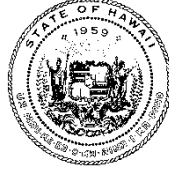


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**STATE OF HAWAII
BOARD OF EDUCATION**
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June 16, 2022

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Action on Board Strategic Plan Data Categories

I. EXECUTIVE SUMMARY

- The 2017-2020 joint Board of Education (“Board”) and Department of Education (“Department”) strategic plan expired on June 30, 2022.
- The Board and Department do not currently have a strategic plan.
- The Board is working on a Board Strategic Plan. The Board completed the first step of its strategic plan process (context setting) through work relating to the superintendent search, specifically the superintendent job description.
- The Board will now consider initiating the second step of its strategic plan process (data analysis) by approving categories of data that it will request from the Department and other relevant entities.

II. BACKGROUND

On December 6, 2016, the Board adopted a 2017-2020 joint strategic plan for the Department and Board (“2017-2020 Joint Strategic Plan”).¹ By its terms, the 2017-2020 Joint Strategic Plan expired on June 30, 2020. The Board has not taken further action on a strategic plan since the expiration of the 2017-2020 Joint Strategic Plan.

On June 3, 2021, the Board formed an investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) tasked

¹ See the December 6, 2016 General Business Meeting minutes available here:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/52d4acf819caceaf0a2580ac0065d683?OpenDocument>.

with investigating issues related to the search for a superintendent (“Search Committee”).

At its July 15, 2021 Special Meeting, Board members expressed a desire to have more discussion on the role of the Board and governance.² At its August 12, 2021 Special Meeting, the Board received boardsmanship training from the National Association of State Boards of Education (“NASBE”) of which the Board is a member.³ Part of that training was to refocus on the roles of the Board and superintendent in establishing the vision, mission, and goals of the state education system and understanding how those roles relate to the selection of the next superintendent and development of a strategic plan.

At its September 2, 2021 Special Meeting, the Board received additional training from NASBE to build capacity for effective leadership and governance, establish major goals, and understand how these goals impact the Board’s search for a superintendent.⁴ Part of NASBE’s presentation outlined how the timeline and process for a superintendent search could overlap and be integrated with goal setting and strategic planning. Robert Hull, former President and CEO and Senior Advisor of NASBE, described NASBE’s 12-step strategic planning process at the Board’s September 2, 2021 Special Meeting. I included the slide he presented at that meeting below.

² See the July 15, 2021 Special Meeting minutes here:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/92f8f0d8c13be9b60a25873100037b78?OpenDocument>.

³ See Board Chairperson Payne’s memorandum, dated August 12, 2021, here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20210812_Presentation%20on%20Boardsmanship%20Training.pdf.

⁴ See Board Chairperson Payne’s memorandum, dated September 2, 2021, here:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_20210902_Presentation%20on%20training%20to%20build%20capacity%20for%20effective%20leadership%20and%20governance.pdf.

Strategic Planning Process

1. **Context Setting:** lenses for development (authorities, etc.)
2. **Data Analysis:** evidence (qualitative and quantitative)
3. **Vision and Mission:** review, refine or develop
4. **Critical Analysis Review:** taking the pulse of past work
5. **Blue Sky Thinking:** brainstorming the possibilities
6. **Priority Setting:** whittling the list
7. **Consensus:** agreed upon goals
8. **Desired Outcomes:** identify metrics
9. **Defining Success:** identify milestones
10. **Capacity:** resources and processes
11. **Refinement and Adoption**
12. **Implementation, Monitoring and Reporting**



NASBE | National Association of
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www.nasbe.org

After going through NASBE training, Search Committee members felt that it would be difficult to continue carrying out its tasks relating to the superintendent search without the Board first setting goals for the public education system. As such, I obtained a proposal from NASBE to comprehensively address the Board's needs relating to the search and selection of a superintendent and Board strategic planning, among other things. On October 21, 2021, the Board accepted grant funds from the Harold K.L. Castle Foundation and The Learning Coalition for NASBE services relating to the search and selection of a superintendent and Board strategic planning, among other things.⁵

During January and February 2022, the Search Committee gathered stakeholder input to develop the superintendent job description through meetings with its advisory group, focus group, and meetings with key legislative committee chairpersons. The Search Committee met virtually with an advisory group on January 18, 2022 to get feedback on the education system's greatest needs, areas of growth, and desired outcomes to develop a superintendent job description and competencies.

⁵ The October 21, 2021 General Business Meeting minutes are available here:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/eb3b46b1546ece870a25878b006e9c41?OpenDocument&Highlight=0,NASBE>. See also Board Chairperson Payne's memorandum, dated October 21, 2021, here: https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20211021_Action%20on%20Grant%20and%20NASBE%20Contract.pdf

During the week of January 31, 2022, the Search Committee held seven virtual focus groups. The focus groups represented school-based educators, school administrators, parents, community (business, military, advocacy, non-profit), Department staff, and students. There were two focus group sessions for various school-level professionals, including teachers, counselors, and interpreters. When the Search Committee formed the focus groups, it endeavored to create groups that reflected the diversity of Hawaii's public education system with individuals that could represent various constituencies, including Department schools, charter schools, Kaiapuni (Hawaiian immersion) schools or programs, special education, multi-lingual learners, adult education, Native Hawaiians, Pacific Islanders, Micronesian, and Filipino. Focus group participants shared their knowledge, thoughts, and experiences, providing Search Committee members with valuable, personal insights. During the week of February 7, 2022, Mr. Hull requested meetings with key state legislators, the chairpersons of the education and money committees. He met with Senator Michelle Kidani, Representative Sylvia Luke, and Representative Justin Woodson, who all shared their thoughts regarding the Hawaii's public education system.

The Search Committee used the foregoing feedback to draft a superintendent job description and presented it to the Board on February 17, 2022. In accordance with Sunshine Law, the Board did not take action at this meeting, but did so at a subsequent meeting. On March 3, 2022, the Board adopted the superintendent job description, with some amendments to the original version presented by the Search Committee on February 17, 2022, which is attached as **Exhibit A**.⁶

III. DISCUSSION

The Board completed the first step of the Board Strategic Plan process step one, context setting, through its work on the superintendent job description, namely gathering stakeholder input to develop the superintendent job description through meetings with the Search Committee's advisory group, focus groups, and meetings with key legislative committee chairpersons.⁷

The Board is now preparing to initiate the second step, data analysis. The Board can initiate this step by establishing categories of data that it would request from the Department. Using these categories, the Board Chairperson would then work with Mr. Hull on developing a more specific request and submit this request to the

⁶ Minutes of the March 3, 2022 General Business Meeting, available at:

<https://alala1.k12.hi.us/STATE/BOE/Minutes.nsf/a15fa9df11029fd70a2565cb0065b6b7/b3e1ec3ec8002c170a258823007cf0d3?OpenDocument>.

⁷ See Board Chairperson Catherine Payne's February 17, 2022 memorandum, available at:

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20220217_Superintendent%20Search%20update%20and%20findings%20and%20recommendations%20job%20description.pdf

Department. Once the Board receives this data, it would schedule time to review the data.

I would like to note that the contemplated structure of the Board Strategic Plan would be significantly different from the 2017-2020 Joint Strategic Plan. Under the current structure, the Board will develop the strategic plan and the Department will implement the strategic plan. As such, the Board will lead and oversee the development of the Board Strategic Plan.

IV. RECOMMENDATION

I recommend that the Board approve the request of the categories of data described in Exhibit A in connection with the Board Strategic Plan process and authorize the Board Chairperson to establish more specific data requests in alignment with these categories and submit this data request to the Department and any other relevant entities.

Proposed Motion: “Moved to approve the request for the categories of data described in Exhibit B in connection with the Board Strategic Plan process and authorize the Board Chairperson to establish more specific data requests in alignment with these categories and submit a data request to the Department and any other relevant entities.”

Exhibit A
Superintendent Position Description

State of Hawaii Department of Education
POSITION DESCRIPTION – SUPERINTENDENT OF EDUCATION

Position Summary: The Hawaii State Superintendent of Education serves as the chief executive officer of the statewide public school system and is responsible for both the State Education Agency and Local Education Agency functions of the Hawaii State Department of Education (“Department”). Hawaii has 257 Department schools and 37 charter schools organized into 15 complex areas on six islands, with over 171,000 students (159,000+ in Department schools and over 12,000 in charter schools), approximately 22,600 permanent employees, approximately 20,000 casual hires and substitute employees, and an annual operating budget of more than \$2 billion. Reporting to the State Board of Education (“Board”), the Superintendent is accountable for achieving the goals established in the statewide strategic plan for education as approved by the Board and guided by the Board’s vision, mission, and policies.

Education. Master’s degree from an accredited college or university in education, business, public administration, or a closely related field. Alternatives to the education qualifications may be considered as the Board deems appropriate and acceptable.

Experience. Minimum of ten years in progressively increasing leadership roles with history of successfully handling the increased responsibilities associated with each promotion earned. At least five years shall have been as a chief executive officer or similar position of leadership. Experience in a similar sized organization desired.

Competencies.

- Demonstrates commitment to developing a culturally responsive, internationally competitive, student-centered education curriculum and instructional program for all students and families.
- Exhibits an understanding of complex organizations and how to produce successful change management and educational reform.
- Demonstrates understanding of the structure, roles, and responsibilities of the Department’s state, complex area, and school-level system of education.
- Has a demonstrated ability to make large-scale positive impacts for students and a history of establishing effective processes and organizational systems to achieve desired outcomes.
- Is cognizant of national and international trends, best practices, policies, and research on ensuring student success.
- Has a record of excellent decision making based on a thorough understanding of the issues and of incorporating multiple stakeholder voices in the process.
- Has a deep understanding of Hawaii’s history, culture, and values, including the key role that Kaiapuni education plays, and has incorporated this understanding in leadership decisions, actions, and style.

- Has credibility and builds positive relationships with all stakeholders.
- Demonstrates a commitment to lifelong learning as a reflective and self-aware leader.
- Has a demonstrated ability to fully understand a diverse and unique education system.
- Has a demonstrated ability to hire and manage competent people in key positions, including finance and budget, facilities, human resources, and information technology.

Primary Responsibilities

Visionary Leadership and Organizational Culture. The Superintendent promotes the success of all students by articulating and implementing a vision of learning, developing and modeling a positive organizational culture and school climate throughout the Department, and sustaining instructional programs conducive to student learning and staff professional growth. The Superintendent:

- Is the public face of educational excellence and embraces this role by sharing a bold, future-oriented vision for the state education system based on the vision, mission, and goals and priorities set by the Board;
- Clearly aligns leadership actions, staffing, and resources to a student-centered vision that is evident in the culture of all schools;
- Collaboratively builds, nurtures, and sustains an organizational culture that supports a system that serves all students;
- Creates and implements a H_A-based, focused plan for achieving strategic plan goals and objectives supported by resources;
- Builds an executive team that complements and adds to his/her skill set and experience and can offer diverse perspectives and advice;
- Fosters innovative continuous improvement and effectiveness at all levels;
- Develops and nurtures leaders and empowers employees;
- Listens to and incorporates diverse perspectives in all decision-making processes;
- Develops, nurtures, sustains, and models trust, collaboration, learning, and elevated expectations by empowering and collaborating with state, complex area, and school leadership, and teacher leaders to make decisions that improve student learning;
- Leads and supports the use of quantitative and qualitative data to identify priorities, assess organizational effectiveness, identify effective practices, promote continuous organizational learning, and inform instruction; and
- Ensures that all staff receive relevant and continuous professional development, including leadership development (especially at the complex area and school levels), that directly enhances their performance.

Operations, Resource, and Personnel Management. The Superintendent manages operations and implements sound personnel practices to promote a safe, trusting, respectful, effective learning environment for students and staff and to ensure the fiscal fidelity and efficiency of the Department. The Superintendent:

- Monitors and evaluates operational systems to ensure the effective, efficient use of human, fiscal, capital, and technological resources;
- Develops and ensures the effective implementation of processes, procedures, and structures to support compliance with local, state, and federal laws and regulations;
- Implements personnel procedures and employee performance programs to effectively recruit, hire, develop, and retain highly effective teachers, administrators, and personnel;
- Articulates and implements a comprehensive plan for educator recruitment and retention;
- Manages fiscal planning and budget development, makes strategic recommendations based upon the Department's current fiscal position and future needs, prepares operating and financial budgets that align with the Board's strategic plan and makes sound fiscal decisions aligned with the strategic plan goals and objectives, and establishes clear, transparent systems of fiscal control and accountability;
- Monitors facilities use and needs, makes facilities recommendations as needed to the Board and Legislature, promotes safety across the state, and ensures that a facilities management plan is in place; and
- Provides timely, relevant, and strategic information and advice to the Board during labor negotiations, effectively collaborates with the exclusive representatives of public employee bargaining units, and actively seeks to improve collective bargaining outcomes that best serve students and the public education system.

Board Governance and Policy. With an understanding of how their distinct roles promote student success, the Superintendent partners effectively with the Board to ensure a high-quality education for every student and leads and manages the Department consistent with Board policies, promoting transparency, fairness, and trust.

The Superintendent:

- Collaborates with the Board to shape a joint vision, mission, and strategic goals, with measurable objectives of elevated expectations for student achievement;
- Communicates the impact of federal policy and regulations on state operations and local policy decisions;
- Articulates the state's system of public-school governance, differentiates policymaking and administrative roles, interprets and executes the intent of Board policies, and advises the Board on the need for new or revised policies in a timely manner;

- Advocates for and represents the Board's and Department's position on legislative initiatives and works effectively with local, state, and federal leaders and public officials;
- Offers professional perspective to the Board, with recommendations based on thorough study and analysis, and keeps the Board regularly informed with relevant quantitative and qualitative data, reports, and information that enable it to make effective, timely decisions on policies and strategic goal development; and
- Collaborates with the Board to define and deploy multiple-measure accountability systems that consider whole child development.

Communication and Community Relations. The Superintendent establishes effective communication and engagement processes with students, parents, teachers, and the community at large and seeks understanding of cultural, political, social, economic, and legal contexts to respond effectively to internal and external stakeholder feedback, build staunch support for the public education system, and promote the success of all students. The Superintendent:

- Uses effective public information strategies to communicate with all stakeholders in an appropriate and timely manner, manage internal and external perceptions of the Board and Department, and promote a positive image of the public education system with families, the media, federal and state officials, and the community at large;
- Engages meaningfully, proactively, and strategically with media;
- Communicates with diverse audiences in a timely manner to achieve desired results and practices;
- Works with staff, federal and state agencies, and other community members to secure resources and build partnerships to support strategic plan goals and student success;
- Works with state legislators, governor, and other state-level policymakers to ensure continuity of vision and coherence of policy implementation;
- Establishes effective communication within the Department, promotes positive interpersonal relations among staff, and creates a H_A-based atmosphere of trust and respect with staff, families, and community members;
- Works with birth-prekindergarten early learning partners to ensure K-12 school readiness and student success;
- Collaborates with higher education institution and business leaders to ensure smooth transitions for high school graduates and development of appropriate career pathways for students;
- Exercises cultural competence in all communications, interactions, and community engagement; and
- Maintains an open, honest, transparent relationship with the Board always.

Equity Advocacy. The Superintendent advocates for equitable opportunities and conditions and builds a foundation rooted in the promise of equity, integrity, and fairness for every student and every staff member. The Superintendent:

- Maintains a primary focus on equity and excellence in all aspects of the job;
- Champions and builds a diverse, equitable, inclusive environment in schools and throughout the Department and advocates for equity and fair play among student groups, schools, complexes, and state offices;
- Promotes social-emotional wellness of students, staff, and community;
- Promotes social justice and civil rights, ensuring that schools are safe learning environments free of inequities and injustices; and
- Ensures equitable distribution of resources, both human and fiscal.

Other Duties and Responsibilities

- Works with the Board to select and administer statewide assessments aligned with Board-approved state standards.
- Executes a comprehensive planning process to manage short- and long-term crises, including processes and systems to communicate regularly with the Board, educators, parents, and other stakeholders.
- Approves the appointment of all education officers and hires, recommends Board approval for Department executives, makes final decisions on actions where serious disciplinary action is considered for an employee, and engages in labor negotiations.
- Administers agencies attached to the Department, as provided by law, including the Executive Office on Early Learning, the Hawaii Teacher Standards Board, the State Public Charter School Commission, and the Hawaii State Public Library System.

Exhibit B
Strategic Planning Data Categories

Strategic Planning Data Categories

- Student Achievement, including, but not limited to:
 - Longitudinal achievement data for all content areas disaggregated by all identified subgroups and organized by statewide, complex area, and school levels
 - Longitudinal data for language proficiency for English learners
 - Comparative data with national data sets where available
 - College and career readiness data
 - Course and content availability data by complex area and school (including AP course offerings, dual credit course offerings, higher-level course offerings, credit recovery programming)
 - Longitudinal on-time graduation data disaggregated by all identified subgroups and organized by statewide, complex area, and school levels
- Culture and Climate, including, but not limited to:
 - Longitudinal student attendance data disaggregated by subgroups and geographic locations
 - Longitudinal student discipline data disaggregated by all identified subgroups (including suspension and expulsion)
 - Climate survey data or similar data
 - Review of any health and wellness data collected and available from DOE, DOH, or other agencies (Safety and Wellness Survey, Youth Risk Behavior Survey)
- Human Resources, including, but not limited to:
 - Longitudinal data on staffing shortages (including teachers, principals, and support staff) identified by state, complex area, and school levels
 - Longitudinal data on teacher qualifications (number with advanced degrees, etc.) identified by state, complex area, and school levels
- Funding, including, but not limited to:
 - Facilities Repair and Maintenance
 - Facilities Capital Improvement Projects
- Data relating to Public Libraries
- Data relating to Early Learning