Sandy Hill School District Feedback Report

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This document provides a sample feedback report for the Sandy Hill School District Case Study. Used in conjunction with the 2004 Education Criteria for Performance Excellence and the case study, the Sandy Hill School District Feedback Report is an example of the written assessment each applicant receives at the conclusion of the application review process. The Sandy Hill School District Case Study was developed as an instructional tool for the 2004 Examiner Preparation Course. The Sandy Hill School District Case Study describes a fictitious K–12 school district. There is no connection between the fictitious Sandy Hill School District and any organization, either named Sandy Hill School District or otherwise. Other organizations cited in the case study also are fictitious, with the exception of several national organizations. Because the case study is developed for educational use and appreciation of the possible content of an actual Baldrige application, there are areas in the case study where Criteria requirements are not addressed.

Sandy Hill School District scored in band 5, showing that the organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of the Items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning that result in improving the effectiveness and efficiency of key processes. Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the organization's key requirements.

October 25, 2004

Dr. Don Mann
Deputy Superintendent
Sandy Hill School District
Services Center
5632 Winding Way
Gallatin, Anywhere 55510

Dear Dr. Mann:

Congratulations for taking the Baldrige challenge! We commend you for applying for the Malcolm Baldrige National Quality Award. Your application for the Award and use of the Baldrige Criteria demonstrate your commitment to performance excellence.
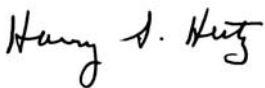
This feedback report was prepared for your organization by members of the Board of Examiners in response to your application for the 2004 Malcolm Baldrige National Quality Award. It presents an outline of the scoring for your organization and describes areas identified as strengths and opportunities for possible improvement. The report contains the Examiners' observations about your organization, although it is not intended to prescribe a specific course of action. Please also refer to the enclosed "Preparing to Read Your Feedback Report" for further details about how to use the information contained in your feedback report.

We are eager to ensure that the comments in the report are clear to you so that you can incorporate the feedback into your planning process to continue to improve your organization. As direct communication between Examiners and applicants is not allowed under the operating procedures for the application process, please contact me at (301) 975-2360 if you wish to clarify the meaning of any comment in your report. We will contact the Examiners for clarification and convey their intentions to you.

The feedback report is not your only source for ideas about organizational improvement. Current and previous Award recipients can be potential resources on your continuing journey to performance excellence. An Award recipients' contact list is enclosed. The 2004 recipients will share their stories at our annual Quest for Excellence Conference, April 10–13, 2005. Current and previous recipients participate in our regional conferences as well. Information about these events and other Baldrige Program-related activities can be found on our Web site at www.baldrige.nist.gov.

Thank you for your participation in the Baldrige Award process. Best wishes for continued success with your performance excellence journey.

Sincerely,

Harry S. Hertz, Director
Baldrige National Quality Program

Enclosures

Preparing to read your feedback report . . .

Your feedback report contains Baldrige Examiners' observations that are based on their understanding of your organization. They have provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. The feedback is nonprescriptive. It will tell you where Examiners think you have strengths to celebrate and where they think improvement opportunities exist. The feedback will not say specifically how you should address these opportunities. The specifics will depend on what you decide is most important to your organization.

Applicant organizations read and use feedback comments (both strengths and opportunities for improvement) in different ways. We've gathered some tips and practices from prior applicants for you to consider:

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.

- Celebrate your strengths. You have worked hard and should congratulate yourselves.

- Use your strength comments to understand what the Examiners observed you do well and build upon them. Continue to evaluate and improve the things you do well.

- You know your organization better than the Examiners know it. There might be relevant information that was not communicated to them or that they did not fully understand. Therefore, not all of their comments may be equally accurate.

- Although we strive for "perfection," we do not achieve it in every comment. If Examiners have misread your application or misunderstood your organization on a particular point, don't discount the whole feedback report. Consider the other comments and focus on the most important ones.

- Prioritize your opportunities for improvement. You can't do everything all at once. Think about what's most important for your organization at this time and decide which things to work on first.

- You may decide to address all, some, or none of the opportunities in a particular Item. It depends on how important you think that Item or comment is to your organization.

- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

INTRODUCTION

By submitting a Baldrige application, you have differentiated yourself from most U.S. organizations. We are eager to make your efforts achieve the maximum benefit possible. This feedback report was written for your consideration in accelerating your journey toward performance excellence.

The Board of Examiners has evaluated your application for the Malcolm Baldrige National Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains the Examiners' findings, including a summary of key themes of the application evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is also provided.

We have provided you with Item-level scoring ranges in the feedback report so that you may have a better understanding regarding both your most significant areas of strength and opportunities for improvement. This should allow you to target your action plans more carefully for organizational improvement. We encourage you to use the feedback as input to your strategic planning process. As a Baldrige applicant, you are already a winner in the journey toward performance improvement!
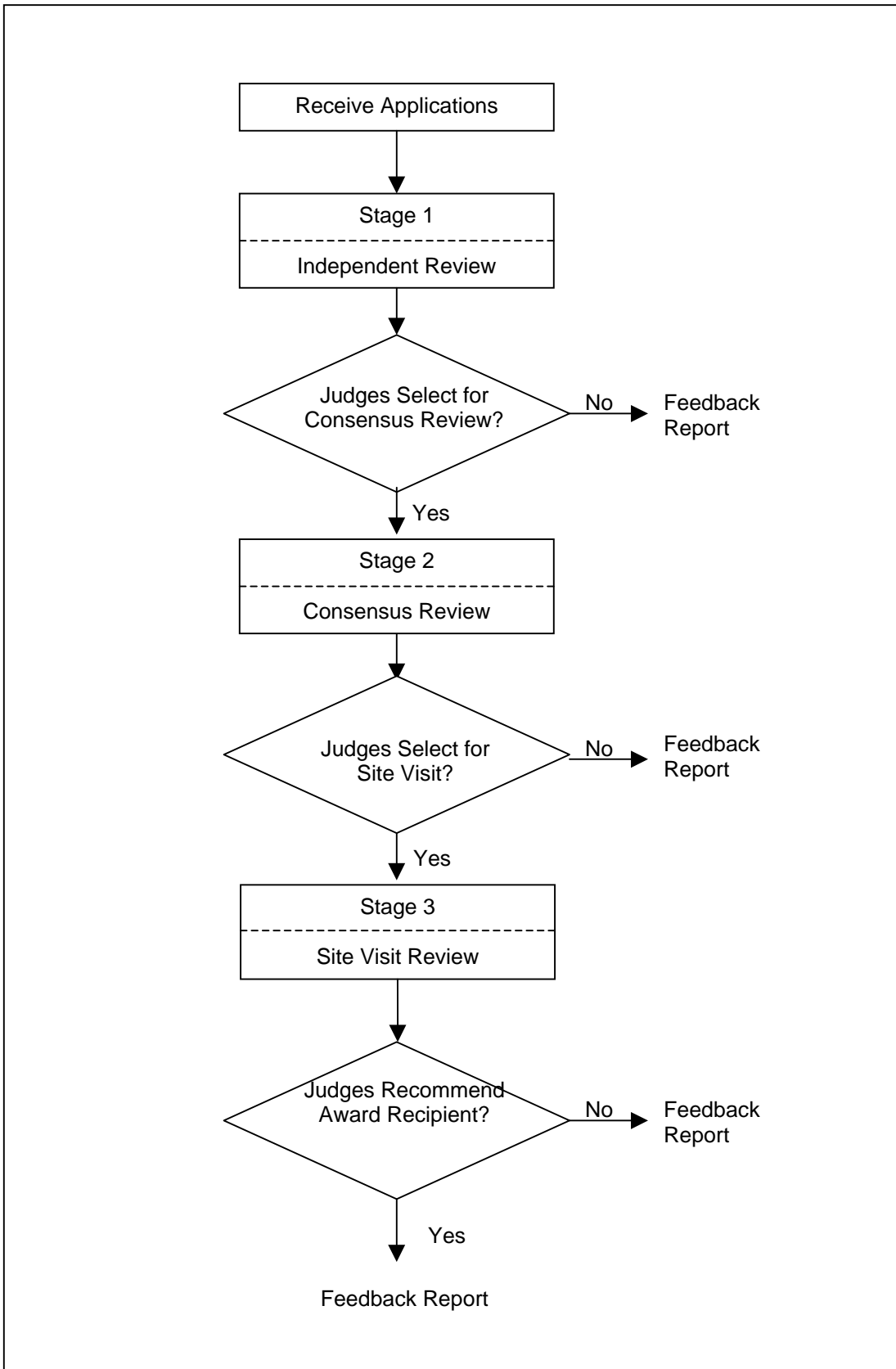
APPLICATION REVIEW

Stage 1, Independent Review

The application evaluation process (shown in Figure 1) begins with Stage 1, the independent review, in which members of the Board of Examiners are assigned to each of the applications.[1] Assignments are made according to the Examiners' areas of expertise and to avoid potential conflicts of interest. Each application is evaluated independently by Examiners who write comments relating to the applicant's strengths and opportunities for improvement and use a scoring system developed for the Award Program. All applicants in all categories (manufacturing, service, small business, education, and health care) go through the Stage 1 evaluation process.

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[1] There were 60 applications received in 2004; all 60 went through Stage 1 of the evaluation process.

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Figure 1—Application Evaluation Process

Stage 2, Consensus Review

Based on Stage 1 scoring profiles, the Panel of Judges selects applicants to go on to Stage 2, the consensus review. If an applicant is not selected for consensus review, the comments written by Examiners at Stage 1 are reviewed and used to prepare a feedback report.

For those applicants that do progress to Stage 2, a team of Examiners, led by a Senior Examiner, conducts a series of conference calls to reach consensus on comments and scores that capture the team's collective view of the applicant's strengths and opportunities for improvement. The team documents its comments and scores in a consensus scorebook. The consensus review process is shown in Figure 2.

Step 1	Step 2	Step 3
Consensus Planning: • Prioritize Items for Discussion • Assign Category/Item Discussion Leaders • Review Findings From the Independent Evaluations	**Consensus Calls:** • Discuss Key Business/ Organization Factors • Discuss Items and Key Themes • Achieve Consensus on Comments, Scores, and Site Visit Issues • Document Findings	**Post-Consensus Call Activities:** • Prepare Final Consensus Scorebook • Prepare Feedback Report

Figure 2—Consensus Review Process

Stage 3, Site Visit Review

After the consensus review process, the Panel of Judges selects applicants to receive site visits based upon the scoring profiles. If an applicant is not selected for site visit review, one of the Examiners on the Consensus Team edits the final consensus report that becomes the feedback report.

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or confusion the Examiners may have regarding the written application and to verify that the information in the application is correct. After the site visit is completed, the team of Examiners prepares a final site visit scorebook. The site visit review process is shown in Figure 3.

Step 1	Step 2	Step 3
Team Preparation: • Review Consensus Findings • Review Site Visit Issues • Plan Site Visit	**Site Visit:** • Make/Receive Presentations • Conduct Interviews • Record Observations • Review Records	**Site Visit Scorebook:** • Resolve Issues • Summarize Findings • Finalize Comments • Prepare Final Site Visit Scorebook • Prepare Feedback Report

Figure 3—Site Visit Review Process

Application reports, consensus scorebooks, and site visit scorebooks for all applicants receiving site visits are forwarded to the Panel of Judges, which makes final recommendations on which applicants should receive an Award. The Judges discuss applications in each of the five Award categories separately, and then they vote to keep or eliminate each applicant. If more than three applicants remain in a particular Award category, the Judges rank order the applicants and eliminate those that rank lowest. This process is repeated until the top three applicants remain. Next, the Judges decide whether each of the top applicants should be recommended as an Award recipient based on an "absolute" standard: the overall excellence and the appropriateness of the applicant as a national role model. The process is repeated for each Award category; there may be as many as three recipients in each of the categories. The Judges' review process is shown in Figure 4.

Step 1	Step 2	Step 3
Panel of Judges' Review: • Application Reports • Consensus Scorebooks • Site Visit Scorebooks • Feedback Reports	**Evaluation by Category:** • Manufacturing • Service • Small Business • Education • Health Care	**Assessment of Top Organizations:** • Overall Strengths/ Opportunities for Improvement • Appropriateness as National Model of Performance Excellence

Figure 4—Judges' Review Process

Judges do not participate in discussions or vote on applications in which they have a competing or conflicting interest or in which they have a private or special interest such as an employment or a client relationship, a financial interest, or a personal or family relationship. All conflicts are reviewed and discussed so that Judges are aware of their own and others' limitations on access to information and participation in discussions and voting. Following the Judges' review and recommendations of Award recipients, the Site Visit Team leader edits the final site visit scorebook that becomes the feedback report.

SCORING

The scoring system used to score each Item is designed to differentiate the applicants in the various stages of review and to facilitate feedback. The Scoring Guidelines for Business, Education, or Health Care (shown in Figure 5) are based on (1) evidence that a performance excellence system is in place; (2) the maturity of its processes as demonstrated by Approach (A), Deployment (D), Learning (L), and Integration (I); and (3) the results it is achieving.

In the feedback report, the applicant receives a percentage range. The percentage range is based on the Scoring Guidelines, which describe the characteristics typically associated with specific percentage ranges.

An applicant's total scores fall into one of eight scoring bands. Each band corresponds to a descriptor associated with that scoring range. Figure 6 provides scoring information on the percentage of applicants scoring in each band at Stage 1. Scoring adjustments resulting from the consensus review and site visit review stages are not reflected in the distribution.

SCORE	PROCESS (For Use With Categories 1–6)
0% or 5%	▪ No systematic approach is evident; information is anecdotal. (A) ▪ Little or no deployment of an approach is evident. (D) ▪ No evidence of an improvement orientation; improvement is achieved through reacting to problems. (L) ▪ No organizational alignment is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	▪ The beginning of a systematic approach to the basic requirements of the Item is evident. (A) ▪ The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the Item. (D) ▪ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) ▪ The approach is aligned with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	▪ An effective, systematic approach, responsive to the basic requirements of the Item, is evident. (A) ▪ The approach is deployed, although some areas or work units are in early stages of deployment. (D) ▪ The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L) ▪ The approach is in early stages of alignment with your basic organizational needs identified in response to the other Criteria Categories. (I)
50%, 55%, 60%, or 65%	▪ An effective, systematic approach, responsive to the overall requirements of the Item, is evident. (A) ▪ The approach is well deployed, although deployment may vary in some areas or work units. (D) ▪ A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes. (L) ▪ The approach is aligned with your organizational needs identified in response to the other Criteria Categories. (I)
70%, 75%, 80%, or 85%	▪ An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. (A) ▪ The approach is well deployed, with no significant gaps. (D) ▪ Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing. (L) ▪ The approach is integrated with your organizational needs identified in response to the other Criteria Items. (I)
90%, 95%, or 100%	▪ An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. (A) ▪ The approach is fully deployed without significant weaknesses or gaps in any areas or work units. (D) ▪ Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. (L) ▪ The approach is well integrated with your organizational needs identified in response to the other Criteria Items. (I)

Figure 5—Scoring Guidelines for the Education Criteria

SCORE	RESULTS (For Use With Category 7)
0% or 5%	- There are no organizational performance results or poor results in areas reported. - Trend data are either not reported or show mainly adverse trends. - Comparative information is not reported. - Results are not reported for any areas of importance to your key organizational requirements.
10%, 15%, 20%, or 25%	- A few organizational performance results are reported; there are some improvements and/or early good performance levels in a few areas. - Little or no trend data are reported. - Little or no comparative information is reported. - Results are reported for a few areas of importance to your key organizational requirements.
30%, 35%, 40%, or 45%	- Improvements and/or good performance levels are reported in many areas addressed in the Item requirements. - Early stages of developing trends are evident. - Early stages of obtaining comparative information are evident. - Results are reported for many areas of importance to your key organizational requirements.
50%, 55%, 60%, or 65%	- Improvement trends and/or good performance levels are reported for most areas addressed in the Item requirements. - No pattern of adverse trends and no poor performance levels are evident in areas of importance to your key organizational requirements. - Some trends and/or current performance levels—evaluated against relevant comparisons and/or benchmarks—show areas of good to very good relative performance. - Organizational performance results address most key student, stakeholder, market, and process requirements.
70%, 75%, 80%, or 85%	- Current performance is good to excellent in most areas of importance to the Item requirements. - Most improvement trends and/or current performance levels are sustained. - Many to most reported trends and/or current performance levels—evaluated against relevant comparisons and/or benchmarks—show areas of leadership and very good relative performance. - Organizational performance results address most key student, stakeholder, market, process, and action plan requirements.
90%, 95%, or 100%	- Current performance is excellent in most areas of importance to the Item requirements. - Excellent improvement trends and/or sustained excellent performance levels are reported in most areas. - Evidence of education sector and benchmark leadership is demonstrated in many areas. - Organizational performance results fully address key student, stakeholder, market, process, and action plan requirements.

Figure 5—Scoring Guidelines for the Education Criteria (Continued)

2004 Scoring Band Descriptors

Band	Band Number	% Applicants in Band[2]	Descriptors
0–275	1	**	The organization demonstrates the early stages of developing and implementing approaches to Category requirements, with deployment lagging and inhibiting progress. Improvement efforts focus on problem solving. A few important results are reported, but they generally lack trend and comparative data.
276–375	2	**	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Items, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking. The organization obtains results stemming from its approaches, with some improvements and good performance. The use of comparative and trend data is in the early stages.
376–475	3	**	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved. Results address many areas of importance to the organization's key requirements, with improvements and/or good performance being achieved. Comparative and trend data are available for some of these important results areas.
476–575	4	**	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Items, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with organizational needs. Results address key customer/stakeholder, market, and process requirements, and they demonstrate some areas of strength and/or good performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the organization's key requirements.
576–675	5	**	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of the Items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning that result in improving the effectiveness and efficiency of key processes. Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the organization's key requirements.
676–775	6	**	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. These approaches are characterized by the use of key measures, good deployment, evidence of innovation, and very good results in most areas. Organizational integration, learning, and sharing are key management tools. Results address many customer/stakeholder, market, process, and action plan requirements. The organization is an industry[3] leader in some areas.
776–875	7	**	The organization demonstrates refined approaches responsive to the multiple requirements of the Items. It also demonstrates innovation, excellent deployment, and good-to-excellent performance levels in most areas. Good-to-excellent integration is evident, with organizational analysis, learning, and sharing of best practices as key management strategies. Industry leadership and some benchmark leadership are demonstrated in results that address most key customer/stakeholder, market, process, and action plan requirements.
876–1000	8	**	The organization demonstrates outstanding approaches focused on innovation, full deployment, and excellent, sustained performance results. There is excellent integration of approaches with organizational needs. Organizational analysis, learning, and sharing of best practices are pervasive. National and world leadership is demonstrated in results that fully address key customer/stakeholder, market, process, and action plan requirements.

2. Percentages are based on scores from the Stage 1 review. The percentages were not available when this report was developed.
3. Industry refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons.

Figure 6—Scoring Band Descriptors

KEY THEMES

Sandy Hill School District (SHSD) scored in band 5 in the consensus review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the scoring bands, please refer to Figure 6, "2004 Scoring Band Descriptors."

An organization in band 5 typically demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of the Items. SHSD demonstrates a fact-based, systematic evaluation and improvement process and organizational learning that result in improving the effectiveness and efficiency of key processes. Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the organization's key requirements.

a. **The most important strengths or outstanding practices (of potential value to other organizations) are as follows:**

- SHSD uses a systematic Strategic Planning Process (SPP) that is aligned and well integrated with its performance excellence approaches in key areas (e.g., its leadership system, process design and management approaches, and faculty- and staff-focused processes) and includes input from a variety of sources (e.g., student achievement data and performance reviews). The school board, senior leaders, faculty, and staff participate in the development and deployment of action plans, which are delineated at the district and school levels. The alignment and integration evident in the SPP may help the district maintain its focus on the future while addressing its strategic challenge of being agile and responsive to changing performance expectations.

- The district supports its vision to be a learning organization through the widespread deployment of the Plan-Do-Study-Act (PDSA) improvement cycle throughout the entire district. There is evidence of PDSA application and improvement in the district's Leadership System, SPP, Student and Stakeholder Requirements Determination and Satisfaction Determination processes, Performance Measurement and Analysis Process, Human Resource System, and learning-centered and support processes.

- SHSD's emphasis on measurement, analysis, and knowledge management (KM) is aligned with and supports key organizational processes. Using the Performance Measurement and Analysis (PMA) Process, the district has a systematic approach to selecting, collecting, aligning, and integrating data and information for tracking daily operations and overall organizational performance. In addition, a three-phase project initiated in 1999 to better transfer knowledge and best practices among students, teachers, and key stakeholders has resulted in the development of an on-line KM system.

- SHSD's approaches to personal and organizational learning support its vision of evolving as life-long learners and a learning organization. The district has adopted a team-based, continuous learning approach to improvement, an organizational culture of sharing best practices, multiple vertical and horizontal communication vehicles, and many opportunities for learning for all employees (e.g., a five-day orientation of new employees, a mentoring program for teachers, and Basic Technology Training for all employees). The districtwide Employee Development Plan (EDP) identifies strategies and action plans for education, training, and development that are aligned with the district's strategic objectives, Comprehensive Education Plan (CEP), and School Improvement Plans (SIPs).

- SHSD has established criteria to identify key learning-centered and support processes, and it applies a systematic process to design and deliver key curriculum/instruction services, including using multiple inputs to determine requirements and establish performance goals, as well as the use of a Curriculum and Instruction Management Process to control and improve the processes and ensure they meet key requirements. Key processes, plans, and actions are consistent and aligned, and data and knowledge management systems support alignment. In addition to the specific approaches to understand and manage its learning-centered processes, the district uses a number of other approaches to focus the entire organization on student learning, including resource allocation based on impact on student learning, reduction of administrative costs and redirection of funding to learning-centered processes, and a School Excellence Award to recognize schools that achieve high levels of performance on student proficiency tests.

- SHSD has developed a systematic process for organizational performance review. It regularly reviews and improves organizational performance at all levels, and it selects and uses performance measures that are linked to key success factors, strategic objectives, action plans, and key learning-centered and support processes. Using several criteria, the district translates organizational performance review findings into priorities for improvement and innovation, and it uses a variety of leadership communication methods to deploy this information to all key stakeholders.

b. **The most significant opportunities, concerns, or vulnerabilities are as follows:**

- Although SHSD focuses on several of its key strategic challenges through its SPP, action plan deployment, and performance review, there is little evidence of approaches to address some of its strategic challenges, key success factors, key changes, and market/ student segments. These include the emerging on-line education requirement, the adult learner market segment, the English as a Second Language (ESL) and special education student segments, and the poverty-based gaps in levels of readiness to learn found mainly in Region 3. Without systematic approaches to address all the factors, challenges, and segments described as important in the Organizational Profile, it may be difficult for the district to ensure that it creates and balances value for all students and stakeholders.

- The district appears to be in the early stages of identifying requirements for measuring, controlling, and improving its support processes. For example, systematic processes are not evident for converting information from the Student and Stakeholder Requirements Process into requirements for support processes or for incorporating new technology and organizational knowledge, cycle time, productivity, or cost control into their design. In addition, it is unclear how input from suppliers and partners is incorporated into determining requirements for or managing support processes, or how the district improves these processes to reduce variability and keep them current with organizational needs and directions.

- It is not evident that the district has in place systematic, well-deployed processes for several key Human Resources (HR) areas. For example, it is not clear how it uses the Job Design and Fulfillment Process to organize and manage work and jobs to promote cooperation, initiative, empowerment, and innovation, and it is not evident that a systematic/well-deployed process is in place to reinforce the use of new knowledge and skills on the job, develop a succession plan for supervisory positions beyond the District Leadership Team (DLT) and District Extended Leadership Team (DELT), create career progression plans for faculty or staff, or collect input on education and training. These gaps may inhibit the district's ability to address its strategic challenge of attracting and retaining highly qualified employees.

- Although SHSD has identified a variety of student segments, stakeholder groups, and employee categories and types, this segmentation is not reflected in its approaches to determine the relative importance of stakeholder requirements, to listen and learn (especially in its "pockets of poverty" and adult education segments), to determine contact requirements (e.g., for ESL and New Chance for Success [NCS] students), to determine student and stakeholder satisfaction, to identify safety issues and maintain safety in different work environments, or to differentiate well-being and satisfaction factors for different types of employees. Without differentiating its approaches to address its diverse student, stakeholder, and employee segments, the district may find it difficult to improve beyond its current levels of performance and reach the benchmark status to which it aspires.

- While the district describes multiple approaches to address social responsibility, several areas described as important in the Organizational Profile are not addressed in its compliance processes, measures, and goals (e.g., the Children's Internet Protection Act, the Anywhere State Department of Education [ASDE] Public School Code, and the state requirement for SIPs). In addition, although the district implies a strong focus on safety by its inclusion in the mission, values, and strategic challenges and it is a key success factor, few related measures are provided.

c. **Considering SHSD's key business/organization factors, the most significant strengths, opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in its response to Results Items are as follows:**

- SHSD's results areas address most areas of importance, with high levels of performance and sustained improvement trends in the areas of parent satisfaction, financial results, human resource results, and student performance and learning. Most results presented show performance that approaches, meets, or exceeds relevant benchmarks and/or comparisons, and they link directly to organizational objectives and goals. These results indicate progress on the district's vision of becoming a benchmark school district.

- The district's student learning results are good to excellent in almost all areas of importance, with sustained improvement trends evident in most areas presented. The district's performance is better than that of the comparable best school district in most areas, and it is equal to or better than the state best and nearing the national best in many areas. The results of summative assessments in reading, math, science, and writing across various grade levels show that the performance of the district's students is improving across student segments. In addition, the district has shown steady progress toward meeting the Annual Yearly Progress (AYP) requirement, and its performance currently surpasses that of the state best and approaches the national best.

- Limited or no results are provided for some student/market segments and areas of importance to the district's strategy and requirements, including results related to a safe environment, faculty and staff learning and development, stakeholders' trust in district governance, support of the district's key communities, or stakeholder-perceived value. Likewise, there are limited or no results for the operational performance of the Assessment Design and Service Design processes; results related to the cycle time, productivity, and other effectiveness and efficiency measures of support processes; or results for work system performance and effectiveness associated with the district's team-based structure. No results are provided for potential or actual adult education market share, no results are provided on the academic performance of special education students, and limited results are provided for students in the Region 3 pockets of poverty.

- While many of the district's results include segmented data, results for some key measures are not segmented or do not include all relevant segments. For example, safety and ergonomic results are not segmented by job types or categories. Further, student and stakeholder satisfaction results do not include results for taxpayers, former students, or prospective students. This may make it difficult for the district to effectively assess its performance results for its diverse workforce, stakeholders, and student population.

- Although SHSD provides competitive or comparative data for many of its results, there

are no comparisons in several key areas. For example, no comparisons are provided for some financial results (e.g., operating cost reductions, bond rating performance, grant funding) or for some results related to faculty and staff satisfaction, motivation, and well-being (e.g., recognition program effectiveness, safety and ergonomic results, faculty attendance). In addition, there are no comparative data for several governance and social responsibility results (e.g., employees' perceptions of ethics, environmental stewardship). Without consistent, comprehensive use of comparative data, the district may be hindered in achieving its vision of becoming a benchmark school district.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1   Organizational Leadership

Your score in this Criteria Item for the consensus stage is in the 70–85 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- Senior leaders use a systematic approach to set organizational values, short- and longer-term directions, and performance expectations through the Strategic Planning Process (SPP, Figure 2.1-1). The District Extended Leadership Team (DELT) reviews SHSD's vision, mission, and values (Figure P.1-1) in Step 3 of the SPP.

- Senior leaders use a variety of methods (Figure 1.1-2) to communicate values, directions, and expectations to faculty, staff, partners, and stakeholders. These methods, as well as a five-step communication process, were developed through a Plan-Do-Study-Act (PDSA) cycle by the district Communication Team. In addition, as a result of conducting Baldrige self-assessments and benchmarking best-in-class communication methods, the team has implemented multiple improvements, including adding two-way communication methods, developing a Communication Methods Manual, integrating "communication effectiveness" into the Performance Management Process (PMP), and, most recently, integrating communication liaisons within the School Improvement Councils (SICs).

- The District Leadership Team (DLT) uses a Culture Change Process to create an environment consistent with SHSD's vision (life-long learning) and values (e.g., performance excellence, fostering a people-centered, safe, and collaborative environment). The Culture Change Team, a refinement recently added based on employee and parent feedback, helps create employee awareness of the vision, mission, and values, and it helps employees understand their roles in achieving the district's goals. Serving as role models, senior leaders provide opportunities for employees' direct involvement through education and training, teams, knowledge management practices, and reward and recognition programs.

- The elected school board, directly accountable to the Anywhere State Board of Education, systematically ensures protection of stakeholder interests, management accountability, fiscal accountability, and independence in internal and external audits. Multiple approaches that address accountability include monthly school board reviews of district performance against state and federal mandates, the use of a Code of Conduct that addresses conflicts of interest, and the use of PDSA to improve school board processes and performance.

One example of a refinement following the 2002 governance system review was the creation of the Finance Planning Committee to oversee financial reporting and monitoring, to evaluate internal and external audit processes and auditors' performance, and to follow up on audit results.

- The DLT uses the Leadership Performance Review Process, a five-step systematic approach, to review organizational performance and to make revisions to the Strategic Plan, meet changing requirements, or reprioritize improvements and innovations. School Leadership Teams (SLTs), the school board, superintendents, and district chiefs use similar review processes. SHSD identifies key performance measures reviewed by senior leaders (Figure 2.2-1) and provides some examples of key recent leadership performance review findings and priorities for improvement/innovation (Figure 1.1-4).

- The DLT developed several criteria to translate organizational performance review findings into priorities for improvement and innovation. When a priority is identified, the DLT assigns accountability for each priority, and champions create action plans and a time frame for their completion. Using the leadership communication methods, champions also inform all key stakeholders of the priorities and actions.

- The district has a systematic approach for evaluating the performance of senior leaders, including the superintendent, and school board members. The evaluation methods include the annual use of a third party to review the school board's compliance with School Board Governance Principles; the school board's semiannual review of the superintendent and DLT, using PMP information; an annual report by a consulting firm on each leadership group's identified areas of strengths and opportunities for improvement, which is used to develop a Leadership Action Plan; and a district-level Baldrige self-assessment. The superintendent meets with each DLT/DELT member to review leadership findings, DELT members meet with every SLT to review findings, and, finally, the district uses PDSA to evaluate and improve leadership effectiveness.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD describes an approach to create vision, mission, and values statements that balance value for stakeholders, it does not describe how senior leaders focus on creating and balancing value for students and other stakeholders in their performance expectations. Without such an approach, the district may have difficulty meeting the requirements of its diverse student and stakeholder groups.

- Although SHSD has a Culture Change Process to nurture an environment conducive to student and district excellence, it is not clear how this process creates an environment that fosters and requires legal and ethical behavior. This may be particularly important to the district, given the highly regulated environment described in its Organizational Profile.

- While SHSD states that it reviews appropriate comparative performance as part of its Leadership Performance Review Process and includes best-in-class comparisons in the resulting report, a systematic process is not described for using performance reviews to assess organizational performance relative to competitive and comparable organizations.

1.2 Social Responsibility

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD uses a five-step Social Responsibility Process to address the impacts on society of its programs, offerings, services, and operations, and it deploys results through leadership communication methods and quarterly reports to the legal counsel. The process addresses changes in laws, rules, and regulations; their impact on the district; and how the district's programs and services affect the community. The district also identifies several key compliance measures and goals (Figure 1.2-1).

- The superintendent and Social Responsibility and Compliance Team use the annually updated Code of Conduct Process (for employees, stakeholders, and partners as well as students) to help ensure ethical behavior throughout the organization. Each year, employees, parents, students, board members, and suppliers and partners attend update and review sessions, and employees, students, and board members are required to sign a statement certifying they will abide by and uphold the code. Numerous mechanisms are in place to report suspected or actual violations, and there is a three-step process to address noncompliance.

- The district identifies key communities and determines areas of emphasis for organizational involvement and support (Figure 1.2-3) through an annual three-step affirmation process. The Community Support Team uses its PDSA-based Community Support Process to identify needs and prioritizes them based on their alignment with the district's vision, mission, values, strategic challenges, and objectives. The team then develops an annual Community Support Plan, deploys it through meetings and posts in *K-news*, and tracks progress on the plan in an annual Community Support Report.

OPPORTUNITIES FOR IMPROVEMENT

- Several areas of SHSD's regulatory environment described as important in the Organizational Profile are not addressed in its compliance processes, measures, and goals, such as the Children's Internet Protection Act, the ASDE Public School Code, and the state requirement for School Improvement Plans (SIPs). In addition, while the district's mission, values, and a strategic challenge all refer to providing a safe environment and the district refers to the analysis of student and employee accident data, the only measures provided for safety are related to fire and building code citations (Figure 1.2-1).

- Although the district uses multiple approaches to gather information about public

concerns with current and future programs, offerings, services, and operations, it is not evident how it prepares for these concerns in a proactive manner.

- While the district demonstrates a systematic approach to ensuring ethical behavior in many student and stakeholder interactions, no processes, measures, or indicators are presented for key partners identified in the Organizational Profile, such as volunteers. Without processes, measures, or indicators for its partners, the district may not be able to ensure ethical behavior in all student and stakeholder transactions.

- With the exception of membership in and/or leadership of professional organizations, it is unclear how the district's senior leaders contribute to improving its key communities.

Category 2 Strategic Planning

2.1   Strategy Development

Your score in this Criteria Item for the consensus stage is in the 70–85 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- The district's SPP (Figure 2.1-1) is a systematic process that is aligned and well integrated with its performance excellence approaches in key areas, including its Leadership System; student, stakeholder, and market knowledge processes; faculty and staff-focused processes; measurement, analysis, and knowledge management processes; and process design and management approaches. This alignment and integration may help SHSD maintain its focus on the future while addressing its key strategic challenge of being agile and responding to a rapidly changing environment.

- The SPP includes 12 major steps over five phases, and the school board and its committees, the DELT, division and region School Leadership Teams, and faculty and staff all participate in its development and deployment. The SPP addresses short-term (current academic year) and longer-term (one-three years) planning horizons, which align with SIPs and the budget year. The SPP has undergone six cycles of improvement.

- The district collects a variety of data and information and conducts numerous environmental analyses at various levels of the organization (Figures 2.1-2 and 4.1-2) to provide information for the SPP on the key factors affecting the organization.

- SHSD identifies its key strategic objectives, related goals, and time frames for accomplishing its strategic objectives (Figure 2.1-3). It also has linked key success factors, key stakeholders, values, and related strategic challenges to its strategic objectives.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD's environmental analyses provide input to the SPP on a variety of factors, it is not clear how they ensure that the SPP addresses student achievement, the district's competitive environment, its capabilities relative to competitors and comparable organizations, the redirection of resources, societal and other potential risks, or factors related to its partners' and suppliers' strengths and weaknesses.

- Although the district identifies many of its strategic challenges and aligns the strategic objectives to those challenges (Figure 2.1-3), it is not clear how its strategic objectives specifically address the strategic challenges associated with the gaps in levels of readiness to learn due to pockets of poverty or managing in an environment of changing funding patterns.

- It is not clear how SHSD's strategic objectives balance short- and longer-term challenges and opportunities. Further, it is not clear how the district's involvement of various stakeholders in the SPP ensures its strategic objectives created in the process balance the needs of all stakeholders. Without a systematic process to achieve this balance, the district may have difficulty ensuring that a strategic objective provides a favorable, or at least neutral, impact across all stakeholder groups.

2.2 Strategy Deployment

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD uses a catchball process in Step 5 of the SPP to begin its iterative process of action plan development. SICs and SLTs follow a five-step process to update their SIPs to align with the changes in the Strategic Plan. Regional superintendents serve as the source to align school, division, and region action plans. The action plans become fully deployed with the development of Individual Development Plans (IDPs).

- SHSD prioritizes resource reallocation for action plans based on the district vision and three of its key success factors (KSFs): (1) achieving excellence in student academic achievement; (2) achieving excellence in operations; and (3) providing a friendly, supportive learning environment. Resources are allocated in Steps 6 and 7 of the SPP.

- The district identifies its key action plans and the key measures/indicators for tracking progress of the plans (Figure 2.2-1). The Comprehensive Education Plan (CEP) and the Technology, Human Resource, and Budget plans delineate action plans at the district level, and SIPs delineate them at the school level. The integrated cascading system of action plan development and deployment includes the development of related measures/indicators, helping to achieve organizational alignment.

- SHSD identifies examples of HR action plans within schools, regions, and divisions associated with addressing the HR requirements related to several strategic objectives (Figure 2.2-2).

- SHSD identifies its performance projections relative to the completion of its action plans (Figure 2.2-1). The district's projected performance compares favorably to its past performance and to the performance of its selected benchmarks where those comparisons are provided.

OPPORTUNITIES FOR IMPROVEMENT

- Although leadership performance reviews are used to track performance progress and to identify opportunities for improvement, it is not clear how these reviews or other actions by senior leaders contribute to sustaining improvements or changes resulting from action plans.

- While SHSD provides its key action plans (Figure 2.2-1), it is not clear what key changes, if any, will be made to programs, offerings, services, or operations as a result of these plans.

- While SHSD provides several brief, general descriptions of HR action plans at the school, region, and division levels associated with several strategic objectives (Figure 2.2-2), it is not clear from these descriptions how the action plans will help achieve the related strategic objectives. More specifically, without details such as resource commitments, time horizons for accomplishment, and aligned measures for work units, it may be difficult for the district to carry out its HR action plans and accomplish related objectives.

- While Figure 2.2-1 provides the district's action plans and the performance goals and projections associated with those plans, only 4 of the 22 measures/indicators provide comparisons to benchmarks. Further, SHSD does not provide comparisons to the projected performance of its competitors or comparable organizations. Without comparing its performance to its competitors, comparable organizations, and benchmarks, it may be difficult for SHSD to gauge its progress toward realizing its vision of becoming a benchmark school district.

Category 3 Student, Stakeholder, and Market Focus

3.1   Student, Stakeholder, and Market Knowledge

Your score in this Criteria Item for the consensus stage is in the 70–85 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD uses a four-step Segmentation Process (Figure 3.1-1) to gather and analyze information, validate existing student segments, and identify new segments and/or markets. It segments its student population within its core market into four primary groups: current, former, alumni, and prospective (the last group includes students served by other education providers and home-schooled students, as well as students just moving into the area). Current students are segmented into subgroups by academic program, school level, grade level, regions within the district, and No Child Left Behind (NCLB) demographic groups.

- The Student and Stakeholder Requirements Determination Process is a systematic approach used to determine the district's student and stakeholder requirements and expectations (Figure 3.1-2). This four-step process translates information gained from a variety of listening and learning methods, including needs analysis surveys, inquiry and complaint data, exit interviews and departure surveys, and focus groups (Figure 3.1-3), into knowledge about key requirements for each student and stakeholder group. This approach allows the district to validate current needs and expectations, while its participation at the state level in setting requirements to support academic excellence allows it to anticipate future needs.

- SHSD uses information gathered from students and stakeholders in its SPP and through the Relationship Management Process to proactively make changes in its instructional programs for both students and the community through its CEP and Curriculum/Instruction Design and Delivery Process.

- In Step 5 of the Student and Stakeholder Requirements Determination Process (Figure 3.1-2), the Research and Knowledge Management Department uses an annual PDSA evaluation of the district's listening and learning methods to keep them current with educational service needs and directions.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD segments its current students and stakeholders in a variety of ways, it is not clear how it determines the relative importance of stakeholder requirements. This may make it difficult for the district to ensure that its curriculum, program, and service offerings are based on those features most important to its student and stakeholder segments, creating an overall climate conducive to learning and development.

- While the district uses a variety of approaches to listen and learn from its students and stakeholders (Figure 3.1-3), it is not clear how it uses information related to the utilization of offerings, facilities, and services, as well as persistence and voluntary departure or transfer. This may inhibit the district's ability to effectively plan new programs that meet stakeholder needs or to ensure the relevance of its existing programs.

- It is not clear how the district customizes its listening and learning methods to develop knowledge about students in "pockets of poverty," the focus of an education and learning strategic challenge. Also, while the district identifies adult education as a market, it is not clear how its listening and learning methods help it determine the requirements of students in this market.

3.2 Student and Stakeholder Relationships and Satisfaction

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD uses the four-step iterative Relationship Management Process to identify relationship needs (Figure 3.2-1), select and develop relationship management methods, deploy these approaches, and assess and improve the effectiveness of its relationship management. SHSD has established multiple access mechanisms for students and stakeholders to find information, make complaints, and/or communicate with the district (Figure 3.2-1), and it uses the Relationship Management Process to determine contact requirements for each mode of access (Figure 3.2-2).

- The district uses a six-step Inquiry and Problem Management (IPM) Process (Figure 3.2-3) to resolve complaints within one to five business days, depending on the complexity of the complaint/problem. The "owner" of the issue has the responsibility to resolve the issue, conduct follow-up, and log information into the IPM system. Complaints are resolved at the lowest level and then aggregated, analyzed, and included in the SPP, Student and Stakeholder Requirements Determination Process, and Relationship Management Process to support organizational improvement.

- SHSD's five-step Satisfaction Determination Process provides a framework to identify student and stakeholder satisfaction and dissatisfaction. The district uses a number of formal and informal mechanisms to assess stakeholder satisfaction, including focus groups and annual surveys of students, parents, alumni, school board members, taxpayers, and business leaders. Data are aggregated by segments, gap analyses are used to identify perceptual differences among student and stakeholder groups, and results are reported through communication vehicles such as *K-news*.

- The district participates in the Education Survey Consortium, which provides it with national comparative data on student and stakeholder satisfaction. This information is supplemented with information and best practices from state and other education forums.

- By including a process improvement focus in the last step of the Satisfaction Determination, Relationship Management, and IPM processes, the district keeps its approaches to building and maintaining relationships and determining satisfaction current with educational service needs and directions.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD identifies relationship and contact requirements for its key stakeholder groups (Figure 3.2-1), it does not identify those needs for key student segments, such as English as a Second Language (ESL) students and New Chance for Success (NCS) students. In addition, the processes used to build positive referrals and foster new and continuing interactions for the district's stakeholder groups are not clearly described. Without such processes, the effectiveness of the district's relationship management approaches may be limited.

- Although student and stakeholder contact requirements are covered in orientation and staff training, it is not clear how contact requirements are deployed to all people and integrated into all processes involved in maintaining relationships.

- It is not evident how complaints are aggregated and analyzed for use by SHSD's technology partners, which may limit the ability of these partners to help the district deploy and support its Technology Plan.

- While SHSD regularly conducts surveys and focus groups of its students and key stakeholders, it is not clear to what extent its methods of determining satisfaction differ for the diverse student and stakeholder populations the district describes in its Organizational Profile (e.g., student segments with differing languages, educational needs, and economic levels). Also, it is not evident to what extent indicators of dissatisfaction, other than complaints, are collected and used for corrective action so that the district can exceed student and stakeholder expectations.

- While SHSD uses various mechanisms (e.g., surveys and phone calls) to follow up on the satisfaction of students and stakeholders with specific programs, events, and student services, it is unclear whether a systematic process is in place to receive prompt and actionable feedback on the primary educational, developmental, and community education offerings. Without such a process, the district may be limited in its ability to assess satisfaction with existing programs and plan improvements.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement and Analysis of Organizational Performance

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD has a systematic approach to selecting, collecting, aligning, and integrating data and information for tracking daily operations and overall organizational performance. The Performance Measurement and Analysis (PMA) Process (Figure 4.1-1) is used during Step 4 of the SPP to identify any required new measures, by the DLT and DELT to monitor performance and progress against goals, and by the division directors, regional superintendents, and principals to determine performance against goals and action plans.

- The PMA Process uses a set of selection criteria to ensure data are actionable and aligned to strategic objectives or action plans, are reliable and accurate, and can be captured with a reasonable allocation of resources.

- To select comparative data, the district uses a formal benchmarking process. The process includes identifying the process to be benchmarked, developing a flowchart of the process, conducting research to identify a benchmark organization, analyzing the performance of the benchmarked process, and selecting and adapting the best practices. Benchmarking may be conducted with organizations outside the education community where necessary.

- The PMA Process (Figure 4.1-1) includes a PDSA cycle to help ensure that the performance measurement system is meeting current educational service needs. During the annual evaluation of the SPP, the Performance Excellence Division evaluates how well the PMA supports strategic and operational planning.

- The district performs a variety of performance analyses against academic, financial, market, student, stakeholder, employee, learning process, and support process data. These analyses, which occur at a variety of levels within the district and across a span of frequencies, provide input into the Strategic Planning Process and are used to review performance, improve daily operations, and address innovation.

- The Decision Support System (DSS), SHSD's on-line data management system, provides the most commonly used approach for communicating the results of organizational-level analyses throughout the district. The DSS, in addition to printed reports and meeting formats, allows the district to share information to support decision making.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD uses its PMA Process to select and align data for tracking daily and overall organizational performance, how the collected data are used to support organizational decision making and innovation is unclear. Without a systematic process to ensure it can fully utilize the performance information it collects, the district might miss key improvement and innovation opportunities.

- It is not clear how SHSD effectively uses comparative data at the region, building, and classroom levels to support operational decision making and innovation.

- While a PDSA improvement cycle is built into the PMA Process, the assessment occurs only on an annual basis. It is not clear that the district has a systematic process to ensure that its performance measurement system is sensitive to rapid or unexpected organizational or external changes. This could inhibit SHSD's ability to address its strategic challenge of achieving organizational agility in a rapidly changing environment.

4.2 Information and Knowledge Management

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- To make needed information and data available to faculty and staff, students, and stakeholders, SHSD uses an Information Technology Management System (ITMS) that links data applications and databases for all systems and departments. Students and staff access the ITMS through networked computers available in classrooms, computer labs, and administrative offices. Stakeholders access appropriate parts of the system via the district Web site.

- The district ensures the reliability of hardware and software through technology based on compliance with standards and product testing; competent Information Technology (IT) staff whose knowledge is kept current through ongoing learning and using industry best practices; and IT management practices, including acceptance testing of new equipment, as well as software and performance improvement reviews. User friendliness is supported by the use of the Application Development Process to identify user needs that, in turn, guide the development and/or selection of appropriate applications.

- SHSD updates its Technology Plan each year using the SPP to ensure that mechanisms to make information and data available are kept current with educational and administrative needs. Vendors participate in planning sessions and provide input on emerging technologies. As part of the SPP, the DLT reviews and approves the updated Technology Plan and assigns resources to adequately support the district's technology needs.

- To manage organizational knowledge, SHSD has developed a systematic approach to Knowledge Management (KM). A three-phase project to better transfer knowledge among students, teachers, and key stakeholders was initiated in 1999 and resulted in a cross-functional KM Team to evaluate district capabilities; a KM audit to determine knowledge users' needs; and, finally, the development of an on-line KM system, *K-news*, to address findings from the audit. In addition, the district's *K-pedia* Web page, created collaboratively by students, partners, parents, and other stakeholders, provides a forum for its users to easily and efficiently post and retrieve data and information.

- To ensure the integrity, accuracy, timeliness, reliability, security, and confidentiality of data, the district uses methods such as a one-time data entry system, data connection protocol and error detection software, virus detection software, the processing of data in real time and in batch, a Disaster Recovery Process, an uninterruptible power supply, and technology security procedures and guidelines.

OPPORTUNITIES FOR IMPROVEMENT

- Given that one of the district's key challenges is addressing pockets of poverty, it is not clear how the district makes data and information available outside of electronic means. For example, while *K-pedia* provides access to information, it is not clear how stakeholders (especially parents) who do not have easy access to a computer can otherwise access the information contained there.

- It is not clear how the district provides data and information access to its partners. In addition, while partners were among the collaborators in developing *K-pedia*, a systematic process is not described for transferring relevant knowledge from partners.

- Although SHSD refers to the IT Security Policy followed by employees and students for securing desktop/laptop computers, it is not clear how this policy ensures the security of hardware and software, nor is it clear that this policy ensures a secure environment related to Web applications. A lack of adequate security could prevent SHSD from addressing its key changes related to the use of e-learning and the emerging requirement of on-line education.

- With the exception of the implementation of the KEY Award, it is unclear how the Culture Change Process manages organizational knowledge to accomplish the identification and sharing of best practices.

Category 5 Faculty and Staff Focus

5.1 Work Systems

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- The cross-district Diversity Team, composed of faculty, staff, and high school students and led by a principal, systematically facilitates the inclusion of diversity practices by providing input into the SPP and developing an annual action plan as part of the SPP. The team selects opportunities to improve diversity practices within specific processes, programs, or policies and has been successful in recommending that the Team Process include diversity in its selection criteria for team membership.

- SHSD uses a variety of means to achieve effective communication across the district, including school and district newsletters, *K-news*, and *K-pedia*. In addition, it has established several skill-sharing mechanisms, such as Communities of Practice (CoPs), in-service sessions, and a mentoring program.

- To support high-performance work, SHSD uses the PMP to align individual goals and efforts to organizational objectives. Each employee's IDP is electronically linked to the achievement of action plan objectives and is reviewed annually with the employee by managers and team leaders. Reward and recognition programs, including a School Excellence Award linked to results of student proficiency tests, encourage and reinforce participation and outstanding team performance.

- The district identifies characteristics and skills needed by potential faculty and staff during Step 2 of the Job Design and Fulfillment Process (Figure 5.1-2). Reviews of top-performing employees in each job classification and focus groups of high-performing employees are conducted to identify specific position characteristics, skills, and competencies.

OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how SHSD's Job Design and Fulfillment Process (Figure 5.1-2) is used to organize and manage work and jobs to promote cooperation, initiative, empowerment, and innovation; how the organization ensures that the skill levels and experience of its workforce are equitably distributed among individual schools or campuses; or how the district organizes work and jobs to achieve the agility to keep current with educational service needs. In addition, while the district has embraced a team-based culture, it is not clear if the approach is fully deployed. This may make it difficult for SHSD to achieve its strategic educational challenge of responding to changing performance expectations and addressing poverty-based gaps in levels of readiness to learn.

- While SHSD states that faculty performance objectives are linked to student performance outcomes, it does not describe a systematic process for using this mechanism to support a student focus. For example, it does not describe how the linkage to student performance is developed, approved, monitored, or evaluated. In addition, it is not clear how the district's performance management system supports a stakeholder focus.

- Although the district has a compensation program based on longevity, with additional pay for graduate degrees or training, a linkage is not evident between compensation and reinforcement of high-performance work or a student and stakeholder focus.

- Although the district uses multiple methods to recruit faculty and staff, it is not clear how it capitalizes on its many approaches to ensure representation of the diverse ideas, cultures, and thinking of its hiring community.

- Although SHSD has a succession plan for the DLT and DELT, it is not clear whether there are succession plans for other supervisory positions. Also, it is not clear how career progression for other staff is addressed or what role the district has in ensuring all faculty and staff are appropriately certified or licensed. Without a systematic approach, the district may have difficulty addressing its strategic challenge of hiring and retaining high-quality employees, especially teachers.

5.2 Faculty and Staff Learning and Motivation

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- During the SPP, the DELT and the HR Planning Team develop the districtwide Employee Development Plan (EDP). This plan identifies strategies and action plans for education, training, and development, aligning them with the district's needs articulated in the strategic objectives (Figure 2.1-3), CEP, and SIPs. Information from faculty and staff and their supervisors on education and training needs is gathered from IDPs, surveys, focus groups, and postcourse evaluations and incorporated into the EDP. HR produces a comprehensive list of all courses in the *Employee Education Program Guide*.

- SHSD addresses its key needs related to performance improvement by requiring employees to attend courses in PDSA methodology and Introduction to Baldrige (for second-year employees) and by providing training in the use of quality tools, benchmarking, and process improvement. In support of the strategic challenge of integrating technology as a learning tool, the district uses multiple delivery approaches, including Basic Technology Training available to all employees, interactive CD-based training, computer-based training, and on-line courses, and it provides monetary incentives to purchase computers for employees who participate in technology training. Organizational performance measurement is addressed through the PMA I and II workshops.

- New employees attend a five-day district orientation that covers topics such as the Code of Conduct; the district vision, mission, and values; diversity; and employee programs and benefits. New faculty meet with their mentors at this time. Using feedback, the district has improved orientation to include student and stakeholder presentations on objectives, strategies, and current initiatives.

- Based on a systematic review of survey and focus group feedback and research, SHSD has identified three key drivers of motivation: a fair wage package, recognition of personal contributions, and inclusion in district/school learning and improvement activities. The district uses salary/benefit studies to ensure a fair wage package and financial incentives to promote participation in programs that reinforce both employee motivation and organizational goals, such as technology education and improving teaching skills.

- The district uses three key mechanisms to help employees achieve the learning and career

goals identified in their IDPs: professional development, mentoring, and coaching. Ten days of required professional development are provided to new teachers; veteran faculty and all staff are required to participate in five days of professional development annually. In addition, the district has established a mentoring program for faculty and a Leadership Development Program, and it provides tuition assistance for master's degree programs and informal coaching from managers and team leaders.

OPPORTUNITIES FOR IMPROVEMENT

- Although SHSD collects input from its faculty and staff in the determination of district education and training needs, it is not clear how the district incorporates its organizational learning and knowledge assets into its education and training. This may make achievement of the district's vision of life-long learners and its focus on knowledge management more difficult.

- While SHSD describes multiple approaches to deliver training, it is not clear how the district seeks and uses input from its faculty and staff and their supervisors on options for delivery of training and education. Additionally, although the district has a mentoring program for teachers, it is not clear how it uses mentoring as part of its education and training delivery approaches or if this program includes employees other than faculty.

- While the district conducts development sessions to follow up on education and training and tracks the implementation of new learning, it is not clear that a systematic, well-deployed process is in place to reinforce the use of new knowledge and skills on the job.

- Although SHSD uses pre- and post-course testing and evaluates the effectiveness of its education and training, it is not clear how individual or organizational performance is taken into account during this evaluation. Without such consideration, it may be difficult for the district to ensure it is achieving the desired performance impact from its training and education development programs.

5.3 Faculty and Staff Well-Being and Satisfaction

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD has taken a variety of actions to improve employee safety, health, security, and ergonomics. These include establishment of safety teams at all levels and locations, implementation of a "Lifestyle Forum" on health issues, use of video cameras for security, controlled access to buildings, and security audits of facilities and grounds. Several performance measures have been established to track success for safety, security, and ergonomics (Figure 5.3-1).

- To ensure workplace preparedness for emergencies or disasters, the district has developed a School Safety and Emergency Preparedness Plan that provides direction to faculty and staff in case of an emergency. All employees attend training on this plan when they are hired and receive an annual refresher course. The plan includes a process to relocate an entire school operation if necessary to maintain continuity of services for faculty, staff, students, and stakeholders.

- The HR Assessment Team uses the Climate Assessment Process (Figure 5.3-2) to determine the key factors contributing to faculty and staff satisfaction, motivation, and well-being. Data and information are collected by conducting focus groups segmented by category (leadership, administration, operational staff, faculty) and by type (new staff, probationary teachers, veteran faculty). The process has identified the following six factors as important to all employees: trust, communication, recognition, inclusion, job satisfaction, and work/home life balance.

- SHSD supports its employees through a cafeteria-style benefits program that allows employees to tailor benefits to their personal needs. These benefits include retirement benefits and an optional 403(B) retirement plan, an employee assistance program, counseling, financial counseling, employee clubs, and family leave. Two days of paid leave are provided for community service and, after working with the Diversity Team, the district agreed to provide two floating days for religious or other personal holidays.

- To assess faculty and staff well-being, satisfaction, and motivation, the district tracks, aggregates, and analyzes faculty and staff retention, absenteeism, safety, and on-line exit data by employee type. An annual third-party climate survey ensures the objectivity, reliability, and confidentiality of data while providing the district with comparisons to other educational organizations.

OPPORTUNITIES FOR IMPROVEMENT

- While some processes are described to address safety, security, and ergonomic issues, it is not clear how or if faculty and staff actively take part in improving them. Further, although the district segments the results of safety team performance reviews to the work group level, it is not clear that it has identified differences in performance measures or targets
for different faculty and staff groups and work units in different environments. This may hinder the district's efforts to address its strategic challenge of maintaining a safe environment.

- While SHSD has determined and ranked six key factors impacting faculty and staff motivation, satisfaction, and well-being that are important to all employees, it is not evident that these factors are segmented for the various job classifications or other categories of the district's diverse workforce. Without such segmentation, the district may be limited in its ability to target the most effective approaches for different faculty and staff groups and maintain a climate that contributes to the well-being, satisfaction, and motivation of all faculty and staff.

- Although SHSD tracks, aggregates, and analyzes various faculty and staff data such as retention, absenteeism, and safety by employee type, it is not clear what measures are in place for different categories and types of faculty and staff. Also, it is not clear how assessment methods differ by job classification or level (e.g., elementary, middle, or high school), which may inhibit the district's ability to effectively assess the well-being, satisfaction, and motivation of its diverse workforce.

- While SHSD annually reviews surveys and identifies priorities for improvement, it is not clear how this process is directly linked to key organizational performance results (Figures 2.1-3 and 2.2-1). Further, it is not clear how or if the district uses data from other measures of satisfaction and dissatisfaction (e.g., absenteeism or retention data), motivation, and well-being and links these results to organizational performance results. Without a systematic alignment of faculty and staff assessments to overall organizational strategies, the district may have difficulty addressing its key strategic challenges and achieving its vision of becoming a benchmark school district.

Category 6 Process Management

6.1 Learning-Centered Processes

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- After using three criteria to determine if a process is essential to learning, SHSD has identified three key learning-centered processes that deliver educational programs, offerings, and student services: (1) the Curriculum/Instruction Design and Delivery Process, (2) the Assessment Design Process, and (3) the Service Design Process. These processes take into account all federal and state requirements, stakeholder requirements, and district academic achievement goals. SHSD clearly identifies the value creation expectations for each of these processes, along with associated performance measures (Figure 6.1-2).

- The district identifies key requirements for each of its three key learning-centered processes (Figure 6.1-2). These requirements are established based on a variety of inputs and expert research. For example, as part of the Develop Instructional Program step in the Curriculum/Instruction Design and Delivery Process, professional development requirements are identified to support the curriculum design.

- SHSD delineates specific steps in each of the district's three key learning-centered processes to ensure that the process meets all key requirements. The design of learning-centered processes is conducted by the Curriculum Instruction Teams (CITs) through three key activities: curriculum mapping, materials selection, and assessment articulation. During the mapping process, associated training and development needs are identified.

- Several performance measures and indicators for the district's key learning-centered processes (Figure 6.1-2) have been developed through the Curriculum and Instruction (CI) Management Process to ensure that CI performance conforms to requirements and expectations. Using the PMA Process (Figure 4.1-1), the district selects, aligns, and integrates information, data, and measures, making use of benchmarking where appropriate, to create the CI Performance Measurement Plan. Day-to-day instructional operations utilize student performance and instructional evaluation measures to manage the instructional process, thereby making effective use of formative and summative assessment strategies.

- An annual PDSA evaluation and improvement step is built into each learning-centered process to maximize student success; improve educational programs, offerings, and services; and keep the processes current with educational needs and directions. An example of process improvement is included for each of the learning-centered processes. Improvements are shared through multiple methods, including department- and grade-level meetings, problem-solving and improvement teams, CoPs, *K-news,* and *K-pedia*.

OPPORTUNITIES FOR IMPROVEMENT

- Other than incorporating into the Instructional Program adaptations for student segments such as regular, ESL, Exceptional Student Program (ESP), General Educational Development (GED), or NCS groups, it is not clear how the district anticipates and prepares for individual differences in student learning rates or styles or how these are factored into the instructional plan development phase. Further, it is not clear how information on the district's disadvantaged student population (as defined by participation in the free and reduced lunch program) is used to engage these students in active learning.

- While each of the three learning processes has a defined process for design and development, no description is provided of how educational offerings are sequenced or linked. Furthermore, no information is presented, other than a pilot for new curriculum, on how these key processes are implemented in order to ensure that they meet design requirements.

- It is not clear how SHSD incorporates new technology, cycle time, and other efficiency and effectiveness factors into the design of its key learning-centered processes. This may adversely impact the district's ability to effectively address its operational strategic challenges in the areas of technology and changing funding patterns or its key student and stakeholder requirements associated with academic excellence.

- While the district identifies several performance measures (Figure 6.1-2) for the control and improvement of its Curriculum/Instruction Design and Delivery Process, no measures are identified for the Assessment Design Process, and only satisfaction survey results and days to appointment are identified for the Service Design Process. Without key performance measures, including in-process measures, it may be difficult for the district to control and improve these processes.

6.2 Support Processes

Your score in this Criteria Item for the consensus stage is in the 30–45 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD uses two criteria to determine a key support process: (1) the process helps the district carry out its mission and (2) the process directly supports the Curriculum/Instruction Design and Delivery, the Assessment Design, and the Service Design processes. The district identifies its support processes as communications, facilities and security management, finance/budget management, food services, human resources, library, technology, and transportation (Figure 6.2-1).

- To determine key support process requirements (Figure 6.2-1), the district uses its Student and Stakeholder Requirements Determination Process (Figure 3.1-2) and Climate Assessment Process (Figure 5.3-2).

- The district uses the multistep Service Design Process to design support processes to meet key requirements. It analyzes the requirements for support processes, maps the process steps, and determines related performance goals, measures, and indicators.

- The district identifies several performance measures for the control and improvement of its key support processes (Figure 6.2-1). These measures are reviewed daily, weekly, biweekly, and/or monthly, based on the process, to support these processes and ensure they meet performance requirements.

- As with other district processes, SHSD uses the PDSA Process to improve the eight key support processes. The knowledge and insight gained from the use of this process are shared through the district's knowledge management system, including *K-pedia* and *K-news*.

OPPORTUNITIES FOR IMPROVEMENT

- Although the district references methods for collecting input from students, faculty, staff, and other key stakeholders, the process by which this input is converted into requirements for support processes is not clear. Furthermore, it is unclear how information regarding the needs of suppliers and partners is incorporated into the determination process.

- While SHSD states that research on new technology and process management methods such as cycle time and cost control is part of its Service Design Process, a systematic process is not described for incorporating new technology and organizational knowledge,

cycle time, productivity, cost control, and other efficiency and effectiveness factors into the design of support processes. Without a systematic process to address these issues, the district may have difficulty supporting its key success factor of efficient and effective operations.

- There is limited evidence of in-process measures used to manage key support services, and it is unclear how stakeholder input, as well as faculty, staff, supplier, and partner input, is used in managing these processes.

- Although the district's department leaders receive training on each other's processes and conduct unannounced rotating quarterly audits, it is not clear how these inspections minimize overall costs associated with inspections, tests, and audits.

- While SHSD regularly monitors support process performance, it is unclear how it improves support processes to reduce variability and keep them current with organizational needs and directions.

Category 7 Organizational Performance Results

7.1 Student Learning Results

Your score in this Criteria Item for the consensus stage is in the 70–85 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD demonstrates continuously improving student performance from 1999 to 2003 in the United States Assessment of Educational Progress (USAEP) 4th grade math and science proficiency test scores (Figures 7.1-1 and 7.1-2), with performance levels for both tests meeting the proficiency standard across all student segments and the aggregate of performance nearing the national best. Similarly, results presented for the USAEP 8th grade reading and math proficiency tests (Figures 7.1-5 and 7.1-6) show continuing improvement in levels of performance, with current levels exceeding the comparable best and nearing the national best. These key student learning results, which may indicate that SHSD is making progress toward its vision of becoming a benchmark school district, may be related to the district's student-to-faculty ratio, which has decreased significantly from 2000 to 2003 (Figure 7.4-1).

- Scores on the state test, the Anywhere Assessment of Educational Progress (AAEP), for 5th grade math (Figure 7.1-3), 5th grade reading (Figure 7.1-4), 11th grade reading (Figure 7.1-7), 11th grade writing (Figure 7.1-8), and 11th grade math (Figure 7.1-9) all show positive five-year trends with a diminishing gap among the student segments reported. These results show a continuing trend of improvement at or nearing state best, and in the case of 5th grade reading, exceeding the comparable best.

- The district's Predictive Scholastic Aptitude Test (PSAT) results (Figure 7.1-11) demonstrate continued improvement in all student segments reported from 1999 to 2003, with current levels exceeding the comparable best.

- Results for the percentage of students using technology for active learning (Figure 7.1-13) show an increase from 1999 to 2003 by as much as 25% for disadvantaged students, with similar gains for other student segments, and 2003 levels for some segments are at or near the national best. Results for 8th grade technology competence in 2003 (Figure 7.1-14) also demonstrate similar positive levels, with four of the seven student segments reported at or exceeding the national best. These results are a favorable indication of the district's progress on its strategic challenge of integrating technology as a learning and decision-making tool.

- SHSD demonstrates continued improvement over the last five years in its graduation rate (a key NCLB requirement), with the 2003 level exceeding 90% (Figure 7.1-15). Only six percentage points below the national best, the district is on target for achieving its goal of a 96% graduation rate for all student groups. The district also illustrates its commitment to graduation for all students through its results on the AAEP High School Exit Exam (Figure 7.1-16), with passing rates for grades 8, 11, and 12 showing continuous improvement from 2001 through 2003 and exceeding the state best in 2003. Finally, the district shows continued improvement in NCS and GED graduation rates (Figure 7.1-17), with rates exceeding state best for the last two years.

- The district, which serves more than 1,200 students from 64 countries, shows favorable levels and trends related to the performance of its ESL students. In the areas of reading and math (Figures 7.1-18 and 7.1-19), performance for students in their first and second year of the ESL program improved significantly from 1999 to 2003, with 80% of second-year students at grade level in 2003 (exceeding the state best).

OPPORTUNITIES FOR IMPROVEMENT

- Although SHSD identifies special education students as a primary subgroup of students, no results are provided on their performance. For example, there are no data on their grade-level proficiency, completion of Individual Education Plan (IEP) goals, or graduation rates. Without such information, the district may have difficulty assessing the success of its instructional practices for these students or planning improvements to better meet their needs.

- Although some learning-centered results include segmented data on disadvantaged students, few results are segmented specifically for Region 3, the area that contains most of the "pockets of poverty" with disadvantaged students who are the focus of a key strategic challenge. Further, although SHSD states that results for Region 3 students improved significantly in grade 4 math and science from 1999 to 2003, the absence of comparative information on the other regions' performance levels may make it difficult to assess the significance of these results. In addition, although results for disadvantaged students on the USAEP 8th grade reading and math tests (Figures 7.1-5 and 7.1-6) show that their performance improved from 1999 to 2003, their performance levels still fall below the 80% passage rate required for Adequate Yearly Progress (AYP).

7.2 Student- and Stakeholder-Focused Results

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- Trended results for parents' satisfaction, segmented by student groups, with quality of instruction, instructional technology, program quality, climate and safety, and facilities (Figures 7.2-2 through 7.2-6, respectively) show significant improvement between 1999 and 2003, with most areas exceeding comparable and state best levels. In addition, parent dissatisfaction as measured by complaints has decreased steadily over the past four years for all categories measured, including amount of homework, food services, extracurricular activities, traffic jams, and transportation (Figure 7.2-11).

- Results for measures of student satisfaction show positive trends. Between 1999 and 2003, students demonstrated a steady increase in satisfaction with their teachers, with current performance exceeding state benchmarks (Figure 7.2-8). Students' satisfaction with the use of instructional technology has increased during the same time period, with current performance exceeding the comparable and state best levels (Figure 7.2-3).

- Key stakeholder groups, such as the school board and businesses, are increasingly satisfied with the district. The school board's satisfaction with the district's performance has improved from 60% in 1998 to 95% in 2003. Business leaders' satisfaction with students' preparation (Figure 7.2-13) has improved from 1999 to 2003, and the current satisfaction level exceeds the comparable, private, and state best.

- Results for student persistence, as measured by high school dropout rates, show improving trends for all student segments from 1999 to 2003, while the overall dropout rate decreased from 0.6% in 1999 to 0.3% in 2003, approaching the national best rate of 0.05% (Figure 7.2-16). In addition, student attendance is at or above 90% for all subgroups, while the current overall attendance rate of 94% is slightly below the national best (Figure 7.2-12).

- Results for two measures of perceived value, Alumni Satisfaction With Preparedness (Figure 7.2-14) and Likelihood to Recommend (Figure 7.2-15), are improving. Alumni satisfaction currently exceeds the comparable best and overall state best and equals the national best (Figure 7.2-14). The overall percentage of parents and the percentage of NCS/ESL students who responded "agree/strongly agree" to likelihood to recommend the district have increased from 80% in 1999 to 94% in 2003 and from 85% to 95%, respectively, exceeding the private best (Figure 7.2-15).

- Results for parents' satisfaction with the district's relationship management show sustained improvement from 2000 to 2003, exceeding the state and comparable best for most segments (Figure 7.2-9). Also, results for several measures of parental involvement improved from 1999 to 2003, with the percentage of attendance increasing for PTA meetings, open houses, back-to-school sessions, and conferences (Figure 7.2-10).

OPPORTUNITIES FOR IMPROVEMENT

- Although overall student satisfaction with climate and safety, facilities, and services (Figures 7.2-5, 7.2-6, and 7.2-7, respectively) improved from 1999 to 2003, results are not segmented by student groups. In addition, no competitive comparisons (e.g., to private schools) for parent or student satisfaction are provided, and no results are provided on the satisfaction of several student and stakeholder groups (e.g., taxpayers and adult students), former students, or prospective students. Without data and trends for all key student and stakeholder groups, the district may have difficulty determining if it is meeting their requirements.

- Although student and parent satisfaction results are provided for guidance counseling and health (Figure 7.2-7), no results are provided for their satisfaction with other professional services, such as therapy, social work, and psychological assistance. Without this information, the district may have difficulty assessing how effectively it is addressing its students' and stakeholders' needs and requirements for professional services.

- With the exception of parents' satisfaction with relationship management (Figure 7.2-9) and parents' likelihood to recommend (Figure 7.2-15), SHSD does not present results for stakeholder-perceived value, positive referral, or other aspects of building relationships with stakeholders. Also, while results in Figure 7.2-9 show positive overall five-year trends, results for some subgroups of parents are less favorable. For example, in 2003, satisfaction of Learning Choice Center (LCC) parents is lower than for any previous years, and satisfaction of parents of black, Hispanic, ESL, LCC, and NCS students is lower than overall satisfaction of the regular program students' parents.

- Results for one key measure of parental involvement have declined; the percentage of parents volunteering in the district decreased from about 35% in 1999 to approximately 22% in 2003. This may impede the district's ability to address its strategic challenge of engaging parents in collaborative learning efforts.

7.3 Budgetary, Financial, and Market Results

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- In response to the stakeholder requirements of academic excellence, high-quality curriculum and instruction, and effective and efficient fiscal management, SHSD is maximizing the percentage of resources allocated to curriculum (Figure 7.3-1). Nearly 60% of the district's expenditures in 2003 were on curriculum and instruction, equaling the comparable best and state best and almost equal to the national best. Administrative costs show a decline, while expenditures for other areas show stable levels.

- Return on Resources (ROR) is measured by comparing the cost per student and percentage of students who pass the USAEP (Figure 7.3-2). The district has been able to keep costs steady while increasing the number of students passing the USAEP from 65% to 85% from 1999 to 2003. During the same period, the district has maintained lower overall costs than the national best district and the private best middle school.

- The district has been able to reduce the variance in budget management to 0.1% across all regions, schools, and departments, which is equal to the state best (Figure 7.3-3). In addition, the school has maintained a balanced budget for the past four years.

- From 1999 to 2004 YTD, the district's Operating Cost Reductions (Figure 7.3-4) have totaled $250,000. Many of these cost reductions followed the identification in 2001 of five key initiatives to save money and optimize the amount of funds for learning: high-value procurements, energy savings, a recycling program, an outsourcing program, and decreased lost days.

- SHSD has had an Aa Moody's bond rating since 1999. In addition, in 2003 the district met its identified 2004 goal of 14% (an increase of 3% from 1999) of the fund balance from local sources. Both these results support the district's key success factor of effective and efficient fiscal management.

OPPORTUNITIES FOR IMPROVEMENT

- No competitive or comparative data are provided for Operating Cost Reductions (Figure 7.3-4), bond rating performance, or grant funding. This may hinder the district's ability to assess progress on its vision of becoming a benchmark school district.

- For some key measures of financial performance, such as ROR and percentage of

resources allocated to curriculum and instruction, results data are not segmented (e.g., by region or program). Without segmentation, the district may have difficulty assessing the effectiveness of its financial management approaches.

- While the national benchmark for public school market share has shown improvement over the last four years (Figure 7.3-5), the district shows mixed results from 1999 to 2003 and has not kept pace with the improvements in the national benchmark. While these results are better than that of the comparable district and state best, this trend may affect the district's ability to achieve benchmark status. In addition, no data are provided regarding potential or actual adult education market share.

7.4   Faculty and Staff Results

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD demonstrates an improving trend in completing leadership succession planning (Figure 7.4-3), with the overall completion rate increasing from approximately 67% in 1999 to 88% in 2003. The rate of improvement exceeds both comparable and national benchmarks, and the 2003 rate of completion approaches the national benchmark.

- The results for Job Fulfillment Rate for Faculty/Staff (Figure 7.4-2), an indicator of the desirability of working in the district, have improved for all levels (elementary, middle, and high school) over the past five years. In 2003, about 92% of the district's positions were filled within two months. These results are equal to the comparable best and state best and only about 2% below the national best.

- SHSD demonstrates favorable results for Workplace Safety and Ergonomics (Figure 7.4-7). There were no reportable Occupational Safety and Health Administration (OSHA) incidents in the last five years; the number of work-related injuries was reduced by 50%, from 60 in 1998 to 30 in 2003; workers' compensation claims were reduced from 40 in 1998 to 20 in 2003; and only three ergonomic injuries have occurred since 1999.

- The district's performance in Faculty and Staff Satisfaction (Figure 7.4-8) improved in 17 of 18 areas from 1999 to 2003. These results are as good as or better than the benchmark and Baldrige recipient comparisons in 16 of 18 and 13 of 18 areas, respectively. The district's five-year stable relationship with the unions, an additional indicator of employee satisfaction, is indicated by no work stoppages, no grievances reaching arbitration, and contracts approved on schedule.

- The faculty turnover rate has improved from 20% in 1998 to 17% in 2003 and is below the national average of 20%. This low rate results in $500,000 saved annually from not having to recruit, hire, and orient new faculty and staff. In addition, the average daily faculty attendance rate is 95%.

OPPORTUNITIES FOR IMPROVEMENT

- Although 72% of the faculty and staff serve on one or more teams, SHSD does not provide any results of measures and/or indicators of work system performance and effectiveness associated with its team-based structure.

- Aside from the number of faculty and staff participating in technology and PMA training and faculty satisfaction with the mentor program (Figure 7.4-5), no results are provided for measures or indicators of faculty and staff learning and development. Further, while the district provides a wide range of education and training courses for new and veteran faculty, staff, leaders, and administrators, as described in Item 5.2, no results regarding participation in these programs are provided. Without these results, the district may find it difficult to assess the effectiveness of its approaches to address its key strategic challenge of attracting and retaining highly qualified employees.

- SHSD does not segment its results for Safety and Ergonomics (Figure 7.4-7) to address the diversity of its workforce or the differing types and categories of its staff and faculty. Without segmentation, SHSD may have difficulty assessing the effectiveness of the various approaches used.

- Several results related to faculty and staff motivation, satisfaction, and well-being, such as Mentor Program Effectiveness (Figure 7.4-5), Recognition Program Effectiveness (Figure 7.4-4), Safety and Ergonomics Results (Figure 7.4-7), and faculty attendance, lack comparative or competitive data. This may make it difficult for the district to determine if it is reaching its vision of being a benchmark district.

7.5 Organizational Effectiveness Results

Your score in this Criteria Item for the consensus stage is in the 30–45 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- As of YTD 2004, SHSD had aligned 95% of its curricula to the revised state standards (Figure 7.5-1), supporting one of its key learning-centered processes, the Curriculum/ Instruction Design and Delivery Process. Its percentage of aligned curricula is better than that of the state best and matches the national best. Related to these results is the district's ability to reduce the cycle time for developing curricula (Figure 7.5-2), which decreased from 18 months in 2001 to 6 months in 2003, a result better than the comparable best.

- SHSD's results for Supplier Management Performance (Figure 7.5-4) demonstrate sustained improvement trends in several areas. From 1999 to 2003, the percentage of food on budget increased from approximately 75% to approximately 92%, and the percentage of instructional materials on budget rose from about 87% to about 93%. In addition, the district's 2003 level for food on budget almost equals the national best.

- Results for transportation, a key support process, show sustained progress for on-time arrival of buses, with the 2003 level of 97% surpassing the state best and approaching the national best (Figure 7.5-3). Over the same period, safety, as measured by the number of accidents, shows overall improvement; although the number increased from 1 in 2002 to 2 in 2003, district performance still is well ahead of the state best and nearing the national best.

- SHSD's results for technology, another key support process, show strong improvement trends that may facilitate the district's initiative to integrate more technology into instruction. Results for both measures of ITMS Performance (Figure 7.5-5) have improved, with system availability improving from 94% in 1999 to 98% in 2003 (near the national best), and the time to repair decreasing from more than five days to two days during the same period. The district's Help Desk and IT Support Performance (Figure 7.5-6) also improved during this time; the percentage of problems resolved on the first call rose from 60% to over 90%, nearing the national best.

OPPORTUNITIES FOR IMPROVEMENT

- While SHSD provides some results related to the operational performance of its key learning-centered processes, no results are presented for its Assessment Design Process and only anecdotal information is provided for its Service Design Process.

- Few results are provided related to establishing a friendly, supportive, and safe learning environment, a key success factor/student and stakeholder requirement. In addition, there is no information regarding the district's capacity to improve student performance, partner performance, or any other measures of effectiveness or efficiency related to its key learning-centered processes.

- Although the district provides some results related to the operational performance of its key support processes, many results related to cycle time, productivity, and other effectiveness and efficiency measures are not reported. In addition, SHSD provides limited results on food services and no results on other key support services, such as library, human resources, finance/budget management, facilities management, and communications.

- While SHSD identifies the status of selected short-term strategies and actions associated with the district's Strategic Plan (Figure 7.5-7) and most of them are rated green, 3 out of the 10 presented are rated yellow, indicating that they are at some risk of not being completed. In addition, the district does not present results for performance measures/indicators associated with completion of its action plans. Without such results, it may be difficult for SHSD to effectively assess the impact of the action plans that are on schedule for completion and those that are at risk of not being completed.

7.6   Governance and Social Responsibility Results

Your score in this Criteria Item for the consensus stage is in the 50–65 percentage range. (Please refer to Figure 5, "Scoring Guidelines.")

STRENGTHS

- SHSD's results for fiscal accountability measures show favorable performance in most areas of importance, including an Aa bond rating, recognition by external auditors as operating according to "best financial practices," the federal government's 2003 Distinguished Financial Accountability Award in the K–12 category, and a balanced budget for the last eight years. The district has met or exceeded every state financial requirement, as determined by the state Auditor General, in each of the past eight years.

- Results for the level of training for and violations of the Code of Conduct (Figure 7.6-1) and employees' perceptions of district ethics (Figure 7.6-2) indicate the effectiveness of the implementation of the Code of Conduct Process, as well as the effectiveness of the code itself. Both results show improving trends from 2000 through 2003. In 2003, the number of employees, students, and school board members attending training and signing the Code of Conduct reached 97%, exceeding SHSD's stated goal of 95%, and there were no employee or school board member violations of the code.

- Results for Safe Schools Act Performance (Figure 7.6-4) show a reduction in the number of suspensions for weapons, drugs, tobacco, and alcohol. SHSD has demonstrated an improving trend from 1999 to 2003, reducing the overall number of suspensions from approximately 65 to 43, significantly better than the 60 suspensions of the comparable best district. These favorable results indicate progress on maintaining a safe learning environment, a key student and stakeholder requirement.

- Several other results that may affect stakeholder trust in governance show strong performance levels and improving trends. As of 2003, 100% of the district's faculty, staff, and volunteers had undergone background checks, exceeding the comparable best of 98%. Results for Environmental Stewardship (Figure 7.6-5) show significant reductions in usage of water, emissions, electricity, and natural gas from 1999 to 2003, with reductions in emissions rising from 5% to 20% during this period. In addition, the Midwest Association has granted the district the longest possible accreditation status (five years).

- SHSD shows favorable results for all measures/indicators provided for regulatory and legal compliance. Results for NCLB Adequate Yearly Progress (AYP) (Figure 7.6-6) show that the percentage of district schools not meeting AYP goals dropped from about 55% in 1999 to less than 20% in 2003, surpassing results for the state best and approaching those for the national best. In addition, there have been no violations of state

and federal food service regulations in the past four years, 100% of district schools have passed fire inspections since 1999, the district is 100% compliant with the Americans with Disabilities Act, and emergency plans and security procedures audited by the police department found the district to be in full compliance.

OPPORTUNITIES FOR IMPROVEMENT

- While results presented for fiscal responsibility and ethical behavior show favorable trends and levels, no comparative data are provided. Without such data, SHSD may not be able to determine if it is achieving its vision of becoming a benchmark district.

- While SHSD provides results related to employees' perceptions related to ethics (Figure 7.6-2) and some results that may affect stakeholder trust, no results are provided for direct indicators of the trust of stakeholders (e.g., taxpayers, parents, businesses) in the governance of the district.

- Some results for organizational citizenship show performance below stated expectations. For example, the district reports 15% of faculty tutoring potential teachers at colleges and universities in 2003, compared to 6% in 1999; however, the expectation for this support activity is "faculty tutoring programs at all schools, in all grade levels."

- Several results for governance and social responsibility lack segmentation, trends, and/or comparisons. For example, with the exception of results for the percentage of faculty tutoring potential teachers, no results for organizational citizenship have data for more than one year. Results for employees' perceptions of ethics and for environmental stewardship have no comparisons. In addition, results for No Child Left Behind AYP (Figure 7.6-6) are not segmented (e.g., by school or region), which may inhibit the district's efforts to assess its progress in addressing its strategic challenge related to pockets of poverty, primarily in Region 3, that create gaps in levels of readiness to learn.

Baldrige National Quality Program

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