



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

June 20, 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's strategic priority setting, which includes the Board's annual strategic priorities and committee strategic priorities.
- The proposed process allows time and a more formal structure for conversations with the Board's co-policymakers for public education, the Legislature and Governor, to develop the Board's strategic priorities. The process includes feedback from internal and external stakeholders during the strategic direction setting process and also includes a self-evaluation component so the Board can assess its success in addressing its strategic priorities.
- The Board would establish an investigative committee that would be 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.
- The proposed general timeline would start in November with the establishment of the investigative committee and would end in May with the adoption of strategic priorities for the next school year.

II. BACKGROUND

At its October 17, 2017 general business meeting, the Board of Education (“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 will be considering both the proposed superintendent evaluation process revisions and proposed strategic priority setting process, as described in and attached to this memorandum, for adoption at its June 20, 2019 general business meeting.)

III. PROPOSED PROCESS

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 includes a few elements to ensure the Board has the information and relationships to set its strategic priorities thoughtfully.

Align with co-policymakers. The Constitution of the State of Hawai’i provides education policymaking powers to the State Legislature, Governor, and Board. In this regard, the Board considers the Legislature and Governor as co-policymakers for public education, and it is in the best interest of the State for all education co-policymakers to align their priorities and goals to advance public education. The proposed process acknowledges this and ensures the Board has input from the Legislature and Governor before setting its own strategic priorities each year.

Self-evaluation and reflection. Periodic self-reflection is important for continuous improvement. The proposed process includes a self-evaluation component for the Board to

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.

assess its success in addressing its annual strategic priorities. The self-evaluation and reflection provides the Board with a formalized annual opportunity and time set aside to determine successes to build upon and challenging areas where the Board might need to change strategies or direction.

Inclusive of attached agencies. The Board's annual strategic priorities thus far have focused solely on the Department of Education ("Department"). The Board has varying degrees of authority over other areas of public education and agencies administratively attached to the Department, including adult education, charter schools, the Hawaii State Public Library System, and the Hawaii Teacher Standards Board. The proposed process 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.

Guide Superintendent's Priorities. While the proposed process is not Department-centric, it is still connected to one aspect of the superintendent evaluation process. The proposed revised superintendent evaluation process relies on the Board's strategic priorities to guide the Superintendent's annual priorities, which is the Board and Superintendent's current practice.

IV. RECOMMENDATION

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

Proposed Motion: Move to adopt the Strategic Priority Setting Process, as attached as Exhibit A to Board Chairperson Catherine Payne's memorandum dated June 20, 2019.

Exhibit A

Proposed Strategic Priority Setting Process



**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. To inform its priority setting, the Board considers:

- 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, 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.

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. 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;
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 organizations) on the education community's top priorities; and
3. 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.

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.

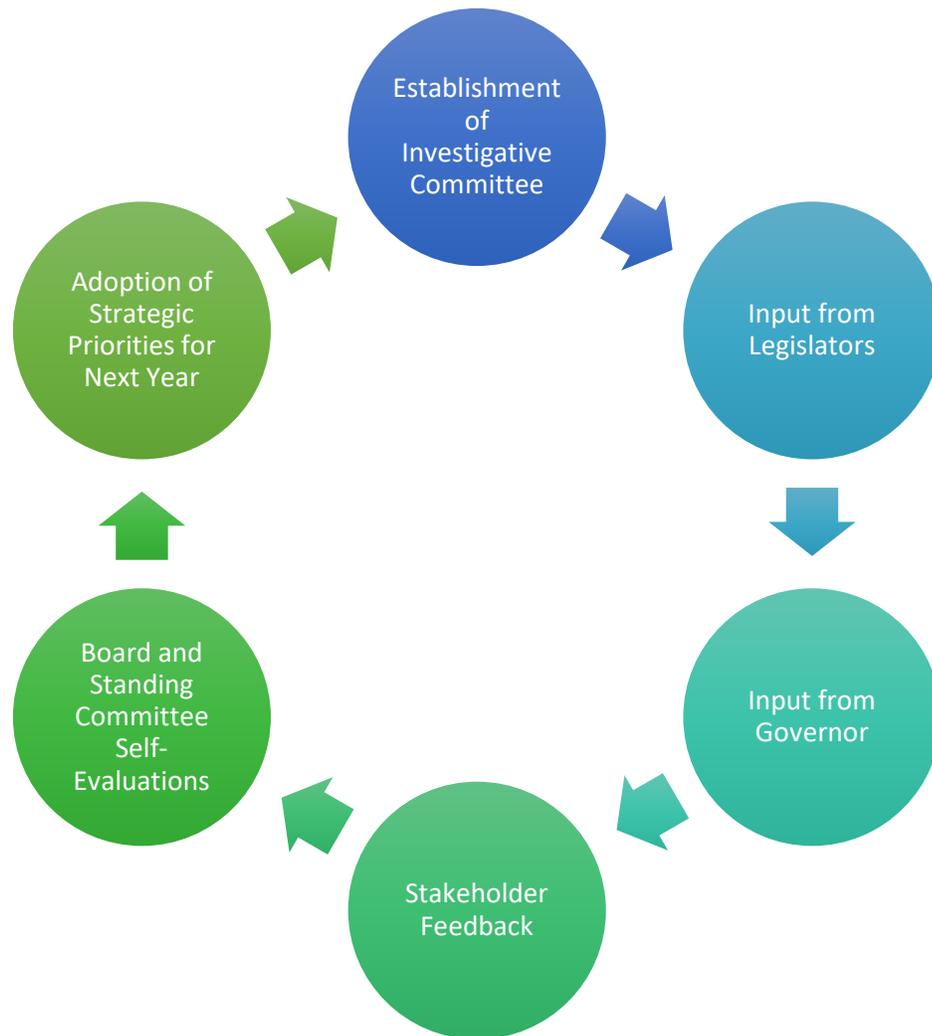
Self-evaluation. The intent of the self-evaluation component is to assess the success of the Board and its standing committees in accomplishing the current year's strategic priorities and determine challenges, opportunities, and next steps related to those priorities that can inform the next year's priorities.

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 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 ascertains legislator priorities through various means, such as a survey of all state legislators and meetings with key state legislators;
3. The Board meets with the Governor, shares legislator priorities, and obtains input and strategic guidance from the Governor;
4. The investigative committee identifies stakeholders and obtains feedback through various means, such as a survey of all stakeholders and meetings with key stakeholders;
5. The Board and standing committee engage in self-reflection and conduct self-evaluations of progress and achievement of the current year's strategic priorities; and
6. 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 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 Input from Legislators¹</p>	<p>Late November/Early December</p>	<p>2. 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.</p>
	<p>December</p>	<p>3. The Board Office sends the investigative committee-approved survey questions to all state legislators.</p>
	<p>January</p>	<p>4. 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.</p>
	<p>February</p>	<p>5. The investigative committee identifies key legislators who are instrumental to policymaking and resource allocation affecting public education.</p> <p>6. 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.</p>

¹ The timeline for obtaining input from legislators is an example of what the investigative committee would do 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>Step 3 Input from Governor</p>	<p>Early/Mid-March</p>	<p>7. The Board meets with the Governor. The investigative committee shares with Governor the public education priorities from legislators 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>
<p>Step 4 Stakeholder Feedback²</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>

² The 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 5 Board and Standing Committee Self-Evaluations</p>	<p>First and Second April Board Meetings</p>	<p>11. 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. 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>
<p>Step 6 Adoption of Strategic Priorities for Next Year</p>	<p>Late April through Mid-May</p>	<p>13. The investigative committee considers the data 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, standing committee and Board self-evaluation findings and results, related Board discussions, and any other relevant information.</p> <p>14. 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. 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. 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>

STEP	TIMELINE	ACTION
Adoption of Strategic Priorities for Next Year (continued)	First June Board Meeting	17. 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.
Go back to Step 1 and repeat the process		