior, and the CGCS Team was informed of widespread office/branch/section/unit silos. Employees reported that conflicting staff egos hindered effective communication at all levels within and between offices. This issue was so severe that staff were sometimes explicitly instructed not to communicate with HIDOE team members from other sections within the organization;

- There was a hesitancy or fear of retaliation when sharing information within offices, branches, and work units, further impeding open communication;

- There was an absence of recurring staff meetings with senior members of the OITS staff as well as office all-hands-on-deck meetings. The technology directors only meet with the assistant superintendent - Office of Information Technology Services on an as needed basis with no recurring meetings or check-ins;

- OITS staff are housed in three separate physical locations. Staff reported that this hinders teamwork and collaboration, and the office could improve functionality if staff were together;

- Level 3 and level 4 support providers often address level 1 and 2 issues due to communication barriers between tiers. This misallocation of resources results in skilled technicians spending time on basic tasks instead of complex issues. Limited communication prevents knowledge transfer, leading to inefficient use of expertise. Higher level staff regularly perform lower-level tasks, neglecting their primary duties. This inefficiency delays critical issue resolution, hinders lower-tier staff development, and undermines the IT support structure's effectiveness;

- There was a lack of communication and clear lines of responsibility across the office;

- The service desk has a knowledge base; however, its presence has not been communicated throughout the organization; and

- These findings highlight significant gaps in the OITS strategic planning process, including a lack of addressing critical areas such as organizational change, service improvements, and emerging technologies.

o OITS currently operates without clearly defined goals or performance metrics. This lack of a strategic direction with measurable outcomes and the inability to assess performance leads to operational inefficiencies and decreased accountability;

o The HIDOE has procured but underutilized available productivity software;

o Service requests are received through two channels: email and the ticketing system. However, requests submitted via tickets are tracked only in the service management system. Email requests are not logged or monitored within this system, leading to incomplete tracking and potentially inconsistent service delivery;

o There is a lack of consistent tiered service management processes. The OITS team is currently overwhelmed with basic support requests (level 1), including tasks like creating digital signatures and setting up group meeting invites. As a result, the OITS team, which should focus on more complex issues, is burdened with elementary IT support duties that a dedicated helpdesk or lower-level IT support staff could handle more appropriately;

o The HIDOE currently operates without a classic Enterprise Resource Planning (ERP) system, relying instead on a patchwork of disparate software applications and manual processes, which are extremely labor intensive and more prone to human errors;

o The IT knowledge base is currently fragmented across two platforms, leading to inconsistent use of information, potential duplication or contradiction of data, and inefficient information retrieval. Best practice dictates consolidating onto a single platform to ensure consistency, ease of access, and more effective knowledge management across the organization;

o There is a lack of financial support or reimbursement for OITS employees who need to acquire additional certifications or technical training relative to their current roles, particularly in areas related to security and network management;

o While the OITS ticketing system automatically sends customer satisfaction surveys, the collected feedback is not utilized. The survey results are effectively ignored, missing valuable opportunities to improve service quality, address user concerns, and engage in continuous improvement opportunities;

o OITS staff are using alternative methods to track incidents (e.g., email) versus using the OITS ticketing and tracking system software, resulting in an undercount of actual IT requests;

o Significant gaps in the OITS strategic planning process are impacting the office's current effectiveness and ability to prepare for future challenges and opportunities in information technology management. To illustrate --

   ▪ The OITS draft strategic plan does not address or assess organizational changes and structures, service management improvements, penetration testing, or tabletop exercises and user training;

   ▪ There was no evidence in the OITS draft strategic plan to address organizational

inefficiencies and alignments;

- There was an absence of strategy and acknowledgment of the impact and value of Artificial Intelligence (AI) on instructional and business functions and policies in the organization;

o Service Level Agreements (SLAs) and Operating Level Agreements (OLAs) are absent or non-existent throughout the OITS. This lack of formal agreements results in undefined performance expectations, unclear responsibilities between OITS and other offices, and difficulties measuring and improving service quality. This also leads to potential misalignment between IT services and HIDOE's business needs, challenges in managing user expectations, inconsistent service delivery across the organization, and an inability to prioritize and allocate resources effectively;

o The CGCS Team was told that forty to fifty percent of the work that members of the OITS perform may be underreported in the OITS service management system for continuous improvement opportunities;

o Impact Aid Forms are printed, distributed, and physically/manually reviewed for each HIDOE student. The Federal Impact Act survey forms do not have pre-filled information and must be manually matched to determine a student's eligibility;

o The OITS infrastructure team lacks direct physical access to school campuses, hindering their ability to resolve network issues promptly. They must wait for principals to grant access since OITS staff have no physical access to schools outside of regular work hours;

o The HIDOE lacks automated systems for crucial processes, relying instead on manual methods with a high risk of errors. For example --

- Purchasing and selling positions occur outside the Office of Talent Management. This critical function is tracked using spreadsheets, a method prone to human error and inefficiency; and

- The procedure for processing employee separations remains entirely manual, relying on paper forms rather than an automated system. This outdated approach increases the potential for mistakes and delays that impact multiple offices and functions (i.e., payroll, benefits, building access, computer systems access);

o Password resets account for 85 percent of service desk calls, representing the most common issue (of which 50 percent are payroll-related password resets). However, the team is not utilizing this data to implement proactive solutions. They are missing opportunities to enhance service delivery, such as implementing self-service options for password resets or creating instructional videos to guide users through the process. This failure to address a known, high-volume issue is hindering the service desk's efficiency and effectiveness;

o The HIDOE's time and attendance reporting system is outdated and needs modernization to improve accuracy, efficiency, and compliance. Additionally, there were modules of the system (payroll) that were never considered or implemented. Further, HIDOE could not build the complex HIDOE payroll and time reporting functionality during the state ERP[27] implementation (2019-2020). Consequently, HIDOE postponed updating its system. Currently, time is reported across the organization, with each office and unit using separate spreadsheets, leading to inefficiencies and potential inaccuracies. For example, staff reported that they have multiple ways to request leave with no recommended or preferred method from OTM; and

o The office lacks KPIs for management and continuous improvement, essential for goal setting and measuring performance. The HIDOE did not submit data to the CGCS annual Key Performance Indicator (KPI)[28] survey, Managing for Results,[29] which would provide large district comparisons for benchmarking performance.

● Additional academic, management, and operational concerns identified that impacted the Office of Strategy, Innovation, and Performance (OSIP), including --

o The HIDOE struggles with fragmented data collection, reporting, assessment, and visualization systems and lacks coherent data governance policies, resulting in inconsistent data quality and data sharing and analysis difficulties. It was observed that multiple disparate data systems complicate data integration and hinder comprehensive reporting and analysis efforts across schools and offices. There also appears to be an overlap in the data/assessment systems, with two systems measuring, tracking, or reporting the same information. This is costly, cumbersome, and unnecessary;

o The OSIP organizational structure does not reflect coherence or focus on student outcomes. It is too tall and has too many layers of oversight, which slows the office's efficiency and increases costs;

o While straightforward and ambitious, the current BOE strategic plan is too robust and includes too many goals/targets. None of the goals or targets are specific, measurable, achievable, results-oriented, or time-bound (SMART) goals. While the PIPE team is currently tracking progress toward meeting each goal, there is currently no ability or

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[27] A modern Enterprise Resource Planning (ERP) system manages and integrates distinct software modules such as finance, budget, procurement, HR, and materials management. When information is updated in one module, data is sent to a central database, which shares the appropriate information with other modules.

[28] A key performance indicator (KPI) is a quantifiable measure used to evaluate the success of an organization, employee, or project in meeting objectives for performance. KPIs provide a focus for strategic and operational improvement, create an analytical basis for decision-making, and highlight critical areas for organizational attention and resource allocation.

[29] The Council of the Great City Schools' "Managing for Results" project is a comprehensive performance measurement and benchmarking initiative. It identifies key performance indicators, best practices, and benchmarks to guide improvement in urban school districts nationwide. This project enables districts to compare their performance metrics with peers, identify areas for improvement, and implement data-driven strategies. A full list of the Council's KPIs is available in Attachment D, located at the end of this report.

metrics available to track progress for 13 of 57 performance measures of Desired Outcome Goals;

o The strategic plan's goals call for all (100 percent) students to achieve several outcomes (e.g., third-grade reading proficiency, eighth-grade math proficiency) but then negate this expectation by stating that the HIDOE should ensure that students not achieving proficiency outcomes receive additional support. Student outcome goals are not SMART;

o Due to the OSIP structure, efforts and deliverables are duplicated with conflicting messaging (i.e., The School Improvement Guidance and the Hawaii Multi-Tiered System of Support handbooks). In addition, tasks like the Whole Child guide that should include cross-functional teams have left out academics, student support, and the Extended Learning Branch;

o The team was told there was a perception that Title I is only a funding source rather than an opportunity to target supplemental resources to strategically improve student outcomes;

o The reliance on a traditional hierarchical communication structure prevents offices from providing effective, efficient, and timely communication and limits their ability to provide services to schools. (This includes processes like e-routing that require multiple offices to edit and sign off, as well as reporting structures like Title I that require running all messaging and decisions by three different supervisors before being able to move forward);

o The lack of role clarity with the tri-level structure of the HIDOE creates challenges in OSIP when coordinating and aligning strategic initiatives and funding streams and results in inefficient communications. The autonomy granted to complex area superintendents results in fragmented planning and resource allocation, impacting the HIDOE's ability to implement cohesive educational policies and practices. This was shared in interviews and is evidenced by a lack of --

  ▪ Recurring meetings to share current topics;

  ▪ Project status meetings,

  ▪ Cross-functional and cross-branch meetings,

  ▪ Understanding how support at each level impacts principals and teachers who are getting confused by redundancy and mixed messages from the HIDOE and CAS staff;

o It is unclear due to disparate systems and software across schools, CASs, and the HIDOE what data is available and the relevant data systems that could be used to drive continuous improvement;

- There is no coordinated approach to creating school academic plans aligned with strategic plans or school/student needs. This includes inconsistent use of data and metrics within the plans to monitor and determine success;

  - The current format of academic plans does not provide a clear and actionable roadmap for improvement. There is not a focus and set of clear and consistent priorities to guide the work;

- The functions of the School Transformation branch are not coherent;

- OSIP lacks communication protocols, delayed approval processes, and an inability to support complex areas;

- The Data Governance and Analysis function focuses solely on analytics and dashboard development. The HIDOE plans to hire a data governance coordinator, but the position has been vacant for four years. They have also drafted a "data governance policy and standards of practice," although it is unclear how they plan to put this policy into practice;

- The office does not appear to benchmark its performance and progress among other large city districts. While the HIDOE participates in NAEP,[30] it is unclear how that data is used to benchmark performance. The HIDOE has historically not participated in the CGCS KPI processes (academic or operations) where benchmarking with other large school districts is possible;

- Schools have been given high levels of autonomy, including in the decisions of which formative assessments to use. Doing so makes it difficult for the system to track performance, understand how students progress throughout the year, or project student potential to meet performance standards on state assessments. It also makes it difficult to ensure that the assessments are administered consistently and that the data from the assessments are utilized properly to drive improvements in instruction;

- The staff described heavily relying on manual communication methods and workflows such as paper forms and word processed documents, which impedes efficiency and increases the risk of errors in administrative processes. For example, staff often print, fill out, scan, and upload documents using older platforms. This manual approach complicates document management and version control, leading to delays and inaccuracies in critical communications;

- Operational inefficiencies in administrative processes, including cumbersome approval workflows and outdated technology systems, hinder organizational agility and

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[30] The National Assessment of Educational Progress (NAEP) is a congressionally mandated program that is overseen and administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences. NAEP provides important information about student academic achievement and learning experiences in various subjects. Also known as The Nation's Report Card, NAEP has provided meaningful results to improve education policy and practice since 1969.

responsiveness. Complex approval processes, reliance on outdated technology platforms, and manual administrative tasks delay decision-making;

o Staff reported that recruiting and hiring continue to be a challenge across the division. The problem appears to be processes and a lack of flexible work opportunities. The CGCS Team was told of significant delays in filling assignments, leading to operational inefficiencies and morale issues. Staff reported long waiting periods for positions to be filled, causing disruptions. There were multiple incidents cited of staff being temporarily assigned (TA) for numerous years;

o The CGCS Team heard from OSIP staff that attracting and filling new positions has also become problematic due to competing positions offering more flexible work options, including remote and hybrid work. Staff also shared that state employees are also required to live on the Island of Oahu, limiting their ability to hire local talent from other islands;

o OSIP staff reported that there are few comprehensive and consistent professional development and training opportunities for staff at all levels to support continuous improvement and ensure alignment with educational goals. These gaps in training programs and inconsistent professional development offerings hinder staff capacity building;

o The OSIP staff shared with the CGCS Team that HIDOE faces challenges in capacity building and leadership development, particularly in providing adequate mentorship and support for new administrators and educational leaders. Inadequate onboarding processes, limited mentorship opportunities, unclear career advancement pathways, and salary compression between school based and HIDOE positions contribute to retention issues and leadership gaps within the HIDOE;

o The CGCS Team was told that the HIDOE may face challenges in effectively engaging with diverse stakeholders and communicating HIDOE initiatives, policies, and educational outcomes to the broader community. Schools and offices have inconsistent communication channels and limited community outreach initiatives, contributing to misunderstandings and reduced community involvement in educational decision-making processes. For example, the CGCS Team was told that schools could have Parent Community Network Coordinators (PCNC), but it is left to each school to determine its strategy. In addition, all branches and offices can create their own website;

o The Data Governance and Analysis Branch (DGA) established a relational database and created dashboards to aid reporting. The current system has the potential for expansion to incorporate additional data sets. There were also several comments about the perceived lack of accuracy in the data. Many staff interviewed expressed low confidence in the data quality from the DGA in that there were many errors affecting reliability and, as such, rated it six out of ten; and

o The sunsetting of ESSER funds will negatively impact several programs, and the lack of evaluation will make it difficult to identify projects and programs worth sustaining.

- Additional management and operational concerns identified that impacted Office of Talent Management (OTM) delivery of services included --

  o Tenured teacher evaluations are conducted every five years with evaluative criteria focused on the teacher's reflections on the work completed. This practice of a five-year cycle and evaluative criteria may limit the continuous improvement cycle focused on student outcomes. All employees need regular feedback for continuous improvement (at least annually but preferably with greater frequency). Evaluation is one mechanism, but other mechanisms, outside of formal evaluation, can be used to provide feedback. Regular feedback should be a part of the HIDOE culture;

  o There is no systemic process for calibrating the teacher evaluation process for assessing teacher effectiveness across complex areas, including walkthroughs and opportunities to debrief and synthesize for clarity and consistency of what constitutes student work expectations, high-quality teaching, and learning outcomes across all schools;

  o There appears to be a misalignment between employee performance management and student outcomes. The current system allows student growth based on established baseline data and subjective growth goals, which may not be related to grade-level performance or proficiency expectations. This creates a dissonance between high-performance ratings for teachers while student outcomes remain stagnant or low;

  o Leadership, and often the state legislature, has not allowed for clear direction on aligning resources with HIDOE needs, resulting in unfilled permanent and temporary positions throughout the organization to fill gaps in need. While the overall number of budgeted positions appears consistent with school districts of similar size, there is a need to redistribute vacant positions across branches and offices. Additionally, existing job descriptions require updates to better align with current organizational needs;

  o There is an incongruent perception of which staff are the human resources subject matter experts serving complex areas. For example, Personnel Regional Officers (PROs) are expected to be subject matter experts (SME), but they are generalists, and the CGCS Team was told that they frequently cannot answer staffing questions;

  o There was no evidence of regular meetings between job peers across office functions, resulting in a lack of shared ownership of HIDOE goals. (i.e., there was no evidence of feedback loops for high-frequency contract violations and deliberate and specific training for principals, sharing the number of teachers that lack highly qualified designation with individuals who can provide deliberate training or status attainment plans);

  o The lack of communication across teams involved in similar functions results in inefficient distribution of resources that could benefit OTM (i.e., the Civil Rights

Compliance Branch is working on acquiring case management software unbeknownst to the Employee Relations Branch);

o Although the OTM is building a leadership development program, there is a current practice of selecting teachers to fill assistant principal vacancies and temporarily promoting them into principal roles. The CGCS Team was told that the current practice is that vacancies in school administration positions may be filled temporarily by someone who is not certified and trained for the position;

o The CGCS Team heard examples of inconsistent interpretation of the language in the Collective Bargaining Agreement (CBA). For example, the CGCS Team heard that teachers are not required to write or share lesson plans. The CBA states, "Teachers responsible for the instruction of students shall prepare legibly written or typewritten lesson plans, the form and content of which will remain discretionary with the teacher. Lesson plans will be made available to the principal upon request. There will be no requirement of a regular and periodic submission of lesson plans;"

o OTM staff shared the lack of onboarding or change management training in any of the branches under OTM. Much of the training is on-the-job training with peers or a slide presentation for their function. Many staff shared they are using personal research as a means of professional development to develop their human resources skills;

o Although a compensation and classification system for teachers and educational officers is required by Board policy 204-5, the HIDOE lacks a regularly reviewed, comprehensive classification and compensation system and process for certificated and classified positions, which is essential for maintaining fair and consistent employee compensation, competing in the job market, and retaining employees;

o There is a lack of consistency of oversight related to buying and selling positions at the school and complex area levels, resulting in inequities with educational service delivery, support to schools, and connection to the state (i.e., content and program area expertise, grant alignment distribution, etc.) Each complex area functions as an individual LEA;

o OTM staff lacked access to essential data sources to perform their duties effectively. This limited access to required information hinders the office's ability to carry out its core functions and responsibilities;

o Temporary assignments are used to fill vacancies by candidates without having met all the entrance qualifications. As a result, staff members expressed exhaustion and frustration because staff have to fulfill the responsibilities of their current role and their new role;

o It was shared with the CGCS Team that payroll overpayments were an issue. Generally, overpayments occur due to poor communication between OTM or payroll and the employee's time reporter, or the late submittal of resignation or separation documents by the former employee; and

o The CGCS Team was told of at least ten (10) different software programs/services and self-created trackers used across the OTM. The use of disparate systems that lack integration perpetuates inefficiencies and intensive manual data entry for staff; Exhibit 16 below displays multiple systems currently used by the OTM (does not include the use of spreadsheets or other tracking methods).

Exhibit 16. Example of OTM Software Systems Currently In Use

System	Data Entered By	Used For
Product A	Authorized OTM Personnel	Department's HRIS. Tracks Highly Qualified/ESSA teacher requirements / records Teacher evaluation / Sheltered Instruction tracking
Product B	Authorized OTM personnel, hiring managers, applicants, and pre-hire candidates	Recruitment and initial employment of candidates
Product C	Active department employees, Public Charter School employees, 3rd party vendors	The department's learning management system
Product D	Authorized OTM Personnel	Electronic document repository for OTM documents (official personnel file)
Product E	Authorized OTM Personnel	Substitute teacher management system
Product F	WC Unit staff	To automate and digitally manage WC claims from beginning to end for record keeping, processing and data reporting.
Product G	Authorized OTM Personnel	Background check: fingerprint scanning system
Product H	Authorized OTM Personnel	An internal teacher tracking database mainly used for teacher credential tracking and teacher reclassification request logging
Product I	Authorized OTM personnel	Casual personnel system, employment review & payroll system view access
Product G	Authorized OTM personnel	Add and edit personnel transactions for state HR system for Hawaii pay purposes

Source: CGCS, Using Data Provided by HIDOE

- Principals interviewed shared both positive comments and areas for improvement, such as --

  o Positive feedback included --

    ▪ Principals appreciate the autonomy they have in decision making but expressed a need for additional support;

    ▪ The HIDOE helps to create networking opportunities;

    ▪ The newly created principals committee was developed to help secure critical input

from principals;

- Schools also have teacher-created curricula, vetted and approved by the Deputy Superintendent of Academics;

- There are resource teachers and support at the complex area this year, and schools are receiving support for English learner instruction; and

- The current hiring system is an improvement over the previous system;

o Areas for improvement included from principals--

- The hiring and housing of teachers continues to be a challenge;

- There is a lack of a pipeline for principals and assistant principals, which is critical as many principals are anticipated to retire in the next five years;

- Principals are frustrated with having to provide information that the HIDOE already possesses (e.g., school and staff demographic information, information gleaned from previous data requests);

- Employee reimbursement can be slow, sometimes taking up to six months for employees to receive their payments;

- Communication-related examples included –

  · Transportation remains a significant issue as all transportation is contracted, leading to contract disputes and other matters;

  · Neighbor islands reported that they do not receive the information as quickly, and tri-level communication does not always trickle down effectively;

  · Principals are not always consulted when there are changes are proposed and implemented that impact their management of schools;

  · Although communication has improved, top-down communication is still dominant, with little opportunity for feedback from schools and complex areas;

  · Each complex area does its own thing, leading to minimal consistency across the HIDOE, and complex areas differ in collaborative vs. compliance-based support;

- Legislative mandates that come down after school plans are completed pose challenges;

- There seems to be more coming down directly from the Board of Education;

- Facilities issues remain an ongoing challenge;

- Principals rated the service provided by OTM as deplorable early in the year but getting better to wonderful; and

- Principals rated the service provided by OITS from poor ("school staff is saving the day") to "developing."

● Union representatives interviewed shared both positive comments and areas for improvement, such as –

  o Positive feedback from representatives included --

    - Representatives referenced a positive working relationship with the superintendent, a former union member;

    - Communication between the HIDOE and union partners has improved;

    - Improvement has taken place in "meet and confer" opportunities;

    - The new online job application process is going well, although some current employees still face challenges when applying for other positions;

    - Access to data and other applications has improved as the HIDOE transitions to increased digital platforms and tools;

  o Areas for improvement from union representatives included --

    - The HIDOE was perceived to be non-responsive to the mental health needs of its members, especially those impacted by the fires on Maui;

    - Some members are reluctant to use their personal cell phones for multi-factor authorization to access HIDOE applications;

    - HIDOE OTM or complex area staff lack knowledge regarding FMLA requirements and compensation;

    - Union members have reported significant delays in receiving travel reimbursement;

    - When issuing reimbursements, union staff shared that "vendors appear to receive priority over HIDOE staff;"

    - Some policy guidelines have not been updated since 1970, and it is challenging to find some memos that are available online;

    - Members are unsure who to contact for follow-up questions when they receive

emails from the Office of Talent Management's generic mailbox address;

- All union representatives would like to revisit differentials and the differential process to separate functions and actions more clearly (e.g., differentials for hard-to-staff locations);

- There is a disconnect in communications regarding the tri-level structure of roles and responsibilities;

- Timely onboarding remains a challenge;

- Staff turnover, especially in the OTM, is high and impacts the continuity of service; and

- The HIDOE did not clearly share changes in sabbatical practices with all appropriate members.

D. Staffing Levels

- The CGCS Team reviewed current HIDOE FTE staffing levels, ratios, and percentages using the National Center for Education Statistics (NCES)[31] 2022-23 data to analyze HIDOE student-to-staff ratios compared to other CGCS school districts.[32] NCES defines the categories below and consistently reports the data across all states and districts. The x-axis for all of the charts below are large school districts. The CGCS Team found that --

  o HIDOE has a higher percentage of teaching staff (52.30 percent) among all personnel than the CGCS national median (48.02 percent),[33] indicating a strong focus on direct student education and support. Exhibit 17 below compares HIDOE to other CGCS school districts using NCES data;[34]

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[31] Source: https://nces.ed.gov/. The NCES has an extensive array of data on every school district in the nation, including data on staffing levels by category.

[32] The team must rely on the accuracy of the data reported by school districts to NCES when making comparisons.

[33] This percentage is calculated by dividing the total number of teachers by the total number of HIDOE staff.

[34] Notes: Scoring to the left of the median on all charts is preferred. Some outliers may not be displayed on all NCES charts.

Exhibit 17. Teachers as a Percentage of *Total* HIDOE Staff Compared with other CGCS Districts
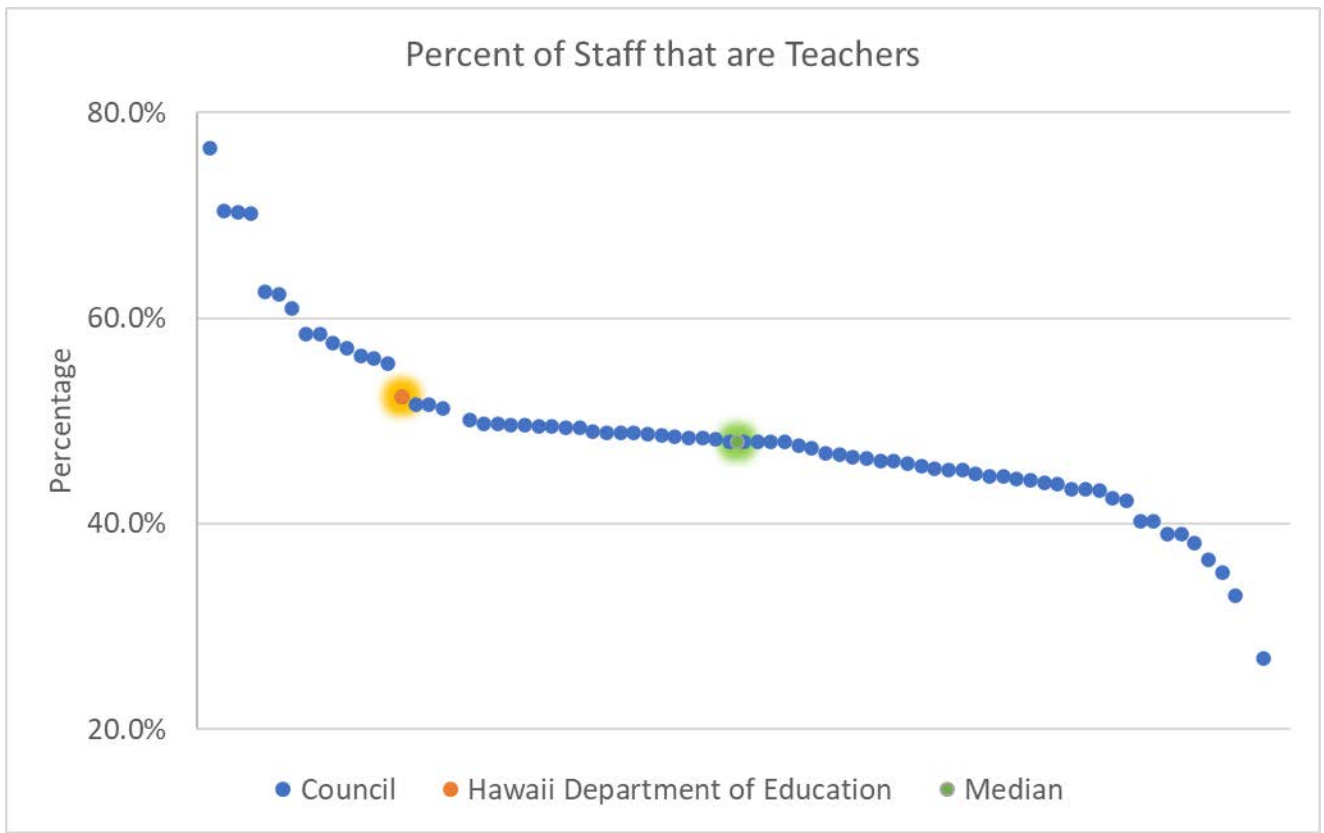
Source: CGCS, Using Data Provided by the NCES

o HIDOE has a slightly more favorable student-to-teacher ratio (14.2) than the CGCS national median (15.2),[35] suggesting smaller class sizes and potentially better individual attention for students. Exhibit 18 below compares HIDOE to other CGCS school districts using NCES data;

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[35] This percentage is calculated by dividing the total number of K-12 students by total number of HIDOE teachers.

Exhibit 18. Students per Teacher in HIDOE Compared with other CGCS Districts
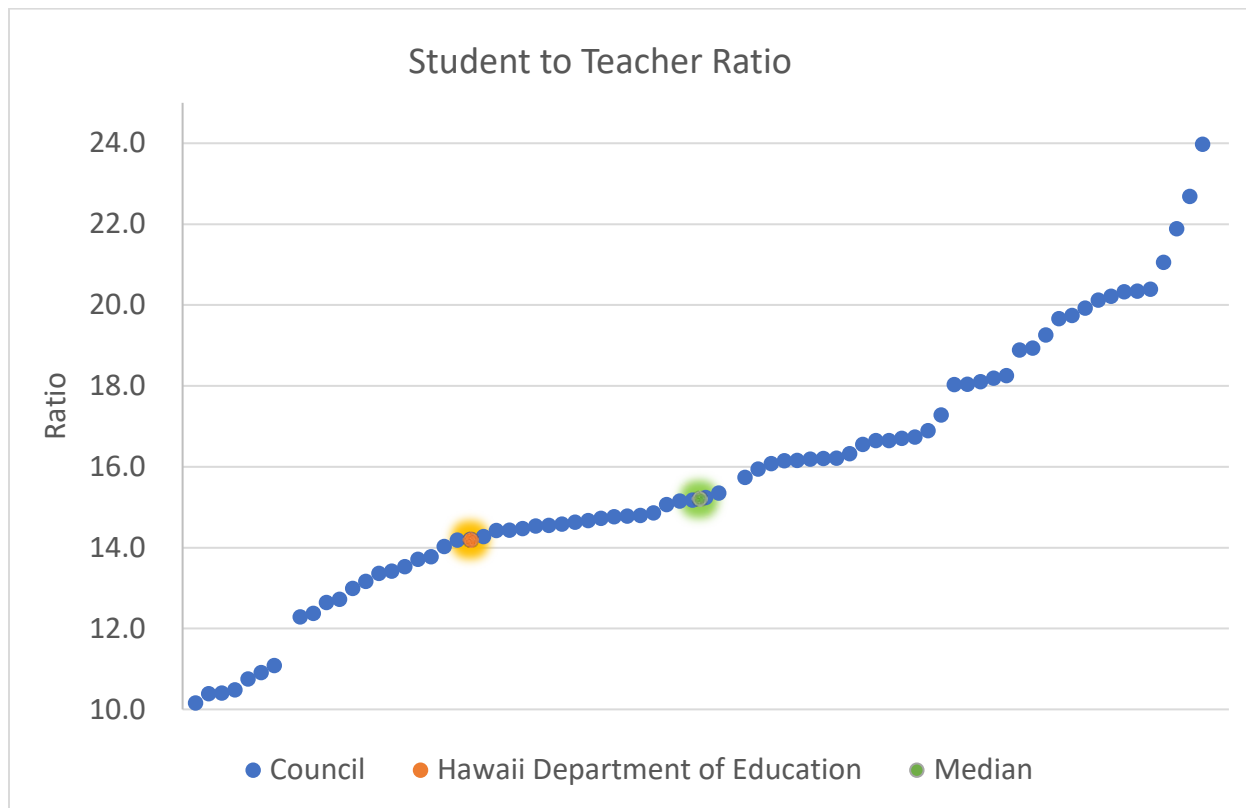
Source: CGCS, Using Data Provided by the NCES

o HIDOE student-to-total staff ratio (7.40) is very close to the CGCS national median (7.43),[36] which suggests that the HIDOE has a balanced approach to this metric. This balance indicates that the HIDOE has neither too few nor too many total staff members relative to the number of students, striking a balance in resource allocation and staff distribution. Exhibit 19 below compares HIDOE to other CGCS school districts using NCES data;

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[36] This ratio is calculated by dividing the number of HIDOE students by the total HIDOE staff count.

Exhibit 19. Student-to-*Total* HIDOE Staff Ratio Compared with other CGCS Districts
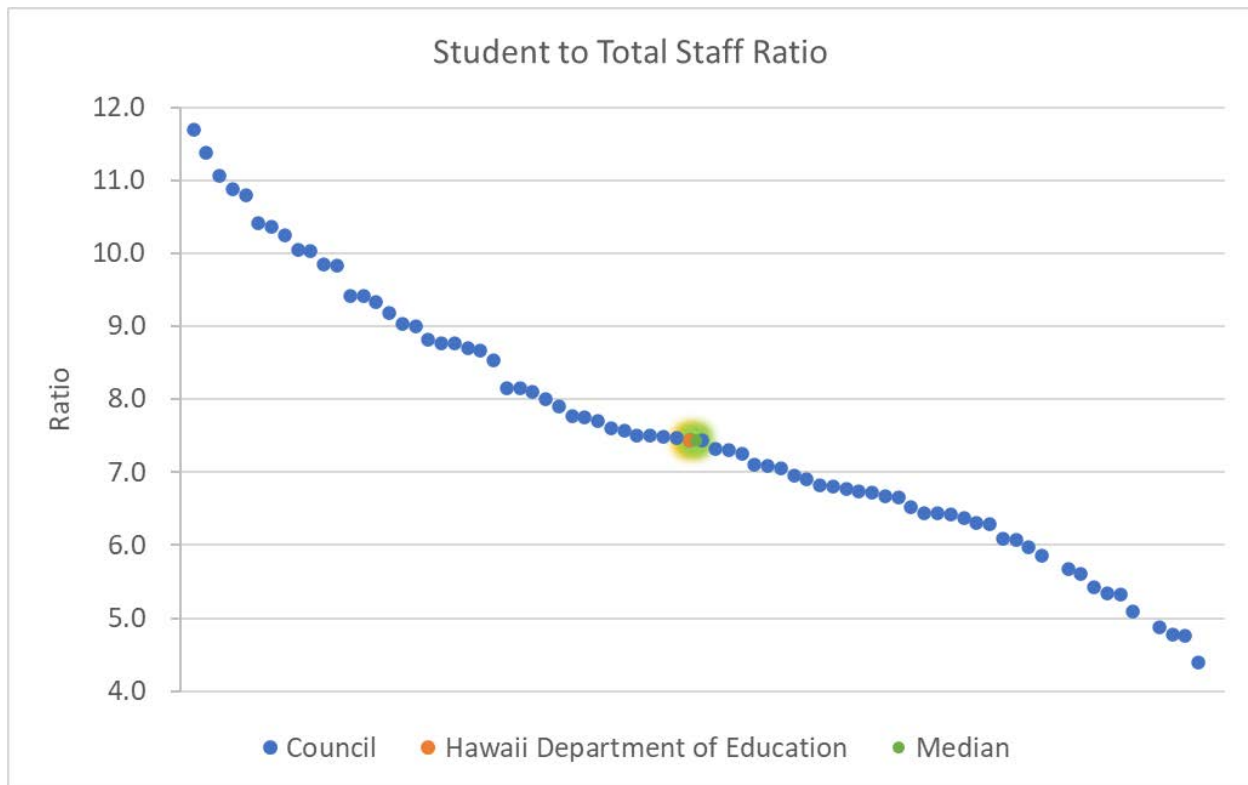
Source: CGCS, Using Data Provided by the NCES

- o HIDOE had fewer students per central office administrative and support staff members, 157.4, compared to the CGCS national median for large city school districts 191.2.[37] As noted earlier in this report, HIDOE serves as both a SEA and LEA. Consequently, we expect this ratio to be lower than that of other CGCS districts. Exhibit 20 below compares HIDOE to other CGCS school districts using NCES data;

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[37] This ratio is calculated by dividing the number of HIDOE students by the combined total of the central office administrative and support staff. Central office staff for this measure include superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities; e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, or supervisors of transportation, food services, or security. Support staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff; staff implementing software solutions and staff providing hardware and software maintenance and data user support.

Exhibit 20. Students per Total HIDOE *Central Office* Administrative and Support Staff Compared with other CGCS Districts
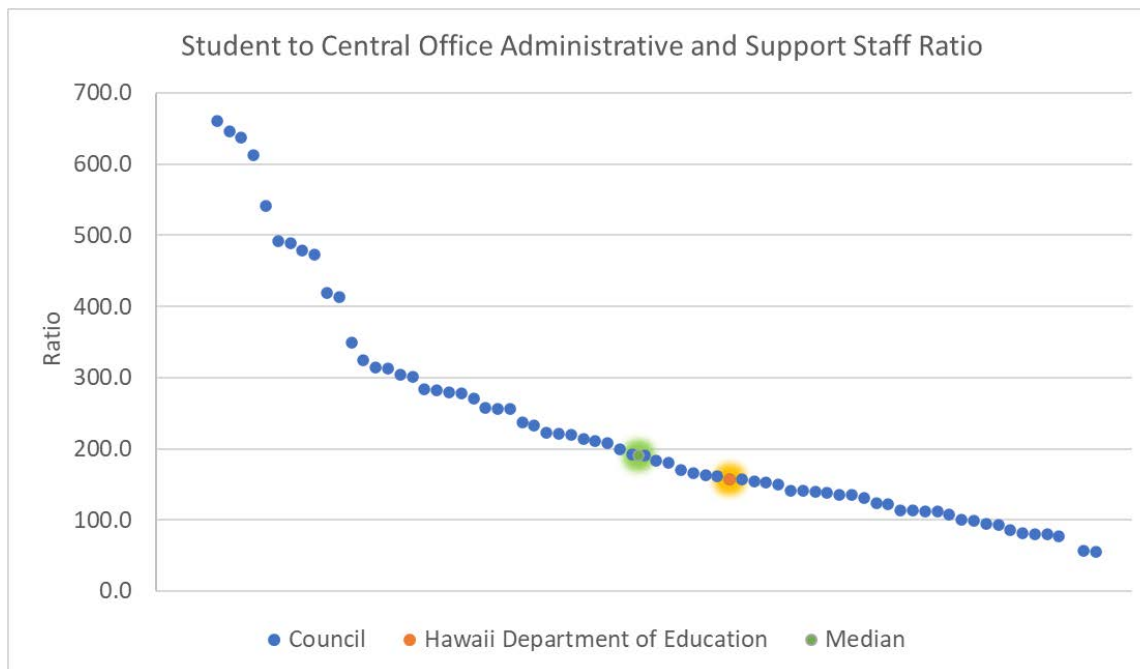
Source: CGCS, Using Data Provided by the NCES

o HIDOE has a student-to-school site administrative and support staff ratio (103.5),[38] which is lower than the CGCS national median ratio (104.99) among other CGCS districts. Exhibit 21 below compares HIDOE to other CGCS school districts using NCES data; and

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[38] This ratio is calculated by dividing the number of HIDOE students by total school site administrative and support staff. School site staff in this measure include principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons, clerical staff and secretaries.

Exhibit 21. Students per Total HIDOE *School Site* Administrative and Support Staff Compared with other CGCS Districts
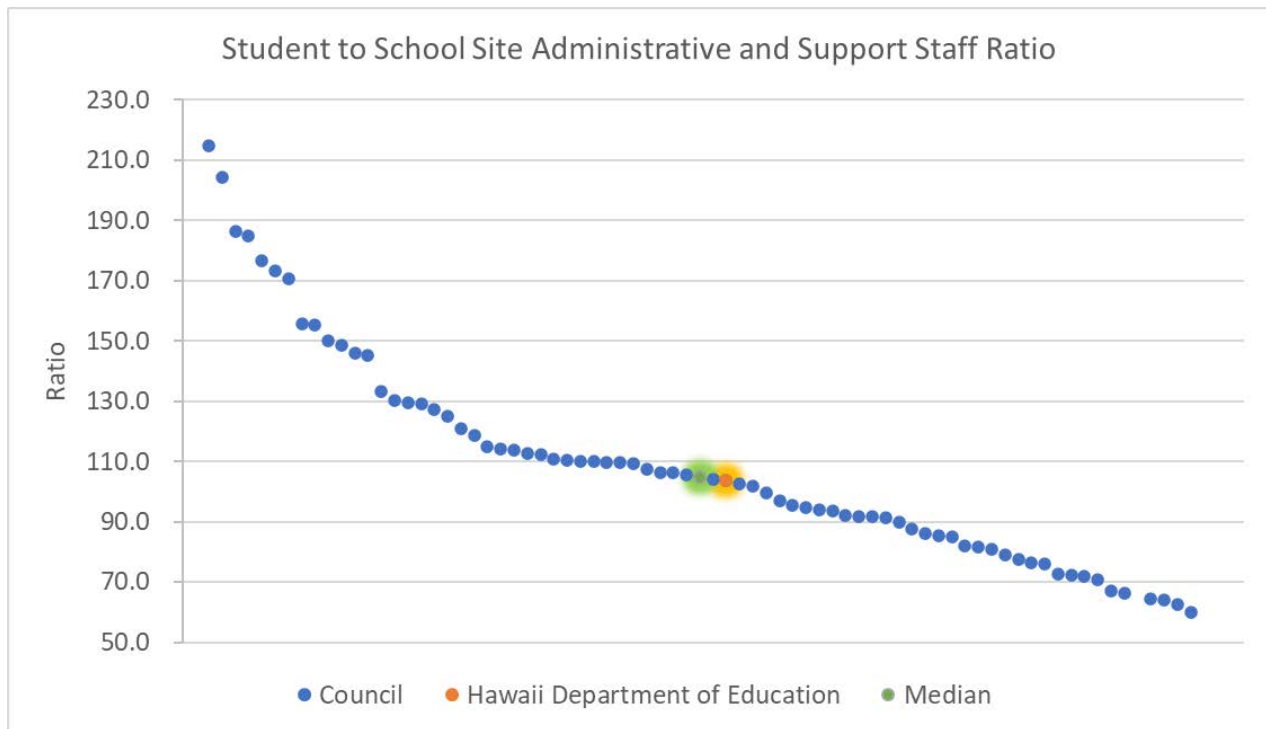
Source: CGCS, Using Data Provided by the NCES

o HIDOE's *combined* student-to-school-site and central office administrative/support staff ratio of 62.4 falls below the CGCS national median of 67.5.[39] This lower ratio may indicate that HIDOE employs more administrative and support staff per student than the average school system. The description of HIDOE's SEA and LEA also applies here, and HIDOE's unique geography across multiple islands likely impacts staffing needs. Exhibit 22 below compares HIDOE to other CGCS school districts using NCES data.

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[39] This ratio is calculated by dividing the number of HIDOE students by total school and central office administrative and support staff. School site staff in this measure include principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons, clerical staff and secretaries. Central office staff for this measure include superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities; e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, or supervisors of transportation, food services, or security. Central office support staff includes staff members providing direct support to LEA administrators, business office support, data processing, secretarial and other clerical staff; staff implementing software solutions and staff providing hardware and software maintenance and data user support.
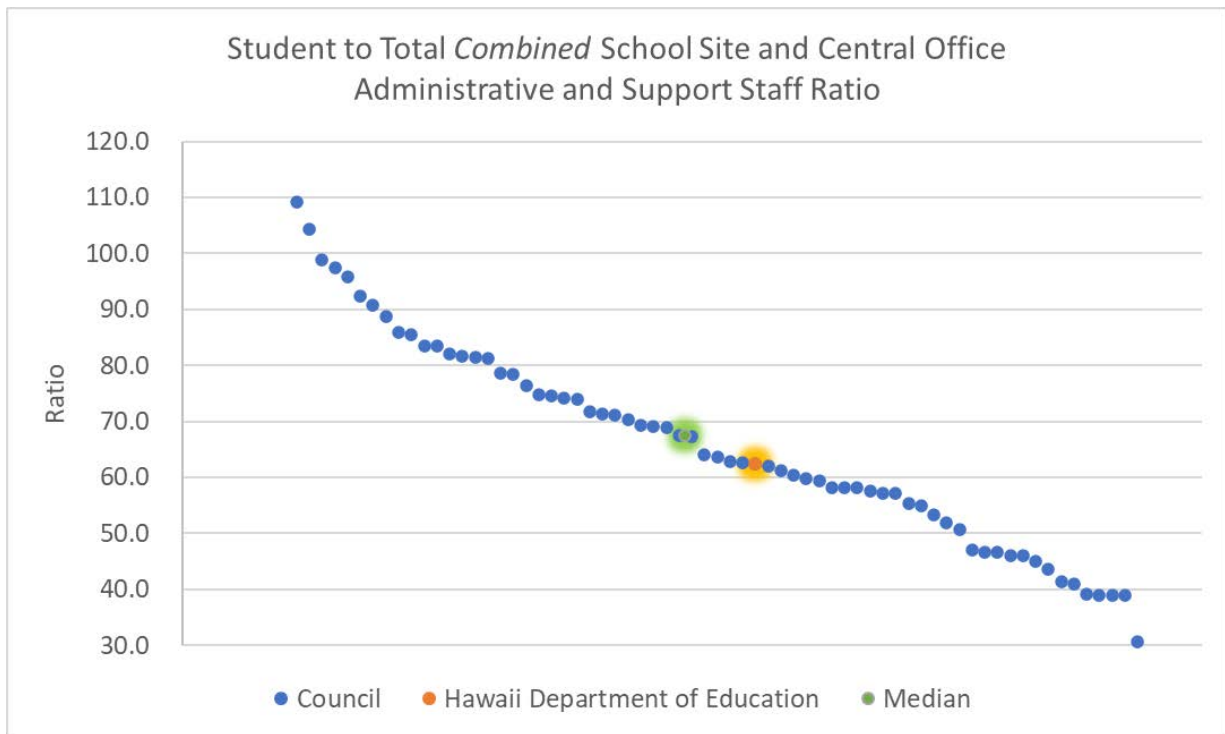
Source: CGCS, Using Data Provided by the NCES

● Exhibit 23 below compares 2021-2022 HIDOE enrollment to similar-sized school districts (100,000 to 200,000 students) across different states. HIDOE demonstrates strong support for students, with a high percentage of staff being teachers and a favorable pupil-to-teacher ratio. This suggests that HIDOE offers smaller class sizes and more individualized attention, potentially leading to better educational outcomes. Although there may be an opportunity for administrative staffing improvement, HIDOE's staffing needs are likely influenced by its unique geographical challenges of operating across multiple islands and uniquely serving as an SEA and LEA.

Exhibit 23: Comparison of HIDOE with Similar-Sized CGCS Districts (100K to 200K)

District Located In	K-12 Enrollment	Total Enrollment	Percent of Staff that are Teachers	Pupil to Teacher Ratio (K12)	Pupil to Teacher Ratio (ALL)	Pupil To Total Staff Ratio	Pupil To LEA Administrative Staff Ratio	Pupil To School Administrative Staff Ratio	Pupil To Total Administrative Staff Ratio
TEXAS	177,273	189,934	44.0%	17.1	17.3	7.6	93.2	72.8	40.9
FLORIDA	185,160	188,843	51.3%	16.7	16.9	8.7	418.5	107.4	85.4
HAWAII	168,179	170,209	52.3%	14.4	14.2	7.4	157.4	103.5	62.4
NORTH CAROLINA	141,067	144,197	48.9%	16.7	16.6	8.1	220.0	148.7	88.7
TEXAS	130,050	141,169	47.3%	14.0	14.2	6.7	95.2	91.5	46.6
FLORIDA	126,226	128,657	56.1%	18.1	18.3	10.2	256.3	94.1	68.8
PENNSYLVANIA	116,373	118,335	44.3%	14.3	14.5	6.4	107.9	155.7	63.7
TENNESSEE	104,944	109,797	57.6%	15.7	15.9	9.2	141.7	176.7	78.6
Median	135,559	142,683	50.1%	16.2	16.3	7.9	149.5	105.4	66.3

Source: CGCS, Using Data Provided by the NCES

Recommendations

The Council of the Great City Schools Strategic Support Team proposes the following recommendations to enhance each office's strategic value to improving HIDOE student outcomes:

Recommended Organizational and Administrative Structural Changes

The following is a high-level recommended realignment of the HIDOE organizational office structures (shown below in Exhibits 24-30) designed by the CGCS to help the HIDOE achieve greater operational efficiencies and effectiveness in meeting its strategic mission. All state-level offices should be organized to support all complex areas and schools. Organizational charts should be reviewed and adjusted to ensure each office is structured to provide direct support to schools through the complex areas.

❖ **Office of the Superintendent**

**Exhibit 24. *Recommended*: Office of the Superintendent**
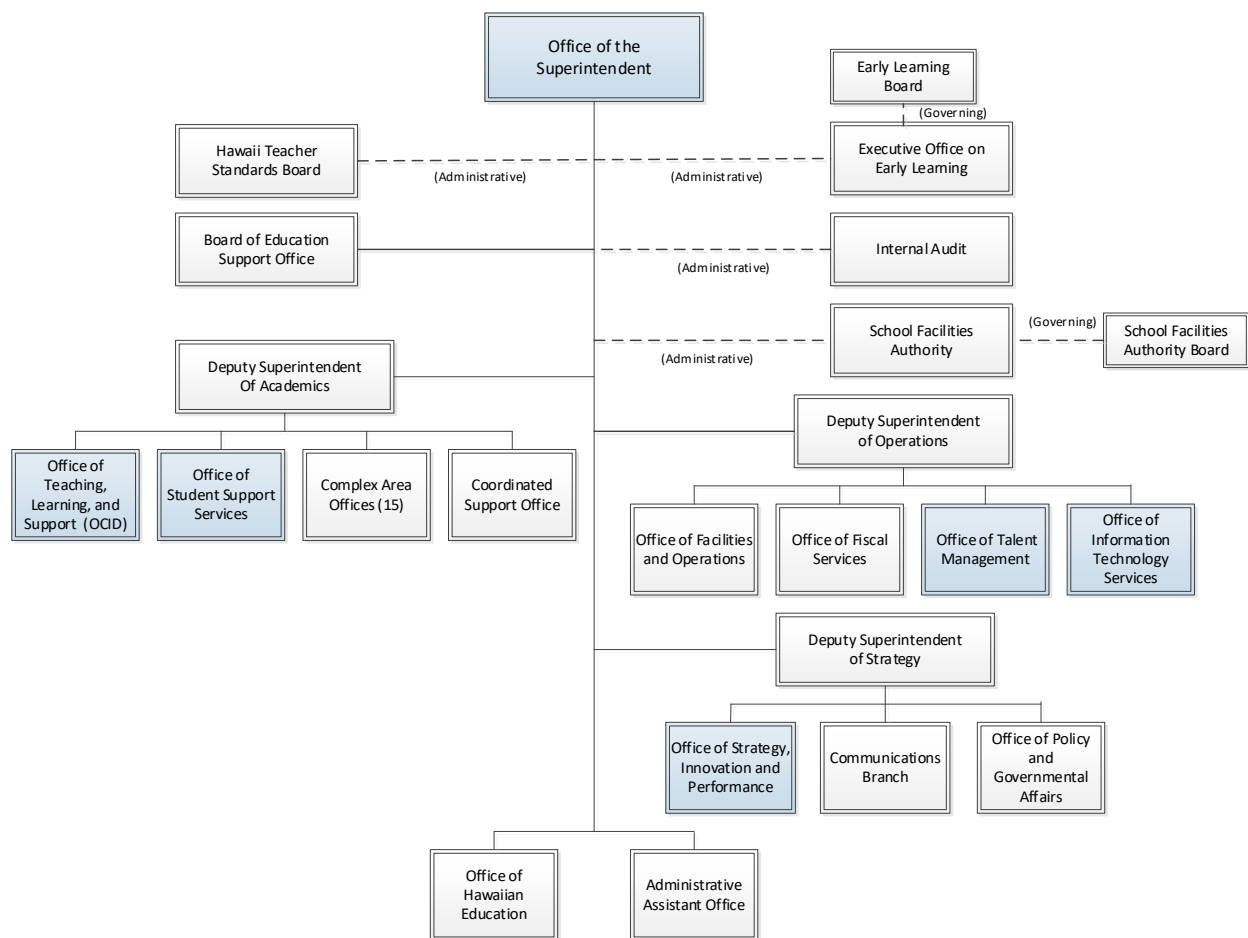
Source: CGCS

- This proposed reorganization reduces the number of direct reports to the superintendent by eight, from 14 direct reports to six. This streamlined structure allows the superintendent to focus on high-level strategic decision-making and system-wide challenges. Specifically,

  o Rename the Office of Curriculum and Instructional Design (OCID) as the Office of Teaching, Learning, and Support;

  o The Office of Teaching, Learning, and Support (formerly OCID), currently a direct report to the superintendent, will be realigned as a direct report to the deputy superintendent of Academics. This shift allows the superintendent to concentrate on broader, system-wide issues while the deputy superintendent of Academics oversees day-to-day academic operations;

  o Move the Office of Student Support Services, currently a direct report to the superintendent, as a direct report to the deputy superintendent of Academics to create a more integrated approach to student education and well-being. This restructuring recognizes that academic success is linked to comprehensive student support. By aligning student support services more closely with academic leadership, the HIDOE can ensure that the social, emotional, and physical needs of students are considered in tandem with their educational needs;

  o Formally move OITS and OTM as direct reports to the deputy superintendent of Operations.

  o Assign the Office of Strategy, Innovation and Performance, currently a direct report to the superintendent, as a direct report to the deputy superintendent of Strategy to enhance the HIDOEs ability to align strategic initiatives with day-to-day operations. This restructuring creates a more direct link between high-level planning and practical implementation, ensuring that innovative ideas and performance metrics are seamlessly integrated into the HIDOEs overall educational approach; and

  o Move the Workforce Development Branch, currently a direct report to the superintendent, to the Office of Teaching, Learning, and Support to enhance the alignment between academic instruction and workforce preparation. This restructuring creates an integrated approach to education, ensuring workforce development is integral to the overall educational strategy.

- Reassign the Monitoring and Compliance Branch as a direct report to the newly created Office of Policy and Governmental Affairs, which is a direct report to the deputy superintendent of Strategy. This realignment will allow for better integration of compliance data into overall performance metrics, more efficient use of monitoring results to inform strategic planning, and improved coordination between compliance activities and innovation initiatives.

- Relocate the Communications Branch as a direct report to the deputy superintendent of Strategy. By positioning these communication functions closer to top leadership, the

174

organization can ensure more timely and strategic messaging. This restructuring will facilitate better alignment between communication efforts and overall organizational goals and policy, allowing for more responsive and cohesive public relations and stakeholder engagement.

❖ **Office of Curriculum and Instructional Design**

Exhibit 25. *Recommended***: Office of Teaching, Learning, and Support (Currently OCID)**
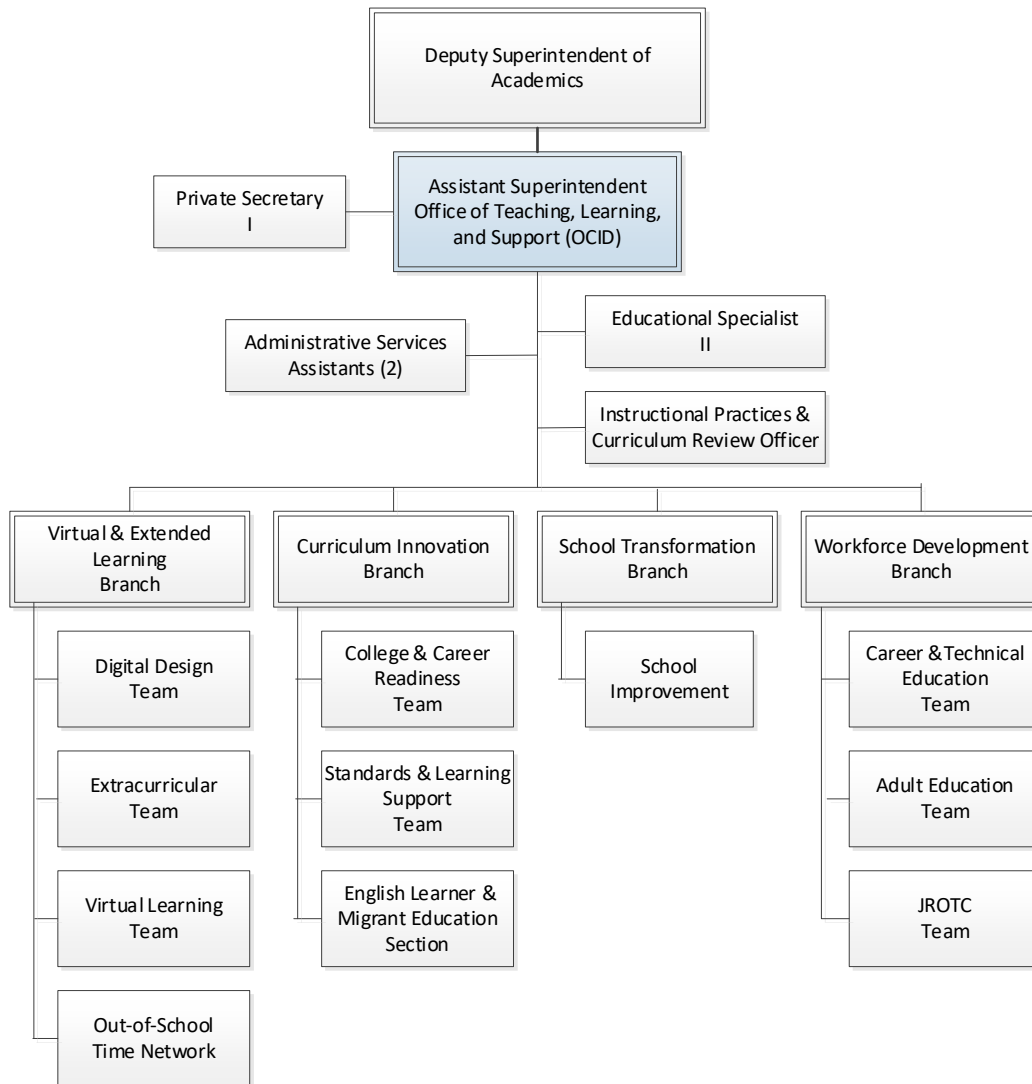
Source: CGCS

- ▪ Rename the "Office of Curriculum and Instructional Design" to the "Office of Teaching, Learning, and Support (OCID/OTLS)." The new title encompasses the

175

three core pillars of educational success: effective teaching methods, student learning experiences, and comprehensive support systems; and[40]

- Move the English Learner and Migrant Education Section from OSSS to the Curriculum Innovation Branch (OCID/OTLS) for greater coherence and increased equity.

- Move the School Transformation Branch from OSIP to the Office of Curriculum and Instructional Design (OCID/OTLS) and School Improvement Sections) to better align school improvement efforts with curriculum development and instructional strategies.

- Consolidate all Title III components under the English language learners' section, including the Seal of Biliteracy, grants, funding, and related programs. This centralization enhances coordination, improves resource management, and ensures consistent support for English language learners.

- Merge the OCID Learning Support Team and the Standards Support Team (Standards and Learning Support Team) branches to create coherence around improving student outcomes since both offices provide subject matter expertise and learning support for the various content areas. This will allow opportunities for interdisciplinary connections between and among the various content areas and develop a shared understanding of standards and learning support, especially in PreK through grade six. Allowing the teams to work collaboratively can support one of the state's guiding principles about designing culturally relevant instruction to reflect and become more responsive to the needs of HIDOE students. Further --

  o Leverage this team to more intentionally support complex area superintendents and their staff to help building principals and classroom teachers (providing virtual or face-to-face support). Use the current staff to support complex area staff who will be deployed to support schools to answer pertinent questions about standards and instructional delivery.

- Move the Workforce Development Branch, currently a direct report to the superintendent, to the Office of Teaching, Learning, and Support to enhance the alignment between academic instruction and workforce preparation. This restructuring creates a more integrated approach to education, ensuring that workforce development is not seen as separate from, but rather an integral part of, the overall educational strategy. Further --

  o Move JROTC to Workforce Development as it is workforce development for the armed forces;

  o Merge Virtual Learning and Extended Learning Branches to a new Virtual and Extended Learning Branch;

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[40] For continuity purposes, the office may be referred to as either OCID (Office of Curriculum, Instruction and Design) or OTLS (Office of Teaching, Learning, and Support) interchangeably until the name change becomes official.

- o Move the Out-of-School Time Network from Community Engagement (OSIP) to OTLS to improve the alignment between Tier 1 instruction during the school day and after school supports for improving student academic outcomes in out-of-school activities; and

- o Move career technical education and adult education into the Workforce Development Branch to create a more cohesive and streamlined approach to preparing students and adults for the job market. This restructuring aligns closely related educational programs that share the goal of enhancing employability and career readiness.

- Rename the "Career Readiness Team" as "College and Career Readiness." This change reflects a more comprehensive approach to student preparation, encompassing college and career paths. It aligns HIDOE's terminology with current national education standards that emphasize preparing students for various post-secondary options. The College and Career Readiness team should move under the Curriculum Innovation branch.

❖ **Office of Information Technology Services**

Exhibit 26. *Recommended*: Office of Information Technology Services
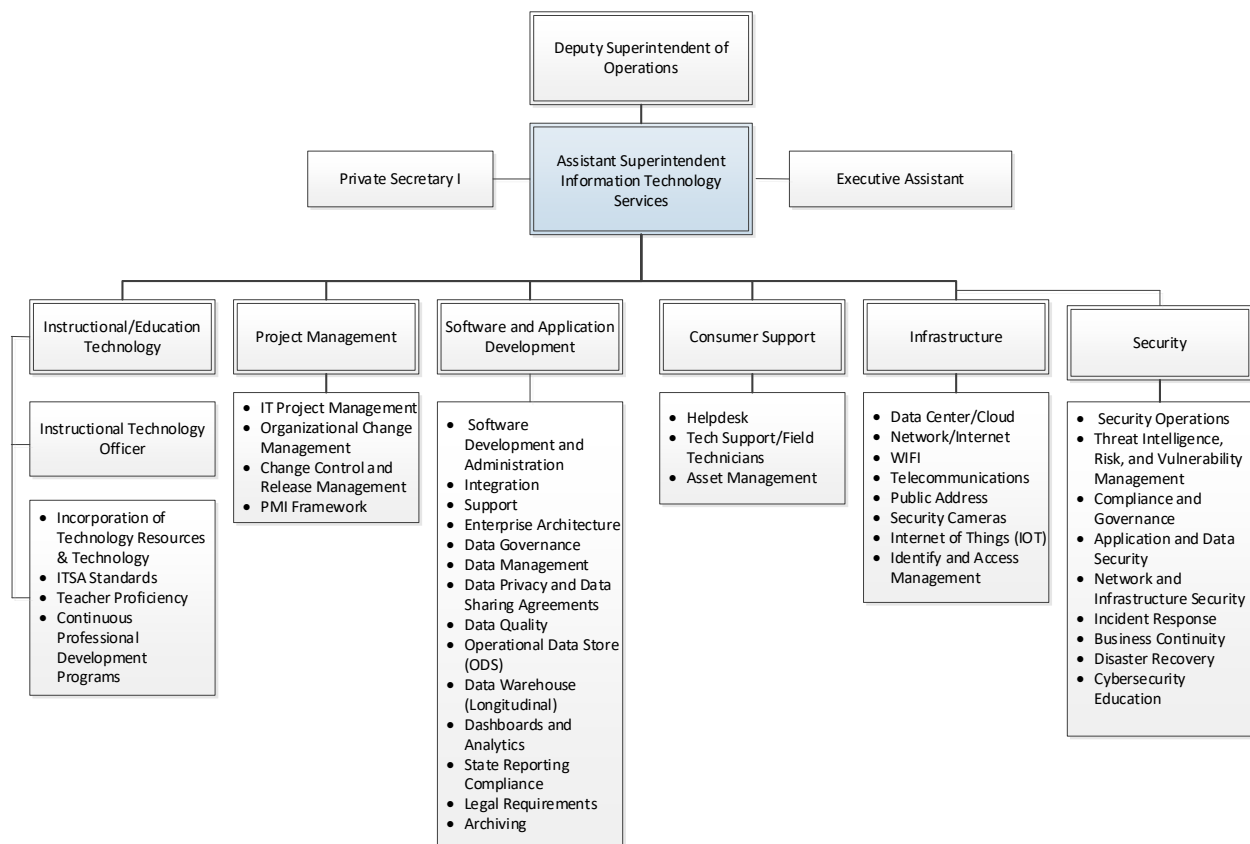
Source: CGCS

- Formally move OITS to a direct report to the deputy superintendent of Operations.

- The recommended changes represent a significant modernization of the OITS organizational structure that aligns well with current best practices in IT management.

- The reorganization would enhance operational efficiency by consolidating multiple branches and sections into broader, more cohesive categories. This streamlined structure reduces bureaucratic layers, simplifies workflows, and promotes more effective collaboration across the office.

- The new structure also introduces an IT risk management framework that includes disaster recovery, business continuity planning, and compliance strategies, ensuring OITS can effectively mitigate risks and safeguard operations and stability.

- The reorganization introduces dedicated categories for critical areas, such as data analytics, infrastructure, and user support, reflecting the growing importance of these functions in the current educational technology landscape. Incorporating data and analytics within the Software and Application Development function underscores governance, quality, and analytics as strategic assets, leading to more accurate reporting and better-informed policy decisions.

- The Instructional Technology Officer will move to the new Instructional/Education Technology function, reflecting technology's importance in modern education. This change will improve resource coordination, allow more focused leadership, streamline communication, and increase specialized expertise. It ensures OITS aligns with K-12 educational needs and outcomes, fostering more effective technological integration in educational practices. This restructuring enhances the organization's ability to leverage technology for improved learning experiences.

- This reorganization clearly separates infrastructure management and security functions, which are currently intertwined. This distinction allows for more focused attention on critical areas and aligns with the principle of separation of duties, an essential aspect of IT governance and security best practices.

- The inclusion of emerging technologies such as the Internet of Things (IoT) and cloud services within the infrastructure function demonstrates a forward-looking approach. This proactive stance on adopting and managing new technologies will position the OITS to better support innovation, digital transformation, and educational initiatives across the organization.

- While the proposed structure offers many advantages, it is important to note that such a significant reorganization may face challenges in implementation. Therefore, it is suggested that OITS --

  o Implement a phased reorganization approach. For example --

    ▪ Phase 1: Conduct a detailed analysis of current roles and responsibilities;

- Phase 2: Design the new organizational structure based on functional clusters;

- Phase 3: Develop transition plans for affected teams and individuals; and

- Phase 4: Execute the reorganization in stages, starting with the least disruptive changes.

o Establish a cross-functional transition team (perhaps led by the Executive Assistant) to oversee the reorganization process and address challenges;

o Develop comprehensive training programs to equip staff with the necessary skills and knowledge for their new or modified roles;

o Create a clear communication plan to keep all stakeholders informed throughout the reorganization process;

o Implement a robust change management strategy to address potential resistance and ensure smooth adoption of the new structure;

o Review and update all relevant OITS policies and procedures to align with the new organizational structure and functions;

o Establish key performance indicators (KPIs) to measure the effectiveness of the reorganization and make data-driven adjustments as needed; and

o Foster a culture of collaboration by creating formal channels for inter-team communication and joint projects.

- Anticipated outcomes include --

o Focusing on instructional/educational technology will lead to more consistent and effective use of technology across all classrooms. This is expected to result in increased student engagement and improved digital literacy skills;

o Greater emphasis on standardized project management practices will lead to a higher percentage of projects completed on time and within budget, as well as an increase in stakeholder satisfaction with project outcomes;

o Greater focus on data analytics and governance is expected to result in improved data literacy among staff across various offices and schools, potentially measurable through increased use of data-driven decision-making processes;

o A streamlined organizational structure with a clearer delineation of responsibilities will lead to more efficient operations and better resource utilization across the OITS. This improved efficiency will result in cost savings, faster decision-making processes, and more effective allocation of IT resources; and

o Greater emphasis on continuous professional development within the new structure will result in a more skilled, adaptable, and cross-trained OITS workforce. Focusing on ongoing learning and skill enhancement will improve capability in managing complex IT systems. OITS can anticipate increased certifications among IT staff, improved performance metrics in IT service delivery, and enhanced ability to support HIDOE's educational mission.

❖ **Office of Strategy, Innovation, and Performance**

Exhibit 27. *Recommended***: Office Strategy, Innovation, and Performance**
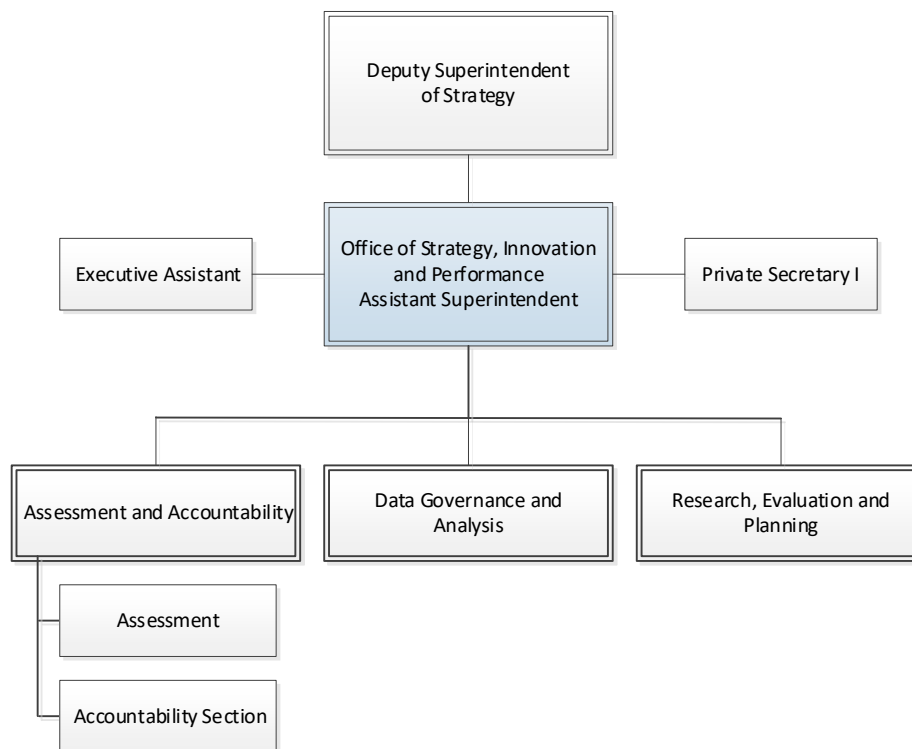
Source: CGCS

● Assign the Office of Strategy, Innovation and Performance, currently a direct report to the superintendent, to a direct report to the deputy superintendent of Strategy to enhance the HIDOEs ability to align strategic initiatives with day-to-day operations. This restructuring creates a more direct link between high-level planning and practical implementation, ensuring that innovative ideas and performance metrics are seamlessly integrated into the HIDOEs overall educational approach.

● Merge community engagement functions, currently in OSIP, with the Office of Student Support Services (OSSS) and rename it Family and Community Engagement Branch. This strategic realignment will increase parent involvement opportunities, strengthen student support, and build stronger connections between schools, families, and the community. By bringing community engagement under student support, HIDOE can create a more cohesive approach to addressing student needs while fostering a more engaged and collaborative educational environment.

- Relocate the Communications Branch and its sections as a direct report to the deputy superintendent of Strategy. By positioning these communication functions closer to top leadership, the organization can ensure more timely and strategic messaging. This restructuring will facilitate better alignment between communication efforts and overall organizational goals and policy, allowing for more responsive and cohesive public relations and stakeholder engagement.

- Move the School Transformation Branch from OSIP to the Office of Curriculum and Instructional Design and School Improvement Sections) to better align school improvement efforts with curriculum development and instructional strategies, potentially leading to more streamlined operations and efficient resource allocation. This consolidation would centralize the management of various federal funding streams, potentially reducing administrative overlap and improving coordination among different Title programs.

- Reassign the Monitoring and Compliance Branch to the newly created Office of Policy and Governmental Affairs. This realignment will allow for better integration of compliance data into overall performance metrics, more efficient use of monitoring results to inform strategic planning, and improved coordination between compliance activities and innovation initiatives.

- Move the reporting lines of the Instructional Analyst III and II positions to the newly created Federal Programs Branch in the Office of Policy and Governmental Affairs. This change will enhance the analytical capabilities within the office by aligning similar roles, allowing for more focused and in-depth analysis and leveraging the expertise of both positions.

- Create and invest in a research, evaluation, and strategic planning branch in OSIP designed to help evaluate programs' implementation or effectiveness and help aid the HIDOE in strategically examining questions from leadership, the board, or in support of other offices.

- Move the Out-of-School Time Network from Community Engagement (OSIP) to OTLS/OCID under the Virtual and Extended Learning Branch.

- Refocus the work of the Data Governance office to provide oversight and drive the development of policy and data governance practices.

❖ **Office of Student Support Services**

Exhibit 28. *Recommended***: Office of Student Support Services**
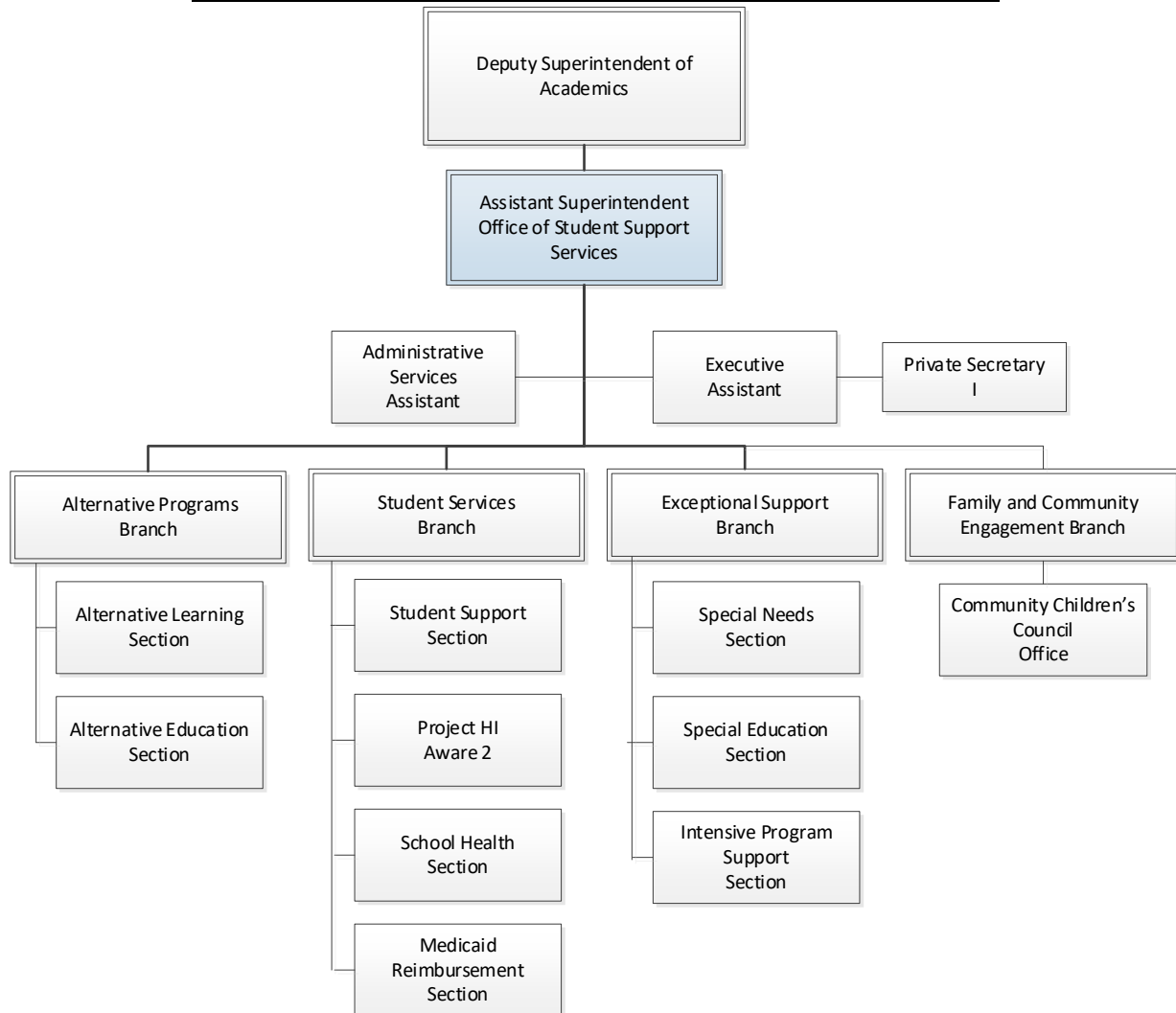
Source: CGCS

- Move the Office of Student Support Services, currently a direct report to the superintendent, as a direct report to the deputy superintendent of Academics to create a more integrated approach to student education and well-being. This restructuring recognizes that academic success is linked to comprehensive student support. By aligning student support services more closely with academic leadership, the HIDOE can ensure that the social, emotional, and physical needs of students are considered in tandem with their academic needs.

- Move the English Learner and Migrant Education Section from OSSS to the Curriculum Innovation Branch in OCID to forge greater instructional coherence and increased equity.

- Review all positions and job descriptions in the Medicaid Reimbursement Section to maximize billing/revenue opportunities. Determine if this position should be moved to the Office of Fiscal Services.

- Create an Intensive Program Support Section within the Exceptional Support Branch to provide leadership, professional development and technical assistance to schools and complexes serving students with significant behavioral challenges, social-communication deficits, and/or severe/profound disabilities.

- Establish an Alternative Education Section (AES) as part of the Alternative Programs Branch to deliver guidance and technical direction to alternative institutions or facilities providing educational services to children and youth.

- Merge community engagement functions, currently in OSIP, with the Office of Student Support Services (OSSS) and rename it Family and Community Engagement Branch. This strategic realignment will increase parent engagement opportunities, strengthen student support, and build stronger connections between schools, families, and the community. By bringing community engagement under student support, HIDOE can create a more cohesive approach to addressing student needs while fostering a more engaged and collaborative educational environment.

❖ **Office of Talent Management**

Exhibit 29. *Recommended*: Office of Talent Management
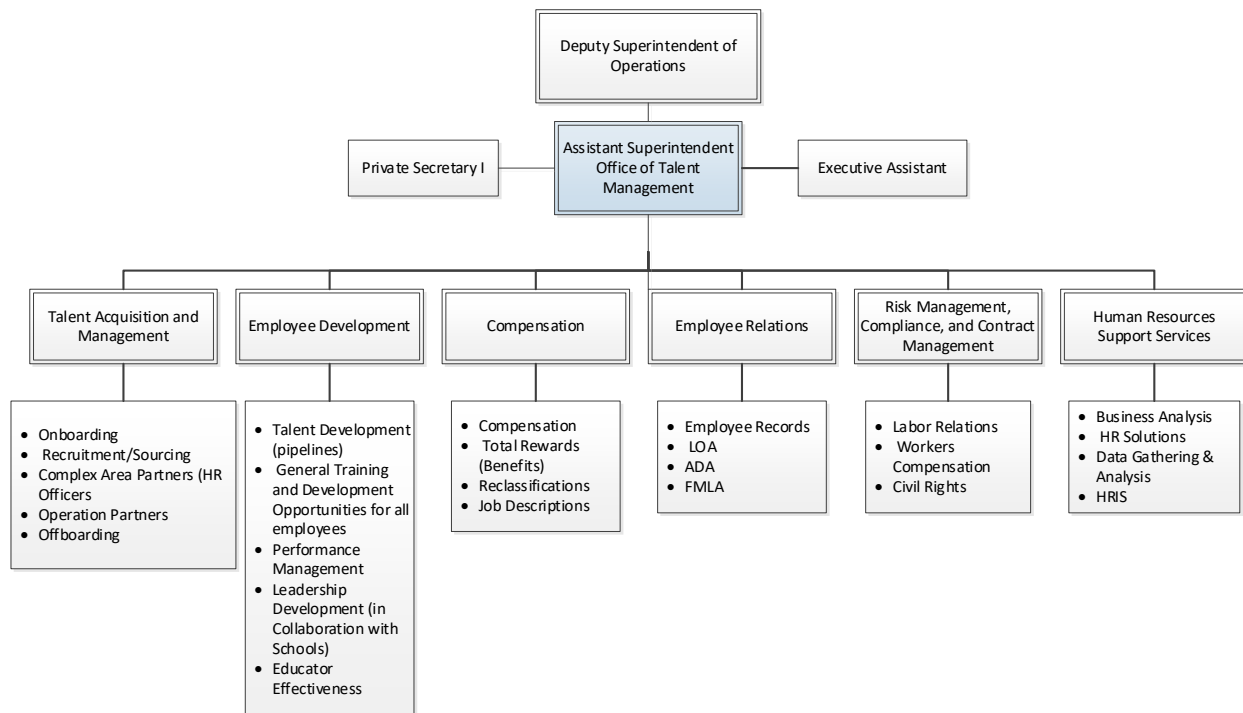
Source: CGCS

- Formally move OTM to a direct report to the deputy superintendent of Operations.

- As illustrated above, the restructure/reorganization is based on major functional areas that align with nationally recognized HR functions and service delivery models.

- Implement a phased reorganization approach. For example --

  o Phase 1: Conduct a detailed analysis of current roles and responsibilities;

  o Phase 2: Design the new organizational structure based on functional clusters;

  o Phase 3: Develop transition plans for affected teams and individuals; and

  o Phase 4: Execute the reorganization in stages, starting with the least disruptive changes.

- Establish a cross-functional transition team (perhaps led by the Executive Assistant) to oversee the reorganization process and address challenges.

- The Office of Talent Management should generally hold responsibility for ensuring all staff across the school system are equipped with the necessary skills and knowledge for their current positions and providing professional growth opportunities for all employees. The content and delivery of some professional learning opportunities may be led by other divisions (e.g., OCID leading subject-specific content and curriculum professional learning for teachers; OITS leading cyber security training for all staff). OTM should:

  o Develop comprehensive training programs to equip staff with the necessary skills and knowledge for their new or modified roles.

- Related to the proposed reorganization of HIDOE, OTM should work with the communications team to create a clear communication plan to keep all stakeholders informed throughout the reorganization process.

- Related to the proposed reorganization of HIDOE, OTM should work with OSIP to implement a robust change management strategy to address potential resistance and ensure smooth adoption of the new structure.

- Review and update all relevant HR policies and procedures to align with the new organizational structure and functional clustering.

- Establish key performance indicators (KPIs) to measure the reorganization's effectiveness and make data-driven adjustments.

- Foster a culture of collaboration by creating formal channels for inter-team communication and joint projects.

- Conduct regular feedback sessions with staff to identify and address any issues arising from the reorganization.

- Evaluate and optimize the new structure annually, making incremental improvements based on operational needs and staff input.

- Anticipated outcomes include --

  o Consolidating functions into broader categories reduces redundancy, enhances operational efficiency, and makes the organization more agile. Streamlined operations lead to quicker decision-making and more effective management of resources;

  o A stronger focus on risk management and compliance ensures robust handling of labor relations, workers' compensation, and civil rights issues. This strategic emphasis helps mitigate risks, ensures legal compliance, and fosters a safe and equitable workplace;

  o Emphasizing talent development and leadership programs will ensure continuous professional growth for employees. By providing ample training and development opportunities, the organization fosters a culture of learning and improvement, leading to higher employee satisfaction and retention;

  o Establishing comprehensive human resources support services, including business analysis, HR solutions, and data gathering, will enhance strategic decision-making capabilities. These support services ensure that HR functions are aligned with organizational goals and that data-driven insights inform HR policies and practices; and

  o Clarified roles and responsibilities within the new categories will improve accountability and performance management. Clear delineation of duties ensures that each function is adequately managed, leading to more effective oversight and improved organizational performance.

❖ **Office of Policy and Governmental Affairs (New)**

Exhibit 30. *Recommended*: **Office of Policy and Governmental Affairs**
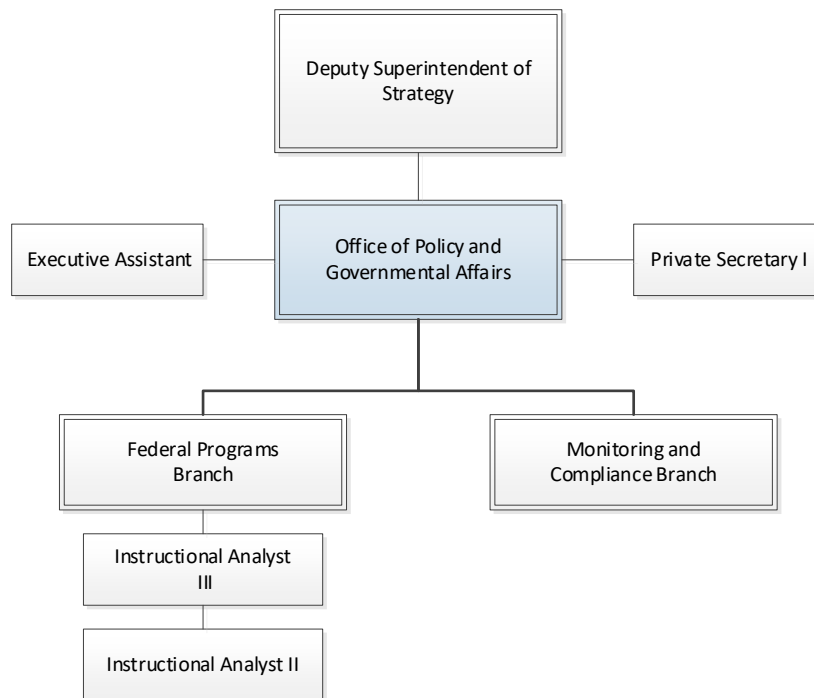
Source: CGCS

- Establish an Office of Policy and Governmental Affairs, merging Policy with a new Governmental Affairs function. This office will report to the deputy superintendent of Strategy to develop policies, liaise with government entities, monitor legislation, and advocate for HIDOE interests by centralizing policy and government affairs, which will enhance strategic coordination and strengthen HIDOE's legislative advocacy efforts. The CGCS Team recommends elevating this division to an office. The office should provide oversight to the Monitoring and Compliance and Federal Programs Branches of the HIDOE. Further, the CGCS Team envisions the need to have staff in the office who will help coordinate the HIDOE federal and state compliance, policy, and governmental affairs support that occurs in other divisions of the organization (i.e., across OCID, OTM, OITS, OFS, OSSS). Further, this office should work closely with the superintendent, through the deputy superintendent, to coordinate the HIDOE's federal, state, and local policy and legislative positions.

- Reassign the Monitoring and Compliance Branch to the newly created Office of Policy and Governmental Affairs. This realignment will allow for better integration of compliance data into overall performance metrics, more efficient use of monitoring results to inform strategic planning, and improved coordination between compliance activities and innovation initiatives.

- Relocate all federal and title programs to the newly created Federal Programs Branch, reporting to the new Office of Policy and Governmental Affairs. Consolidating federal

programs under one branch streamlines management and ensures consistent implementation of federal requirements across the HIDOE. This consolidation would centralize the management of various federal funding streams, potentially reducing administrative overlap and improving coordination among different Title programs.

- Move the OSIP Instructional Analyst III and II positions to report to the newly created Federal Programs Branch in the Office of Policy and Governmental Affairs. This change will enhance the analytical capabilities within the office by aligning similar roles, allowing for more focused and in-depth analysis and leveraging the expertise of both positions.

The table below, Exhibit 31, compares the number of direct reports before and after the proposed reorganization. The reorganization positions HIDOE to improve organizational coherence with improved functional groupings, enhance decision-making and efficiency, and focus on positive student outcomes.

Exhibit 31. Comparison – Spans of Control

Spans of Control*	Current	Proposed
Office of the Superintendent	14	6
Deputy Superintendent of Academics	17	18
Deputy Superintendent of Operations	0	4
Deputy Superintendent of Strategy	0	3
Office of Curriculum & Instructional Design (OCID)	6	7
Office of Information Technology Services (OITS)	8	7
Office of Strategy, Innovation and Performance (OSIP)	9	4
Office of Student Support Services (OSSS)	5	6
Office of Talent Management (OTM)	7	7
Office of Policy and Governmental Affairs	(New)	3
*Current and projected counts do not include the Private Secretary position		

Source: CGCS

Systemic Recommendations[41]

1. Establish, implement, and monitor a systemic framework balancing complex area/school autonomy with system-wide consistency, ensuring equitable education for all HIDOE students. Develop clear structures, processes, guidelines, and standards for essential practices while preserving local decision making. Institute mechanisms for disseminating best practices and supporting local leaders in effective decision-making within HIDOE goals. Ensure consistent application and execution of these standards. Regularly review and adjust the framework to maintain a balance between autonomy and consistency, promoting equity and effectiveness. This approach will enhance operational efficiency, reduce unnecessary oversight and costs, and focus on improving student outcomes. Communicate this framework clearly throughout the organization.

2. Implement an extensive data management strategy to consolidate and streamline the HIDOE's fragmented data systems, focusing on the following key actions --

    a. Conduct a thorough audit of existing data collection, reporting, assessment, and visualization systems to identify redundancies and inefficiencies;

    b. Develop and enforce coherent data governance policies to ensure consistent data quality, standardization, and interoperability across all offices and schools;

    c. Consolidate overlapping data/assessment systems into a unified, centralized platform that can serve multiple purposes and stakeholders;

    d. Establish a cross-functional data integration team to oversee the migration of data from disparate systems into the new centralized platform;

    e. Implement a robust data warehouse solution to facilitate comprehensive reporting and analysis across schools and offices;

    f. Provide extensive training to staff on the new unified system and data governance policies to ensure smooth adoption and compliance; and

    g. Regularly review and optimize the consolidated system to maintain effectiveness and adapt to changing needs.

3. Establish a comprehensive, multi-year program to develop and implement key performance indicators (KPIs) and other relevant performance metrics. Implement regular review cycles to assess the new structure's effectiveness and make necessary adjustments. This long-term initiative will drive data-informed decision-making, improve educational outcomes, and enhance operational efficiency across the HIDOE. Recognize that developing and rolling out a valuable KPI program may take several years to realize its full potential.

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[41] The reader may find similar recommendations in the sections that follow.

4. Review and streamline HIDOE's administrative structure and workflows to enhance efficiency and responsiveness. Reduce the number of hierarchical layers to eliminate bottlenecks and simplify decision-making processes from the state level to the local level, enabling more agile and responsive management practices. Conduct a comprehensive review of current administrative practices to identify and address workflow inefficiencies by establishing a dedicated committee responsible for wordsmithing and document approvals to minimize the need for multiple office reviews. Additionally, leverage state-of-the-art technology to automate routine tasks, improve communication, and track progress effectively across the organization. This integrated approach will create a more streamlined, efficient, and responsive administrative structure that can adapt quickly to educational needs and challenges at all levels of the HIDOE.

5. Implement the following organizational change strategies to ensure an efficient and effective reorganization of HIDOE offices, prioritizing student success, operational excellence, and employee-centric practices --

   a. Ensure that individuals in leadership positions in the new organization have the appropriate skills, expertise, experience, and ongoing training to be successful;

   b. Initiate a comprehensive staffing study of all offices/sections/units to verify appropriate staffing levels. Evaluate current structures and workflows to explore repurposing positions for enhanced operational efficiency and effectiveness. Conduct skills gap analysis and provide necessary training or recruitment to address identified gaps or weaknesses;

   c. Fill positions, as necessary, in the new organization with individuals who are able and willing to accomplish required goals. Provide staff with autonomy and the opportunity to perform their work. Routinely recognize staff when they display quality work products and hold all staff accountable for results. Implement a performance management system that aligns individual goals with HIDOE's organizational objectives;

   d. Develop concise reporting relationships with clearly defined job titles, roles, and job descriptions. Provide a realistic portrayal of duties, responsibilities, expectations, accountabilities, and reporting lines representing the organization's core functions. Ensure that all roles and structures maintain a focus on student outcomes and customer service; and

   e. Implement organizational change strategies to address and manage adverse employee impacts from altering organizational structures (reorganization) and changing processes. Develop a comprehensive communication plan to keep all stakeholders informed throughout the reorganization process. If needed, provide resources for employee well-being and support during the transition period.

6. Develop succession planning and cross-training within all offices to ensure knowledge transfer and the orderly transition of responsibilities. Avoid creating organizational

dependence on any individual by designing workflow sharing and cross-training to ensure continuity of service in the event of employee unavailability or absenteeism.

7. Implement comprehensive measures to break down silos and foster a culture of open communication throughout HIDOE complex areas, schools, and state offices. Cultivate or hire leaders who lead by example to champion a culture of open communication practices. Promote integration and coordination through shared goals, joint initiatives, and inter-departmental projects by leveraging technology and platforms that enable real-time communication opportunities. Schedule regular inter-departmental and staff meetings at all levels to discuss ongoing projects, share updates, and identify collaboration opportunities. Structure these meetings to encourage open dialogue, knowledge sharing, and inclusion. Solicit agenda items in advance and document minutes of discussions, decisions, and follow-up activities so employees at all levels know --

   a. HIDOE's overarching goals, as well as specific objectives for each complex area, school, and office, and how they will be achieved;

   b. Ongoing collaboration is taking place across HIDOE offices, between complex area offices, among schools within complex areas, and between schools and their respective complex area offices, with all appropriate stakeholders and subject matter experts at the table;

   c. How personnel in HIDOE offices, complex area teams, and school staff will be held accountable and evaluated using performance monitoring metrics aligned with the superintendent's goals and the HIDOE's strategic plan;

   d. Why are changes being made that may impact their school, complex area, office, or team, along with expected outcomes and how these outcomes align with the HIDOE's mission;

   e. That leadership at all levels of HIDOE (central offices, complex area offices, and schools) is held responsible for ensuring that information and feedback are disseminated vertically and horizontally within and between offices, complex areas, and schools; and

   f. The value placed on employee feedback and suggestions from all levels of HIDOE is welcomed and considered, fostering an ongoing process improvement program that encourages innovation across the HIDOE.

8. Implement comprehensive employee development and retention strategies across HIDOE offices, regions, and schools that include --

   a. Conducting regular compensation studies considering Hawaii's unique setting. Use findings to adjust salaries and benefits, ensuring HIDOE remains competitive in attracting and retaining talent across all organizational levels;

b. Monitoring turnover rates, conducting exit interviews, and tracking reasons for departures across HIDOE. Use this data to develop policy changes addressing retention challenges specific to Hawaii's educational landscape;

c. Promoting collaboration, teamwork, and open communication across HIDOE. Break down silos between organizational units, encouraging cross-functional cooperation. Foster a culture valuing diversity and inclusion, reflecting Hawaii's multicultural society;

d. Investing in ongoing education and clear advancement pathways for all HIDOE employees. Offer cross-training and leadership programs that prepare staff to innovate and excel in improving educational outcomes across offices, complex areas, and schools;

e. Supporting participation in professional organizations and attendance at relevant conferences to enhance professional learning opportunities for staff. Encourage individuals and teams to research, observe, and deploy educational and operational best practices from across the world to improve student outcomes. Implement systems for sharing and applying best practices across HIDOE, enhancing overall educational and operational effectiveness; and

f. Implementing a culturally aligned recognition program celebrating achievements that directly improve student outcomes. Acknowledge innovative teaching practices, successful student programs, and impactful administrative initiatives. Foster pride in measurably advancing Hawaii's education quality.

9. Implement an all-encompassing program to measure and enhance HIDOE's service delivery, prioritizing student and stakeholder needs. Utilize surveys, assessments, and focus groups to identify areas for improvement. Actively solicit input from diverse stakeholders, including parents, students, school site staff, and central office personnel. Use this input to establish future priorities, development opportunities, and process improvements. Regularly review and adjust measures to align with HIDOE's evolving goals and Hawaii's unique educational landscape.

Recommendations for the Office of Curriculum and Instructional Design (Current title)

1. Charge the deputy superintendent of Academics along with the assistant superintendent, the content and career readiness experts, and a team of the HIDOE's expert teachers with defining what high quality, rigorous, standards-based instruction looks like and what it does not look like at each grade level (this can be used to create the portrait of a high school graduate). Articulate what student work should look like when instruction meets HIDOE expectations independent of the materials used. Use the teacher teams to build ownership for the revamped guidance; the objective is not to tell teachers how to teach but to clarify what students should know and be able to do from their teaching and equip teachers with

the tools needed to produce high-quality student work products. Include representatives from OSSS and the English learner office in the process from the outset.

2. All levels of the organization (e.g., HIDOE staff, CAS staff, school staff, teachers, and support staff) should use student data and root cause analyses to improve student learning outcomes. State office work should be directly relevant to CAS needs and address leadership, teaching, and learning challenges. The deputy superintendent of Academics should clearly communicate the cascading priorities and structures.

3. Establish SMART goals for improving student outcomes across the state and regularly measure and report progress toward accomplishing those goals throughout the organization. Use student data and root cause analysis to address leadership, teaching, and learning challenges. State office work should be directly relevant to complex area needs, and the deputy superintendent should clearly communicate the cascading priorities and structures.

4. Conduct a personnel audit/landscape analysis and reclassify job descriptions based on current HIDOE, complex area, and school needs to be aligned to the strategic plan;

5. Develop and implement a standardized, data-driven academic planning framework that aligns school plans with common and specific strategic objectives, establishes a clear and consistent set of priorities across all schools, and addresses specific student needs. This contrasts with the HIDOE's current template for academic plans, which permits principals to select data and metrics to monitor and determine the independent success of school plans. Specifically --

   a. Ensure the consistent use of comparable metrics across schools and set clear, actionable priorities to guide improvements. Provide comprehensive training for school leaders on strategic planning and data analysis and establish regular monitoring and feedback mechanisms throughout the year to track progress and make necessary adjustments. Foster collaboration and transparent communication to support continuous improvement and achieve targeted educational outcomes for all student groups;

   b. State office collaborative teams - including OSSS, OCID, and OSIP – should analyze school plans to inform training and support for complex areas and identify monitoring innovations. The state collaborative team should review a sample of school plans to determine how academic plan templates and training could be improved and a "look fors" document for CASs when reviewing and supporting schools; and

   c. Consider differentiated levels of review for schools based on performance that includes consideration for outcomes by student groups (e.g., students with disabilities, multilingual learners) to ensure all students perform equally at every school site. The deputy for Academics office should provide oversight and approval of plans including the lowest performing schools (ESSA Comprehensive School Improvement MRI status).

6. Establish a coherent curriculum framework that provides clear guidelines and standards for curriculum development across all schools. This framework should outline the overarching understandings, essential knowledge, and essential skills that students need to acquire at each grade level and ensure consistency in educational content. Specifically --

   a. Ensure that the essential standards reflect the logical progression of concepts, knowledge, and skills within and across grade levels. This includes identifying what students have learned in previous grades, how that learning connects to specific standards/objectives in the current grade level, how that learning will progress over the course of a school year, and how it will serve as a foundation for learning in subsequent grade levels and courses; and

   b. As time permits, create or select numerous exemplary units, lessons, and annotated strategies to answer the "why." This will support teachers and help them deliver instruction that is consistent with how and what students have learned in previous grades but with increased depth and complexity consistent with college- and career-readiness standards at each ensuing level. It will also provide greater cohesiveness across the system.

7. Develop and outline a comprehensive instructional materials review process involving stakeholders from various instructional levels, including educators, administrators, subject matter experts, and those working with Students with Disabilities and English language learners. This process should evaluate the materials' alignment with standards, relevance, and ability to meet students' diverse cultural needs.

8. Create a detailed and rigorous vetting process for teacher-created instructional materials to ensure they meet quality standards and align with the state's curriculum framework. This process should include criteria for evaluating the content's accuracy, relevance, and effectiveness in achieving learning objectives.

9. Offer professional development and support to educators to help them understand and implement the coherent curriculum framework and standards. Training should focus on curriculum design, instructional strategies, and using high-quality materials to enhance student learning.

10. Implement a system to monitor and evaluate the curriculum's implementation across schools. Use data and feedback to assess the curriculum's effectiveness and make continuous improvements to ensure it meets the needs of all students.

11. Encourage collaboration among educators, administrators, and subject matter experts in developing and reviewing curriculum. Collaborative efforts can enhance the quality and coherence of the curriculum and ensure it reflects diverse perspectives and best practices.

12. Increase collaborative efforts between the standards and learning support team and the college- and career-readiness team to bolster the overall instructional programming and build greater coherence across the system. This may include teams from gifted education

sharing strategies to bolster the instructional program. Several districts nationwide have begun to incorporate gifted lessons for all students beginning in PreK through second grade.

13. Require complex area superintendents (CAS) to coordinate their instructional strategies among their areas of oversight. Provide targeted professional development for complex area superintendents and their teams on instructional standards, leadership, and instructional coaching. Build and prepare their teams to deploy professional development to school sites. Ensure school sites provide feedback to the complex area teams and the state on the relevance and quality of professional learning. Design concrete goals for the academic improvement of schools within their network and hold them accountable for making progress on those goals; and

14. Articulate the definition of a Multi-Tiered System of Support shared with all academic departments, leadership, and principals. The emphasis should be on building strong Tier 1 instructional and behavioral systems and ensuring that interventions relate back to Tier 1 instruction.

Recommendations for the Office of Information Technology Services

1. Implement formal OITS management frameworks across OITS, focusing on recognized service and project management standards such as ITIL.[42] With these frameworks in place, update the OITS strategic plan to address organizational changes, service management improvements, tabletop exercises, and user training programs. Provide comprehensive training to staff on these frameworks, require relevant certifications from key personnel, and establish an identity and access management system to enhance security. This structured approach will standardize processes, improve service delivery, and strengthen IT governance.

2. Establish regular communication channels across horizontal and vertical units to break down silos and foster collaboration and knowledge sharing. Implement recurring staff meetings, office all-hands sessions, and regular check-ins between senior technology staff and the assistant superintendent - Office of Information Technology Services. To improve recruitment, retention, and morale, encourage cross-functional communication, consolidate technology staff into one physical location, and explore remote work options. These actions will promote a collaborative environment, enhance decision-making, and support innovation within the technology office.

3. Establish HIDOE ownership for cybersecurity by providing specialized training for cybersecurity staff members and conducting awareness training for all HIDOE employees.

4. Reevaluate the security office's responsibilities to avoid potential conflicts of interest and optimize their focus on critical security tasks. Reduce the number of level 0/1 support calls handled by the security team, allowing them to concentrate on more complex security

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[42] ITIL (Information Technology Infrastructure Library) is a set of detailed practices for IT service management (ITSM) that focuses on aligning IT services with the needs of businesses and customers.

challenges. Provide incentives, requirements, and tuition reimbursement for security team members to support obtaining relevant certifications and promoting continuous professional development and expertise within the office.

5. Transition to an automated, centralized system for all personnel and payroll processes, eliminating manual workflows, such as payroll submission and employee offboarding procedures. Implement secure, encrypted data transmission for all payroll information, replacing email-based file transfers. Upgrade the HIDOE's payroll infrastructure with modern modules that automate time and attendance reporting, significantly enhancing efficiency and reducing human error. This comprehensive automation will streamline operations, improve data security, and increase overall personnel and payroll management accuracy.

6. Create a standardized process for software purchases within the HIDOE to optimize resource allocation and maintain consistency. Provide training for the application section and clearly define their roles and responsibilities to improve efficiency and effectiveness. Identify business owners for each application on the VAX system to ensure proper management and accountability.[43]

7. Utilize existing applications owned by HIDOE to maximize current resources and improve data analysis capabilities. Develop a plan to integrate the complex HIDOE payroll and time reporting functionality within the State ERP system, reducing reliance on outdated or separate systems. Work towards reducing the dependence on contractors for ongoing application support by building in-house expertise and leveraging existing resources more effectively.

8. Implement comprehensive metrics to measure performance for continuous improvement across all levels of IT support. Establish Service Level Agreements (SLAs) and Operational Level Agreements (OLAs) throughout the OITS to set clear expectations and standards for service delivery. Ensure that all work performed by office members is captured in the Service Now system, providing accurate data for analysis and improvement efforts.

9. Optimize support levels by ensuring that level 3 support providers focus on complex, high-priority issues appropriate to their expertise. Encourage all technology team members to consistently use the office's ticketing system instead of alternative methods for tracking and resolving issues. Promote the service desk's knowledge base throughout the organization to empower users with self-help resources and reduce the volume of common support requests.

10. Enhance the service desk's capabilities by implementing a remote access tool and chat functionality for service desk agents, facilitating more efficient responses to user issues and service requests. Proactively address the high number of password resets by

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[43] VAX (Virtual Address eXtension) refers to a legacy computer system developed in the late 1970s, which, despite its age, may still host critical applications in some organizations due to its reliability and the challenges of migrating complex, long-standing systems.

implementing self-service functionality for forgotten passwords, supported by instructional videos. Investigate the root cause of password reset issues associated with the state payroll system and implement targeted solutions to address this recurring problem.

11. Improve knowledge management by creating a comprehensive knowledge base (KB) for Level 0-3 support, focusing on computer and tablet-related issues. Consolidate the OITS knowledge base into a single location and ensure consistent use across all support tiers. This centralized approach will streamline information access and promote more efficient problem-solving across the organization.

12. Enhance service desk operations by implementing a system to track both emails and tickets received, ensuring no user requests fall through the cracks. Utilize the ticketing system's built-in surveys to gather user feedback and leverage these results for continuous service improvement. Provide infrastructure teams with after-hours access to school campuses, enabling them to resolve critical network issues promptly and minimize disruptions to educational activities.

13. Breakdown silos by promoting open communication and cross-functional collaboration at all levels of the organization. Encourage a culture of change and innovation by providing opportunities for employees to share ideas and contribute to improvement initiatives. Conduct a thorough review of processes and workflows to identify and eliminate duplication of efforts.

14. Align titles in the organizational chart with actual functions to provide transparency. Staff the Project Management Office (PMO) with qualified employees and establish a regular cadence between the PMO and the assistant superintendent - Office of Information Technology Services to ensure effective communication on strategic initiatives.

15. Explore options for consolidating the OITS staff into one physical location to enhance teamwork and collaboration. Develop a plan to address the physical separation of office staff and improve collaboration opportunities.

16. Consider allowing remote work for OITS staff to improve recruitment, retention, and employee morale.

17. Engage OITS in a cultural change discussion and provide support to facilitate improved team dynamics. Actively solicit organizational and policy changes to address identified challenges. Maximize the executive assistant position for administrative tasks to enhance overall efficiency in the office's leadership.

18. Ensure the OITS's technology goals align with HIDOE's overall strategic objectives, promoting a unified approach to achieving educational and operational goals through effective technology use. Establish a clear governance structure to provide oversight, enhance transparency, and improve decision-making processes within the OITS, ensuring accountability for its decisions and actions.

19. Provide comprehensive training to all employees and develop a clear communication plan for emergencies. Regularly test, review, and update the plan to keep strategies current.

20. Implement a broad initiative to digitize and streamline administrative processes across the organization. This comprehensive effort should encompass creating electronic systems for various administrative tasks and form processing, focusing on implementing an electronic system for prefilling, printing, distributing, and reviewing Impact Aid Forms. This digital transformation will streamline operations, reduce resource consumption, enhance form processing accuracy, and improve efficiency across various administrative functions. The organization can improve its operational effectiveness and resource utilization by modernizing workflows, minimizing paper usage, and increasing overall productivity in administrative processes.

21. Evaluate and realign office responsibilities to optimize efficiency and focus. For instance, consider transferring the public service loan forgiveness to OTM and shifting geographic exception handling to a more appropriate administrative office. This realignment will allow OITS to concentrate on its core functions.

Recommendations for the Office of Strategy, Innovation, and Performance

1. Conduct a comprehensive review of all the data collection, reporting, assessment, and data visualization systems utilized across the office. In this review, identify the names of the systems, costs, program/office use, and magnitude of use by stakeholders. Identify systems that can be sunset or merged through this process.

2. Restructure the system to improve coherence and prioritize student outcomes. Reduce excessive layers of oversight that currently hinder efficiency and increase costs. Flatten the organizational hierarchy to accelerate decision-making processes and enhance office effectiveness.

3. Invest in a research/evaluation function designed to help evaluate the implementation or effectiveness of programs and to help aid the HIDOE in strategically examining questions from leadership, the board, or in support of other offices.

4. Clarify organizational roles and improve communication by defining and disseminating clear responsibilities for the state (HIDOE), complex areas, and schools. Develop comprehensive policy and procedure manuals with detailed workflows for all offices. Implement monthly interdepartmental meetings to address cross-office processes, escalating issues to the deputy level for accountability. Establish weekly centralized communication between the superintendent and principals, covering key topics from each branch and office.

5. Conduct a comprehensive review of current staff and their positions to ensure optimal alignment between employee talents, experiences, and assigned roles and responsibilities.

6. Participate in the CGCS's annual KPI processes to benchmark performance against other

large CGCS districts nationwide. These benchmarks can inform progress and planning and identify performance gaps.

7. Reduce school-level autonomy in selecting and administering assessments. Move towards a common HIDOE-wide formative assessment. This work can be led by a formative assessment team, which can develop and provide training to ensure assessments are properly administered and that data is effectively used to inform instruction in continuous improvement processes.

8. Expand HIDOE-level positions that do not require in-school or in-person communications or support, such as those within OSIP, to allow for remote work options. This approach could broaden the talent pool, facilitate filling vacant roles, and offer employment opportunities for staff on other islands.

9. Foster a culture of accountability throughout the system by establishing clear communication channels and setting well-defined expectations for work. Develop processes that ensure consistent follow-through with constructive, non-punitive feedback, promoting a healthy and positive environment for continuous improvement.

Recommendations for the Office of Student Support Services

1. Establish a clear vision for high-quality instruction across the state, including students with exceptional needs and English language learners. This vision should guide curriculum development, professional development efforts, and resource allocation to ensure a consistent and effective approach to teaching and learning across complex areas. Standardize some aspects of instruction statewide, including criteria that reflect the State's belief on how students learn best while still allowing for customization at the school level to effectively meet the needs of their student populations.

2. Develop and implement a structured framework for cross-functional collaboration within OSSS branches and sections. This should include clear guidelines on roles, responsibilities, and processes for initiating and managing joint efforts. Designate a central coordinator or team to oversee and facilitate collaborative activities, ensuring alignment and cohesion across different branches, especially when it involves multiple offices with HIDOE.

3. Improve inter-departmental collaboration by enhancing collaboration between OSSS and OCID to ensure a cohesive approach to implementing and operationalizing the Hawaii Multi-Tiered System of Support. This will facilitate a more integrated and effective support system for students.

4. Review and streamline current initiatives to avoid duplication of efforts in the development of the School Improvement Guide. This can be achieved by consolidating overlapping processes and focusing on creating a comprehensive and efficient guide that aligns with the Hawaii Multi-Tiered System of Support framework. Include regular review and update cycles for the Hawaii Multi-Tiered System of Support framework and School Improvement

Guide to ensure they remain relevant and responsive to the evolving needs of students and the educational environment.

5. Clearly define roles and responsibilities at each level within the OSSS and ensure adequate support systems are in place. Provide directors with the authority to enforce follow-through on directives and initiatives.

6. Reassess and realign priorities within the OSSS to ensure consistency across all levels and focus on the core educational mission. Reduce the burden of non-teaching work to allow educators to concentrate on teaching and learning.

7. Review and clearly delineate the roles and responsibilities for positions within the complex areas supervised by the state level, specifically the OSSS. Establish clear protocols and processes for task execution and reporting. Ensure responsibilities and reporting lines are clearly defined to avoid duplication and ensure accountability.

8. Formulate a detailed and comprehensive mental health strategy that includes clear goals, objectives, and action plans for addressing adult mental health needs. This strategy should encompass preventative measures, crisis response, and long-term support mechanisms to ensure a holistic approach to mental health. In response to the Maui wildfires in August 2023, the OSSS School-Based Behavioral Health team handled mental health support for both students and employees impacted by the disaster. These functions related to adult mental health should not reside in OSSS and be moved to the appropriate department in OTM. This will prevent overlaps and ensure a dedicated focus on adult mental health.

9. Clearly define the roles and responsibilities of each office, branch, or section involved in mental health services for students and adults. Communicate this differentiated information to all stakeholders.

10. Establish clear mechanisms to support and monitor complex areas to implement programs/guidance as well as inform continuous improvement and accountability at the state office level. (OSSS, but this also exists in operational offices.)

11. Implement mechanisms to track and coordinate HIDOE office activities to avoid duplicative efforts. Create a centralized database or project management system where OSSS branches and sections can log their activities and initiatives, making it easier to identify overlaps and opportunities for collaboration.

12. Allow OSSS branches/sections the autonomy to prioritize tasks and focus on high-leverage changes. Provide guidance and support to help them identify the most impactful initiatives and allocate resources effectively. Encourage a strategic approach to prioritization that aligns with the organization's overall goals and objectives. Ensure that branches and sections have the necessary time and space to concentrate on their key initiatives. Set aside regularly scheduled, dedicated time to focus on three to five key goals and minimize unnecessary interruptions and administrative burdens during this time that can detract from the focus on critical tasks

Recommendations for the Office of Talent Management

1. Implement a revised evaluation system for all teachers, including tenured staff, with annual reviews and multiple feedback mechanisms. Document all performance management systems protocols and determine reporting timelines and potential professional development opportunities. Develop evaluation criteria focusing on measurable impact on student learning and achievement, moving beyond self-reflection to include objective performance metrics.

2. Redesign the employee performance management system to align directly with student achievement and grade-level expectations. Develop objective criteria for evaluating teacher performance directly correlating with student academic progress and proficiency levels. Replace subjective growth goals with specific, measurable objectives tied to grade-level performance standards.

3. Conduct a comprehensive review of HIDOE's organizational structure and resource allocation. Redistribute vacant positions across branches and offices based on current needs. Implement a transparent process for position management at the school and complex area levels to ensure equitable educational service delivery and support.

4. Clarify roles and responsibilities within the HR office, particularly for Personnel Regional Officers (PROs). Develop and communicate clear job descriptions and expectations for all HR roles. Establish an ongoing training and professional development program for new and continuing HR staff to enhance expertise and clarify roles.

5. Establish regular cross-functional meetings between job peers across office functions to foster shared ownership of HIDOE goals. Leadership should establish meeting protocols for 1:1 meetings with direct supervisors, meetings with the OTM Leadership Team, and monthly meetings with the OTM staff. Agendas should include, but not be limited to, office/branch/section/unit metrics, successes, and project status. Encourage staff to acknowledge team members and ask questions.

6. Develop a comprehensive leadership development program that identifies and nurtures talent at state and complex area levels. Implement a structured succession planning process for key positions, including principals and assistant principals. Ensure that leadership development efforts are coordinated and that talent is shared across HIDOE.

7. Conduct a position and compensation review for central office staff, including reviewing and updating job descriptions. Develop and implement a regularly reviewed, comprehensive classification and compensation system for all positions (certificated and classified) to maintain fair and consistent employee compensation, compete in the job market, and retain employees.

8. Create HIDOE-level standards and guidelines for conducting school-based professional development aligned with academic plans and strategic goals.

9. Develop and implement a systematic onboarding and orientation program for all new employees, including content, processes, and culture.

10. Establish potential professional development opportunities linked to performance management outcomes.

11. Streamline and integrate HR information systems to eliminate disparate, self-created trackers. Ensure OTM staff can access essential data sources to perform their duties effectively. Document standard operating procedures, the purpose of all IT systems (inputs/outputs), workflows, and metrics that can be easily accessed and used by staff and customers. Frequent team communication and input will be critical.

12. Develop, document, and communicate the HIDOE's recruitment, application, and selection processes with appropriate yearly timelines and deliverables that --

    a. Set employment standards;

    b. Allow recruiters to offer conditional contracts with highly qualified applicants;

    c. Use a single HIDOE employment application;

    d. Document candidate interviews;

    e. Focus on filling vacancies in hard-to-staff schools and subjects;

    f. Obtain data on why qualified applicants choose not to work for the HIDOE; and

    g. Connect candidates with principals in a timely and organized manner.

13. Regularly review and update board and personnel policies to ensure consistency with collective bargaining agreements and to address issues such as payroll overpayments.

Attachments

Attachment A. CGCS Strategic Support Team

Dr. Raymond C. Hart

Dr. Raymond C. Hart is the Executive Director of the Council of the Great City Schools. Hart, who has more than 30 years of experience in research and evaluation, was previously the Director of Research for the CGCS, and his work has spanned policy areas such as post-secondary success and college readiness, professional learning communities and school improvement, teacher effectiveness and value-added analysis, early childhood education, and adult and workforce literacy. He has worked with clients from a number of federal agencies, including the U.S. Department of Education, the U.S. Department of Housing and Urban Development, the U.S. Department of State, the National Science Foundation, and many state and local departments of education. Hart recently led the Analytic Technical Support Task for the Regional Educational Laboratory – Mid Atlantic. He served as the Executive Director of Research, Planning and Accountability for Atlanta Public Schools, President and CEO of RS Hart and Partners, which is an evaluation and assessment consulting firm, and an Assistant Professor of Research, Measurement, and Statistics at Georgia State University. Prior to his work as a consultant, Hart served as the Director of the Bureau of Research Training and Services at Kent State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in Engineering and Science. Hart holds a Ph.D. in Evaluation and Measurement from Kent State University, a M.Ed. with a focus on Curriculum and Instruction – Educational Research from Cleveland State University, and a Bachelor of Industrial Engineering degree from the Georgia Institute of Technology.

Willie Burroughs

Willie Burroughs, a veteran school business official, is Director of Management Services for the Council of the Great City Schools. In this position, he conducts strategic support teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of chief financial officers, chief operating officers, human resources directors, chief information officers and technology directors; and field requests for management information. Prior to joining the CGCS, Mr. Burroughs served as the COO for the San Antonio Independent School District, heading the operations services division with more than 1,600 employees. He also served in the Dallas Independent School District as executive director with responsibilities for maintenance, HVAC, grounds, environmental services, custodial, capital improvement, and energy management. In addition, Mr. Burroughs held several positions with the Houston Independent School District for nearly 11 years, including general manager of construction services (bond), senior manager of contract administration, and senior manager of special projects. Mr. Burroughs holds a Bachelor of Science degree in industrial engineering and an MBA from Clemson University. He was commissioned as an officer in the United States Army Signal Corps.

David M. Palmer

David Palmer is a forty-year-plus school business operations administration veteran (retired) from the Los Angeles Unified School District (LAUSD). Mr. Palmer's executive responsibilities

included managing and overseeing operations, strategic planning and execution, budget development and oversight, and contract administration. In addition, Mr. Palmer led the design and implementation of staff performance standards, benchmarks, and accountabilities for staff. He advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer was also an instructor in the School Business Management Certificate Program at the University of Southern California. After retirement, Mr. Palmer continued working with LAUSD as a professional expert with the HR Division in grievance resolution and guiding administrators on contract interpretation and employee disciplinary matters. Mr. Palmer also advised the LAUSD Office of Labor Relations on negotiation strategy and impacts on proposed contract language changes. Mr. Palmer currently provides consulting services for school districts and other governmental agencies, is a very active member of the CGCS's Strategic Support Teams and has served as the CGCS's Principal Investigator on numerous management and operational reviews.

Dr. Robin Hall

Dr. Robin Hall is the Chief of Schools for the Council of the Great City Schools. She keeps members informed about research on systems and successful strategies for improving student achievement. Robin also provides support for development and dissemination of information and tools that provide transformative and equitable school leadership practices in support of improving teacher quality and raising student achievement. She served in various capacities for Atlanta Public Schools, including Executive Director of K-8 schools, Principal, and K-12 Language Arts Coordinator, constituting over thirty years of educational experience. Robin has also served on the Council of Great City Schools support teams in the areas of curriculum, instruction, and professional development. In 2006, she was nominated to the National Assessment Governing Board by Secretary Margret Spellings. Among the board responsibilities are selecting the content of the NAEP test, selecting the subjects to be tested, identifying learning objectives for each grade tested, identifying appropriate achievement goals and ensuring that all items selected for use in the assessment are free from racial, cultural, gender and regional biases. Robin served on the Visioning Panel for the 2026 NAEP Reading Framework and currently serves on a steering committee for the NAEd COVID-19 Project steering committee. Robin received her B.A. Degree in English from Vassar College and received her M.A. Degree from Clark Atlanta University. She also earned her Doctor of Arts in Humanities Degree from Clark Atlanta University.

Heather Frederick

Heather Frederick is the Chief Financial Officer for the School District of Palm Beach County (SDPBC), the tenth largest school district in the country and 5th in the State of Florida. SDPBC has approximately 190,000 students (including charter schools), employs nearly 23,000 employees (including more than 12,000 teachers) and is the largest employer in Palm Beach County. As the CFO of SDPBC, Ms. Frederick is in charge of Accounting, Budget, Grants Management, Treasury, Capital Projects, Procurement, Risk & Benefits Management, FTE & Student Reporting, Enterprise Resource Planning and Information Technology. She has been with SDPBC for 17 years and previously served as the Deputy CFO, Director of Budget, and Director of Accounting. Prior to SDPBC, Ms. Frederick worked at KPMG and RSM for over six years specializing in public-sector and financial services. Ms. Frederick received her Bachelor of Science Degree in Accounting and Master Degree in Taxation from Florida Atlantic University. She is a licensed

CPA in the state of Florida. Ms. Frederick has served on a GASB Task Force; presented at Government Finance Officer Association national training; is a member of Florida School Districts Finance Council, the Children Services Council Finance Committee and Health Care District Finance & Audit Committee; and serves as chair of the Council of Great City Schools CFO Conference.

Dr. Aimee Green-Webb

Dr. Aimee Green-Webb is the retired Chief of Human Resources for Jefferson County Public Schools (JCPS). She holds a Ph.D. in Educational Leadership, M.Ed. degrees in Reading Education and Physical Education (concentration in School and Community Health), and a B.S. degree in Biology. As the product of, and former leader in Kentucky's only district-based alternative route to certification program, she has a unique perspective of teacher workforce complexities. Dr. Green-Webb taught at the elementary level and provided district and statewide instructional leadership in the areas of elementary education and literacy for nine years, then joined the JCPS HR team in 2004. Her HR leadership experience includes the areas of teacher induction, mentoring, evaluation, recruitment and retention, union negotiations, and alternative routes to certification. Her research interests include new teacher job satisfaction, teacher retention, and workforce diversity.

Shahryar Khazei

Shahryar Khazei is a seasoned IT executive with over 38 years of experience in the private and public education industry. He was the Chief Information Officer of the nation's second largest school district, the Los Angeles Unified School District (LAUSD), where he directed over 700 employees and managed a budget of over $350 million. While at LAUSD, he successfully completed a large portfolio of IT projects including the District's network and systems infrastructure modernization, enterprise reporting and dashboards, student information system, and the SAP enterprise resource planning system. Khazei was named CTO of the Year by the Council of Great City School in 2014. He has been a member of the CGCS's Strategic Support Team and has participated in over 20 reviews in the past 15 years. In 2021, he joined the Board of Directors at the Consortium of School Networking (CoSN). Shahryar has a BS in Mechanical Engineering from Washington State University.

Dr. Nicole M. Mancini

Dr. Nicole M. Mancini is the Chief of Academics for the Council of the Great City Schools, where she assists urban districts in enhancing instructional systems to boost student achievement. Before joining the CGCS, Nicole served as the chief academic officer for Florida's Broward County Public Schools, the 6th largest district in the nation, creating systems of continuous improvement by providing strategic communication and support to school and district administrators, coaches, and teachers on effective teaching and learning practices. Her work also focused on continuing to shift the district's instructional and leadership practices to fully reflect the Science of Reading, Close Learning Gaps, Accelerate Learning, develop Comprehensive Learner Records, establish Competency-Based Assessment & Reporting, and assimilate Generative Artificial Intelligence (AI) in PK-12 Education. Nicole sits on several national literacy advisory boards and is a

Dissertation Panel Expert. She serves as an Executive Committee member for the Evidence Advocacy Center, ensuring all individuals who work with students and teachers are using evidence-based practices in the core content areas, special education, higher education, and with English language learners. She was Vice President of Educational Services for the Florida Speech and Hearing Association and an adjunct faculty member for Florida Atlantic University, teaching early childhood and clinical education courses. Nicole has a B.A. in Psychology (Cum Laude), Master of Science in Speech Language Pathology, and completed the necessary coursework for Educational Leadership Certification from Florida Atlantic University. She has a Doctorate in Education with a focus on Child and Youth Studies: Early Literacy and Reading from Nova Southeastern University. She holds her Certificate of Clinical Competency in Speech Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association, Speech Language Pathologist Professional Licenses from the State of Florida Department of Health and the North Carolina Board of Examiners, and maintains Florida Certification in several educational content areas.

Carolyne Quintana

Carolyne Quintana has worked across the nation in service of creating the ecosystems and expectations needed for high quality schools and educational experiences for all young people. Her studies at the University of Texas (BA), The New School Graduate Faculty (MA), and Bank Street College of Education (MS) provided her with the learning philosophy and approach to leadership she has applied across her career. She joined NYC Public Schools in 2003, and has been a teacher, coached and coordinated literacy efforts K-12, developed and guided new and struggling principals across the city, and led Bronxdale High School, in the Bronx. She went on to lead the Affinity District, where she worked alongside three superintendents and six community partners to oversee the instructional and social emotional progress of 164 progressive public schools. Her focus on adult development and the integration of the social and emotional into and with the academic led her to join the Institute for Student Achievement, where Carolyne led the Carnegie-funded SEAD work for a range of districts across the US. Carolyne was called back to NYC Public Schools to serve as Deputy Chancellor, Teaching and Learning, by the Chancellor's vision for a school system that ensures each student graduates on a pathway to a rewarding career, with long-term economic security, and equipped to be a positive force for change. Together with her amazing team, she committed herself to ensuring every learner had high-quality, inclusive, and equitable school experiences that led to deeper learning.

Dr. Akisha Osei Sarfo

Dr. Akisha Osei Sarfo, Ph.D. is the Director of Research for the Council of Great City Schools. Akisha uses her years of experience and interest in program evaluation, experimental and quasi-experimental research design, urban education, race and equity in education, education policy, teacher quality and school accountability to help guide and support research and data use in CGCS districts. Prior to joining CGCS, Akisha served as senior associate partner at Bellwether Education Partners. Most significantly, Akisha served as Chief Performance Officer at Guilford County Schools in North Carolina, the 47th largest school district in the country. In this role, she led the division of Accountability, Research and Planning which is responsible for research, evaluation, accountability, and grant activities for the district as well as local and state assessments, planning,

student information, student and school performance, analysis and reporting. As part of the Superintendent's Cabinet, she focused on the strategic and effective use of data, research and evaluation to inform changes throughout the district with an emphasis on reducing inequities in educational systems, policies and performance. She and her team received the Excellence in Education Data award from Harvard's Strategic Data Project for her work in Guilford County Schools. Prior to working in Guilford, Akisha worked as research assistant professor at the Center for Research on Education and Social Policy at the University of Delaware and as a Harvard Strategic Data Project fellow. She has served in other roles conducting research and evaluation at state and federal agencies and in the nonprofit sector. She earned a bachelor's in Political Science and a master's in Educational Research Methods from the University of Michigan. She also received her Ph.D. in Education Evaluation, Measurement, and Statistics from the University of Delaware and is an AERA Dissertation Fellow.

Dr. Kenneth J. Thompson

Dr. Kenneth J. Thompson served as the Deputy Superintendent and Chief Information Technology Officer (CITO) for the San Antonio Independent School District (SAISD), CITO for Baltimore City Schools and Atlanta Public Schools. He has had the privilege to serve in K12 education technology for over 25 years serving in four different Local Education Agencies (LEAs) leading complex IT service delivery organizations and leveraging IT resources to assist K-12 organizations in achieving organizational goals. Throughout his years, he has continued to maintain a laser focus on creating strategies to assist with the advancement of 21st century education in urban school districts, while simultaneously building a cohesive and competent IT team. Kenneth believes that strategy, governance and policy are the three pillars of any technology organization; however, he truly understands that the people are the ones that moves the organization … they are the true foundation. Kenneth is most comfortable when he is combining his technical expertise with strong business and financial acumen to build and create an IT environment conducive for achieving student success. This exposure has formed and shaped his core belief and drive to ensure each and every student has reliable and equal access to a seamless technology environment. He is most noted for enhancing the educational environment by working with stakeholders at different levels recommending, managing, and validating the appropriate technology resources and enterprise systems to facilitate learning while improving student performance with the appropriate technology tools and processes.

Dr. Shannon Trejo

Dr. Shannon Trejo is the Deputy Commissioner of School Programs at the Texas Education Agency (TEA), who is responsible for developing resources, services, and program models to improve quality, access, and opportunity effectively for all students in Texas. Joining TEA in 2024, Trejo oversees the teams responsible for standards, instructional materials, assessments, and performance reporting, in addition to teams that support the breadth of academic programs from our youngest to our oldest learners. Through their work, these teams support the agency's strategic priorities, particularly building a foundation of reading and math and connecting high school to college and career. Trejo joined the Texas Education Agency from Dallas ISD, where she most recently served as Chief of Innovation and Academic Officer. In these roles, she led key divisions such as curriculum and instruction PK-12, professional learning, early learning, special

populations, choice schools, career institutes, and visual and performing arts. Over the past seven years in Dallas, Trejo has supervised the district's transition to High-Quality Instructional Materials, increased participation in advanced academic pathways, and supported Career Institutes with access to stackable credentials. These initiatives increased student engagement and, most importantly, academic achievement with significant gains in early learning reading and math scores, college credit attainment, and workforce credentials for high school graduates. Trejo began her career as a pre-law student tutoring third-grade students in reading. A pivotal experience in the classroom advocating for all students to have access to high-quality teaching and learning led her to change her major and pursue her dream of being a champion for students and families in Texas. With 30 years as a Texas educator, Trejo has served as a bilingual teacher, campus principal, and central office cabinet member in four school districts with student enrollments ranging from 35,000 to 153,000. In each role, she created a positive, learner-centered culture and climate for her teams while adhering to unwavering high expectations for student outcomes. She has extensive training from respected organizations such as the Harvard Principal Center, the International Center for Leadership Education (ICLE), The Holdsworth Center, and Curriculum21 (CMI). She has served on key committees at both the state and national level to provide insight on high-quality instruction, including the National Assessment Governing Board TUDA Task Force, the National Urban District Literacy Collaborative, Council of Great City Schools Strategic Academic Support Team, Texas Commissioner's Curriculum Advisory Council, and the Texas Urban Curriculum Council. Trejo graduated from the University of Texas Austin with her Bachelor's, the University of Texas Arlington with her Master's, and Texas A&M Commerce with her Doctorate, all focused on living according to her values as an educational leader and lifelong learner. Trejo is a proud mother of one daughter and two sons, who are all college athletes.

Lori L. Ward

Lori L. Ward retired from the Cleveland Metropolitan School District in 2022, after serving six years as the Chief Talent and Equity Officer. Mrs. Ward led a team of 40 Human Resources staff members focused on the complete life cycle of an employee, from recruitment/sourcing to offboarding. Mrs. Ward was accountable to execute the District's Talent-Seeking Strategy, the recruitment and retention of high-quality teachers and Principals, which is a component of the District's Portfolio Strategy. Under her leadership, the district created a Non-Bargaining Compensation Manual, an Employee Policies and Procedures Manual, received a 5-year $5 million grant for teacher retention programming, create a Leadership Development program for aspiring instructional and non-instructional leaders, and received a $1 million grant for district-wide equity training. Mrs. Ward began her public education career in Dayton Public Schools in 1995 as a teacher. From 1999 to 2010, Mrs. Ward served in several Central Office positions from CIO, COO, to Deputy Superintendent. In July 2010, Mrs. Ward was named as Superintendent and served until June 2016. Having worked for IBM Corporation for 13+ years, Ward brings her leadership experience, as well as human resources knowledge, technology, and various management strategies to the position. Mrs. Ward holds a B.S. from Central State University, a M.Ed. from the University of Dayton.

Denise Walston

Denise M. Walston is the Chief of Curriculum/Director of Mathematics for the Council of the Great City Schools. She works with the CGCS to provide high leverage support on implementation of college-and career-ready standards for the four core content areas in urban school districts. Ms. Walston retired from Norfolk Public Schools as the Senior Coordinator of K-12 Mathematics. Her responsibilities included the development of a K-12 mathematics curriculum; providing job-embedded professional development; leverage resources to provide quality professional development for teachers, teacher leaders, and administrators. During her tenure, Norfolk Public Schools embarked on an Algebra For ALL initiative which resulted in more than 50% of students completing algebra by the end of grade eight while simultaneously improving student achievement and closing achievement gaps in mathematics. She was an active member of several statewide committees that assisted in the development of Virginias' statewide mathematics specialist program. She has served in several leadership positions in mathematics education, including board member for the National Council of Teachers of Mathematics, 1st Vice-President of the National Council for Mathematics Supervision, past president of the Virginia Council for Mathematics Supervision, and a board member for the Virginia Mathematics and Science Coalition. She currently serves on the board of Student Achievement Partners, Illustrative Mathematics, and an advisor to Just Equations. Ms. Walston received her B.A. degree from The University of North Carolina at Greensboro in mathematics and history, her M.Ed. in mathematics education from Old Dominion University, and has completed additional study at The College of William and Mary and at the Woodrow Wilson Institute (Princeton University).

Attachment B. HIDOE Personnel Interviewed

Executive Leadership Interviewed

Keith Hayashi, Superintendent
Heidi Armstrong, Deputy Superintendent of Academics
Randolph Moore, Deputy Superintendent of Operations
Tammi Oyadomari-Chun, Deputy Superintendent of Strategy
Annie Kalama, OSSS Assistant Superintendent
Sean Bacon, OTM Assistant Superintendent
Michael Otsuji, OITS Assistant Superintendent
Teri Ushijima, OCID Assistant Superintendent
Elizabeth Higashi, OSIP Assistant Superintendent
Brian Hallett, OFS Assistant Superintendent
Camille Masutomi, Chief of Staff
Maureen Ikeda Evans, Coordinated Support Director
Curt Otaguro, former Deputy Superintendent of Operations

Complex Area Superintendents' Interviewed

Linell Dilwith, Kaimuki-McKinley-Roosevelt Complex Area Superintendent
Disa Hauge, Nanakuli-Waianae Complex Area Superintendent
Lanelle Hibbs, Kailua-Kalaheo Complex Area Superintendent
Janette Snelling, Honokaa-Kealakehe-Kohala-Konawaena Complex Area Superintendent

Principals' Interviewed

Michelle Debusca, Principal, Ala Wai Elementary School
Joseph Halfmann, Principal, Pearl City High School
Michael Harano, Principal, Washington Middle School
Kelcy Koga, Principal, Waiakea High School
Jacquelyn McCandless, Principal, Maui Waena Intermediate School
Derek Minakami, Principal, Kaneohe Elementary School
Ernest Muh, Principal, Helemano Elementary School
Anela Pia, Principal, Kaimiloa Elementary School
Christopher Sanita, Principal, Hana High and Elementary School
Timothy Shim, Principal, Pomaikai Elementary School

Union Representatives' Interviewed

Joy Bulosan, Executive Assistant to the Executive Director, Hawaii Government Employees
Association
Andrea Eshelman, Deputy Executive Director, Hawaii State Teachers Association
Logan Okita, Vice President, Hawaii State Teachers Association

HIDOE State Office Staff Interviewed

Daniel Addis
Casey Agena
Merlene Akau
Nicholas Alexander
Sarah Allen
Edgar Ambrosio
Herman Ancheta
Kelly Anderson
Kimo Anderson
Hilary Apana-McKee
Kami Apao
Sean Arai
Mark Arakaki
Michelle Arakawa
Steven Asaumi
Shane Asselstine
Marlene Asuncion
Reychelle Nicole Ayau-Odom
Patricia Beardeaux
Alisa Bender
Ayada Bonilla
Alphonso Braggs
Kristen Brummel
Jaclyn Caffrey
Sandra Cameli
Renee Carlyle
Victor Casados
Michael Casey
George Centeio
Patricia Champagne
Una Chan
Cynthia Chappell
Jonathan Chee
Howard Chi
Verna Chinen
Corey Chun
Maria Coelho
Lydell Corteza-Acosta
Aloha Dayton
Mel Decasa
Andrea Degre
Lisa Anne DeLong
Greg Dikilato
Patricia Dong

Joanna Dunn
Allison Eby
Nicholas Efstation
Jacklyn Lone Elk
Julia English
Emmitt Ford
Tiffany Frias
Catherine Fukada
Brian Fukuda
Rosanna Fukuda
Andrea Fukumoto
Joan Fukumoto
Jill Genciana
Carol Gonsales
Clifford Goto
Jamia Green
April Haili
Nadezhda Hart
Rowena Hayashida
Shane Hedani
Cynthia Henry
Jordan Higa
Lynne Hirata
Walleen Hirayama
Lynne Hironaka-Fujimoto
Jennifer Hirotsu
Joshua Hoppe
Dean Horiuchi
Timothy Hosoda
Yvonne Humble
Candice Iida
Derek Inoshita
Joyce Inouye
Nicole Isa-Iijima
Eileen Iwamasa
Rylen Iwasaki
Blayne Iwata
Blue Kaanehe
Ken Kakesako
Nanea Kalani
Joshua Kam
Brittney Kameenui
Miki Kamimura
Bryce Kaneshiro
Wanelle Kaneshiro-

Erdmann
Helen-Jean Kaniho
Byron Kapali
Bruce Kawachika
Stacey Kawasaki
Joy Kawashima
Alysha Kim
Shelli Kim
Marcandre Kirchhof
Landry Kiyabu
Robert Konecne
Stacie Kunihisa
Alison Kuramoto-Wolff
Jeannette Kutsunai
Jill La Boy
Emily Lam
Melvin Lau
Sherilyn Lau
Brandon Lee
Jenjen Liu-Toth
Brandin Lum
Grace Makaimoku-Young
Nadine Marchessault
Gina Mata
Colleen Matsumoto
Suzanne Mcfadden
Elaine Medina
Sarah Mercado
Leslie Meyer
Michele Mitra
Kyle Mitsuyoshi
Sheryl Mitsuyoshi
Clifton Miyamoto
Dan Miyamoto
Kimberly Miyamoto
Sara Miyazono
Tracy Monroe
Dianne Morada
Lori Morimoto
Chad Nacapuy
Judy Nagasako
Clayton Nakamoto
Gary Nakamura
Egan Nakano
Ainoa Naniole

Amanda Nelson
Thu Huong Nguyen
Kristy Nishimura
Nicole Nitta
Michael Nomura
Adria Numata
Aaron Obayashi
Kristi Oda
Alecsander Olipares
Lauren Padesky
Misti Pali-Oriol
Bryan Pang
Wesley Pei
Joseph Perez
Toby Portner
Stacey Pulmano
Abey Qureshi
Tanya Rasmussen-Kakalia
Jared Rego
Justin Delos Reyes
Christopher Rhoades
Edgar Rivera
Victoria Roberts
Raymond Rodriguez
Roxanne Rokero
John Roldan
Sue Rosco
Danny Rudometkin
Jennifer Ryan
Joy Saito
Dean Sakai
Teri Sakanashi
Winston Sakurai
Norman Ray Sales
Krysta Salon
Travis Santos

Drew Saranillio
Christy Sato
Petra Schatz
Ladona Schimmelfennig
Nicole Schmitz
Martin Sepkowski
Christine Shaw
Kimberly Shigeta
Holly Shikada
Lance Shinsato
Rampal Singh
Eric Sohl
Charles Souza
Mikeal Stansbury
Zachary Staszkow
Leslie Stiller-West
Troy Sueoka
Krysti Sukita
Jill Suzuki
Maureen Suzuki
Sheli Ann Suzuki
Joanne Tachikawa
Dana Takahara-Dias
Diane Tallman-Yoshimura
Brett Tanaka
Jan Tani
Cori Tanimura
Daniel Tasato
Christopher Tasi
Courtney Tawata
Cathleen Tejeda
Angelina Tenn
Carol Tenn
Kelly Teshima-
McCormick
Noah Thompson

Esther Tokihiro
Corey Tom
Kerry Tom
Sharon Tong
Norene Torikawa
Anna Tsang
Burt Tsuchiya
Susan Uno
Steven Vannatta
Anna Viggiano
Wendi Vincent
Brandi Wakabayashi
Lisa Watkins-Victorino
Brikena White
Lisa Wilkinson
Rhonda Wong
Angela Yamada
Sandi Yamagata
Peter Yamaguchi
Jacy Yamamoto
Morgan Yamamoto
Gwen Yamanaka
Amy Yamane
Eric Yamanuha
Krislyn Yano
Bryson Yee
Raymond Yip
Leazl Yoder
Bryson Yogi
Lauren Yokogawa
Fern Yoshida
Shawn Yoshimoto
Garret Yoshimura
Daguan Zhao

Attachment C. Documents Reviewed

- **Budget**
  - OCID Expenditures FY 2022, 2023, 2024 as of June 30, 2024
  - OITS Expenditures FY 2022, 2023, 2024 as of June 30, 2024
  - OSIP Expenditures FY 2022, 2023, 2024 as of June 30, 2024
  - OSSS Expenditures FY 2022, 2023, 2024 as of June 30, 2024
  - OTM Expenditures FY 2022, 2023, 2024 as of June 30, 2024
  - FY 2023 - 2025 – Fiscal Biennium Budget Briefing Testimony, dated January 13, 2023
  - FY 2023-2025 – Appropriation Summary for Distribution as of October 05, 2023
  - FY 2025 – Appropriation Summary for Distribution Draft, dated June 25, 2024
  - FY 2023-24 Base Operating Budget - Appropriation Summary
  - FY 2022 Account 88 SLH 2021 Appropriation Summary for Distribution
  - FY 2023 Appropriation Summary Final for Distribution
  - FY 2025 Budget Request Line-Item Summary HB1800 CD1
  - FY 2018-2019 Hawaii Department of Education – Per-Pupil Expenditures – State
  - FY 2019-2020 Hawaii Department of Education – Per-Pupil Expenditures – State
  - FY 2020-2021 Hawaii Department of Education – Per-Pupil Expenditures – State
  - FY 2021-2023 Hawaii Department of Education – Per-Pupil Expenditures – State
  - FY 2023-2024 Hawaii Department of Education – Per-Pupil Expenditures – State

- **Enrollment**
  - SY 2018-2019 – Official Enrollment Count
  - SY 2019-2020 – Official Enrollment Count
  - SY 2020-2021 – Official Enrollment Count
  - SY 2021-2022 – Official Enrollment Count
  - SY 2022-2023 – Official Enrollment Count
  - SY 2023-2024 – Official Enrollment Count
  - Official Enrollment Projection, SY 2024-2030
  - DOE - FY 2018-2019, WSF Allocation Comparison, Projection vs. Official Enrollment, dated January 28, 2019
  - DOE - FY 2019-2020, WSF Allocation Comparison, Projection vs. Official Enrollment, dated October 16, 2019
  - DOE - FY 2020-2021, WSF Allocation Comparison, Projection vs. Official Enrollment, dated January 22, 2021
  - DOE - FY 2020-2021, Summary of Official Demographics for WSF OCE Calculation, dated September 23, 2020
  - DOE - FY 2021-2022, WSF Allocation Comparison, Projection vs. Official Enrollment, dated November 12, 2021
  - DOE - FY 2021-2022, Summary of Official Demographics for WSF OCE Calculation, dated September 10, 2021
  - DOE - FY 2022-2023, Summary of Projected Demographics for WSF Financial Plan Calculation, dated November 01, 2021
  - DOE - FY 2023-2024, Summary of Official Demographics for WSF Calculation, dated September 08, 2023

- **OITS Data**
  - OITS 2023-2029 Strategic Plan, Phase I (Draft)
  - OITS Strategic Plan Cost Estimates

- **OCID Documents**
  - Strive HI Performance Report, http://arch.k12.hi.us/reports/strivehi-performance
  - SY 2021-2022, Comprehensive Evaluation System for School Administrators, Manual
  - SY 20XX-20XX, Academic Plan Template
  - SY 2023-2024, Educator Effectiveness System, Manual for Evaluators and Participants, dated August 31, 2023
  - State of Hawaii DOE, Office of Curriculum and Instructional Design, Universal Screening and Progress Monitoring Program for School Year 2024-2025, April 30, 2024
  - HIDOE Curriculum Approval Process
  - Viable Quality Curriculum: Instructional Materials Review Process and Selection Training, September 2023
  - Curriculum Management System & Instructional Materials Approval Process, June 2021
  - English Language Arts Comprehensive Instructional Programs, last updated May 16, 2024
  - Mathematics Comprehensive Instructional Programs, revised April 26, 2024
  - Updated Science and Social Studies Quality Viable Curriculum Review, Selections & Implementation Timeline, February 27, 2024

- **Organizational Charts**
  - DOE – Plan of Organization, including background information and functional statements, revised June 30, 2023
  - Draft DOE Organization Charts, dated December 31, 2023

- **OSSS Documents**
  - Section 504 Implementation Guidelines, May 2023
  - English Learner Guidance Manual, July 2019, revised January 2024
  - Hawaii Multi-Tiered System of Support (HMTSS) Handbook, updated June 9, 2020
  - HMTSS Website
  - 3-12 Student SEL Self-Assessment (Panorama Education), SY 2023-2024
  - 6-12 Student SEL Self-Assessment (Panorama Education), SY 2023-2024
  - HMTSS Documentation, Leadership Meeting, April 24, 2024
  - Discipline and Restraint Reports
  - Standards of Practice
  - Student Well-Being and Mental Health
  - OSSS Here to Help Plan – Internal
  - Overview of Project Plan, Priorities for SY 2023-2024
  - Title VIB Special Education Project I, First Allocation, budget fiscal year 2024

- **OTM Documents**
  - Compensation Plan for the DOE, dated July 1, 2023

- o Educator Effectiveness System, https://www.hawaiipublicschools.org/TeachingAndLearning/EducatorEffectiveness/EducatorEffectivenessSystem/Pages/home.aspx
- o SY 2023-2024, Educator Effectiveness System, Manual for Evaluators and Participants, dated August 31, 2023
- o Employment Report, SY 2022-2023
- o Grievance and Arbitration Data, dated June 18, 2024
- o List of OTM Systems
- o Official Personnel Folders and Employment-Related Personnel Files, Reference Material, revised February 2021
- o OTM Dashboard
- o OTM Functions Guide, dated June 2024
- o Overall Counts Casual Classified Jobs by School Year 2022-2023
- o Overall Counts Casual PTT Jobs by Month, SY 2022-2023
- o PDERI Presentation
- o Salary Schedules, https://www.hawaiipublicschools.org/ConnectWithUs/Employment/WorkingInHawaii/Pages/Current-Salary-Schedules.aspx
- o Teacher Absences in SY 2022-2023
- o Investigation and Decision Making Manual, December 2011
- o New Employee Onboarding Checklist, September 2, 2016
- o Online Orientation Modules, updated each year
- o Our First Draft of an Onboarding Guide
- o New Employee Onboarding Guidance, the Process for Onboarding a New Employee in the Department, revised 2/9/2024
- o New Employee Onboarding Framework
- o <u>Website – Job Opportunities</u>
- o <u>Civil Service Classifications</u>
- o <u>Support Service Classifications</u>
- o State Leading and Learning, SY 2023-2024, July 2023
- o 2024 HiPF One-Page Reports
- o Pre-Reorg Review Checklist
- o 2024-05-20 HIDOE Vacant Positions

- **Previous Reviews**
  - o CGCS – Review of Facilities Program of the Hawaii DOE, dated October 2019
  - o CGCS – Review of the Financial Operations of the Hawaii DOE, dated September 2019

- **Union Contracts**
  - o Blue-Collar Non-Supervisory, United Public Workers, Unit 1 Agreement, July 1, 2021 – June 30, 2025
  - o Blue-Collar Supervisors, AFSCME Local 152, AFL-CIO, Unit 2 Contract, July 1, 2021 – June 30, 2025
  - o White-Collar Employee, AFSCME Local 152, AFL-CIO, Unit 3 Contract, July 1, 2021 – June 30, 2025
  - o HI State Teachers Association (HSTA), Unit 5 Contract, July 1, 2023 – June 30, 2027

- o Educational Officers, AFSCME Local 152, AFL-CIO, Unit 6 Contract. July 1, 2021 – June 30, 2025
- o Memorandum of Agreement between State of HI Board of Education and the Hawaii Government Employee Association (12-Month Vice Principals), dated September 27, 2023
- o Registered Professional Nurses, AFSCME Local 152, AFL-CIO, Unit 9 Contract, July 1, 2021 – June 30, 2025
- o Professional and Scientific Employees, AFSCME Local 152, AFL-CIO, Unit 13 Contract, July 1, 2021 – June 30, 2025

- **Other**
  - o Hawaii Administrative Rules
  - o State of Hawaii Public Education 2023-2029 Strategic Plan
  - o Job Descriptions (Position Descriptions)
  - o Board of Education Policies
  - o Position Directories
  - o Functional Statements

- **OSIP**
  - o HIDOE ADC Site – Absenteeism

- **Deputy/CAS**
  - o HIDOE Complex Area Organization Chart 2022-2023, July 26, 2022
  - o Complex Area Academic Plan Template, released SY24-25

Attachment D. CGCS Key Performance Indicators

Academic

CGCS Academic KPIs*
Pre-K enrollment relative to Kindergarten enrollment
Algebra I completion rates for credit by grade 9
Ninth grade course failure rates — at least one core course
Ninth graders with B average (GPA) or better
Absentee rates by grade level
Suspension rates
Instructional days missed per 100 students due to suspensions
AP participation rates
AP-equivalent participation rates
AP exam pass rates
Four-year graduation rate
* All academic KPIs are disaggregated by race, gender, ELL, SWD and FRL status. We also have accompanying KPI dashboards on our internal website that allow for additional comparisons, analysis and the ability to track performance over time.

Finance

Area	CGCS Finance Key Performance Indicators
Accounts Payable	AP Cost Per $100K Revenue
	AP Cost Per Invoice
	AP Staff - Accountants With AP Certificate
	AP Staff - Accountants With CPA
	AP Staff - Cost Per FTE
	AP Staff - District FTEs Per AP FTE
	AP Staffing Ratio - Clerical And Support
	AP Staffing Ratio - Managers
	AP Staffing Ratio - Professionals
	AP Staffing Ratio - Supervisors
	Invoices - Days To Process
	Invoices - Past Due at Time of Payment
	Invoices - Percent Paid Electronically
	Invoices - Percent Received Electronically
	Invoices Processed Per FTE per Month
	Payments Voided

	Payments Voided Due To Duplication
	Payments Voided Due To Error
Cash Management	Cash Flow - Short-Term Loans Per $100K Revenue
	Cash/Investment Equity Per $100K Revenue
	Investment Earnings As Percent Of Cash/Investment Equity
	Investment Earnings Per $100K Revenue
	Treasury Staff - Cost Per FTE
	Treasury Staff - District FTEs Per Treasury FTE
	Treasury Staffing Cost Per $100K Revenue
	Treasury Staffing Ratio - Clerical And Support
	Treasury Staffing Ratio - Managers
	Treasury Staffing Ratio - Professionals
	Treasury Staffing Ratio - Supervisors
Compensation	Pay Checks - Direct Deposits
	Pay Checks - Errors Per 10K Payments
	Pay Checks - Percent Off-Cycle
	Pay Checks Processed Per FTE per Month
	Payroll Cost Per $100K Revenue
	Payroll Cost Per $100K Spend
	Payroll Cost Per Pay Check
	Payroll Outsourcing As Percent Of Costs
	Payroll Staff - Cost Per FTE
	Payroll Staff - District FTEs Per Payroll FTE
	Payroll Staff - Overtime Hours Per FTE
	Payroll Staffing Ratio - Clerical And Support
	Payroll Staffing Ratio - Managers
	Payroll Staffing Ratio - Professionals
	Payroll Staffing Ratio - Supervisors
	Personnel Record Self-Service Usage per District FTE
	Personnel Records Self-Service Usage: Address Changes
	Personnel Records Self-Service Usage: Direct Deposit Changes
	Personnel Records Self-Service Usage: W-4 Changes
	W-2 Correction Rate (W-2C)
Financial Management	Debt Principal Ratio To District Revenue
	Debt Servicing Costs Ratio To District Revenue
	Debt Servicing Costs Ratio to Total Debt
	Expenditures Efficiency - Adopted Budget As Percent Of Actual
	Expenditures Efficiency - Final Budget As Percent Of Actual
	Fund Balance - Percent (a) Unassigned
	Fund Balance - Percent (b) Assigned
	Fund Balance - Percent (c) Committed

	Fund Balance - Percent (d) Restricted
	Fund Balance - Percent (e) Nonspendable
	Fund Balance Ratio (A) Unassigned
	Fund Balance Ratio (B) Uncommitted
	Fund Balance Ratio (C) Unrestricted
	Fund Balance Ratio (D) All Except Nonspendable
	Fund Balance Ratio (E) All Types
	Revenues Efficiency - Adopted Budget As Percent Of Actual
	Revenues Efficiency - Final Budget As Percent Of Actual
Grants Management	Amendments To Grant Budgets
	Competitive Grant Funds As Percent Of Total
	Days To Access New Grant Funds
	Grant Funds - Percent Federal
	Grant Funds - Percent Local/Private
	Grant Funds - Percent State
	Grant Funds As Percent Of Total Budget
	Grant-Funded Staff As Percent Of District FTEs
	Grants Receivables Aging
	Grants Receivables Aging - Days To Process
	Grants Receivables Aging - Days To Receive Payment
	Returned Grant Funds - Federal
	Returned Grant Funds - Local/Private
	Returned Grant Funds - State
	Returned Grant Funds Per $100K Grant Revenue
Procurement/Purchasing	Competition-Eligible Procurements - Percent Emergency
	Competition-Eligible Procurements - Percent Non-Authorized
	Competition-Eligible Procurements - Percent Sole-Source
	Competition-Eligible Procurements Percent Of Total Spending
	Competitive Procurements Ratio
	Construction - Percent Of Purchasing
	Cooperative Purchasing Ratio
	Cooperative Purchasing Ratio - Excluding P-Cards
	M/WBE Vendor Utilization
	PALT For Informal Solicitations
	PALT For Invitations for Bids
	PALT For Invitations for Bids - (A) Days to Prepare
	PALT For Invitations for Bids - (B) Days of Advertising And Open Bidding
	PALT For Invitations for Bids - (C) Days to Issue After Close
	PALT For Requests for Proposals
	PALT For Requests for Proposals - (A) Days to Prepare

PALT For Requests for Proposals - (B) Days Proposals Accepted
PALT For Requests for Proposals - (C) Days to Issue After Close
P-Card Average Transaction Amount
P-Card Purchasing Ratio
P-Card Single Transaction Limit
Procurement Cost Per $100K Spend
Procurement Cost Per Purchase Order
Procurement Costs Per $100K Revenue
Procurement Costs Ratio - Outsourced Services
Procurement Costs Ratio - Personnel
Procurement Savings - Percent Through Informal Solicitations
Procurement Savings - Percent Through Invitations For Bids
Procurement Savings - Percent Through Requests For Proposals
Procurement Savings Ratio
Procurement Staff - Cost Per FTE
Procurement Staff - District FTEs Per Procurement FTE
Procurement Staff With Professional Certificate
Procurement Staffing Ratio - Professional Staff
Procurement Staffing Ratio - Supervisors And Managers
Procurement Staffing Ratio - Support And Clerical
Strategic Sourcing (Ratio?)
Threshold for Formal Proposal
Threshold for Formal Sealed Bid
Threshold for School Board Approval
Warehouse Number Of Unique Items
Warehouse Number Of Unique Items - Facility Maintenance
Warehouse Number Of Unique Items - Food Services
Warehouse Number Of Unique Items - School/office Supplies
Warehouse Number Of Unique Items - Textbooks
Warehouse Number Of Unique Items - Transportation Maintenance
Warehouse Operating Expense Ratio
Warehouse Operating Expense Ratio - Facility Maintenance
Warehouse Operating Expense Ratio - Food Services
Warehouse Operating Expense Ratio - School/Office Supplies
Warehouse Operating Expense Ratio - Textbooks
Warehouse Operating Expense Ratio - Transportation Maintenance
Warehouse Stock Turn Ratio
Warehouse Stock Turn Ratio - Facility Maintenance
Warehouse Stock Turn Ratio - Food Services
Warehouse Stock Turn Ratio - School/Office Supplies

	Warehouse Stock Turn Ratio - Textbooks
	Warehouse Stock Turn Ratio - Transportation Maintenance
Risk Management	Cost Of Risk per Student
	Liability Claims - Percent Litigated
	Liability Claims - Percent Open As Of Year-End
	Liability Claims Per 1,000 Students
	Liability Cost Per Claim
	Liability Cost Per Student
	Workers' Compensation Claims - Percent Indemnity
	Workers' Compensation Claims - Percent Litigated
	Workers' Compensation Claims Per 1,000 Employees
	Workers' Compensation Cost Per $100K Payroll Spend
	Workers' Compensation Cost Per Claim
	Workers' Compensation Cost Per Employee
	Workers' Compensation Lost Work Days Per 1,000 Employees
	Workplace Incidents Per 1,000 Employees

Human Resources

CGCS Human Resources Key Performance Indicators
Employee Relations - Discrimination Complaints Per 1,000 Employees
Employee Relations - Misconduct Investigations Per 1,000 Employees
Employee Separation Rate
Employee Separation Rate - Instructional Support Staff
Employee Separation Rate - Non-School Exempt Staff
Employee Separation Rate - Non-School Non-Exempt Staff
Employee Separation Rate - School-Based Exempt Staff
Employee Separation Rate - School-Based Non-Exempt Staff
Employee Separation Rate - Teachers
Exit Interview Completion Rate
Health Benefits Cost Per Enrolled Employee
Health Benefits Cost Per Enrolled Employee - Fully Insured Districts
Health Benefits Cost Per Enrolled Employee - Self-Insured Districts
Health Benefits Enrollment Rate
HR Cost Per $100K Revenue
HR Cost Per District FTE
Retirement Health Benefits Cost Per Enrollee
Retirement Health Benefits Cost Per Enrollee - Fully Insured Districts
Retirement Health Benefits Cost Per Enrollee - Self-Insured Districts

Substitute Placement Rate
Substitute Placements With A BA/BS Or Higher
Teacher Absences Per Teacher
Teacher Retention - Average For 1-5 Years
Teacher Retention - Remaining After 1 Year
Teacher Retention - Remaining After 2 Years
Teacher Retention - Remaining After 3 Years
Teacher Retention - Remaining After 4 Years
Teacher Retention - Remaining After 5 Years
Teacher Vacancies On First Day of School
Teachers Highly Qualified In All Assignments
Teachers With National Board Certificate
Time To Fill Vacancies - Instructional Support
Time To Fill Vacancies - Non-School Exempt
Time To Fill Vacancies - Non-School Non-Exempt
Time To Fill Vacancies - School-Based Exempt
Time To Fill Vacancies - School-Based Non-Exempt
Time To Fill Vacancies - Teachers

Information Technology

CGCS Information Technology Key Performance Indicators
Devices - Advanced Presentation Devices Per Teacher
Devices - Average Age Of Computers
Devices - Computers Per Employee
Devices - Tablets Per Student (Student Use)
Devices Per Student
Devices Per Teacher (Dedicated Teacher Use)
IT Spending - Capital Investments
IT Spending - Hardware, Systems And Services
IT Spending - Personnel Costs
IT Spending Per District FTE
IT Spending Per Student
IT Spending Percent Of District Budget
Network - Bandwidth Per Student (kbps)
Network - Bandwidth Per User (kbps)
Network - Days Usage Exceeded 75% Of Capacity
Network - Overflow Capacity
Network - WAN Availability

Online Learning - Blended Courses Completed Per Course Offering
Online Learning - Blended Courses Offered
Online Learning - Online Courses Completed Per Course Offering
Online Learning - Online Courses Offered
Support - Break/Fix Staffing Cost Per Ticket
Support - District Employees Per Help Desk FTE
Support - First Contact Resolution Rate
Support - Help Desk Call Abandonment Rate
Support - Help Desk Staffing Cost Per Ticket
Support - Mean Time To Resolve Tickets (Hours)
Systems Cost - Business Systems Cost Per Employee
Systems Cost - Instructional Systems Cost Per Student
Systems Downtime - E-Mail
Systems Downtime - ERP
Systems Downtime - Finance System
Systems Downtime - HR System
Systems Downtime - LCMS/IMS
Systems Downtime - Online Assessment System
Systems Downtime - Payroll System
Systems Downtime - SIS

Operations

CGCS Food Services Key Performance Indicators
Breakfast Access - During Breakfast Break
Breakfast Access - Served In The Cafeteria
Breakfast Access - Served In The Classroom
Breakfast Access - Universal Free Breakfast
Breakfast Access Rate
Breakfast Access Rate, Elementary/K-8
Breakfast Access Rate, High School
Breakfast Access Rate, Middle School
Breakfast F/RP Participation Rate
Breakfast F/RP Participation Rate, Elementary/K-8
Breakfast F/RP Participation Rate, High School
Breakfast F/RP Participation Rate, Middle School
Breakfast Non-F/RP Participation Rate, Elementary/K-8
Breakfast Non-F/RP Participation Rate, High School
Breakfast Non-F/RP Participation Rate, Middle School
Breakfast Participation Rate (Districtwide)

Breakfast Participation Rate (Districtwide), Elementary/K-8
Breakfast Participation Rate (Districtwide), High School
Breakfast Participation Rate (Districtwide), Middle School
Breakfast Participation Rate (Districtwide), Secondary Schools
Breakfast Participation Rate (Meal Sites)
Breakfast Participation Rate (Meal Sites), Elementary/K-8
Breakfast Participation Rate (Meal Sites), High School
Breakfast Participation Rate (Meal Sites), Middle School
Cost Per Meal
Cost Per Meal - Contractor-Operated
Cost Per Meal - District-Operated
Food Cost Per Meal
Food Cost Per Revenue
Fund Balance as Percent of Revenue
Indirect And Overhead Costs As Percent Of Total Costs
Indirect Costs Ratio - License Fees And Contract Services
Indirect Costs Ratio - Rent, Warehousing And Storage
Indirect Costs Ratio - Training And Professional Development
Indirect Costs Ratio - Travel, Advertising And Office Expenses
Labor Cost Per Meal
Labor Costs Per Revenue
Lunch Access Rate
Lunch Access Rate, Elementary/K-8
Lunch Access Rate, High School
Lunch Access Rate, Middle School
Lunch F/RP Participation Rate
Lunch F/RP Participation Rate, Elementary/K-8
Lunch F/RP Participation Rate, High School
Lunch F/RP Participation Rate, Middle School
Lunch Non-F/RP Participation Rate, Elementary/K-8
Lunch Non-F/RP Participation Rate, High School
Lunch Non-F/RP Participation Rate, Middle School
Lunch Participation Rate (Districtwide)
Lunch Participation Rate (Districtwide), Elementary/K-8
Lunch Participation Rate (Districtwide), High School
Lunch Participation Rate (Districtwide), Middle School
Lunch Participation Rate (Districtwide), Secondary Schools
Lunch Participation Rate (Meal Sites)
Lunch Participation Rate (Meal Sites), Elementary/K-8
Lunch Participation Rate (Meal Sites), High School
Lunch Participation Rate (Meal Sites), Middle School

Management Company Share Of Total Expenditures
Management Company Share Of Total Meals
Meal Accountability - Percent Of Sites With POS System
Meal Reimbursements - Breakfasts, Percent Free
Meal Reimbursements - Breakfasts, Percent Reduced-Price
Meal Reimbursements - Lunches, Percent Free
Meal Reimbursements - Lunches, Percent Reduced-Price
Meal Reimbursements - Supper, Percent Free
Meal Reimbursements - Supper, Percent Reduced-Price
Meals Per Labor Hour
Operating Cost Ratio - Equipment
Operating Cost Ratio - Food
Operating Cost Ratio - Labor
Operating Cost Ratio - Supplies And Small Wares
Operating Cost Ratio - Technology
Operating Cost Ratio - Utilities, Custodial And Trash Removal
Operating Cost Ratio - Vehicle Fleet
Outside Meal Services - Catering As Percent Of Revenue
Outside Meal Services - Meal Sites That Are Charter/Other
Outside Meal Services - Meals To Charter/Other
Provision II Enrollment Rate - Breakfasts
Provision II Enrollment Rate - Lunches
Revenue Percentage - A La Carte and Vending Sales
Revenue Percentage - Federal Meal Reimbursements
ServSafe Or Equivalent Staff Per Site
ServSafe-Certified Staff Per Site
Supper Access Rate
Supper Access Rate, Elementary/K-8
Supper Access Rate, High School
Supper Access Rate, Middle School
Supper Participation Rate (Districtwide)
Supper Participation Rate (Districtwide), Elementary/K-8
Supper Participation Rate (Districtwide), High School
Supper Participation Rate (Districtwide), Middle School
Supper Participation Rate (Meal Sites)
Supper Participation Rate (Meal Sites), Elementary/K-8
Supper Participation Rate (Meal Sites), High School
Supper Participation Rate (Meal Sites), Middle School
Total Costs As Percent Of Revenue
USDA Commodities - Percent As Donations (Bonuses)
USDA Commodities - Percent Of Total Revenue

CGCS **Maintenance & Operations** Key Performance Indicators
Custodial Work - Cost Per Square Foot
Custodial Workload
Major Maintenance - Cost Per Student
Renovations - Cost Per Student
Routine Maintenance - Cost Per Square Foot
Work Order Completion Time (Days)
Custodial Supply Cost Per Square Foot
M&O Cost Per Student
M&O Costs Ratio to District Operating Budget
Major Maintenance - Design To Construction Cost Ratio
New Construction - Cost Per Student
New Construction - Design To Construction Cost Ratio
Recycling - Percent Of Total Material Stream
Renovations - Design To Construction Cost Ratio
Routine Maintenance - Cost Per Work Order
Utility Costs - Cost Per Square Foot
Building Square Footage By Ownership - Percent Leased
Building Square Footage By Type - Percent Modular
Building Square Footage By Type - Percent Portable
Building Square Footage By Type - Percent Site-Built
Building Square Footage By Usage - Percent Academic
Building Square Footage By Usage - Percent Non-Academic
Building Square Footage By Usage - Percent Vacant
Custodial Work - Cost Per Square Foot, Contractor-Operated
Custodial Work - Cost Per Square Foot, District-Operated
Custodial Work - Cost Per Student
Custodial Work - Proportion Contractor-Operated
Custodial Work - Staff Ratio - Field Workers Per Office Staff
Custodial Work - Staff Ratio - Non-Exempt Per Exempt Field Staff
Deferred Maintenance Projected Costs as Percent of Revenue
Deferred Maintenance Projected Costs per 1,000 Square Feet
Green Buildings - Buildings Green Certified
Green Buildings - Buildings Green Certified Or Equivalent
Green Buildings - Buildings With Energy Star Certificate
Grounds Work - Cost Per Acre
Grounds Work - Cost Per Acre, Contractor-Operated
Grounds Work - Cost Per Acre, District-Operated
Grounds Work - Cost Per Student
Grounds Work - Proportion Contractor-Operated
Grounds Work - Staff Ratio - Field Workers Per Office Staff

Grounds Work - Staff Ratio - Non-Exempt Per Exempt Field Staff
M&O Staff - Field Staff As Percent Of All Staff
M&O Staff - Non-Exempt Workers As Percent Of Field Staff
Major Maintenance - Supervisors/Support Staff Costs As Percent Of Total Costs
Major Maintenance - Delivered Construction Costs As Percent Of Total Costs
Major Maintenance - Staff Ratio - Field Workers Per Office Staff
Major Maintenance - Staff Ratio - Non-Exempt Per Exempt Field Staff
New Construction - Delivered Construction Costs As Percent Of Total Costs
New Construction - Staff Ratio - Field Workers Per Office Staff
New Construction - Staff Ratio - Non-Exempt Per Exempt Field Staff
New Construction - Supervisors/Support Staff Costs As Percent Of Total Costs
Recycling - Percent Regulatory
Renovations - Delivered Construction Costs As Percent Of Total Costs
Renovations - Staff Ratio - Field Workers Per Office Staff
Renovations - Staff Ratio - Non-Exempt Per Exempt Field Staff
Renovations - Supervisors/Support Staff Costs As Percent Of Total Costs
Routine Maintenance - Cost Per Student
Routine Maintenance - Cost Per Work Order, Contractor-Operated
Routine Maintenance - Cost Per Work Order, District-Operated
Routine Maintenance - Proportion Contractor-Operated, By Work Orders
Routine Maintenance - Ratio Of Field Workers to Office Staff
Utility Costs - Electricity Cost Per Square Foot
Utility Costs - Heating Fuel Cost Per Square Foot
Utility Costs - Sewer Cost Per Square Foot
Utility Costs - Water Cost Per Square Foot
Utility Usage - Electricity Usage Per Square Foot (KWh)
Utility Usage - Heating Fuel Usage Per Square Foot (KBTU)
Utility Usage - Water (Non-Irrigation) Usage Per Square Foot (Gal.)
Utility Usage - Water Usage For Irrigation
Work Order Cancel/Void Rate
Work Order Completion Rate

CGCS Safety and Security Key Performance Indicators
Armed Personnel - Percent Of All Field Personnel
Armed Personnel - Percent Of Law Enforcement Personnel, Contracted
Armed Personnel - Percent Of Security Personnel, Contracted
Armed Personnel - Percent Of Security/Police Personnel, District
Crisis Response Teams - Drills Per Team
Crisis Response Teams - Teams Per Academic Site
Health/Safety Inspections - Percent Of Academic Sites Annually

Health/Safety Inspections - Percent Of Non-Academic Sites Annually
Health/Safety Inspections - Sites Inspected Annually
Health/Safety Violations - Average Number Days To Correct
Health/Safety Violations Per Site
ID Badge Required, Employees - Percent Of Academic Sites
ID Badge Required, Employees - Percent Of Non-Academic Sites
ID Check And Badge Required, Visitors - Percent Of Academic Sites
ID Check And Badge Required, Visitors - Percent Of Non-Academic Sites
Incidents - Assault/Battery Incidents Per 1,000 Students
Incidents - Assaults - Firearm Incidents Per 1,000 Students
Incidents - Assaults - Robbery Incidents Per 1,000 Students
Incidents - Assaults - Sexual Assault Incidents Per 1,000 Students
Incidents - Assaults - Weapon (Excluding Firearm) Incidents Per 1,000 Students
Incidents - Bullying Incidents Response Rate
Incidents - Bullying/Harassment Per 1,000 Students
Incidents - Intrusion/Burglary Incidents Per Site
Incidents - Larceny/Vandalism Incidents Per Site
Incidents - Larceny/Vandalism Incidents Rate Of Arrests
Incidents - People Incidents Per 1,000 Students
Incidents - People Incidents Rate Of Arrests
Incidents, Threat - Incidents Per Site
Intrusion/Burglary Alarm Systems - False Alarms Per Site
Intrusion/Burglary Alarm Systems - Percent Of Academic Sites
Intrusion/Burglary Alarm Systems - Percent Of Non-Academic Sites
Intrusion/Burglary Alarm Systems - Percent Of Sites
Intrusion/Burglary Incidents - Average Minutes To Respond to Alarm
Intrusion/Burglary Incidents - Percent At Non-Alarmed Sites
Intrusion/Burglary Incidents - Percent Of Alarm Failures
Metal Detectors, Any Kind - Academic Sites
Metal Detectors, Any Kind - Non-Academic Sites
Metal Detectors, Hand-Held - Academic Sites
Metal Detectors, Walk-Through - Academic Sites
Real-Time Video Monitoring - Percent Of Academic Sites
Real-Time Video Monitoring - Percent Of Non-Academic Sites
S&S Expenditures - Percent For Contracted Services
S&S Expenditures - Percent For Personnel
S&S Expenditures Per Student
S&S Expenditures Percent Of District Budget
S&S Staff Per 1,000 Students
Security Plans - Academic Sites With NIMS-Compliant Plan

Training Hours Per Law Enforcement personnel, Contracted
Training Hours Per Safety/Security Personnel
Training Hours Per Security personnel, Contracted
Training Hours Per Security/Police personnel, District
Vulnerability Assessments Of Construction/Renovation Designs - Percent of Projects

CGCS Transportation Key Performance Indicators
Bus Fleet - Average Age Of Fleet
Cost Per Mile Operated
Cost Per Rider
On-Time Performance
Accidents - Miles Between Accidents
Accidents - Miles Between Preventable Accidents
Bus Equipment - GPS Tracking
Bus Fleet - Alternatively-Fueled Buses
Bus Fleet - Daily Buses as Percent of Total Buses
Bus Fleet In Service Daily
Bus Usage - Daily Runs Per Bus
Cost Per Bus
Fuel Cost As Percent Of Retail - Diesel
Fuel Cost As Percent Of Retail - Gasoline
Personnel - Buses per Mechanic
Turn Time To Place New Students - General Education
Turn Time To Place New Students - SWD Students
Accidents - Miles Between Accidents (Contractor-Operated)
Accidents - Miles Between Accidents (District-Operated)
Accidents - Miles Between Preventable Accidents (Contractor-Operated)
Accidents - Miles Between Preventable Accidents (District-Operated)
Bus Equipment - AVL/GPS Links To Routing Software
Bus Equipment - Rider Harnesses, Lap
Bus Equipment - Rider Harnesses, Lap-And-Shoulder
Bus Equipment - Student Tracking Systems
Bus Equipment - Video Cameras
Bus Fleet - Maintenance Hours Per Bus
Bus Fleet - Percent Contractor-Operated
Bus Fleet - Percent District-Operated
Bus Inspections - Percent Passed On First Try
Bus Usage - Daily Seat Utilization
Bus Usage - Daily Seat Utilization (Contractor-Operated)
Bus Usage - Daily Seat Utilization (District-Operated)

Bus Usage - Live Miles Per Deadhead Mile
Bus Usage - Live Miles Per Deadhead Mile (Contractor-Operated)
Bus Usage - Live Miles Per Deadhead Mile (District-Operated)
Bus Usage - Miles Per Bus
Bus Usage - Miles Per Bus (Contractor-Operated)
Bus Usage - Miles Per Bus (District-Operated)
Contract Buses - Percent Of Ridership
Cost Per Bus (Contractor-Operated)
Cost Per Bus (District-Operated)
Cost per Rider (Yellow Bus Only)
Daily Ride Time - General Education
Daily Ride Time - SWD Students
Daily Ride Time, Maximum Allowed - General Education
Daily Ride Time, Maximum Allowed - SWD Students
Fuel Cost As Percent Of Retail - Bio-Diesel
Fuel Cost As Percent Of Retail - Compressed Natural Gas
Fuel Cost As Percent Of Retail - Propane
On-Time Performance (Contractor-Operated)
On-Time Performance (District-Operated)
Participation Rate - Alternative Transit
Participation Rate - Any Transportation Service
Participation Rate - Yellow Bus Service
Personnel - Driver Turnover Rate
Personnel - Drivers per Bus
Personnel - Drivers per Supervisor
Personnel - Drivers per Trainer
Personnel - Routes per Planner
Public Transit - Pass/Token Cost As Percent Of Retail
Public Transit - Percent Of Ridership
Students With Disabilities - Percent Of Ridership
Students With Disabilities - Students On Dedicated SWD Buses
Students With Disabilities - Students With Neighborhood Pickup

Attachment E. CGCS Reviews

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
	Special Education	2018
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
	Benefits	2023
Atlanta		
	Facilities	2009
	Transportation	2010
	Classified Staffing	2019
	Teaching and Learning	2020
	Student Support Services	2021
Aurora		
	Information Technology	2019
	Curriculum and Instruction	2023
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007

City	Area	Year
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
	Financial Operations	2024
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
	Special Education	2022
	Safety and Security	2022
	Transportation	2022
	Human Resources	2024
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
	Information Technology	2022
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
	Facilities Operations	2019
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005

City	Area	Year
	Transportation	2014
	Finance	2019
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
	Information Technology	2022
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
	Human Resources	2023
Clark County		
	Operations	2019
	Special Education	2019
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
	Safety and Security	2023
	Information Technology	2024
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002

City	Area	Year
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Human Resources	2020
	Transportation	2020
	Information Technology	2023
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003

City	Area	Year
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Durham		
	Operations	2019
East Baton Rouge		
	Human Resources	2021
	Special Education	2022
	Bilingual Education	2022
El Paso		
	Information Technology	2019
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
	Special Education	2024
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hawaii		
	Financial Operations	2019
	Facilities	2019
	Organization	2024
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
	Finance	2020
Houston		
	Facilities Operations	2010

City	Area	Year
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
	Finance	2021
	Safety and Security	2022
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and Finance	2015
	Budget and Finance	2024
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
	Information Technology	2022
Little Rock		

City	Area	Year
	Curriculum and Instruction	2010
	Curriculum and Instruction	2023
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
	Human Resources	2019
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016

City	Area	Year
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009

City	Area	Year
	Special Education	2009
	Transportation	2014
	Curriculum and Instruction	2019
	Organizational Structure	2023
	Transportation	2023
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
	Bilingual Education	2019
Puerto Rico		
	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013

City	Area	Year
	Information Technology	2013
	Special Education	2023
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Financial Operations	2018
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
	Human Resources	2022
	Operations	2022
Sacramento		
	Special Education	2016
	Human Resources	2022
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005, 2022
	Transportation	2023
St. Paul		

City	Area	Year
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
	Transportation	2019
Stockton		
	Special Education	2019
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017