



**STATE OF HAWAII**  
**BOARD OF EDUCATION**  
P.O. BOX 2360  
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June 20, 2019

TO: Board of Education

FROM: Catherine Payne  
Chairperson, Board of Education

AGENDA ITEM: Action on adoption of standing committee (Student Achievement Committee, Human Resources Committee, and Finance and Infrastructure Committee) strategic priorities for 2019-2020 School Year

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**I. EXECUTIVE SUMMARY**

- The Board of Education (“Board”) should consider the adoption of Committee Strategic Priorities for the 2019-2020 school year (“2019-2020 Committee Strategic Priorities”) to guide the work of the Board, its standing committees, and the Department of Education (“Department”).
- Each standing committee (except the Audit Committee) has three Committee Strategic Priorities for a total of six 2019-2020 Committee Strategic Priorities (see **Exhibit A**).
- Each 2019-2020 Committee Strategic Priority:
  - Derives from Board members’ ideas;
  - Is related to at least one of the proposed Board Strategic Priorities for the 2019-2020 school year;
  - Is worded to be more focused on the objective rather than how to measure its achievement; and
  - Has SMART (specific, measurable, attainable, relevant, time-based) indicators to assess achievement of the priority.
- The timing for the completion of the 2019-2020 Committee Strategic Priorities is coordinated to prevent too much overlapping work while still having the priorities completed before the Board will contemplate its next set of annual strategic priorities.

- Committees can address issues and schedule presentations outside of the topics and issues the 2019-2020 Committee Strategic Priorities seek to address; these priorities describe the goals to which the Board is committing, at a minimum, for the 2019-2020 school year.

## II. **BACKGROUND**

At its October 17, 2017 general business meeting, the Board adopted a new superintendent evaluation process based on best practices, process elements, and performance standards found in other model superintendent evaluations from across the nation while grounding the evaluation process in Board Policy E-3, Nā Hopena A'o.

In connection to the Superintendent Evaluation Process, during the Board's first meeting in June, the Board and Superintendent are to mutually agree upon and set the Board and Department strategic priorities for the upcoming school year. While the strategic priorities are not part of the formal evaluation, the Superintendent can use the strategic priorities to develop and propose Superintendent Priorities at the next Board meeting.

In June 2017, the Superintendent Evaluation Process was not in place. As such, then-Board Chairperson Lance Mizumoto tasked each of the standing committees with developing and adopting strategic priorities to shape and guide committee agendas for the 2017-2018 school year based on the 2017-2020 Joint Board and Department Strategic Plan ("Joint Strategic Plan"). Each of the standing committees adopted committee priorities.

On June 7, 2018, the Board adopted strategic priorities for the 2018-2019 school year ("2018-2019 Strategic Priorities"). The Board drafted these priorities using the Joint Strategic Plan, feedback from internal and external stakeholders gathered as a part of the 2017-2018 Superintendent Evaluation Process, and discussions at meetings and Board and committee agendas. The standing committees declined to adopt committee priorities for the 2018-2019 school year.

At its last meeting on June 6, 2019, the Board considered adopting strategic priorities for the 2019-2020 school year ("2019-2020 Board Strategic Priorities") that would guide the Board and Department's work for the upcoming school year. Like last year, these priorities pulled information from the Joint Strategic Plan, feedback from internal and external stakeholders gathered as a part of the 2018-2019 Superintendent Evaluation Process, and discussions at meetings and Board and committee agendas. There was an additional element considered for this year's strategic priorities, namely the transition to a new strategic plan because the current Joint Strategic Plan runs to the end of the 2019-2020 school year.

At its last meeting, the Board opted to defer action on the proposed 2019-2020 Board Strategic Priorities at that time. Now, the Board will reconsider the proposed 2019-2020 Board Strategic Priorities at the same the Board considers the proposed 2019-2020

Committee Strategic Priorities for its Student Achievement Committee (“SAC”), Human Resources Committee (“HR”), and Finance and Infrastructure Committee (“FIC”).

### III. **COMMITTEE STRATEGIC PRIORITIES STRUCTURE AND PLANNING**

Each standing committee (except the Audit Committee) has three 2019-2020 Committee Strategic Priorities (see **Exhibit A**), and each 2019-2020 Committee Strategic Priority is associated with at least one of the proposed 2019-2020 Board Strategic Priorities. The table below illustrates these relationships.

<b>Proposed 2019-2020 Board Strategic Priority</b>	<b>Proposed 2019-2020 Committee Strategic Priorities</b>
Equity and Access	SAC Strategic Priorities: 1 and 2 HR Strategic Priorities: 1 FIC Strategic Priorities: 1
Safe Learning Environments that Support Students’ Wellbeing	SAC Strategic Priorities: 2 HR Strategic Priorities: None FIC Strategic Priorities: 1
Student-centered School Design	SAC Strategic Priorities: 2
Staff Professional Development, Recruitment, and Retention	SAC Strategic Priorities: None HR Strategic Priorities: 1 and 2 FIC Strategic Priorities: None
Communication and Engagement	SAC Strategic Priorities: None HR Strategic Priorities: None FIC Strategic Priorities: 2

Levels of priorities. The proposed 2019-2020 Committee Strategic Priorities stem from ideas generated by Board members. While the Board Strategic Priorities provide the areas the Board will focus on for the year in the order of importance, the Committee Strategic Priorities seek to provide the policies, structures, and resources to direct implementation efforts to further the Board’s long-term goals and objectives. The Committee Strategic Priorities, however, are not implementation, as that is not the appropriate role of the Board. Implementation is the responsibility of the Department and the other agencies under the Board’s direct authority, such as the Hawaii State Public Library System. The Board uses other mechanisms to evaluate the implementation of its priorities, such as the Superintendent Priorities, as required by the superintendent evaluation process. The graphic below illustrates these different levels of goal setting.



The table below illustrates the differences between the Board Strategic Priorities, Committee Strategic Priorities, and Superintendent Priorities.

Strategic Plan(s)	Board Strategic Priorities	Committee Strategic Priorities	Superintendent Priorities
Sets the long-term goals and objectives of the agency	Provide an annual focus on particular strategic plan goals, objectives, or areas	Seek to further the goals and objectives of the strategic plan(s) based on the Board Strategic Priorities	Seek to support the progress and achievement of the Board and Committee Strategic Priorities
Requires statewide effort and coordination with other organizations	Require system-wide effort and are not under the control of any individual	Require action from the standing committee with proper jurisdiction and authority	Can reasonably be considered under the control of the Superintendent
Provides insight to the long-term performance of the agency	Provide insight to the annual performance of the Board and its agencies	Provide insight to the annual performance of the standing committees and Board	Provide insight to the annual performance of the individual
Affects vision and direction	Affect prioritization of long-term goals and objectives	Affect policymaking of the Board	Affect implementation

Committee Strategic Priority structure. Unlike Board Strategic Priorities, the Committee Strategic Priorities set specific goals to accomplish during the year. Rather than having Committee Strategic Priorities focus on measurement, they instead focus on goals that make the Board’s values and purpose of the priorities explicit, which is why each begins with a goal statement with attached indicators. The indicators use SMART (specific, measurable, attainable, relevant, time-based) criteria. The indicators provide the measurement that helps the Board determine whether the committee achieved each Committee Strategic Priority.

Committee Strategic Priority deadlines. The timing for the completion of the Committee Strategic Priorities is coordinated to prevent too much overlapping work while still having the priorities completed before the Board contemplates its next set of annual strategic priorities. Some Committee Strategic Priorities target their completion before the start of the next legislative session to assist with potential legislative priorities. Note that the Committee Strategic Priorities in the table are in abbreviated form to indicate the committee and priority number. For example, “SAC 1” means Student Achievement Committee Strategic Priority 1, which is in **Exhibit A**.

	<b>SAC</b>	<b>HR</b>	<b>FIC</b>	<b>GBM</b>
<b>08/01/2019</b>	SAC 2: action on working group	--	--	
<b>08/15/2019</b>	--	HR 2: action on working group	FIC 2: action on working group	
<b>09/05/2019</b>		--	--	
<b>09/19/2019</b>	--		FIC 1: action on policy	FIC 1: action on policy
<b>10/03/2019</b>		--	--	
<b>10/17/2019</b>	--			
<b>11/07/2019</b>	SAC 2: action on draft changes	--	--	
<b>11/21/2019</b>	--		FIC 1: action on priority list	FIC 1: action on priority list
<b>12/05/2019</b>	SAC 2: action on policy changes	--	--	SAC 2: action on policy changes
<b>01/16/2020</b>	--			
<b>02/06/2020</b>		--	--	
<b>02/20/2020</b>	--	HR 1: action on report	FIC 1: action on plan	FIC 1: action on plan
<b>03/05/2020</b>	SAC 1: action on report	--	--	
<b>04/02/2020</b>		--	--	
<b>04/16/2020</b>	--	HR 2: action on draft changes	FIC 2: action on draft changes	
<b>05/07/2020</b>				SAC 1: action on proposed policies HR 1: action on proposed policies
<b>05/21/2020</b>		HR 2: action on changes	FIC 2: action on changes	FIC 2: action on changes HR 2: action on changes

Contemplated working groups. The proposed Committee Strategic Priorities contemplate three temporary working groups:<sup>1</sup>

1. SAC Strategic Priority 2: Working Group on Youth Suicide Prevention (from August 1 to November 7, 2019)
2. HR Strategic Priority 2: Working Group on Teacher Retention Data (August 15, 2019 to April 16, 2020)
3. FIC Strategic Priority 2: Working Group on Budgeting Process (August 15, 2019 to April 16, 2020)

Areas and topics left out of the Committee Strategic Priorities. The list below describes the areas and topics that Board members may have offered as priorities that are not included in 2019-2020 Committee Strategic Priorities. Committees can address issues and schedule presentations outside of the topics and issues the Committee Strategic Priorities seek to address; these priorities describe the goals to which the Board is committing, at a minimum, for the 2019-2020 school year.

- Libraries and charter schools. The Committee Strategic Priorities (as well as the Board Strategic Priorities) are Department-centric. One reason for this is that the Board is in the process of developing and implementing mechanisms to identify and prioritize issues related to public libraries and charter schools. One such mechanism that the Board will be considering soon is the state librarian evaluation process. Future priorities will likely include attached agencies.
- Education governance structure. Board members identified the topic of education governance as a priority to address. This includes examining the structure of governance for all segments of public education, including the agencies attached to the Department for administrative purposes only. This topic is too broad to fall under the jurisdiction of any of the standing committees, and it would likely require an investigative committee, which the Board could form if it decided to pursue this.
- Department programs. Board members suggested various Department programs as priorities, including the innovative assessment pilot, facilities master plan guide, Stetson training, and Act 155. However, Department programs are at the implementation level, not the committee level. The committees can still discuss these issues and provide general direction, but it is not appropriate to adopt program-level issues as committee priorities.
- Strategic planning. Board members mentioned topics related to the 2020-2030 Strategic Plan planning efforts, particularly as it relates to the shift from quantitative to qualitative student success data. However, topics related to the strategic plan are at the Board level, not committee level, and therefore would not have Committee Strategic Priorities.

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<sup>1</sup> Note that these are working groups and not investigative or ad hoc committees. The Committee Strategic Priorities are the priorities of the standing committees. Investigative and ad hoc committees are other types of committees the Board can form. If the Board adopts these Committee Strategic Priorities, it is tasking its standing committees with these priorities. The standing committees cannot form or delegate authority to investigative or ad hoc committees.

#### **IV. RECOMMENDATION**

I recommend the Board adopt the Committee Strategic Priorities, attached as **Exhibit A**, as the priorities of the Board's standing committees for the 2019-2020 school year.

**Proposed Motion: Move to adopt the Committee Strategic Priorities for the 2019-2020 school year, as attached as Exhibit A to Board Chairperson Catherine Payne's memorandum dated June 20, 2019.**

## Exhibit A

### PROPOSED 2019-2020 COMMITTEE STRATEGIC PRIORITIES

#### **Student Achievement Committee (“SAC”) Strategic Priorities**

**SAC Strategic Priority 1:** Ensure Board policies under SAC’s jurisdiction support the recommendations provided in the Special Education Task Force’s 2018 summative report<sup>2</sup> and the English Learners Task Force’s 2018 summative report.<sup>3</sup>

**Related Board Strategic Priority:** Equity and Access

**Indicators:**

- By March 5, 2020, SAC will thoroughly review Board Policies 105-12, 105-13, 105-14, 900-5, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in SAC’s report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by SAC.

**SAC Strategic Priority 2:** Ensure Board policies under SAC’s jurisdiction support student mental and emotional wellbeing, particularly to prevent youth suicide as Act \_\_ (SB383) intends and recent data from the Youth Risk Behavior Survey illustrates as an issue.

**Related Board Strategic Priorities:** Equity and Access; Safe Learning Environments that Support Students’ Wellbeing; Student-centered School Design

**Indicators:**

- By August 1, 2019, SAC will sufficiently identify and select individuals from the Board, Department, Department of Health, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies E-103 and 103-1 through 103-8 and 2) generating a comprehensive report that adequately describes any policy changes necessary to support student mental and emotional wellbeing, particularly to prevent youth suicide.
- By November 7, 2019, SAC will approve all (100%) draft policy changes from the working group’s comprehensive report for public comment.
- By December 5, 2019, SAC will recommend effective policy changes that sufficiently considered public comments for Board approval.

#### **Human Resources Committee (“HR”) Strategic Priorities**

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<sup>2</sup> Available at:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_05172018\\_Presentation%20on%20Findings%20of%20Superintendent%27s%20Sped%20Task%20Force%20and%20Recommendations.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_05172018_Presentation%20on%20Findings%20of%20Superintendent%27s%20Sped%20Task%20Force%20and%20Recommendations.pdf)

<sup>3</sup> Available at:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_Agenda%20V\\_05172018\\_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_Agenda%20V_05172018_Presentation%20on%20findings%20of%20Superintendent's%20English%20learner%20task%20force.pdf)

**HR Strategic Priority 1:** Ensure Board policies under HR's jurisdiction support the recommendations provided in the Special Education Task Force's 2018 summative report and the English Learners Task Force's 2018 summative report.

**Related Board Strategic Priorities:** Equity and Access; Staff Professional Development, Recruitment, and Retention

**Indicators:**

- By February 20, 2020, HR will thoroughly review Board Policies 204-1, 204-3, and any other relevant Board policies and generate a comprehensive report that adequately describes any policy changes necessary to support the taskforce recommendations.
- By May 7, 2020, all (100%) taskforce members, who represent key stakeholders for their respective areas, will agree that the recommendations in HR's report support the taskforce recommendations.
- By May 7, 2020, the Board will adopt all (100%) policy changes recommended by HR.

**HR Strategic Priority 2:** Ensure policies and structures are in place to enable the Board and Department to collect and analyze robust data necessary to identify, prioritize, and address significant issues related to teacher retention.

**Related Board Strategic Priority:** Staff Professional Development, Recruitment, and Retention

**Indicators:**

- By August 15, 2019, HR will sufficiently identify and select individuals from the Board, Department, HSTA, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies E-204, 204-1, any other relevant Board policies, and any existing structures related to the collection and analysis of teacher retention data and 2) generating a comprehensive report that adequately describes any policy and structural changes necessary to enable the Board and Department to collect and analyze robust data necessary to effectively identify, prioritize, and address significant issues related to teacher retention.
- By April 16, 2020, HR will approve all (100%) draft changes from the working group's comprehensive report for public comment.
- By May 21, 2020, HR will recommend effective changes that sufficiently considered public comments for Board approval.

## **Finance and Infrastructure Committee ("FIC") Strategic Priorities**

**FIC Strategic Priority 1:** Establish the policies and structures necessary to direct and enable the Department to complete repair and maintenance ("R&M") projects at its schools with the greatest socioeconomic and academic needs as determined by a priority list intended to advance equity.

**Related Board Strategic Priorities:** Equity and Access; Safe Learning Environments that Support Students' Wellbeing

**Indicators:**

- By September 19, 2019, FIC will recommend for Board approval a policy related to equitable school facilities that would, at a minimum, sufficiently direct the Department to complete R&M projects at its schools by order of greatest socioeconomic and academic needs.
- By November 21, 2019, FIC will consider, and recommend for Board approval, a comprehensive, cohesive, and effective R&M priority list that is sufficiently based on equity.

- By February 20, 2020, FIC will consider, and recommend for Board approval, a comprehensive and cohesive plan with specified outcomes and milestones for effectively reducing the R&M backlog.

**FIC Strategic Priority 2:** Ensure policies and structures establish a budgeting process that results in a transparent, accessible, and credible Department budget that the public can easily consume and is useful for policymakers.

**Related Board Strategic Priority:** Communication and Engagement

**Indicators:**

- By August 15, 2019, FIC will sufficiently identify and select individuals from the Board, Department, Legislature, and any other relevant stakeholders to a working group tasked with 1) thoroughly reviewing Board Policies 303-1, 303-2, 303-3, any other relevant Board policies, and any existing structures related to the budgeting process and 2) generating a comprehensive report that adequately describes any policy and structural changes necessary to establish an effective budgeting process that results in a transparent, accessible, and credible Department budget.
- By April 16, 2020, FIC will approve all (100%) draft changes from the working group's comprehensive report for public comment.
- By May 21, 2020, FIC will recommend effective changes that sufficiently considered public comments for Board approval.