

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

July 18, 2019

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Action on strategic priority setting process

I. EXECUTIVE SUMMARY

- The proposal intends to formalize a thoughtful and transparent process for the Board of Education's ("Board") strategic priority setting, which includes the Board's annual strategic priorities and committee strategic priorities.
- The revisions to the proposed process are based on Board members' comments from the Board's June 20, 2019 special meeting.
- The revised proposed strategic priorities setting process includes collection and analysis of relevant strategic plan-related data, feedback from internal and external stakeholders, a more formal structure for conversations with the Board's co-policymakers for public education in the Legislature and Governor, and a self-evaluation component for the Board to assess its success in addressing its strategic priorities.
- The revised proposed general timeline would start in September with the establishment of the investigative committee and would end in June with the adoption of strategic priorities for the next school year.

II. BACKGROUND

At its October 17, 2017 general business meeting, the Board adopted a new superintendent evaluation system¹ that it subsequently revised at its June 7, 2018 general business meeting.²

One of the key components of the superintendent evaluation process are Superintendent Priorities, which are the Superintendent's annual goals that support the Board's annual strategic priorities. For the past two school years, the Board has adopted some form of strategic priorities, although the process for determining the priorities has not been consistent.

Another one of the key components of the superintendent evaluation process has been stakeholder feedback, which the Board and Superintendent have used primarily for setting the next school year's priorities. The proposed superintendent evaluation process revisions, based on feedback from Board members and Superintendent Christina Kishimoto, propose to extract the stakeholder feedback component and instead make it part of a strategic priority setting process that is separate from the superintendent evaluation process.

The Board considered both the proposed superintendent evaluation process revisions and proposed strategic priority setting process at its June 20, 2019 special meeting. The Board deferred action on both for consideration and incorporation of the Board's discussions.

III. REVISIONS

As stated in my June 20, 2019 memorandum,³ the purpose of this proposal is to formalize a thoughtful and transparent process for the Board's annual strategic priority setting. A formal process communicates to stakeholders and the public the Board's intent to advance public education systematically through annual priority and goal setting and the inputs the Board uses to determine those priorities and goals. The proposed process also ensures the Board has the information and relationships to set its strategic priorities thoughtfully.

Exhibit A shows the redlined revisions I made to the proposed process based on Board members' comments at the June 20 2019 special meeting. The revisions include:

¹ For more information, see the submittal dated October 17, 2017 and Bruce Voss's memorandum dated October 3, 2017, available here: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20171017_Board%20Action%20on%20Superintendent%20evaluation%20recommendations.pdf.

² For more information, see Lance Mizumoto's memorandum dated June 7, 2018, available here: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20180607_Action%20on%20Superintendent%20evaluation%20and%20job%20description.pdf.

³ My memorandum dated June 20, 2019 is available here: http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20190620_Action%20on%20strategic%20priority%20setting%20process.pdf.

- Ensuring and clarifying that the strategic priorities setting process intentionally avoids being too prescriptive to provide the Board with flexibility, allowing it to determine how it will collect the specific information it deems necessary;
- Clarifying that the strategic priorities support the strategic plan;
- Clarifying that the Superintendent Priorities:
 - Support the strategic priorities at the implementation and programmatic level;
 - Are an example of a mechanism to evaluate the implementation of the strategic priorities and strategic plan (and clarifying that the Board could establish other similar or unique mechanisms to evaluate the work of other agencies over which it has oversight); and
 - Are connected to but established outside of the strategic priorities setting process;
- Adding a strategic plan-related data collection and analysis step prior to the gathering of any other feedback or input, including an option for a data retreat;
- Changing the timing to have the stakeholder feedback occur before the Legislature and Governor input;
- To address Board member concerns regarding understanding school-level priorities, adding an option for receiving a summative report on schools' academic and financial plans as part of the stakeholder feedback step;
- Clarifying that external stakeholders can include students, business leaders, advocacy groups, and other community and nonprofit organizations; and
- Other technical, non-substantive changes for consistency and clarity.

Note that the revisions maintain the inclusivity of attached agencies. As noted in my June 20, 2019 memorandum, the Board has varying degrees of authority over other areas of public education and agencies administratively attached to the Department of Education ("Department"), including adult education, charter schools, the Hawaii State Public Library System, and the Hawaii Teacher Standards Board. The revised proposed process still contemplates expanding the Board's strategic priorities, when appropriate, to cover more areas of public education than just the Department's K-12 sphere in order to connect and align efforts.

A few comments and concerns raised by Board members did not result in revisions, particularly suggestions related to linking the strategic priorities setting process to the budget process and requiring the strategic priorities to have specific focuses. The reasons why these comments and concerns did not result in revisions are described more fully below.

Linking to the budget process. A Board member suggested tying the strategic priorities setting process to the process for formulating the Department biennium and supplemental budget requests. As another Board member pointed out, however, the strategic plan drives both the budget and the strategic priorities. While the annual strategic priorities can inform annual budget priorities, the budget seeks to fund the broader and longer-term goals and objectives of the strategic plan at an implementation level while the strategic priorities focus

on short-term goals that support and incrementally advance the strategic plan at the policy level. The budget and strategic priorities serve different purposes but still connect through their alignment with the strategic plan. As such, it is more appropriate for the biennium and supplemental budget requests to be driven largely by the strategic plan and not the annual strategic priorities.

Requiring the strategic priorities to have specific focuses. Some Board members suggested revising the process to focus the investigative committee on specific challenges, such as at-risk students or rural schools, when developing the strategic priorities. The process itself does not dictate the specific content focus of the investigative committee's work. As noted in the clarifying revisions, the process leaves such specificity open for the Board and/or the investigative committee to determine year to year. For example, if the Board feels it would like to focus all of its work during the next year on closing the achievement gap, it could task the investigative committee with recommending strategic priorities that focus solely on addressing that issue.

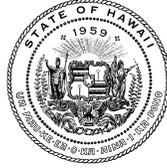
IV. RECOMMENDATION

I recommend adopting the strategic priority setting process attached as **Exhibit B**.

Proposed Motion: Move to adopt the Strategic Priority Setting Process, as attached as Exhibit B to Board Chairperson Catherine Payne's memorandum dated July 18, 2019.

Exhibit A

Revised Proposed Strategic Priority Setting Process (redlined revisions)



STATE OF HAWAII BOARD OF EDUCATION

STRATEGIC PRIORITY SETTING PROCESS

INTRODUCTION

This document describes the process the Board of Education (“Board”) uses annually to set its priorities for the next school year. The Board sets annual priorities to support and prioritize the goals and objectives of its long-term strategic plan(s), focus its work, and provide guidance and direction to the Department of Education (“Department”), the Hawaii State Public Library System (“Libraries”), and any other agencies over which the Board has direct authority on a year-to-year basis. To inform its priority setting, the Board considers:

- Data related to the goals and objectives of the long-term strategic plan(s) of the Board, Department, Libraries, and/or other agencies over which the Board has direct authority;
- Formally solicited feedback from internal and external stakeholders;
- Input from the Governor and Legislature;
- ~~Formally solicited feedback from internal and external stakeholders;~~
- Annual self-evaluations of how well the Board and its standing committees met their most recent set of priorities; and
- Any other information relevant to determining annual priorities.

LEVELS OF STRATEGIC PRIORITIES

Board Strategic Priorities. The Board Strategic Priorities are the annual goals or objectives that the Board focuses on in any given year in order of importance. The Board adopts at least two, but no more than five, Board Strategic Priorities each year. The Board Strategic Priorities support the long-term goals and objectives of Board-approved strategic plans from the Department of Education, the ~~Hawaii State Public Library System~~ Libraries, or any other agencies over which the Board has direct authority.

Committee Strategic Priorities. The Committee Strategic Priorities are the annual goals, objectives, and targets that the Board tasks each of its standing committees to focus on in any given year. The Board adopts at least two, but no more than five, Committee Strategic Priorities each year. The Committee Strategic Priorities support the Board Strategic Priorities, as each Committee Strategic Priority connects to at least one Board Strategic Priority. The Committee Strategic Priorities are not implementation, as that is not the appropriate role of the Board. Instead, Committee Strategic Priorities seek to provide direction to the implementation efforts to further the Board’s long-term goals and objectives. Implementation is the responsibility of the agencies under the Board’s direct authority. The Board uses other mechanisms to evaluate the implementation of its priorities, such as the Superintendent Priorities, as required by the superintendent evaluation process described below.

Superintendent Priorities. The Board oversees the Department (through the Superintendent), Libraries (through the State Librarian), and other administratively attached agencies (through varying governing structures). The Board typically executes its oversight through agency or executive performance evaluations, such as the Superintendent Evaluation Process. Pursuant to the Superintendent Evaluation Process, the Superintendent Priorities are the annual goals, objectives, and targets that the Superintendent focuses on in any given year. The Superintendent Priorities should support the Board Strategic Priorities at the implementation and programmatic level. The Superintendent Priorities are an example of a mechanism the Board can use to evaluate the implementation of its priorities and the strategic plan(s), and the Board may establish similar or unique mechanisms for the evaluation of the implementation work accomplished by its other agencies, such as the Libraries. The Board establishes these mechanisms as separate processes from this process, as this process simply sets the hierarchical goal-setting structure to which the mechanisms would connect.

The graphic below illustrates the 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

Unlike Board Strategic Priorities, the Committee Strategic Priorities set specific goals to accomplish during the year. The Committee Strategic Priorities focus on goals that make the Board's values and purpose of the priorities explicit rather than focusing on measurement, although each Committee Strategic Priority has measurable indicators. Each Committee Strategic Priority begins with a goal statement followed by indicators that use SMART criteria:

- **Specific:** Committee Strategic Priorities are concise, clearly defined expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** Committee Strategic Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** Committee Strategic Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** Committee Strategic Priorities link to a higher-level Board Strategic Priority and measure outcomes, not activities.
- **Time-based:** Committee Strategic Priorities have a specific timeframe.

PROCESS

To set the Board Strategic Priorities and Committee Strategic Priorities, the Board needs, at a minimum:

1. Data and analysis related to strategic plan indicators and targets (such as student achievement data);
2. Feedback from internal stakeholders (such as teachers, principals, and education agency leaders) and external stakeholders (such as students, parents, business leaders, advocacy groups, and other community and nonprofit organizations) on the education community's top priorities; and
- 1.3. Input from the Governor and Legislature, as co-policymakers for public education, on the public education topics and issues most important to them to address; and
- ~~2.1. Feedback from internal stakeholders (such as teachers, principals, and education agency leaders) and external stakeholders (such as students, parents, business leaders, advocacy groups, and other community organizations) on the education community's top priorities; and~~
- 3.4. Information, obtained through self-reflection and self-evaluation, about how well the Board and its standing committees met their most recent set of priorities.

Each of these components are learning opportunities for the Board that not only inform priority setting but also allow the Board to engage in continuous improvement. While the Board designates members to an investigative committee to carry out much of the work necessary for the priority setting process, the process still involves all Board members and requires the Board as a whole to decide on desired results for the year. This document intentionally avoids being too prescriptive to provide the Board with flexibility in determining the details of the process and they type of information it needs each year.

Strategic plan-related data analysis. The intent of the data analysis component is to inform the Board of the progress in meeting strategic plan goals and objectives based on the stated indicators.

Understanding and sharing the data will lead to more informed and productive engagement between the Board, stakeholders, and policymakers.

Stakeholder feedback. The intent of the stakeholder feedback component is to ask internal and external stakeholders for input that will:

- Inform the Board of the community’s perceptions of the public education system’s successes and areas in need of improvement; and
- Provide valuable insight into the priorities of the community to inform goal setting for the next school year.

Policymaker input. The intent of the policymaker input component is to ensure the Board works closely with the Governor and Legislature. As the Board’s co-policymakers in public education, it is important for the Board to coordinate and collaborate with the Governor and Legislature to advance public education together in a cohesive way.

~~Stakeholder feedback.~~ The intent of the stakeholder feedback component is to ask internal and external stakeholders for input that will:

- ~~• Inform the Board of the community’s perceptions of the public education system’s successes and areas in need of improvement; and~~
- ~~• Provide valuable insight into the priorities of the community to inform goal setting for the next school year.~~

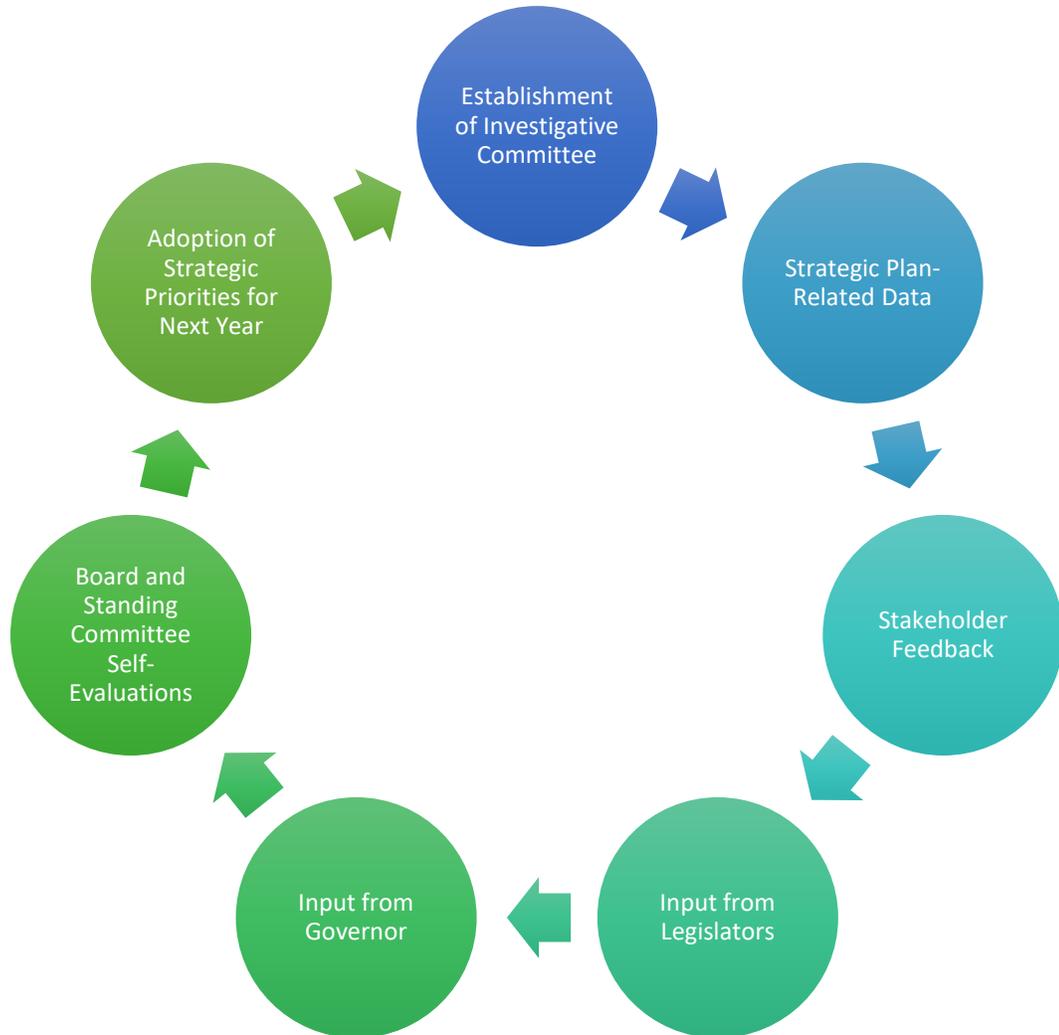
Self-evaluation. The intent of the self-evaluation component is to assess the success of the Board and its standing committees in accomplishing the current year’s strategic priorities and determine challenges, opportunities, and next steps related to those priorities that can inform the next year’s priorities.

Process steps. The Board designates members to an investigative committee tasked with gathering and considering the necessary information, as contemplated by this process, and developing and recommending Board and Committee Strategic Priorities for Board consideration and adoption.

The graphic below illustrates the general cyclical priority setting process, and a more detailed process is included in the general timeline on the pages that follow. The ~~six~~seven main steps of the process are:

1. The Board establishes an investigative committee tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration;
2. The investigative committee determines the strategic plan-related data needed and the form and means in which the Board should receive the data, such as, for example, a data retreat on relevant strategic plan indicators;
3. The investigative committee identifies stakeholders and obtains feedback through various means determined by the investigative committee, such as, for example, a summative report on schools’ academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders;
- 2.4. The investigative committee ascertains legislator priorities through ~~various~~ means determined by the investigative committee, such as, for example, a survey of all state legislators and meetings with key state legislators;

- 3.5. The Board meets with the Governor, shares legislator priorities, and obtains input and strategic guidance from the Governor;
- ~~4.1. The investigative committee identifies stakeholders and obtains feedback through various means, such as a survey of all stakeholders and meetings with key stakeholders;~~
- 5.6. The Board and standing committees engage in self-reflection and conduct self-evaluations of progress and achievement of the current year's strategic priorities; and
- 6.7. The investigative committee considers all relevant information and Board discussions, and it develops and recommends Board and Committee Strategic Priorities for the next school year for Board review and adoption.



GENERAL TIMELINE

STEP	TIMELINE	ACTION
<p>Step 1 Establishment of Investigative Committee</p>	<p>First November <u>September</u> Board Meeting</p>	<p>1. The Board designates Board members to an investigative committee, in accordance with the Board’s By-Laws and applicable law, tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration.</p>
<p>Step 2 <u>Strategic Plan-Related Data</u></p>	<p><u>October</u></p>	<p>2. <u>The investigative committee identifies the data points it needs to determine progress on the strategic plan goals and objectives. The investigative committee can solicit help with data collection and analysis from the Department or other agencies. The investigative committee can request presentations or reports from the Department or other agencies to the committee or the full Board through various means, such as a data retreat.</u></p>
<p>Step 3 <u>Stakeholder Feedback (example)</u>¹</p>	<p>Early March <u>November</u></p>	<p>3. <u>The investigative committee develops and approves a list of questions and identifies internal and external respondents for the stakeholder feedback component. The questions should seek feedback that will inform the Board of the community’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the educational priorities of stakeholders. The identified respondents should represent a broad spectrum of stakeholder groups that can provide meaningful and constructive feedback.</u></p> <p>4. <u>The Board Office sends the investigative committee-approved survey questions to all identified respondents.</u></p>

¹ The timeline for obtaining feedback from stakeholders is an example of the steps the investigative committee could take if it determined that a summative report on schools’ academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Stakeholder Feedback (continued)	Early April Late November	<u>5. The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the stakeholder survey. The Board Office provides the investigative committee with the data summary and analysis.</u>
	Early February	<u>6. To better understand schools' priorities, the investigative committee receives a summative report from the Superintendent on school academic and financial plans for the upcoming school year. The investigative committee can opt to have the Superintendent present the report to the full Board instead.</u>
Step 4 Input from Legislators (example) ²	Late November /Early December	2.7. <u>The investigative committee develops and approves a list of questions for the survey to all legislators for the policymaker input component. The questions should seek input that will inform the Board of the Legislature's perceptions as to successes and challenges of Hawaii's public education system and build an understanding of the education policy priorities of legislators.</u>
	December	3.8. <u>The Board Office sends the investigative committee-approved survey questions to all state legislators.</u>
	January	<u>4.9.</u> <u>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the legislator survey. The Board Office provides the investigative committee with the data summary and analysis.</u>

² The timeline for obtaining input from legislators is an example of ~~what the steps~~ the investigative committee ~~would do take~~ if it determined that a survey of all legislators and meetings with key legislators are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
<p><u>Input from Legislators (continued)</u></p>	<p>February</p>	<p>5-10. <i>The investigative committee identifies key legislators who are instrumental to policymaking and resource allocation affecting public education.</i></p> <p>11. <i>Investigative committee members meet with the identified key legislators to share the legislator survey data and findings and obtain additional input on their priorities related to public education. If the investigative committee members are unable to meet with any key legislators, the investigative committee will endeavor to consider those legislators' past known positions on public education matters in place of specified input.</i></p>
<p>Step 53 Input from Governor</p>	<p>Early/Mid-March</p>	<p>7-12. The Board meets with the Governor. The investigative committee shares with <u>the</u> Governor the public education priorities from <u>stakeholders and legislators</u> it learned through the legislator survey and meetings with key legislators. The Board and investigative committee obtain input from the Governor on his or her priorities related to public education and get strategic guidance as to the role public education plays in the Governor's vision for the State. If the Board and investigative committee are unable to meet with the Governor, the Board and investigative committee will endeavor to consider the Governor's past known positions on public education matters in place of specified input and guidance.</p>

STEP	TIMELINE	ACTION
<p>Step 4 Stakeholder Feedback³</p>	<p>Early March</p>	<p>8. The investigative committee develops and approves a list of questions and identifies internal and external respondents for the stakeholder feedback component. The questions should seek feedback that will inform the Board of the community's perceptions as to successes and challenges of Hawaii's public education system and build an understanding of the educational priorities of stakeholders. The identified respondents should represent a broad spectrum of stakeholder groups that can provide meaningful and constructive feedback.</p> <p>9. The Board Office sends the investigative committee approved survey questions to all identified respondents.</p>
	<p>Early April</p>	<p>10. The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the stakeholder survey. The Board Office provides the investigative committee with the data summary and analysis.</p>
<p>Step 65 Board and Standing Committee Self-Evaluations</p>	<p>First and Second April Board Meetings</p>	<p>11-13. Each standing committee self-evaluates how well it achieved its respective Committee Strategic Priorities for the current year using the associated indicators. Based on the self-evaluation, standing committees reflect on challenges, opportunities, and next steps related to their respective Committee Strategic Priorities and report their findings and self-evaluation results to the Board.</p> <p>12-14. The Board considers the standing committees' findings and results, self-evaluates its progress on achieving the Board Strategic Priorities for the current year, and reflects on challenges, opportunities, and next steps related to the Board Strategic Priorities.</p>

³The timeline for obtaining stakeholder feedback is an example of what the investigative committee would do if it determined that a survey of stakeholders and meetings with key stakeholders are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
<p>Step 76 Adoption of Strategic Priorities for Next Year</p>	<p>Late April through Mid-May</p>	<p>13-15. The investigative committee considers the data, <u>information, and input</u> it collected, such as legislator survey data and findings, additional input from key legislators, input and strategic guidance from the Governor, stakeholder survey data and findings in Step 2 through Step 5, the standing committee and Board self-evaluation findings and results, related Board discussions, and any other relevant information.</p> <p>14-16. The investigative committee develops a report on all the information and data considered and proposed Board Strategic Priorities and Committee Strategic Priorities for next school year.</p> <p>15-17. The investigative committee publishes its report with the publishing of the agenda for the Board’s second May general business meeting.</p>
	<p>Second May Board Meeting</p>	<p>16-18. The investigative committee reports its findings and recommended Board Strategic Priorities and Committee Strategic Priorities for next school year to the Board. In accordance with law, the Board cannot deliberate or take action on the investigative committee’s findings and recommendations at this meeting.</p>
<p>Adoption of Strategic Priorities for Next Year (continued)</p>	<p>First June Board Meeting</p>	<p>17-19. The Board considers the investigative committee’s findings and recommendations and adopts Board Strategic Priorities and Committee Strategic Priorities for the next school year. While not part of or required by this process, the Board may consider the adoption of Superintendent Priorities at the same meeting to help ensure alignment.</p>
<p>Go back to Step 1 and repeat the process</p>		

Exhibit B

Revised Proposed Strategic Priority Setting Process (clean)



**STATE OF HAWAII
BOARD OF EDUCATION**

STRATEGIC PRIORITY SETTING PROCESS

INTRODUCTION

This document describes the process the Board of Education (“Board”) uses annually to set its priorities for the next school year. The Board sets annual priorities to support and prioritize the goals and objectives of its long-term strategic plan(s), focus its work, and provide guidance and direction to the Department of Education (“Department”), the Hawaii State Public Library System (“Libraries”), and any other agencies over which the Board has direct authority on a year-to-year basis. To inform its priority setting, the Board considers:

- Data related to the goals and objectives of the long-term strategic plan(s) of the Board, Department, Libraries, and/or other agencies over which the Board has direct authority;
- Formally solicited feedback from internal and external stakeholders;
- Input from the Governor and Legislature;
- Annual self-evaluations of how well the Board and its standing committees met their most recent set of priorities; and
- Any other information relevant to determining annual priorities.

LEVELS OF STRATEGIC PRIORITIES

Board Strategic Priorities. The Board Strategic Priorities are the annual goals or objectives that the Board focuses on in any given year in order of importance. The Board adopts at least two, but no more than five, Board Strategic Priorities each year. The Board Strategic Priorities support the long-term goals and objectives of Board-approved strategic plans from the Department, the Libraries, or any other agencies over which the Board has direct authority.

Committee Strategic Priorities. The Committee Strategic Priorities are the annual goals, objectives, and targets that the Board tasks each of its standing committees to focus on in any given year. The Board adopts at least two, but no more than five, Committee Strategic Priorities each year. The Committee Strategic Priorities support the Board Strategic Priorities, as each Committee Strategic Priority connects to at least one Board Strategic Priority. The Committee Strategic Priorities are not implementation, as that is not the appropriate role of the Board. Instead, Committee Strategic Priorities seek to provide direction to the implementation efforts to further the Board’s long-term goals and objectives. Implementation is the responsibility of the agencies under the Board’s direct authority. The Board uses other mechanisms to evaluate the implementation of its priorities, such as the Superintendent Priorities, as described below.

Superintendent Priorities. The Board oversees the Department (through the Superintendent), Libraries (through the State Librarian), and other administratively attached agencies (through varying governing structures). The Board typically executes its oversight through agency or executive performance evaluations, such as the Superintendent Evaluation Process. Pursuant to the Superintendent Evaluation Process, the Superintendent Priorities are the annual goals, objectives, and targets that the Superintendent focuses on in any given year. The Superintendent Priorities should support the Board Strategic Priorities at the implementation and programmatic level. The Superintendent Priorities are an example of a mechanism the Board can use to evaluate the implementation of its priorities and the strategic plan(s), and the Board may establish similar or unique mechanisms for the evaluation of the implementation work accomplished by its other agencies, such as the Libraries. The Board establishes these mechanisms as separate processes from this process, as this process simply sets the hierarchical goal-setting structure to which the mechanisms would connect.

The graphic below illustrates the 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

Unlike Board Strategic Priorities, the Committee Strategic Priorities set specific goals to accomplish during the year. The Committee Strategic Priorities focus on goals that make the Board's values and purpose of the priorities explicit rather than focusing on measurement, although each Committee Strategic Priority has measurable indicators. Each Committee Strategic Priority begins with a goal statement followed by indicators that use SMART criteria:

- **Specific:** Committee Strategic Priorities are concise, clearly defined expectations, avoid generalities, and use verbs to start the sentence.
- **Measurable:** Committee Strategic Priorities are measurable and their attainment evidenced in some tangible way, such as through quality, quantity, timeliness, or cost.
- **Achievable:** Committee Strategic Priorities are challenging but attainable given the circumstances and resources at hand.
- **Relevant (or Results-focused):** Committee Strategic Priorities link to a higher-level Board Strategic Priority and measure outcomes, not activities.
- **Time-based:** Committee Strategic Priorities have a specific timeframe.

PROCESS

To set the Board Strategic Priorities and Committee Strategic Priorities, the Board needs, at a minimum:

1. Data and analysis related to strategic plan indicators and targets (such as student achievement data);
2. Feedback from internal stakeholders (such as teachers, principals, and education agency leaders) and external stakeholders (such as students, parents, business leaders, advocacy groups, and other community and nonprofit organizations) on the education community's top priorities;
3. Input from the Governor and Legislature, as co-policymakers for public education, on the public education topics and issues most important to them to address; and
4. Information, obtained through self-reflection and self-evaluation, about how well the Board and its standing committees met their most recent set of priorities.

Each of these components are learning opportunities for the Board that not only inform priority setting but also allow the Board to engage in continuous improvement. While the Board designates members to an investigative committee to carry out much of the work necessary for the priority setting process, the process still involves all Board members and requires the Board as a whole to decide on desired results for the year. This document intentionally avoids being too prescriptive to provide the Board with flexibility in determining the details of the process and they type of information it needs each year.

Strategic plan-related data analysis. The intent of the data analysis component is to inform the Board of the progress in meeting strategic plan goals and objectives based on the stated indicators. Understanding and sharing the data will lead to more informed and productive engagement between the Board, stakeholders, and policymakers.

Stakeholder feedback. The intent of the stakeholder feedback component is to ask internal and external stakeholders for input that will:

- Inform the Board of the community's perceptions of the public education system's successes and areas in need of improvement; and
- Provide valuable insight into the priorities of the community to inform goal setting for the next school year.

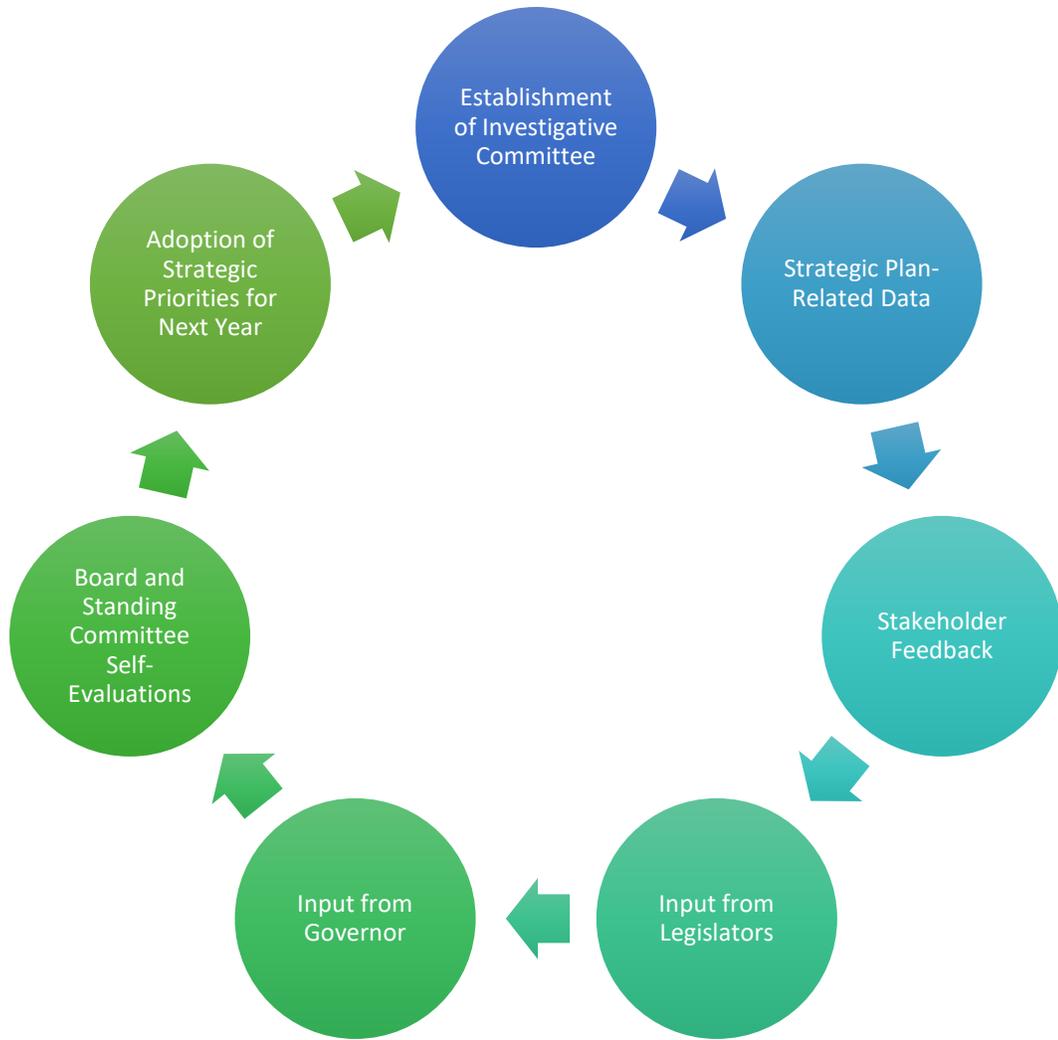
Policymaker input. The intent of the policymaker input component is to ensure the Board works closely with the Governor and Legislature. As the Board's co-policymakers in public education, it is important for the Board to coordinate and collaborate with the Governor and Legislature to advance public education together in a cohesive way.

Self-evaluation. The intent of the self-evaluation component is to assess the success of the Board and its standing committees in accomplishing the current year's strategic priorities and determine challenges, opportunities, and next steps related to those priorities that can inform the next year's priorities.

Process steps. The Board designates members to an investigative committee tasked with gathering and considering the necessary information, as contemplated by this process, and developing and recommending Board and Committee Strategic Priorities for Board consideration and adoption.

The graphic below illustrates the general cyclical priority setting process, and a more detailed process is included in the general timeline on the pages that follow. The seven main steps of the process are:

1. The Board establishes an investigative committee tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration;
2. The investigative committee determines the strategic plan-related data needed and the form and means in which the Board should receive the data, such as, for example, a data retreat on relevant strategic plan indicators;
3. The investigative committee identifies stakeholders and obtains feedback through means determined by the investigative committee, such as, for example, a summative report on schools' academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders;
4. The investigative committee ascertains legislator priorities through means determined by the investigative committee, such as, for example, a survey of all state legislators and meetings with key state legislators;
5. The Board meets with the Governor, shares legislator priorities, and obtains input and strategic guidance from the Governor;
6. The Board and standing committees engage in self-reflection and conduct self-evaluations of progress and achievement of the current year's strategic priorities; and
7. The investigative committee considers all relevant information and Board discussions, and it develops and recommends Board and Committee Strategic Priorities for the next school year for Board review and adoption.



GENERAL TIMELINE

STEP	TIMELINE	ACTION
<p>Step 1 Establishment of Investigative Committee</p>	<p>First September Board Meeting</p>	<p>1. The Board designates Board members to an investigative committee, in accordance with the Board’s By-Laws and applicable law, tasked with a) gathering and analyzing the information necessary to develop strategic priorities and b) developing proposed Board and Committee Strategic Priorities for Board consideration.</p>
<p>Step 2 Strategic Plan-Related Data</p>	<p>October</p>	<p>2. The investigative committee identifies the data points it needs to determine progress on the strategic plan goals and objectives. The investigative committee can solicit help with data collection and analysis from the Department or other agencies. The investigative committee can request presentations or reports from the Department or other agencies to the committee or the full Board through various means, such as a data retreat.</p>
<p>Step 3 Stakeholder Feedback (example)¹</p>	<p>Early November</p>	<p>3. <i>The investigative committee develops and approves a list of questions and identifies internal and external respondents for the stakeholder feedback component. The questions should seek feedback that will inform the Board of the community’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the educational priorities of stakeholders. The identified respondents should represent a broad spectrum of stakeholder groups that can provide meaningful and constructive feedback.</i></p> <p>4. <i>The Board Office sends the investigative committee-approved survey questions to all identified respondents.</i></p>

¹ The timeline for obtaining feedback from stakeholders is an example of the steps the investigative committee could take if it determined that a summative report on schools’ academic and financial plans, a survey of all stakeholders, and meetings with key stakeholders are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Stakeholder Feedback (continued)	Late November	5. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the stakeholder survey. The Board Office provides the investigative committee with the data summary and analysis.</i>
	Early February	6. <i>To better understand schools’ priorities, the investigative committee receives a summative report from the Superintendent on school academic and financial plans for the upcoming school year. The investigative committee can opt to have the Superintendent present the report to the full Board instead.</i>
Step 4 Input from Legislators (example) ²	Early December	7. <i>The investigative committee develops and approves a list of questions for the survey to all legislators for the policymaker input component. The questions should seek input that will inform the Board of the Legislature’s perceptions as to successes and challenges of Hawaii’s public education system and build an understanding of the education policy priorities of legislators.</i>
	December	8. <i>The Board Office sends the investigative committee-approved survey questions to all state legislators.</i>
	January	9. <i>The Board Office collects, collates, summarizes, and analyzes the anonymous responses from the legislator survey. The Board Office provides the investigative committee with the data summary and analysis.</i>

² The timeline for obtaining input from legislators is an example of the steps the investigative committee could take if it determined that a survey of all legislators and meetings with key legislators are the means it wants to use. Once formed, the investigative committee will determine the steps it will take to perform the tasks assigned by the Board.

STEP	TIMELINE	ACTION
Input from Legislators (continued)	February	<p>10. <i>The investigative committee identifies key legislators who are instrumental to policymaking and resource allocation affecting public education.</i></p> <p>11. <i>Investigative committee members meet with the identified key legislators to share the legislator survey data and findings and obtain additional input on their priorities related to public education. If the investigative committee members are unable to meet with any key legislators, the investigative committee will endeavor to consider those legislators’ past known positions on public education matters in place of specified input.</i></p>
Step 5 Input from Governor	Early/Mid-March	<p>12. The Board meets with the Governor. The investigative committee shares with the Governor the public education priorities from stakeholders and legislators. The Board and investigative committee obtain input from the Governor on his or her priorities related to public education and get strategic guidance as to the role public education plays in the Governor’s vision for the State. If the Board and investigative committee are unable to meet with the Governor, the Board and investigative committee will endeavor to consider the Governor’s past known positions on public education matters in place of specified input and guidance.</p>
Step 6 Board and Standing Committee Self-Evaluations	First and Second April Board Meetings	<p>13. Each standing committee self-evaluates how well it achieved its respective Committee Strategic Priorities for the current year using the associated indicators. Based on the self-evaluation, standing committees reflect on challenges, opportunities, and next steps related to their respective Committee Strategic Priorities and report their findings and self-evaluation results to the Board.</p> <p>14. The Board considers the standing committees’ findings and results, self-evaluates its progress on achieving the Board Strategic Priorities for the current year, and reflects on challenges, opportunities, and next steps related to the Board Strategic Priorities.</p>

STEP	TIMELINE	ACTION
<p>Step 7 Adoption of Strategic Priorities for Next Year</p>	<p>Late April through Mid-May</p>	<p>15. The investigative committee considers the data, information, and input it collected in Step 2 through Step 5, the standing committee and Board self-evaluation findings and results, related Board discussions, and any other relevant information.</p> <p>16. The investigative committee develops a report on all the information and data considered and proposed Board Strategic Priorities and Committee Strategic Priorities for next school year.</p> <p>17. The investigative committee publishes its report with the publishing of the agenda for the Board’s second May general business meeting.</p>
	<p>Second May Board Meeting</p>	<p>18. The investigative committee reports its findings and recommended Board Strategic Priorities and Committee Strategic Priorities for next school year to the Board. In accordance with law, the Board cannot deliberate or take action on the investigative committee’s findings and recommendations at this meeting.</p>
	<p>First June Board Meeting</p>	<p>19. The Board considers the investigative committee’s findings and recommendations and adopts Board Strategic Priorities and Committee Strategic Priorities for the next school year. While not part of or required by this process, the Board may consider the adoption of Superintendent Priorities at the same meeting to help ensure alignment.</p>
<p>Go back to Step 1 and repeat the process</p>		