

2004

National Institute of Standards and Technology
Technology Administration • Department of Commerce
Baldrige National Quality Program



Sandy Hill School District Case Study

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Technology Administration • Department of Commerce
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Sandy Hill School District Case Study

The Sandy Hill School District Case Study was prepared for use in the 2004 Malcolm Baldrige National Quality Award Examiner Preparation Course. The Sandy Hill School District Case Study describes a fictitious education organization. There is no connection between the fictitious Sandy Hill School District and any other 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.

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I. Applicant

Official Name Sandy Hill School District (SHSD)
 Other Name -
 Prior Name -

Headquarters Address Sandy Hill School District
Services Center
5632 Winding Way
Gallatin, Anywhere 55510

2. Highest-Ranking Official

Mr. Mrs. Ms. Dr.

Name Angelique Smith
 Title Superintendent
 Telephone No. 555-225-8989
 E-mail angelique.smith@sh.sd.edu

Address Sandy Hill School District Services Center
5632 Winding Way
Gallatin, Anywhere 55510
 Fax No. 555-225-8990

3. Eligibility Contact Point

Mr. Mrs. Ms. Dr.

Name Don Mann
 Title Deputy Superintendent
 Telephone No. 555-225-8991
 Fax No. 555-225-8992
 E-mail don.mann@sh.sd.edu

Address Sandy Hill School District Services Center
5632 Winding Way, Gallatin, Anywhere 55510
 Overnight Mailing Address (Do not use a P.O. Box number.)
Sandy Hill School District Services Center
5632 Winding Way, Gallatin, Anywhere 55510

4. Alternate Eligibility Contact Point

Mr. Mrs. Ms. Dr.

Name Jackie Nung
 Telephone No. 555-225-8993
 Fax No. 555-225-8994

5. Applicant Status *(Check one.)*

Has the applicant officially or legally existed for at least one year, or prior to April 13, 2003?

Yes No

OMB Clearance #0693-0006—Expiration Date: January 31, 2007

This form may be copied and attached to, or bound with, other application materials.

If you are unable to answer any question or answer any question “No,” please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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6. Award Category and For-Profit/Not-For-Profit Designation *(Check as appropriate.)*

- | | | |
|---|--|---|
| <input type="checkbox"/> Manufacturing (For-Profit Only) | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Service (For-Profit Only) | <input type="checkbox"/> For-Profit | <input type="checkbox"/> For-Profit |
| <input type="checkbox"/> Small Business (For-Profit Only) | <input checked="" type="checkbox"/> Not-For-Profit | <input type="checkbox"/> Not-For-Profit |

Criteria being used: *(Check one.)*

- | | | |
|-----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Business | <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Health Care |
|-----------------------------------|---|--------------------------------------|

(For-profit education and health care organizations may choose to use the Business Criteria and apply in the service or small business categories.)

7. Industrial Classification

List up to three of the most descriptive three- or four-digit NAICS codes. *(See page 21 of this booklet or the PDF version of the Baldrige Award Application Forms at www.baldrige.nist.gov/Award_Application.htm.)*

- a. 6111 b. _____ c. _____

8. Size and Location of Applicant

- a. Total number of
- employees (business) _____
 - faculty/staff (education) 12,687
 - staff (health care) _____
- b. For the preceding fiscal year,
- check one financial descriptor: Sales Revenues Budgets
 - check amount: 0-\$1M \$1M-\$10M \$10M-\$100M \$100M-\$500M \$500M-\$1B More than \$1B
- c. Number of sites: U.S./Territories 68 Overseas _____
- d. Percentage of employees: U.S./Territories 100% Overseas _____
- e. Percentage of physical assets: U.S./Territories 100% Overseas _____
- f. If some activities are performed outside the applicant's organization (e.g., by an overseas component of the applicant, the parent organization, or its other subunits), will the applicant, if selected for a site visit, make available in the United States sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its worldwide operations?
- Yes No Not Applicable
- g. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at The Quest for Excellence Conference and at its U.S. facilities?
- Yes No Not Applicable
- h. Attach a line and box organization chart for the applicant. In each box, include the name of the unit/division and its head.

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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9. Subunits *(If the applicant is not a subunit as defined on pages 6–7, please proceed to question 10.)*

a. Is the applicant _____ a larger parent or system? *(Check all that apply.)*

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> a subsidiary of | <input type="checkbox"/> a unit of | <input type="checkbox"/> a school of |
| <input type="checkbox"/> a division of | <input type="checkbox"/> a like organization of | <input type="checkbox"/> owned by |
| <input type="checkbox"/> controlled by | <input type="checkbox"/> administered by | |

b. Parent Organization

Name _____	Highest-Ranking Official _____
Address _____	Name _____
_____	Title _____
Number of worldwide employees of the parent _____	

c. Is the applicant the only subunit of the parent organization intending to apply? *(Check one.)*

- Yes No *(Briefly explain.)* Do Not Know

d. Briefly describe the major functions provided to the applicant by the parent or by other subunits of the parent. Examples of such functions include but are not limited to strategic planning, business acquisition, research and development, data gathering and analysis, human resources, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs, information systems and technology services, curriculum and instruction, and academic program coordination/development.

e. Is the applicant self-sufficient enough to respond to all seven Baldrige Criteria Categories?

- Yes No *(Briefly explain.)*

f. Provide the name and date of the official document (e.g., annual report, organization literature, press release) supporting the subunit designation. Attach relevant portions of the document showing clear definition of the applicant as a discrete entity.

Name of the Document _____	Date _____
----------------------------	------------

g. Briefly describe the organizational structure and relationship to the parent.

Attach a line and box organization chart(s) showing the relationship of the applicant to the highest management level of the parent, including all intervening levels. In each box, include the name of the unit/division and its head.

If you are unable to answer any question or answer any question “No,” please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

Malcolm Baldrige National Quality Award**9. Subunits—continued**

h. Is the applicant's product or service unique within the parent organization? *(Check one.)*

Yes No

If "No," do other units within the parent provide the same products or services to a different customer base? *(Check one.)*

Yes No

If neither of the boxes in "h" is checked "Yes," complete 1, 2, and 3 below.

(1) Provide a brief description of how the market and product(s) or service(s) are similar.

(2) Indicate the organizational relationships of all units that provide similar or identical products or services, including the approximate sales, revenues, or budgets for each.

(3) Describe how the applicant is different from its parent and the other subunits of the organization (e.g., market, location, name).

i. **Manufacturing and service subunits of parents with >500 employees, only.** Are more than 50 percent of the applicant's products or services sold or provided directly to customers outside the applicant's organization, the parent organization, and organizations controlled by the applicant or the parent?

Yes No

j. **Manufacturing and service subunits of parents with >500 employees, only.**

• Does the applicant have more than 500 employees? *(Check the appropriate box.)*

Yes No

• Do the applicant's employees make up more than 25 percent of the worldwide employees of the parent? *(Check the appropriate box.)*

Yes No

k. **All business subunits, regardless of parent size.** Was the applicant independent prior to being acquired, and does it continue to operate independently under its own identity?

Yes No

Note: If self-certification is based on the subunit being independent prior to being acquired and continuing to operate independently under its own identity, provide a copy of an official document to support this response.

Note: If all answers to "j" and "k" are "No," contact the Baldrige Program Office at (800) 898-4506.

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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10. Supplemental Sections *(Check one.)*

- The applicant has (a) a single performance system that supports all of its product and/or service lines and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning.
- The applicant has (a) multiple performance systems that support all of its product and/or service lines and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning.

If you checked this box, please describe briefly the differences among the multiple performance systems of your organization in terms of customers, types of employees, technology, planning, and quality systems.

Note: The applicant's Eligibility Contact Point will be contacted if the second option is checked. Applicants may have two or more diverse product and/or service lines (i.e., in different NAICS codes) with customers, types of employees, technology, planning, and quality systems that are so different that the application report alone does not allow sufficient detail for a fair examination. Such applicants may submit one or more supplemental sections in addition to the application report. The use of supplemental sections must be approved during the eligibility certification process and is mandatory once approved.

11. Application Format

If your organization applies for the 2004 Award, in which format would you submit the Application Package? *(Check one.)*


- 25 paper copies (due date May 27, 2004)
- CD (due date May 13, 2004)

12. Self-Certification Statement, Signature of the Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this Eligibility Certification Package.
- (2) To the best of my knowledge,
 - no untrue statement of a material fact is contained in this Eligibility Certification Package, and
 - no omission of a material fact has been made in this package.
- (3) Based on the information herein and the current eligibility requirements for the Malcolm Baldrige National Quality Award, my organization is eligible to apply.
- (4) I understand that at any time during the 2004 Award Process cycle, if the information is found not to support eligibility, my organization will no longer receive consideration for the Award and will receive only a feedback report.

January 12, 2004
Date


Signature of Highest-Ranking Official

Angelique Smith
Printed Name

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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13. Eligibility Certification Filing Fee

Enclose a \$150 nonrefundable fee to cover the cost of the eligibility certification filing process. Make the check or money order payable to

Malcolm Baldrige National Quality Award.

You also may pay by VISA, MasterCard, or American Express. Please indicate the method of payment below:

Check or money order (enclosed)

VISA MasterCard American Express

Card Number _____

Signature _____

Expiration Date _____

Today's Date _____

14. Nomination to the Board of Examiners

One senior member from each organization whose Eligibility Certification Package is **postmarked on or before March 12, 2004**, may become a member of the 2004 Board of Examiners. The opportunity to learn and the required commitment of time are substantial. The time commitment is a minimum of 110 hours between April and December (including approximately 40 hours in April/May to complete prework for the Examiner preparation course, 4 days in May to attend the Examiner preparation course, and another 35–50 hours in June to complete a Stage 1: Independent Review). If requested by the Program, Examiners also are expected to participate in the Stage 2: Consensus Review (approximately 25 hours) and Stage 3: Site Visit Review (approximately 9 days).

Nominees must be citizens or permanent residents of the United States and be located in the United States or its territories.

Jackie Nung _____ from our organization will serve on the 2004 Board of Examiners.
Name of Senior Member Nominee*

*Please, no substitutions after April 13, 2004.

Nominee's contact information:

Mr. Mrs. Ms. Dr.

Title _____ Director Performance Excellence

Applicant Name _____ Sandy Hill School District (SHSD)

Home Address _____ 24 Old Crescent Pike

Work Address _____ Sandy Hill School District Services
Center
5632 Winding Way, Gallatin, Anywhere 55510

_____ Leon, Anywhere 55515

Work Phone _____ 555-225-8993

Home Phone _____ 555-222-4242

Work Fax _____ 555-225-8994

Home Fax _____ 555-222-4243

E-mail Address _____ jackie.nung@sh.sd.edu

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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The following information is needed by the Malcolm Baldrige National Quality Award Program Office to avoid conflicts of interest when assigning Examiners to evaluate your application and by Examiners in performing their evaluations.

I. Site Listing and Descriptors

Please refer to the instructions on page 16 of this booklet or the PDF version of the *Baldrige Award Application Forms* booklet at www.baldrige.nist.gov/Award_Application.htm to complete this Site Listing and Descriptors form. It is important that the totals for the number of employees, faculty, and/or staff; percentage of sales, revenues, or budgets; and sites on this form match the totals provided in response to questions 8a, 8b, and 8c on page 2 of the 2004 Eligibility Certification Form. For example, if you report 600 employees in response to question 8a, the total number of employees provided in the Site Listing and Descriptors form should be 600. Duplicate the Site Listing and Descriptors page if all sites cannot be listed on a single page.

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Sandy Hill School District Services Center 5632 Winding Way Gallatin, Anywhere 55510	433	4.27%	Central office that provides educational, administrative, and business services, including human resources, food services, student health/evaluation services, and the Information Technology Management System
Learning Choice Center (LCC) 100 Celebration Road Medford, Anywhere 55517	86	.65%	Center offers kindergarten through grade 5 learning based on children's developmental stages
SHSD Transportation, Maintenance, Building, and Grounds Facility 8900 Brisbane Drive Gallatin, Anywhere 55510	1088	5.1%	Facility houses the Transportation Department and bus fleet, as well as bus repair garages and maintenance, building, and grounds supplies
SHSD Supplies Warehouse 5600 Winding Way Gallatin, Anywhere 55510	78	2%	Facility houses the supplies for the district

Provide all the information for each site, except where multiple sites produce similar products or services. For multiple site cases, refer to "c" under item 8, Size and Location of Applicant, on page 2 of the Eligibility Certification Form. Also, see 2004 Eligibility Certification Form—Instructions on page 8 of this booklet or the PDF version of *Baldrige Award Application Forms* at www.baldrige.nist.gov/Award_Application.htm.

Use as many additional copies of this form as needed to include all sites.

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Rhea Bainbridge Elementary School 8927 Brisbane Drive Gallatin, Anywhere 55510	105	.8%	An elementary school for students in kindergarten through grade 5; provides an integrated approach for language arts (reading/phonics, writing, spelling) and math, as well as art, physical education, and extracurricular programs (this description applies to all elementary schools)
Carol Lussi Elementary School 15890 Manor Way Gallatin, Anywhere 55510	92	.69%	Located on the same campus as the Carol Lussi Middle School
Andrew Nagley Elementary School 5230 Evergreen Road Gallatin, Anywhere 55510	104	.8%	
Sandstone Hills Elementary School 7683 Sharpcrest Drive Gallatin, Anywhere 55510	93	.71%	Located on the same campus as the Sandstone Hills Middle and High Schools
Jean M. Rodriguez Elementary School 95801 Janus Way Gallatin, Anywhere 55510	102	.8%	
Robert Billingsly Elementary School 2008 Nestor Street Gallatin, Anywhere 55510	96	.74%	Located on the same campus as the Robert Billingsly Middle School
Agnes Gardener Elementary School 82061 Valasquez Road Gallatin, Anywhere 55510	100	.77%	
Myrtle T. Walker Elementary School 55913 Framingham Drive Gallatin, Anywhere 55510	97	.69%	Located on the same campus as the Myrtle T. Walker Middle School
Ellwood Gantry Elementary School 11201 Farnsley Avenue Baines, Anywhere 55511	98	.75%	

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Louisa Esperante Elementary School 49823 Quaide Avenue Baines, Anywhere 55511	103	.83%	
James Ogura Elementary School 6490 Taylor Street Baines, Anywhere 55511	92	.71%	Located on the same campus as the James Ogura Middle School
Edith Cousteau Elementary School 29403 Jackson Lane Baines, Anywhere 55511	99	.75%	Located on the same campus as the Edith Cousteau Middle and High Schools
Marie Kellaher Elementary School 9750 Yellowstone Road Baines, Anywhere 55511	94	.72%	
Jasper Livingston Elementary School 31062 Mirror Lake Road Baines, Anywhere 55511	89	.66%	
Kenneth Wolfe Elementary School 5802 Cardrock Avenue Baines, Anywhere 55511	108	.8%	
Paige Truman Elementary School 80203 Muir Place Baines, Anywhere 55511	85	.65%	Located on the same campus as the Paige Truman Middle School
Leonard Collins Elementary School 9374 Malcolm Street Blue River, Anywhere 55512	94	.82%	
Gary Tolland Elementary School 22 Central Heights Blue River, Anywhere 55512	98	.74%	Located on the same campus as the Gary Tolland Middle School
Henry Sampson Elementary School 44567 Coleman Road Blue River, Anywhere 55512	95	.61%	

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Leslie Cramer Elementary School 9990 Nickleby Parkway Blue River, Anywhere 55512	94	.87%	
Muddy Creek Elementary School 89006 Muddy Avenue Blue River, Anywhere 55512	94	.78%	Located on the same campus as the Muddy Creek Middle and High Schools
Dale Birkwood Elementary School 11123 Greyhound Road Blue River, Anywhere 55512	105	.72%	
Hilltop Elementary School 8876 Barleigh Road Blue River, Anywhere 55512	97	.73%	
Key Valley Elementary School 34575 Valley Street Blue River, Anywhere 55512	101	.76%	Located on the same campus as the Key Valley Middle School
Caitlin Williams Elementary School 29580 Cadbury Road Joluk, Anywhere 55513	90	.68%	
Moses Johnson Elementary School 42 King Highway Joluk, Anywhere 55513	94	.75%	Located on the same campus as the Moses Johnson Middle and High Schools
Kesha Holliday Elementary School 7654 Holliday Road Joluk, Anywhere 55513	100	.71%	
Winnipeg Chen Elementary School 1112 Danvers Parkway Joluk, Anywhere 55513	96	.72%	Located on the same campus as the Winnipeg Chen Middle School
Jonas Garvaccio Elementary School 3248 Bonaparte Avenue Joluk, Anywhere 55513	100	.75%	

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Raymond Lake Elementary School 8909765 Shepherd Parkway Joluk, Anywhere 55513	88	.76%	
Cobblestone Elementary School 98453 Joluk Main Street Joluk, Anywhere 55513	87	.65%	Located on the same campus as the Cobblestone Middle School
Elizabeth Addams Elementary School 49872 Vincent Parkway Kirbee, Anywhere 55514	94	.7%	
Pedro Valencia Elementary School 11232 Puddle Street Kirbee, Anywhere 55514	96	.71%	Located on the same campus as the Pedro Valencia Middle School
Leo Caprini Elementary School 1 Midwest Highway Kirbee, Anywhere 55514	101	.84%	Located on the same campus as the Leo Caprini Middle School
Jermaine Forest Elementary School 99 Bongo Avenue Kirbee, Anywhere 55514	90	.68%	
Butler Forest Elementary School 8866 Emerald Forest Avenue Kirbee, Anywhere 55514	103	.78%	Located on the same campus as the Butler Forest Middle and High Schools
David X. Levy Elementary School 12 Temple Street Kirbee, Anywhere 55514	86	.65%	
Rayna Duman Elementary School 143233 Mandolin Parkway Kirbee, Anywhere 55514	108	.8%	Located on the same campus as the Rayna Duman Middle School
Suburban Hills Elementary School 776 Breezeway Road Kirbee, Anywhere 55514	91	.84%	

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Summit Hill Elementary School 554 Graley Road Kirbee, Anywhere 55514	90	.77%	Located on the same campus as the Summit Hill Middle and High Schools
Hamilton Jessup Elementary School 7992 Excelsior Street Leon, Anywhere 55515	97	.71%	Located on the same campus as the Hamilton Jessup Middle and High Schools
Simeon S. Rodriguez Elementary School 6578 Bailey Way Leon, Anywhere 55515	91	.69%	
Birch Forest Elementary School 887 Old Crescent Pike Leon, Anywhere 55515	105	.78%	Located on the same campus as the Birch Forest Middle School
Karllyle Hill Elementary School 997 Old Mulberry Pike Leon, Anywhere 55515	90	.74%	
Dogwood Hill Elementary School 548 President Parkway Leon, Anywhere 55515	98	.76%	Located on the same campus as the Dogwood Hill Middle School
Donna J. Lauderdale Elementary School 43 Sunshine Road Leon, Anywhere 55515	89	.68%	
Seth E. Sikoski Elementary School 5 Sanderson Mill Road Leon, Anywhere 55515	92	.69%	Located on the same campus as the Seth E. Sikoski Middle School
Edgar Merrill Elementary School 5583 Ridgeway Drive Mattlea, Anywhere 55516	96	.78%	
Buzz Jamenson Elementary School 55 Sandy Plain Drive Mattlea, Anywhere 55516	95	.72%	
Sarita K. Allen Elementary School 889954 Locomotion Parkway Mattlea, Anywhere 55516	93	.71%	Located on the same campus as the Sarita K. Allen Middle School

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Ivory Trail Elementary School 1113 Main Street Mattlea, Anywhere 55516	104	.79%	
Blue Lake Elementary School 24573 Collins Way Mattlea, Anywhere 55516	95	.76%	Located on the same campus as the Blue Lake Middle and High Schools
Bitsy W. Dutton Elementary School 423 Anywhere Parkway Mattlea, Anywhere 55516	93	.7%	
A.G. Moreland Elementary School 990 Bobbins View Drive Mattlea, Anywhere 55516	97	.73%	Located on the same campus as the A.G. Moreland Middle School
Andrew H. Carroway Elementary School 18955 Simpson Street Medford, Anywhere 55517	95	.72%	Located on the same campus as the Andrew H. Carroway Middle School
Eleanor J. St. Pierre Elementary School 111 Celebration Road Medford, Anywhere 55517	98	.72%	
Sandy Grove Elementary School 998 Pillsby Road Medford, Anywhere 55517	94	.69%	Located on the same campus as the Sandy Grove Middle School
Rocky Grove Elementary School 77778 Buckingham Parkway Medford, Anywhere 55517	105	.79%	Located on the same campus as the Rocky Grove Middle School
Geoffrey A. Mezrich Elementary School 9087 Beagle Street Medford, Anywhere 55517	93	.71%	
Moses I. Luther Elementary School 18 Daisy Road Medford, Anywhere 55517	102	.77%	
Granite Hill Elementary School 4567 Oakley Way Medford, Anywhere 55517	94	.79%	Located on the same campus as the Granite Hill Middle School

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Leslie R. Cross Elementary School 15555 Farleigh Boulevard Medford, Anywhere 55517	88	.79%	
Stratton Pike Elementary School 42 Stratton Pike Medford, Anywhere 55517	91	.71%	Located on the same campus as the Stratton Pike Middle School
Reginald Pylar Elementary School 99 Criss-Cross Parkway Medford, Anywhere 55517	92	.72%	
Carol Lussi Middle School 15890 Manor Way Gallatin, Anywhere 55510	93	.75%	A middle school for students in grades 6 through 8; cross-disciplinary teaching teams of math, language arts, social studies, and science teachers integrate the core subjects of language arts, math, science, and social studies with elective courses (this description applies to all middle schools) Located on the same campus as the Carol Lussi Elementary School
Sandstone Hills Middle School 7683 Sharpcrest Drive Gallatin, Anywhere 55510	88	.78%	Located on the same campus as the Sandstone Hills Elementary and High Schools
Robert Billingsly Middle School 2008 Nestor Street Gallatin, Anywhere 55510	92	.75%	Located on the same campus as the Robert Billingsly Elementary School
Myrtle T. Walker Middle School 55913 Framingham Drive Gallatin, Anywhere 55510	89	.76%	Located on the same campus as the Myrtle T. Walker Elementary School
James Ogura Middle School 6490 Taylor Street Baines, Anywhere 55511	91	.74%	Located on the same campus as the James Ogura Elementary School
Edith Cousteau Middle School 29403 Jackson Lane Baines, Anywhere 55511	90	.74%	Located on the same campus as the Edith Cousteau Elementary and High Schools

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I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Paige Truman Middle School 80203 Muir Place Baines, Anywhere 55511	89	.76%	Located on the same campus as the Paige Truman Elementary School
Gary Tolland Middle School 22 Central Heights Blue River, Anywhere 55512	91	.8%	Located on the same campus as the Gary Tolland Elementary School
Muddy Creek Middle School 89006 Muddy Avenue Blue River, Anywhere 55512	98	.69%	Located on the same campus as the Muddy Creek Elementary and High Schools
Key Valley Middle School 34575 Valley Street Blue River, Anywhere 55512	83	.78%	Located on the same campus as the Key Valley Elementary School
Moses Johnson Middle School 42 King Highway Joluk, Anywhere 55513	93	.77%	Located on the same campus as the Moses Johnson Elementary and High Schools
Winnipeg Chen Middle School 1112 Danvers Parkway Joluk, Anywhere 55513	88	.74%	Located on the same campus as the Winnipeg Chen Elementary School
Cobblestone Middle School 98453 Joluk Main Street Joluk, Anywhere 55513	92	.6%	Located on the same campus as the Cobblestone Elementary School
Pedro Valencia Middle School 11232 Puddle Street Kirbee, Anywhere 55514	89	.72%	Located on the same campus as the Pedro Valencia Elementary School
Leo Caprini Middle School 1 Midwest Highway Kirbee, Anywhere 55514	96	.78%	Located on the same campus as the Leo Caprini Elementary School
Butler Forest Middle School 8866 Emerald Forest Avenue Kirbee, Anywhere 55514	85	.74%	Located on the same campus as the Butler Forest Elementary and High Schools
Rayna Duman Middle School 143233 Mandolin Parkway Kirbee, Anywhere 55514	91	.72%	Located on the same campus as the Rayna Duman Elementary School
Summit Hill Middle School 554 Graley Road Kirbee, Anywhere 55514	88	.82%	Located on the same campus as the Summit Hill Elementary and High Schools

Malcolm Baldrige National Quality Award

I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Hamilton Jessup Middle School 7992 Excelsior Street Leon, Anywhere 55515	82	.72%	Located on the same campus as the Hamilton Jessup Elementary and High Schools
Birch Forest Middle School 887 Old Crescent Pike Leon, Anywhere 55515	99	.71%	Located on the same campus as the Birch Forest Elementary School
Dogwood Hill Middle School 548 President Parkway Leon, Anywhere 55515	90	.76%	Located on the same campus as the Dogwood Hill Elementary School
Seth E. Sikoski Middle School 5 Sanderson Mill Road Leon, Anywhere 55515	86	.72%	Located on the same campus as the Seth E. Sikoski Elementary School
Sarita K. Allen Middle School 889954 Locomotion Parkway Mattlea, Anywhere 55516	92	.78%	Located on the same campus as the Sarita K. Allen Elementary School
Blue Lake Middle School 24573 Collins Way Mattlea, Anywhere 55516	86	.76%	Located on the same campus as the Blue Lake Elementary and High Schools
A.G. Moreland Middle School 990 Bobbins View Drive Mattlea, Anywhere 55516	95	.74%	Located on the same campus as the A.G. Moreland Elementary School
Andrew H. Carroway Middle School 18955 Simpson Street Medford, Anywhere 55517	91	.72%	Located on the same campus as the Andrew H. Carroway Elementary School
Sandy Grove Middle School 998 Pillsby Road Medford, Anywhere 55517	91	.73%	Located on the same campus as the Sandy Grove Elementary School
Rocky Grove Middle School 77778 Buckingham Parkway Medford, Anywhere 55517	91	.72%	Located on the same campus as the Rocky Grove Elementary School
Granite Hill Middle School 4567 Oakley Way Medford, Anywhere 55517	90	.82%	Located on the same campus as the Granite Hill Elementary School
Stratton Pike Middle School 42 Stratton Pike Medford, Anywhere 55517	89	.76%	Located on the same campus as the Stratton Pike Elementary School

Malcolm Baldrige National Quality Award

I. Site Listing and Descriptors (continued)

Address of Site(s)	Number Employees, Faculty, and/or Staff	Percentage <input type="checkbox"/> Sales <input type="checkbox"/> Revenues <input checked="" type="checkbox"/> Budgets	For each site, describe the relevant products, services, and/or technologies.
Sandstone Hills High School 7683 Sharpcrest Drive Gallatin, Anywhere 55510	270	1.86%	A high school serving grades 9-12 by providing the core subjects and a wide variety of academic programs, honors programs, college or vocational track courses, and elective courses (this description applies to all high schools) Located on the same campus as the Sandstone Hills Elementary and Middle Schools
Edith Cousteau High School 29403 Jackson Lane Baines, Anywhere 55511	238	1.88%	Located on the same campus as the Edith Cousteau Elementary and Middle Schools
Muddy Creek High School 89006 Muddy Avenue Blue River, Anywhere 55512	252	1.76%	Located on the same campus as the Muddy Creek Elementary and Middle Schools
Moses Johnson High School 42 King Highway Joluk, Anywhere 55513	286	1.75%	Located on the same campus as the Moses Johnson Elementary and Middle Schools
Butler Forest High School 8866 Emerald Forest Avenue Kirbee, Anywhere 55514	272	2%	Located on the same campus as the Butler Forest Elementary and Middle Schools
Summit Hill High School 554 Graley Road Kirbee, Anywhere 55514	254	2.4%	Located on the same campus as the Summit Hill Elementary and Middle Schools
Hamilton Jessup High School 7992 Excelsior Street Leon, Anywhere 55515	300	3.4%	Located on the same campus as the Hamilton Jessup Elementary and Middle Schools
Blue Lake High School 24573 Collins Way Mattlea, Anywhere 55516	286	3%	Located on the same campus as the Blue Lake Elementary and Middle Schools

Malcolm Baldrige National Quality Award**2. Key Business/Organization Factors**

List, briefly describe, or identify the following key organization factors. Be as specific as possible to help us avoid real or perceived conflicts of interest when assigning Examiners to evaluate your application. "Key" means those organizations that constitute 5 percent or greater of the applicant's competitors, customers/users, or suppliers.

A. List of key competitors

16 private schools and home schooling

B. List of key customers/users

SHSD's customers/users include students and four key stakeholder groups: parents, taxpayers, the school board, and businesses.

C. List of key suppliers

Numerous vendors for instructional materials, food, office supplies, office and classroom furniture, stage curtains, lockers, athletic supplies, art supplies, library and media supplies, computers and other technical equipment, buses and other transportation services, health care, and banking needs

D. Description of the applicant's major markets (local, regional, national, and international)

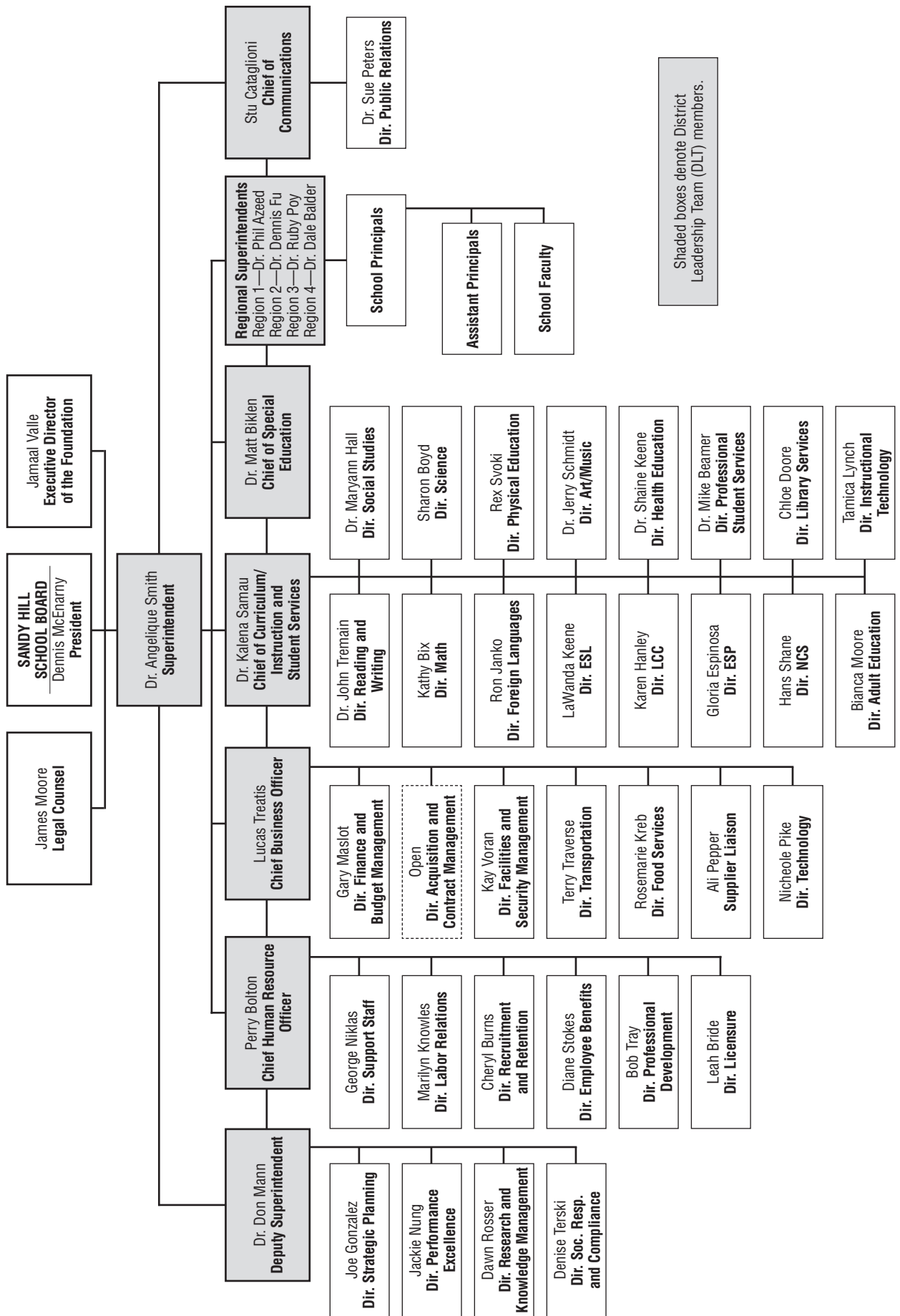
Sandy Hill School District serves the educational needs of the community, which includes the eight cities of Gallatin, Baines, Blue River, Joluk, Kirbee, Leon, Mattlea, and Medford in the state of Anywhere.

E. The name of the organization's financial auditor

Kennet-Blates & Associates

If you are unable to answer any question or answer any question "No," please contact the Baldrige Program Office at (800) 898-4506 before submitting your form.

Sandy Hill School District (May 2004)



Malcolm Baldrige National Quality Award

Provide all information requested. A copy of page 1 of this 2004 Application Form must be included in each of the 25 paper copies of the application report (or, alternatively, in the PDF version on CD), as described on page 25.

1. Applicant

Applicant Name Sandy Hill School District (SHSD)

Mailing Address Sandy Hill School District
Services Center
5632 Winding Way

Gallatin, Anywhere 55510

2. Award Category (Check one.)

- Manufacturing Service Small Business
 Education Health Care

For small businesses, indicate whether the larger percentage of sales is in service or manufacturing. (Check one.)

- Manufacturing Service

Criteria being used (Check one.)

- Business Education Health Care

3. Official Contact Point

- Mr. Mrs. Ms. Dr.

Name Don Mann

Title Deputy Superintendent

Mailing Address Sandy Hill School District
Services Center
5632 Winding Way, Gallatin, Anywhere 55510

Overnight Mailing Address (Do not use P.O. Box number.)
Sandy Hill School District Services Center
5632 Winding Way, Gallatin, Anywhere 55510

Telephone No. 555-225-8991

Fax No. 555-225-8992

Alternate Official Contact Point

4. Mr. Mrs. Ms. Dr.

Name Jackie Nung

Telephone No. 555-225-8993

Fax No. 555-225-8994

5. Release and Ethics Statements

a. Release Statement

We understand that this application will be reviewed by members of the Board of Examiners.

Should our organization be selected for a site visit, we agree to host the site visit and to facilitate an open and unbiased examination. We understand that our organization must pay reasonable costs associated with a site visit. The site visit fees range from \$1,500-\$35,000 depending on the type of applicant. (The fees are shown on page 4.)

If our organization is selected to receive an Award, we agree to share nonproprietary information on our successful performance excellence strategies with other U.S. organizations.

b. Ethics Statement and Signature of the Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this Application Package.
- (2) To the best of my knowledge,
 - no untrue statement of a material fact is contained in this Application Package, and
 - no omission of a material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices has been made. This includes but is not limited to sanctions and ethical breaches.

Date May 3, 2004

Signature Angelique Smith

- Mr. Mrs. Ms. Dr.

Printed Name Angelique Smith

Title Superintendent

Mailing Address Sandy Hill School District
Services Center
5632 Winding Way

Gallatin, Anywhere 55510

Telephone No. 555-225-8989

Fax No. 555-225-8990

Malcolm Baldrige National Quality Award

6. Confidential Information

Please note: To help ensure the confidentiality of the information requested, submission requirements for this page (page 2) of your Application Form differ from those for page 1 of the form and for the application report. Whether you submit 25 paper copies or a CD of your application report, one completed **paper** copy of page 2 may be submitted with your Award Application Package, or the information may be telephoned to ASQ at (414) 298-8789, extension 7205. *Do not include this page in the 25 copies of your application report.*

a. Social Security Number of the Highest-Ranking Official

If your application is selected for Stage 3 review, this information will be used in the process for determining role model organizations (see pages 3–4).

Name Angelique B. Smith

Social Security Number 000-00-0000

b. Application Fees (see page 26 for instructions)

Enclosed is \$ 500 to cover one application report and 0 supplemental sections.

Note: An additional \$1,250 is required if you are submitting the application report on CD.

Make check or money order payable to

Malcolm Baldrige National Quality Award.

You also may pay by VISA, MasterCard, or American Express. Please indicate your method of payment below:

- Check or money order (enclosed)
- VISA MasterCard American Express

Card Number _____

Expiration Date _____

Printed Name _____

Signature _____

Today's Date _____

7. Submission

Complete Award Application Packages must be post-marked or consigned to an overnight delivery service no later than May 27, 2004 (May 13, 2004, if submitting on CD) for delivery to

Malcolm Baldrige National Quality Award
 c/o ASQ—Baldrige Award Administration
 600 North Plankinton Avenue
 Milwaukee, WI 53203
 (414) 298-8789, extension 7205

OMB Clearance #0693-0006
 Expiration Date: January 31, 2007

Glossary of Terms and Abbreviations

A

AAEP: Anywhere Assessment of Educational Progress, state-mandated assessments

ADA: Americans with Disabilities Act

Adult education offerings: Include high school equivalency programs and non-matriculated courses

AP: Advanced Placement

ASBE: Anywhere State Board of Education

ASDE: Anywhere State Department of Education, defines state content and learning standards

AY: Academic Year

AYP: Adequate Yearly Progress, a No Child Left Behind Act results requirement that annually determines the achievement of each school and district

B

Baldrige self-assessment: Annual district self-assessment garnering feedback from employees trained as state quality award examiners

Budget Plan: Master financial plan, updated annually as part of the Strategic Planning Process

C

Catchball: Part of the Strategic Planning Process; provides a participatory approach to strategy development and deployment, with a give-and-take dialogue designed to enhance vertical integration by asking each level of the district to support and achieve strategies, goals, and actions

CBA: Collective Bargaining Agreement

CEP: Comprehensive Education Plan, master curriculum, instruction, and assessment plan; updated annually as part of the Strategic Planning Process; reflects Instructional Programs and School Improvement Plans

CI: Curriculum and Instruction

CISS: Curriculum, Instruction, and Student Services

CITs: Curriculum and Instruction Teams, responsible for translating state and federal standards and expectations into Curriculum/Instruction Design and Delivery Process steps

CMS: Cafeteria Management System

CoPs: Communities of Practice, study groups of faculty and staff coming together by common need and to exchange information

CPR: Cardiopulmonary resuscitation

D

Data, information, and knowledge: SHSD defines data as fact or quantitative measures available to the district; data become information when they are interpreted into patterns, trends, causes, or relationships as a result of analysis; knowledge is the individual or district understanding that develops when people react to, experience, and use information available to them

DELT: District Extended Leadership Team, includes District Leadership Team members as well direct reports (as indicated in Organizational Chart) and two principals from each of the district's four regions; responsible for strategic planning, chartering and sponsoring improvement teams, mentoring, and reviewing organizational performance related to student achievement, safe environment, process excellence, fiscal efficiency and integrity, and community partnerships

Departments: Units reporting within divisions

Disadvantaged students: Students qualifying for the free and reduced lunch program

District: Sandy Hill School District

Divisions: Human Resources; Business; Curriculum/Instruction and Student Services; and Communications; also includes regional superintendents and deputy superintendent levels

DLT: District Leadership Team, includes the superintendent, deputy superintendent, four regional superintendents, and chief officers of Human Resources, Business, Curriculum/Instruction and Student Services, and Communications; responsible for implementing school board policies, establishing and role modeling the organizational culture, monitoring district performance, and managing district-wide operations

Dropouts: Students who were enrolled in school at some time during the previous school year and were not enrolled at the beginning of the current year; have not graduated from high school or completed a state- or district-approved educational program

DSS: Decision Support System

E

EDI: Electronic data interchange

EDP: Employee Development Plan, district plan that identifies strategies and actions for education, training, and development

Employee Education Program Guide: Listing of district-sponsored education and training courses available to employees

Employees: Includes all faculty and staff

ESC: Education Survey Consortium

ESL: English as a Second Language

ESP: Exceptional Student Program

Extracurricular activities: Arts, academic competitions, and athletics

F

FAPE: Free Appropriate Public Education

FMS: Financial Management System

G

GED: General Educational Development

H

HEC: Higher Education Consortium

HR: Human Resources

HR Plan: Master Human Resource Plan, updated annually as part of the Strategic Planning Process

HRMS: Human Resource Management System

I

IAQ: Indoor air quality

IC: Integrated Curriculum

IDP: Individual Development Plan, composed by every employee annually; contains individual performance goals

IDRS: International Disaster Relief Society

IEP: Individual Education Plan, mandated by law for special education students

In-service training: Training provided at school sites during predetermined days and times, covering a range of topics

Instructional Plans: Include syllabi and lesson plans

IP: Instructional Program

IPM: Inquiry and problem management, the district's complaint management process

IT: Information technology

ITMS: Information Technology Management System

J

Junoflower Consortium: Provides employee satisfaction comparative information

K

KEY Award: Knowledge, Excellence, and You, award given to faculty and staff for best practice sharing

K-news: Captures and transfers knowledge online and provides employees with capability to provide feedback, add content, and query

K-pedia: District-managed encyclopedia used collaboratively by students, employees, parents, school board members, and suppliers/partners to develop bodies of knowledge relevant to learning

KM: Knowledge management

KMS: Knowledge Management System

KMT: Knowledge Management Team

KSF: Key success factor

L

LAN: Local area network

LCC: Learning Choice Center, focused on learning based on developmental stages

LT: Long term

M

Map-CI: Automated curriculum mapping process

MAS: Measurement and Analysis System

Midwest Association: Accrediting association servicing SHSD

Mobility: The number of students moving into or out of a particular school

N

NCLB: No Child Left Behind Act of 2001, education reform plan with four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and emphasis on research-based education

NCS: New Chance for Success program, focused on students with disciplinary problems or at risk of not graduating

NSI: National Satisfaction Index

O

OSHA: Occupational Safety and Health Administration

P

Parents: Those responsible for providing care to children attending schools within the SHSD, including caregivers

PC: Personal computer

PDA: Personal digital assistant

PDM: Project Development Methodology

PDSA: Plan-Do-Study-Act improvement cycle used throughout the entire district

PDTP: Personal Desktop

Performance Excellence System: Management system used by the District Leadership Team

PMA: Performance Measurement and Analysis

PMP: Performance Management Process

PPA: Predictive Performance Assessment

PSAT: Predictive Scholastic Aptitude Test

PTA: Parent Teacher Association

R

Regions and regional superintendents: Four regions within the district, referenced as Regions 1, 2, 3, and 4; led respectively by regional superintendents who are responsible for the operation of schools within their respective regions, alignment of School Improvement Plans to the district Strategic Plan, implementation of school board policies, supervision of instructional programs, monitoring of key measures related to student achievement and safe environment, and facilitation of parent concerns

Regular academic programs: Pre-kindergarten, K–5, 6–8, and 9–12 offerings

RM: Relationship management

ROR: Return on Resources

S

SAT: Scholastic Aptitude Test

SCA: Skills and Competencies Assessment

School Board: Sandy Hill School Board, responsible for creating policy, ensuring management and fiscal accountability, ensuring independence in audits, and protecting the interests of district stakeholders; includes four committees consisting of School Improvement Planning, Finance Planning, Building Program, and Community Relationship; board members chair committees which include a DELT representative, minimum of three employees, three students, and three community members

SDP: Student Development Plan, used in student professional services to outline an action plan to address a student's needs

Senior leadership retreat: Held annually in December as Step 3 of the Strategic Planning Process

SHLS: Sandy Hill Learning System

SHSD: Sandy Hill School District

SHSD Report: Annual report from the DLT outlining the district's overall performance

SICs: School Improvement Councils, councils at each school composed of representatives from each stakeholder group (students, parents, taxpayers, school board, businesses) and responsible for creating and monitoring a School Improvement Plan

SIMS: Student Information Management System

SIPs: School Improvement Plans, annual plans generated by each school that align with district strategies

SLA: Service Level Agreement

SLTs: School Leadership Teams, leadership teams at each school consisting of the principal, assistant principal, a teacher (and students from each grade level from middle and high schools), and at least two support staff members; assist the School Improvement Council in creating the School Improvement Plan, mentoring, gathering input from students and parents for use in strategic planning, and monitoring school performance related to student achievement and safe environment

SPP: Strategic Planning Process

ST: Short term

Stakeholders: Besides students, these include parents, taxpayers, the school board, and businesses

Strategic Plan: Output of the Strategic Planning Process, a yearly district plan that includes a Budget Plan, Comprehensive Education Plan, HR Plan, and Technology Plan

Student professional services: Services supporting student learning, including guidance counseling, speech and hearing therapy, health services, social work, and psychological assistance

Students: Include those in various academic programs (regular, ESL, LCC, ESP, NCS, and special education); SHSD also serves adult education students and segments students in varying ways (current, former, alumni, and prospective), as well as by school level; grade level; region within the district; and NCLB demographic groups, including Asian, black, Hispanic, white, and economically disadvantaged students.

Supplier report card: Supplier performance tracking and communication method with suppliers, implemented in 2004

Support processes: Processes supporting learning-centered processes, including transportation, food, library, and technology.

SUR: Statement of User Requirements

T

Taxonomy: Classification of learning levels within the cognitive domain, ranging from simple recall to evaluation

Teams: Groups with interdependent tasks and a shared purpose, mutually accountable for shared goals

Technology Plan: Master Technology Plan, updated annually as part of the Strategic Planning Process

TS: Transportation System

U

UA: University of Anywhere

USAEP: United States Assessment of Educational Progress, federally mandated assessments

USEA: United States Education Association, represents certified teachers and support staff

USSBO: United States School Business Officers

V

Volunteers: People who contribute services to schools; all volunteers are screened

W

WAF: Work System Forum, a consortium focused on sharing collaborative work system concepts, knowledge, practices, and methodologies

WAN: Wide area network

P Preface: Organizational Profile

P.1 Organizational Description

Founded in 1894, Sandy Hill School District (SHSD) is the largest public school district in the state of Anywhere, with a district population of 482,618 and a student population of 84,169. SHSD’s mission is to serve the educational needs of the community (Figure P.1-1), which includes eight cities: Gallatin, Baines, Blue River, Joluk, Kirbee, Leon, Mattlea, and Medford. SHSD encompasses 750 square miles of urban, suburban, and rural communities, with a socioeconomic diversity reflected in the housing, which ranges from multimillion dollar homes to subsidized housing.

P.1a(1) Main Educational Programs, Offerings, and Services; Delivery Systems:

SHSD offers academic programs and professional student services based on curriculum guidelines and regulations established by the Anywhere State Board of Education (ASBE) and driven by the current and emerging needs of the students and stakeholders of the surrounding communities. Regular academic programs include elementary (K–5) and middle school (grades 6–8) programs. Elementary programs offer an integrated approach for language arts (reading/phonics, writing, and spelling) and hands-on math. In middle school, cross-disciplinary teaching teams of math, language arts, social studies, and science teachers integrate these core subjects with elective courses. The high school program (grades 9–12) provides core subjects (language arts, math, science, and social studies) and a wide variety of academic programs, honors programs, college or vocational track courses, and elective courses.

Other programs include Special Education, English as a Second Language (ESL), the Exceptional Student Program (ESP, addresses the learning needs of gifted students), the Learning Choice Center (LCC, offers K–5 learning based on developmental stages so children learn at their own pace), and New Chance for Success (NCS) (for students with disciplinary problems or students who otherwise might not graduate). ESL is one of the fastest-growing programs in the district. Over 1,200 students with limited English proficiency come from 43 countries and speak more than 35 languages and numerous dialects. NCS allows high school students to continue to earn academic credit in spite of long-term removal from school for serious conduct violations. NCS combines counseling services and intervention to students and families to reduce truancy (attendance and dropout rates, Figures 7.2-12 and 7.2-16). Adult education offerings include a high school equivalency program and nonmatriculated courses such as computer skills, photography, and retirement planning. Over 50 student clubs and organizations and 18 sports programs provide before- and after-school extracurricular programs.

SHSD delivers regular educational programs via classroom and technology-based instruction, educational learning labs, and school-related activities. Educational program delivery occurs during the traditional school calendar, with some summer program offerings. Professional services for students include guidance counseling; speech and hearing therapy; and health, social work, and psychological assistance. SHSD encourages

student participation in extracurricular activities such as the arts, academic competitions, and athletics because it believes they have positive effects on academic performance and student development, foster success later in life, and promote physical development and fitness. Student support services include transportation, food, library, and technology services.

P.1a(2) SHSD Context/Culture: In 1998, SHSD hired Dr. Angelique Smith as superintendent. Although she is nearing retirement, Dr. Smith continues to build a school culture supporting a shared vision (Figure P.1-1), collaborative relationships, involvement in decision making, continuous improvement, open communication, and autonomy with accountability. In SHSD’s culture, everyone, including faculty, staff, students, parents, businesses, and community members, is a learner.

Vision
We challenge each other and the district to evolve as life-long learners and a learning organization. In doing so, we seek to provide learning to others as a benchmark school district through collaboration with parents and the community.
Mission
SHSD serves the educational needs of the community by providing a safe and people-centered education system that effectively and efficiently manages resources in an equitable manner.
Values
For all students, faculty, staff, and stakeholders, we <ul style="list-style-type: none">• pursue life-long learning to the fullest of our capability;• treat others with respect and value differences;• have the right to learn in a people-centered, safe, and collaborative environment; and• commit to performance excellence as a learning community.

Figure P.1-1 SHSD’s Vision, Mission, and Values

Opportunities for learning abound. Faculty and staff participate regularly in Communities of Practice (CoPs), discussing new ideas and sharing experiences. Also, an annual academy enables parents to share best practices in parenting and help improve parenting skills. The school board encourages learning by providing members of advisory committees with training in team skills and Plan-Do-Study-Act (PDSA, Figure 6.1-4). Students learn in a safe and people-centered environment that demonstrates respect, values differences, and places academics as the priority.

P.1a(3) Faculty and Staff Profile: SHSD’s 12,687 employees include 5,562 certified faculty, 2,943 other certified staff (district and school administrators, instructional aides, guidance counselors, speech and hearing therapists, health professionals, psychologists, child development staff, truancy officers, librarians, and media specialists), and 4,182 classified school district and school support staff (administrative assistants and clerical, communications, facilities management and security, finance and budget management, food services, human resources, library, technology, and transportation employees). Part-time employees include certified on-call substitute teachers. Sixty

percent of the faculty have master's degrees, and all are certified as required by the No Child Left Behind Act (NCLB). All administrators hold degrees beyond bachelor's degrees. Eight percent of the staff hold master's degrees, 55% bachelor's degrees, and 37% high school diplomas. Overall employee demographics reflect SHSD's diverse community: 1.5% Asian, 32% black, 6.5% Hispanic, and 60% white. Females compose 69% of employees. The average length of faculty service is 15 years, and the average student-to-teacher ratio is 23:1.

The Classroom Teachers' Council, a member of the United States Education Association (USEA), represents certified teachers, and USEA's Education Support Personnel Association represents classified support personnel. Consistent with USEA's approach toward achieving quality in public education, SHSD's labor-management strategy supports collaboration with the unions to improve the district and its schools. Negotiation of contracts defines the parameters of salaries, benefits, and conditions at the district level. Faculty contracts, viewed as educational compacts, provide faculty with training, resources, and flexibility to do the job and take responsibility for applying their knowledge and skills to bring best practices to their students. SHSD manages compliance to all federal, state, and city occupational safety and health regulations. It provides training in cardiopulmonary resuscitation (CPR) and handling bloodborne pathogens, food, and hazardous materials, such as lab chemicals.

P.1a(4) Major Technologies, Equipment, and Facilities: As a result of E-Fund grants, in-kind donations from businesses, and local bond funding, SHSD achieved part of its technology vision in 2003 by implementing the information technology (IT) infrastructure. Faculty and staff receive training in basic computer skills, and all students have access to information via technology. SHSD networks all schools to one another and warehouses all key academic and operations data. Every regular classroom has a minimum of four computers and a VCR. Each elementary school has at least one computer lab, each middle school has three labs, and each high school has multiple labs. The ratio of students to computers is 5:1. Satellite capabilities enable classes to participate in educational downlinks. Cable TV delivers educational programming for employee development, educational programs for students, school board meetings, and sporting events. The district helps students with disabilities obtain assistive technology, such as alternative keyboards, special software, and speech recognition programs.

The Transportation Department provides safe, on-time, and cost-efficient transportation to SHSD schools, qualifying academic competitions, athletic events, and other extracurricular activities. The task is a daunting one. Over the course of a school year, the fleet of buses travels several million miles. School buses are equipped with seat belts, a driver video monitor, and a speaker system. School administrators and district specialists (guidance counselors, speech and hearing therapists, health professionals, social workers, and psychologists) use district vehicles to travel to different schools, and the district uses minivans for small group educational outings. Facilities Management uses lawn, snow removal, and building maintenance equipment. SHSD has 68 building sites, with a total of 6.6

million square feet, or 175 square feet per student. With new construction and renovation financed by a 1999 \$121 million bond levy, SHSD's capacity now includes 64 elementary schools, 30 middle schools, and 8 high schools. The LCC operates in a leased facility. A transportation building and depot house the Transportation Department and its vehicles and repair garages. The district operates its own facilities management, food services, and technology departments.

P.1a(5) Regulatory Environment: SHSD is governed by laws and guidelines established by the Anywhere State Department of Education (ASDE), ASBE, and federal government, including NCLB. ASDE defines state curriculum standards for regular and special education students. SHSD complies with the ASDE Public School Code and the state requirement for School Improvement Plans (SIPs) for each school. All sites meet requirements for the Occupational Safety and Health Administration (OSHA) and Section 504 of the Americans with Disabilities Act (ADA). The district uses prevention activities in schools to ensure compliance to the Safe Schools Act (1994) and deploys a zero tolerance policy that includes predetermined consequences for specific offenses (alcohol, drugs, weapons, tobacco, and violence). City police officers provide basic law enforcement, crime prevention advice, education, and mentoring for students and employees. An Internet Safety Policy complies with the Children's Internet Protection Act and ensures school-age children do not access inappropriate material from school computers. All sites comply with fire and safety regulations. School security includes a security force, electronic surveillance, and direct access to police and fire departments. Safety is the first consideration in suspending school operations due to severe weather.

The Midwest Association accredits the district. The state of Anywhere provides temporary certification for probationary teachers and transfers from outside the state. Professional certification is required for administrators, teachers, and professional student service staff. The district complies with state public school system financial procedures covering financial activities, revenue, expenditures, debt, and assets (cash and security holdings).

The total revenue is \$762.8 million, or \$9,063 per student, and includes federal (10%), state (63%), and local (27%) funding sources. In addition, revenue includes student fees, revenue from event admission, contributions, petty cash, concession revenue, and proceeds from student organizations. As required by state law, SHSD maintains a balanced budget.

P.1b(1) SHSD Structure, Governance System, and Reporting Relationships: Dr. Smith, the superintendent, is responsible for implementing policy, establishing procedures, and managing district operations; the school board appoints the superintendent. The school board meets monthly, sets overall policy, and ensures management and fiscal accountability, independence in audits, and the protection of district stakeholders' interests. It consists of eight elected members, who represent the geographical communities within the district and serve rolling five-year staggered terms. The school board also operates four committees (School Improvement Planning, Finance Planning, Building Program, and Community Relationship) and

provides input to the Strategic Planning Process (SPP, Figure 2.1-1). Committees study issues for the board and contribute to the development of board guidelines. A third-party accounting firm annually audits financial transactions related to revenue and expenditures. Published results ensure that the public’s faith in the district’s money handling and fiscal stewardship is strong. For the past eight years, certified public accounting firms have recognized the district as operating according to “best financial practices.” SHSD has met or exceeded every state financial requirement.

The District Leadership Team (DLT), led by Dr. Smith, meets weekly, implements school board policies, establishes and role models the Culture Change Process (1.1a[2]), reviews SHSD performance, and guides district operations for excellence via knowledge management (KM) practices. The District Extended Leadership Team (DELT) meets biweekly and oversees the SPP, charters and sponsors improvement teams, mentors School Leadership Team (SLT) members, and reviews performance within functional areas. SLTs meet bi-weekly and assist their respective School Improvement Councils (SICs) in creating an SIP, mentor faculty and staff, gather input from students and parents for SPP use, and monitor school performance. SICs meet monthly and create and monitor their respective SIPs. Principals, reporting to a regional superintendent, are responsible for the operation of their respective schools to develop, implement, and monitor SIPs and participate in the SPP (Figure 2.1-1). Numerous divisions and departments manage the various district functions.

P.1b(2) Student Segments and Stakeholder Groups: Key current student groups include regular, special education, ESL, ESP, LCC, and NCS students. Demographically, students come from diverse backgrounds, nationalities, and ethnic origins: 3.5% are Asian, 31% are black, 11.2% are Hispanic, 3.3% are Native American/other, and 51% are white. The district’s disadvantaged student population (based on their participation in the free and reduced lunch program) is 45%, with Region 3 containing the highest percentage (71%). In addition to employees discussed in P.1a(3) and the current student groups mentioned above, SHSD has four key stakeholder groups: parents, taxpayers, the school board, and businesses. Taxpayers include all residents with or without children and senior citizens. Businesses include local businesses and industry, the Chamber of Commerce, and the Board of Economic Development. Institutions of higher learning, such as the University of Anywhere (UA) and technical and community colleges serving the region, are both customers and partners.

Academic excellence is the key requirement for all students, parents, the school board, and business segments (Figure P.1-2). This requirement is mandated for regular academic students based on federal, state, and school board expectations for student achievement against academic proficiency (NCLB) and curriculum standards. Parents’ expectations are academic excellence and that their children will meet or exceed proficiency standards and graduate, while local businesses expect future employees to possess basic skills. To achieve academic excellence, students, parents, and the school board expect SHSD to provide high-quality curricula and instruction and effective

support services. SHSD ensures curriculum/instruction design and delivery (Figure 6.1-1) accommodate different learning styles, include active learning techniques, and meet ASDE curriculum standards. Consistent with SHSD’s value that everyone has a right to learn in a people-centered, safe, and collaborative environment, students and parents expect the learning environment to be friendly, supportive, and safe. Taxpayers and the school board expect effective and efficient fiscal management of SHSD operations.

P.1b(3) Suppliers and Partners: Technology partnerships help SHSD deploy and support its Technology Plan and provide in-kind contributions of equipment and expertise. Numerous suppliers and partners support the daily operations of the district’s learning-centered and support processes. SHSD leases its fleet of district buses and vehicles. SHSD also engages numerous office and furniture suppliers and educational, food, technology, and operational service vendors. The Anywhere Division of State Purchases and Contracts approves all vendor and supplier contracts exceeding \$10,000. Competitive bids for services and goods remain within state guidelines.

SHSD participates in the Sandy Hill Business and Education Leadership Council to leverage the knowledge and skills of business leaders. In concert with the council, SHSD conducts quarterly meetings of the Higher Education Consortium (HEC). As a partner, UA offers SHSD students a head start on completing university engineering and computer degrees. The UA program connects the district with universities of regional stature, and UA offers advanced placement (AP) programs. The Internet is used to connect students to the global community while improving communication and learning skills.

The Parent Teacher Association (PTA) organizes parents and community members to become involved in their schools. Community members serve as volunteer readers, mentor high school students, and work on SICs and school board committees. These committees provide an opportunity for employees and citizens to serve alongside and partner with board members to achieve SHSD’s vision and mission. Through a formal volunteer program, SHSD manages numerous screened volunteers

Key Requirement	S	P	TP	SB	B	Fig. Ref.
Academic excellence	✓	✓		✓	✓	7.1-1–7.1-19
High-quality curricula and instruction	✓	✓		✓		7.5-1 7.2-2 7.6-6
Friendly, supportive, and safe learning environment	✓	✓		✓		7.2-5 7.2-6
Effective support services	✓	✓				7.2-7 7.5-3
Effective and efficient fiscal management and operations			✓	✓		7.3-1 7.3-2 7.3-3

Figure P.1-2 Key Stakeholder Groups, Requirements, and Performance Measures (S=students, including regular, special education, ESL, ESP, LCC, and NCS; P=parents; TP=taxpayers; SB=school board; B=businesses)

who tutor and serve as teacher assistants and chaperones. Middle and high schools ensure students are involved in the success of SIPs through participation in SICs and SLTs.

P.1b(4) Key Supplier, Partner, Student, and Stakeholder Relationships and Communication Mechanisms: Key relationships are discussed throughout the Organizational Profile. Figure 1.1-2 provides key communication mechanisms for partners, students, and stakeholders. Regarding suppliers, the key communication mechanism is a supplier report card, implemented in the spring of 2004.

P.2 Organizational Challenges

P.2a(1) Competitive Position: As mentioned, SHSD is the largest public school district in Anywhere; it ranks 42nd in the United States. Comparable school districts, based on size, include Attanone, New Mexico; Wilway, Georgia; Beach Front, California; Camp Dillsaw, Texas; Hammerock, Florida; and Gregson, Kentucky. Enrollment trends include an average growth rate of about 2% since 2000, down from 3.5% between 1998 and 2000. SHSD projects an average annual growth rate of 1.5% through 2009, or a total increase of 8,318 students. Population shifts and trend data account for both new student percentage declines and projected lower growth rates. The potential student market within the Sandy Hill community for regular academic and other programs consists of all children 18 years or under. Less than 10% of school-age children within the SHSD service area attend 16 private schools, and about 1% are home schooled (Figure 7.3-5). The district's basic philosophy is one of competitive collaboration, as SHSD helps all school-age children learn.

P.2a(2) Key Success Factors: SHSD's success hinges on meeting the five requirements of students and key stakeholders (Figure P.1-2). By addressing these, SHSD diminishes the desirability of private and home schooling. Key student changes include the emerging requirement of on-line education, an increase in special education needs, a growing diversity of the student population and student readiness to learn, an increased emphasis on economically disadvantaged students' performance, and pressure to emphasize athletics and manage the associated costs. Other key changes include the use of e-learning, charter schools, and the school voucher system; the continuing focus on accountability at all levels (addressing state and federal mandates); and fiscal restraints caused by local, state, national, and global factors.

P.2a(3) Comparative and Competitive Data: SHSD's key sources of comparative/competitive data from within the academic community include the ASDE, ASBE, USEA, United States Assessment of Educational Progress (USAEP), Anywhere Assessment of Educational Progress (AAEP), Scholastic and Predictive Scholastic Aptitude Tests (SAT and PSAT, respectively), Education Survey Consortium (ESC) for academic and support operations, United States School Business Officers (USSBO) for financials, and Junoflower Consortium for employee information. Secondary sources include professional membership organizations, Baldrige state and national award recipients for aspects such as employee involvement in the community, the service industry (hotels and food chains) for

food-related issues, and the transportation industry for busing and overall transportation-related issues. A six-state collaborative of school districts that compare similar processes is being established. While specific learning-centered process comparatives are hard to obtain, SHSD is working at gathering useful comparisons across the areas mentioned above.

P.2b Strategic Challenges: Education and learning—SHSD must be agile and responsive to changing performance expectations mandated by state and national regulatory bodies. Like most districts, SHSD is monitoring and projecting NCLB's entire impact on programs, budgets, etc.—including the move toward exit exams and the release of the names of schools that are in need of improvement (Adequate Yearly Progress [AYP]). A second key challenge is addressing the pockets of poverty that create gaps in levels of readiness to learn. These pockets pertain primarily to SHSD's Region 3.

*Operational—*SHSD must address four key facets in this challenge: (1) Achieve organizational agility to meet student and stakeholder needs and compete in a rapidly changing environment. This addresses the improvement of SHSD's learning-centered and support processes to advance student achievement. As private, home, and charter schools continue to adjust to changing needs, so too must SHSD in order to anticipate needs and outpace competitors' offerings. (2) Integrate technology as a learning and decision-making tool. This addresses not only the value-added use of technology in the curriculum but also the use of technological resources to improve decision making across all district operations. Thus, funding of technology and related training are key components of this challenge. (3) Maintain a safe learning environment and facilities. With nationally publicized incidents of school-related violence, increased access to and use of weapons by youth, and changes nationally and worldwide relative to security, meeting this challenge is vital for creating an environment conducive to learning. (4) Proactively manage in an environment of changing funding patterns. Like other districts, SHSD is being asked to do more with less. SHSD's challenge is not only to improve efficiency of operations but to ensure optimization of resources. This speaks to the importance of practicing sound fiscal strategies within the infrastructure and making sound investments.

*Human resource—*Directly related to excellence in student achievement is SHSD's ability to attract and retain highly qualified employees; the nation's shortage of classroom teachers is affecting the state of Anywhere and SHSD. This challenge cuts across all others, as a qualified and properly trained employee base will allow SHSD to address its key success factors (KSFs).

*Community-related—*SHSD must engage parents, the community, and businesses in collaborative learning efforts. Research shows the importance of parents to a child's academic performance, and SHSD also must actively seek the help of businesses and the community as it educates future workers and citizens. SHSD must increase parental involvement in school-related activities and garner support from businesses and the community for technology, learning services, and school activities.

P.2c(1) Approach for Performance Improvement: The DLT manages SHSD through the use of the Performance Excellence

System (Figure P.2-1). The system includes a number of primary systems and key processes that are described in Categories 1–6. The DLT sets directions consistent with district values (Figure P.1-1) and vital to meeting the needs of students and stakeholders (Figure 3.2-1) through the SPP (Figure 2.1-1). The SPP incorporates numerous inputs and forms a basis for action on strategic objectives through a fully deployed district Strategic Plan. Systematic leadership performance reviews (Figure 1.1-3), aided by the Performance Measurement and Analysis (PMA) Process (Figure 4.1-1) and the Information Technology Management System (ITMS, Figure 4.2-1), provide the infrastructure for using data centered on fulfilling the district’s vision and mission. SHSD nurtures its employees through a multitude of components within the Human Resource System (Figure 5.1-1), and employees carry out learning-centered and support processes (Figures 6.1-1 and 6.2-1, respectively) focused on setting high expectations for every student in all segments. Full deployment of the PDSA Process (Figure 6.1-4) focuses the district on performance improvement.

stakeholder groups. Learning and knowledge sharing practices include five explicit activities on the part of leaders and leadership groups. (1) The use of the PDSA Process (Figure 6.1-4) across all areas of the district enables sharing of common process improvements from classroom to classroom, school to school, region to region, and division to division. This process was introduced in 2000 and is used by the school board and its committees, the DLT and DELT, all divisions, the four regions, all schools, and all employees. (2) Performance reviews (Figure 1.1-3) conducted at regular intervals capture lessons learned in an open and accessible form using the Knowledge Management System (KMS). (3) The championing of teams, CoPs, benchmarking, job rotation, and the Education Planning and Deployment Process (Figure 5.2-1) all promote knowledge sharing. (4) Relationship management practices (Area 3.2a[1]) help SHSD gain learning insights from internal and external sources. (5) Through the use of KM practices (4.2b), Dr. Smith and the DLT leverage KM through in-person KM mechanisms, the KMS, assessments such as the annual district Baldrige self-assessment, recognition and rewards, national leadership activities, and assessment of the KM culture.

P.2c(2) Approach to District Learning and Knowledge Sharing Within SHSD: Knowledge assets include the district’s 12,687 employees, as well as its 84,169 students and key

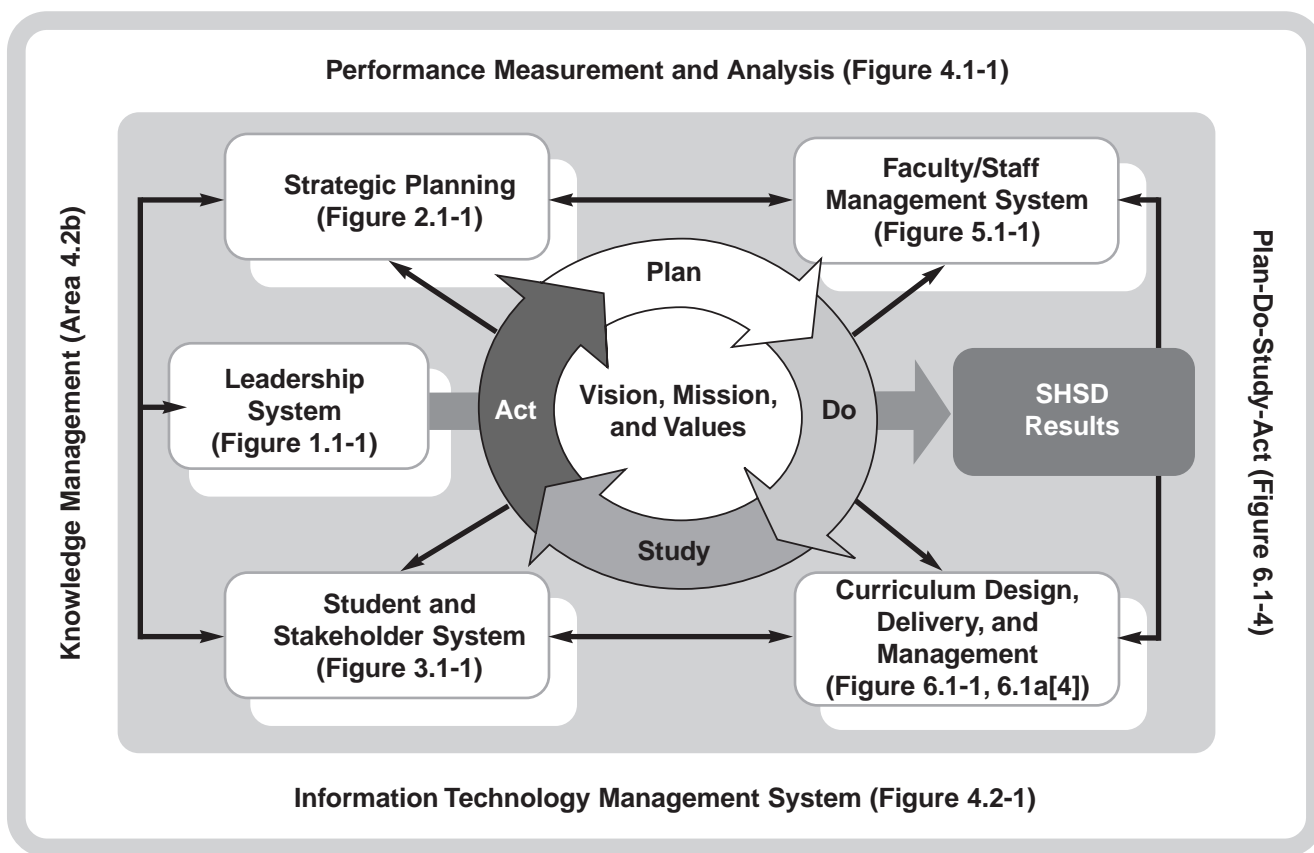


Figure P.2-1 SHSD Performance Excellence System

1 Leadership

Dr. Smith began Sandy Hill School District's (SHSD's) excellence journey by establishing the Leadership System in 1998. The system articulates leaders' primary functions and provides for extended leadership participation and decision making by the District Leadership Team (DLT), District Extended Leadership Team (DELT), School Leadership Teams (SLTs), and School Improvement Councils (SICs). The six primary leadership functions are found in Figure 1.1-1. The Leadership System emphasizes team-based interactions (e.g., Curriculum and Instruction Teams [CITs] and the district Communications Team) and provides a district focus on shared values, directions, expectations, and knowledge management (KM).

1.1 Organizational Leadership

1.1a(1) A key function of the Leadership System includes setting and deploying district directions. Central to senior leaders' activities in this area are the Vision, Mission, and Values Process; the Strategic Planning Process (SPP, Figure 2.1-1); and use of leadership communication methods (Figure 1.1-2). The first major activity undertaken by the DLT in 1998 was creating shared vision, mission, and values statements that balance value for all stakeholders. The systematic, externally facilitated process included benchmarking Baldrige and state quality award recipients and resulted in the validation of these statements by students, employees, and key stakeholders. All Strategic Plan elements link to SHSD's vision, mission, and values. The Vision, Mission, and Values Process continues today as the DELT reviews each of these as part of the SPP (Figure 2.1-1, Step 3) every December during a leadership planning retreat. December reviews include (1) gathering suggested changes from the various two-way communication methods (Figure 1.1-2); (2) ranking the importance (related to student, employee, and stakeholder requirements) of potential changes to the statements; (3) altering the statements as needed; and (4) executing a Communication Plan using key communication methods (Figure 1.1-2) to inform constituents of the changes. While the mission and vision are enduring, one change produced by these reviews was to fold three value statements into the first one, which addresses life-long learning. Also, the vision, mission, values, and expectations were incorporated into the Performance Management Process (PMP) and reward and recognition programs (5.1b) to enhance alignment, understanding, and role modeling at all district levels.

At the December retreat, the DELT also reviews an environmental scan (Figure 2.1-1, Steps 1 and 2) that includes analysis of school board guidelines, as well as analysis of key factors by division, region, and school. For example, among the inputs analyzed are student and stakeholder requirements gathered from the Student and Stakeholder Requirements Determination Process (Figure 3.1-2). These analyses provide input to senior leaders for validating key success factors (KSFs) and developing strategic objectives and measurable targets and goals (Figure 2.1-1, Steps 3 and 4) for the entire district, thus providing direction for short- and long-term activities to be included in the Strategic Plan. Once divisions, regions, and schools create action plans and target goals aligned with the strategic objectives (Step 5), the DELT rolls the district Comprehensive

Education Plan [CEP], Technology Plan, Human Resource [HR] Plan, and Budget Plan together as the district Strategic Plan and allocates capital and human resources (Step 6). Further deployment and communication of values, directions, and expectations occur in Steps 8, 11, and 12 of the SPP as the DELT communicates the plan to employees and stakeholders using varying communication methods (Figure 1.1-2), conducts leadership performance reviews (Figure 1.1-3), and models process improvement by using the Plan-Do-Study-Act (PDSA) Process (Figure 6.1-4).

As part of nurturing a culture that manages by fact and shares knowledge, senior leaders provide new employee orientation training on the Performance Measurement and Analysis (PMA) Process (Figure 4.1-1) and the Measurement and Analysis System (MAS), shown as part of the Information Technology Management System (ITMS) in Figure 4.2-1. The DLT reviews employee climate survey results and findings from the annual, district-level Baldrige self-assessment to determine deployment levels of SHSD's values, directions, and expectations. In addition to using the Vision, Mission, and Values Process and the SPP as part of creating and balancing value for students and stakeholders in setting performance expectations, DELT members participate in state groups (e.g., the Anywhere No Child Left Behind [NCLB] Committee and Anywhere School Improvement Team) to influence policy and ensure the district proactively addresses emerging district requirements (3.1a[2]). Like other leaders, Dr. Smith exemplifies the focus on the value of life-long learning, serving as chair of the National Knowledge Management in Education Forum.

Another key leadership function is communicating district directions. In 2000, SHSD hired a Chief of Communications, who immediately created a district Communications Team. With assistance from a University of Anywhere (UA) communications class, the team reviewed all communication vehicles and began structuring leadership communication methods based on the PDSA cycle and a five-step Communication Process: (1) *identify and analyze the key message need*, including an understanding of key stakeholder requirements (Figure P.1-2), relationship and contact requirements (Figure 3.2-1), and contact mechanisms by mode of access (Figure 3.2-2); (2) *develop the message*; (3) *identify the key delivery mechanism*; (4) *deliver*

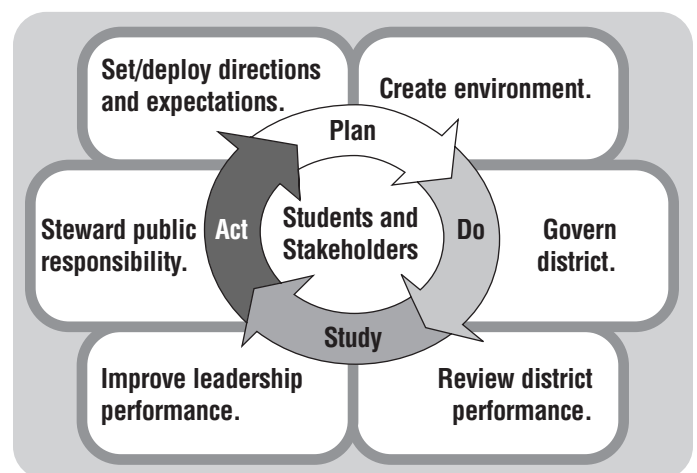


Figure 1.1-1 Leadership System Key Functions

the message; and (5) evaluate/improve methods. The UA partnership proved so effective that two students now serve yearly internships and help develop a district Communication Plan. As a result of information from the 2001 and 2002 Baldrige self-assessments and a benchmarking study of best-in-class communication methods, the district Communications Team added two-way communication methods; developed a *Communication Methods Manual* (provided on-line and at new leader orientation sessions); and holds Updates on Leadership Communication Methods every July for the school board, DLT, DELT, and SLTs. Moreover, the DLT added “communication effectiveness” as part of the PMP (5.1b) and in December 2003 added “communication liaisons” within the SICs. The district Communications Team gathers communication effectiveness data and information via faculty- and staff-led phone surveys, Division of Performance Excellence focus groups, and review of communication-focused questions on climate surveys for parents (3.2b[1]) and employees (5.3b[3]).

Senior leaders ensure two-way communication through an interchange before meetings, including distribution and discussion of materials. For example, prior to monthly student achievement meetings, DELT members e-mail a list of topics of interest based on performance review results and recent research sent to the superintendent, who then reviews inputs, reports on her state and national interactions, and prepares the agenda. The meetings are participatory, with open forum time to enable two-way discussion of issues.

1.1a(2) The DLT uses a systematic Culture Change Process to nurture an environment conducive to student and district excellence. The process involves concurrent steps to cascade an environment that nurtures the vision for life-long learning (Figure P.1-1); values collaborative relationships, involvement in decision making, and continuous improvement; and fosters a safe, ethical, and people-centered environment where differences are valued and academic excellence for every student is

a priority. First, the DLT and Culture Change Team use various communication vehicles (Figure 1.1-2) to create employee awareness of the vision, mission, and values and to consistently and frequently help employees understand their roles in achieving district goals. Division directors, regional superintendents, principals, and department leaders cascade this step to increase employee awareness.

Leaders also provide employees with opportunities to be directly involved in activities that enable culture change. To encourage involvement, senior leaders serve as role models in these activities, which include education/training, teams, KM practices, and reward and recognition programs. Through the Education Planning and Deployment Process (Figure 5.2-1) and HR Plan (Figure 2.2-2), senior leaders ensure that employees receive education, training, and professional development to gain the knowledge and skills required to achieve high performance. Senior leaders conduct new employee orientation and serve as workshop trainers in several courses. SHSD’s use of teams (5.1a[1]) leverages the diversity of cross-functional collaboration to develop innovations in learning and improve learning-centered and support processes. Senior leaders actively participate on teams as sponsors and team members and engage in KM practices that enable SHSD to respond to changing educational needs and directions with greater agility. DELT members facilitate several in-person forums for sharing knowledge; contribute articles to *K-pedia*, SHSD’s collaborative knowledge encyclopedia; and are undertaking KM membership and leadership roles in various organizations (Figure 1.2-3). They also participate in recognition programs (Figure 5.1-4), such as the KEY Award (4.2b[1]), to publicly recognize and reinforce employee behavior that is consistent with SHSD’s vision, values, and performance expectations.

In another key step in the process, senior leaders track and review progress in achieving the desired environment. Reviews occur at the district level through the SPP and leadership

Commun. Method (*two-way)	Examples of Information Communicated (Source/Recipients)
Daily/weekly school/dept. mtgs.*	Progress on SIP; district/school results data; best practices; training (P, TL/E)
Biweekly regional mtgs.*	Student achievement and other results data; discussion of barriers; training (RS/P, TL)
Biweekly walkabouts*	Key messages; gather input (DLT, DELT, SLT/E)
Monthly student achievement mtgs.*	Strategic challenges/objectives and goal status; best practices; barriers (SU, DLT/DELT)
Monthly newsletters	School events; strategic challenges/objectives; SIP progress and results (P/E, PA, PT, S)
Monthly school board mtgs.	District policy and performance (SB/All)
Monthly SIC and PTA mtgs.*	Vision, mission, values; strategic objectives/goals; SIP progress and results (SLTs/PT, S,T)
Monthly grade-level mtgs.*	Test results; best curriculum and instruction practices; issues; barriers (6.1a[4]) (P/E)
Quarterly open mtgs.* Yearly SB News	Governance activities; stakeholder input on how well SHSD protects interests; audit findings (SB/All)
Yearly Perform. Eval. Process*	District-level Baldrige self-assessment findings (DLT/SB, DELT, SLT, E)
Yearly SHSD Report	Overall performance (SU, B, PT, T)
Alumni methods (3.2a[1])*	District and school news and events; school results (DLT, SLT/A)
Stakeholder sessions* (3.2a[1])	District offerings and requirements (P, RS/B, PT, S, SB, T)
Posters and bulletin boards; Internet/intranet; CD-ROM; DVD; streaming video; Cable TV (weekly programs)	School events/results; employee/student recognition; vision, mission, values; Strategic Planning progress; superintendent updates; results data at all levels; <i>K-news</i> ; <i>K-pedia</i> ; individual school and department Web sites; measures; training (All)

Figure 1.1-2 Leadership Communication Methods (A=alumni, B=businesses, E=employees, P=principals, PA=partners, PT=parents, RS=regional superintendents, S=students, SB=school board, SU=superintendent, T=taxpayers, TL=team leaders)

performance reviews (Figure 1.1-3). Reviews occur at the employee level during Individual Development Plan (IDP, 5.1b) reviews. The final step is the DLT's use of PDSA to evaluate and refine the Culture Change Process. For example, the DLT acted on feedback from the 2002 employee climate and parent surveys about extending participation in developing culture change strategies to faculty, staff, students, and parents by forming the Culture Change Team.

1.1b A key aspect of the Leadership System is district governance, which involves the school board and its four committees. As an elected, independent body, the board is accountable to the Anywhere State Board of Education (ASBE) and the federal government for meeting regulations and standards and to Sandy Hill taxpayers for protecting their interests. Board members receive orientation, execute duties following set procedures, learn and share, and adjust monthly meeting agenda items to reflect changing board and district needs. Newly elected board members receive training over a six-week period on fiduciary duties, ethical codes, team and decision-making skills (including PDSA), putting the board's interest ahead of personal interests, boundaries, and mandated regulations and standards. The ASBE, in conjunction with the state Auditor General, conducts these sessions. Board members' duties are designed to ensure management and fiscal accountability, independence in internal and external audits, and protection of stakeholder interests.

Management accountability—The school board participates in the SPP (Figure 2.1-1, Step 1); reviews key performance results monthly (e.g., it reviews district performance against state and federal mandates); and provides input to the annual district Baldrige self-assessment. The board semi-annually evaluates the performance of the superintendent and DLT, using a third-party review to gather and aggregate performance information within the PMP. As part of its own accountability, the board uses the third-party review annually to assess board compliance to School Board Governance Principles, which include a clear board purpose, rules of membership, and committee structure.

Fiscal accountability—SHSD's efforts to ensure fiscal accountability include four key components: (1) a requirement that board and DELT members annually sign a statement that they understand and will abide by the SHSD Code of Conduct, which addresses conflicts of interest; (2) the signature of the superintendent and chief business officer on financial statements, verifying their truth and accuracy; (3) the use of annual internal financial audits and external audits by a leading regional accounting firm to ensure compliance with Generally Accepted Accounting Principles and the Governmental Accounting Standards Board; and (4) following 2002 governance system reviews, designation of the Finance Planning Committee to oversee financial reporting and monitoring, evaluate the external and internal audit processes and auditor performance, and follow up on audit results. SHSD formed a partnership with the School of Accounting at UA to provide financial expertise to board members and assist them in carrying out their fiscal accountability responsibilities.

Independence in internal and external audits—As noted, SHSD conducts a variety of internal and external audits, with

independence ensured by having all auditors report directly to the school board. The state Auditor General conducts an annual district audit to ensure compliance with regulatory mandates and standards. The Internal Audit Department reports to the Finance Planning Committee and helps develop an annual audit plan, reports audit results, and ensures compliance with board policies.

Protection of stakeholder interests—The school board ensures protection of stakeholder interests through its management accountability, fiscal accountability, and audit functions. In addition, the board gathers stakeholder input on how well SHSD protects interests and provides annual reports of audit findings.

Another key aspect of governance involves learning and sharing, part of the district focus on KM. Via the district Web site, the Chief of Communications updates school board members quarterly on regulatory changes, effective decision making, district KM sharing practices, and other information. Board members also attend state and national governance meetings and submit learnings to *K-pedia*. The current board chair serves as the Anywhere Governance Policy Advisory Board co-chair and speaks nationally on governance issues.

In keeping with the district's PDSA focus, the board evaluates and improves its processes and overall performance. For example, due to findings from its 2001 and 2002 reviews, the board benchmarked governance systems (following the Benchmarking Process, 4.1a[2]) within and outside the education sector, added the Community Relationship Committee, and solidified its own use of PDSA.

1.1c(1) Several key SHSD leadership functions are related to performance reviews. Issues within 1.1c(1–3) constitute another set of key leadership functions for SHSD. The DLT champions the Leadership Performance Review Process to assess progress against goals, make adjustments in the Strategic Plan as regulatory and stakeholder requirements change during the year, translate performance review findings into priorities for improvement and innovation, and deploy priorities throughout the district. The process includes senior leaders (1) *receiving and analyzing data and findings* (data and information are available via the ITMS, Figure 4.2-1); (2) *assessing performance* (using reviews of current levels of performance, trend performance, performance relative to goal, appropriate comparative performance, and appropriate analytic and decision matrix prioritization tools via the MAS); (3) *translating findings into priorities and opportunities* (using decision criteria defined by the DLT); (4) *deploying findings and opportunities throughout the district* (using leadership communication methods, Figure 1.1-2); and (5) *evaluating/improving the process* (using PDSA, Figure 6.1-4). Figure 1.1-3 lists DLT/DELT performance reviews, which take place during regularly scheduled DLT/DELT meetings. All reviews link to the district's KSFs (P.2a[2]), as the DLT focuses on fulfilling stakeholder requirements. SLTs and the school board use similar reviews, with SLT reviews occurring before DLT/DELT reviews and school board reviews occurring after. For example, SLTs and department leaders use the Leadership Performance Review Process as they review classroom, department, and school performance, including performance against the SIPs. Regional superintendents

Type of Review	A	Q	M	KSF
Academic accountability (compliance)	✓			1, 2
Strategic Plan progress	✓			All
Action plan progress	✓	✓		All
CEP performance	✓	✓	✓	1, 2
Budget Plan performance	✓	✓	✓	5
HR Plan performance	✓	✓	✓	1,2,3
Technology Plan performance	✓	✓	✓	1,2
Student/stakeholder satisfaction/dissatisfaction	✓	✓	✓	All
Climate assessment	✓			1,2,3,4
Culture change, communication, KM	✓	✓		1,2,3,4
Community support	✓			3
District Baldrige self-assessment	✓			All

Figure 1.1-3 DLT/DELT Performance Reviews

(A=annually, Q=quarterly, M=monthly; 1=student academic excellence; 2=high-quality CI; 3=friendly, supportive, and safe learning environment; 4=effective support services; 5=effective and efficient fiscal management and operations)

do the same at the regional level, as do directors for their departments and district chiefs for their divisions. The school board does the same as it receives updates from the DLT/DELT reviews. For the DLT, the overall process outcome is the annual *SHSD Report* presented to the school board and all stakeholders on performance relative to the Strategic Plan, compliance with regulations, comparison to best-in-class organizations, and priorities for improvement. Process outcomes for other leaders and leadership groups include daily, weekly, monthly, quarterly, and annual reports to constituents, as well as current understanding of performance within their areas and the district as a whole.

1.1c(2) Figure 2.2-1 shows key performance measures reviewed by the DLT as part of the Leadership Performance Review Process. Using the MAS (4.2a[1]), the DLT and DELT do not merely review discrete results at regular intervals and make decisions based on the results. They also seek correlations among sets of measures linked to strategic objectives in order to draw summary conclusions about district performance. Figure 1.1-4 shows examples of key recent performance review findings presented by the divisions of Curriculum, Instruction, and Student Services (CISS); Performance Excellence; Technology; and Transportation. Figure 4.1-2 indicates types of data collected and analyses conducted.

1.1c(3) The DLT's criteria for translating performance review findings into opportunities for improvement and innovation include (1) a performance gap related to student academic achievement; (2) performance below acceptable limits, including regulatory requirements and standards; (3) an unfavorable performance gap (more than 10%) between SHSD and comparable organizations; and (4) unfavorable performance gaps related to the Culture Change Process, short- and long-term goals, and emerging key district changes. The DLT assigns accountability for each priority, and champions create action plans and a time frame for completion. Champions use the leadership communication methods (Figure 1.1-2) to inform all key stakeholders of priorities and actions. In addition, SHSD shares findings and priorities with feeder and receiving schools at quarterly articulation meetings and (new in 2004) with suppliers and partners at yearly supplier/partner performance meetings. The DLT uses PDSA (Figure 6.1-4) to evaluate/improve the Leadership Performance Review Process and its deployment. Examples of improvement include the creation and deployment of a standard format and reporting process in 2001 for use at all levels to ensure consistency in reporting and the definition of cause-and-effect relationships and prioritization criteria in 2002.

1.1c(4) SHSD uses three systematic and interconnected activities for evaluating leaders and improving the Leadership System. First, SHSD uses the PMP (5.1b) for evaluating senior leaders' performance. School board and DLT evaluation is addressed in 1.1b under management accountability. DLT members evaluate the DELT, and DELT members evaluate the SLTs. This process also uses 360-degree input from all stakeholder groups and input from the listening and learning methods discussed in 3.1a and 5.3b to evaluate leaders.

Second, SHSD annually uses a consulting firm to gather and aggregate the inputs mentioned above and provides a report to the DLT and school board on the top five areas of strength and the top five opportunities for improvement for each leadership group. The school board then works with the firm and the DLT to develop a Leadership Action Plan. Senior leaders deploy the plan to all stakeholders through leadership communication methods (Figure 1.1-2). Examples of Leadership Action Plan priorities include increased visibility in the community for school board members and effective use of DLT members' mentoring skills.

Third, to improve the Leadership System, the DLT conducts the district-level Baldrige self-assessment. A dozen employees

Correlates	Key Recent Performance Review Findings	Opportunities for Improvement/Innovation
Parental involvement	Decline in volunteerism as parental involvement declines	Launched regional improvement teams (including students, parents, and employees) to address parental involvement
Tech. trng./progress on Tech. Plan/faculty satisfaction	Faculty satisfaction with technology infrastructure impacted by availability/accessibility of training and deployment of Technology Plan	Technology Team using Benchmarking Process (4.1a[2]) in spring/summer 2004 to capture technology training and deployment best practices
Student food satisfaction/supplier delivery/food contracts	Decline in student/parent satisfaction with food choices/quality due to decreased timely food delivery and increased reliance on long-term food contracts	Supplier liaison restructuring food contracts and implementing supplier report card

Figure 1.1-4 Examples of Key Recent Leadership Performance Review Findings and Priorities for Improvement/Innovation

who are state quality award examiners provide feedback on the self-assessment. The DLT combines the self-assessment findings with the top five areas of strength and opportunities for improvement generated on leadership teams as input to the annual *SHSD Report*. Dr. Smith meets with each DLT/DELT member to review leadership findings, and DELT members meet with every SLT to do the same. Using PDSA to evaluate and improve leadership effectiveness closes the loop on the process. Recent process findings illustrated the need for an outside review of SHSD’s self-assessment; this application is a result of those findings.

1.2 Social Responsibility

1.2a(1) SHSD’s vision is to create and sustain a learning organization and life-long learners by becoming a benchmark organization through collaborative endeavors. As such, SHSD’s goal is to meet or exceed all federal, state, and local regulatory, safety, accreditation, and risk/legal requirements and mandates (such as the Safe Schools Act and Children’s Internet Protection Act). The Director of Social Responsibility and Compliance leads the Social Responsibility and Compliance Team in executing the Social Responsibility Process. The process follows the PDSA cycle and calls for SHSD to (1) gather input on changing laws, rules, and regulations throughout the year (information fed to the SPP, Figure 2.1-1, Step 2); (2) develop an agenda related to potential legislation; (3) analyze changes and determine their impact on SHSD, as well as the impact of programs, offerings, services, and operations on the community; (4) ensure compliance by identifying and tracking key process measures and goals (examples in Figure 1.2-1) that allow SHSD to meet/exceed requirements; and (5) deploy results via leadership communication methods (Figure 1.1-2) and quarterly reports to the legal counsel.

The Risk Manager chairs the Safety Team that annually updates safety codes, conducts safety audits, aggregates and analyzes building safety and student/employee accident data, gathers input from stakeholders on perceptions of a safe environment, and identifies and executes safety improvements via such mechanisms as the Critical Incident Response Plan (5.3a[2]) in partnership with local emergency service organizations. The district has a Disaster Recovery Plan, and each school has School Safety and Emergency Preparedness Plans. Additional areas of risk management include minimizing risk in contractual agreements through a Precontract Review Process and the Hiring Process. As part of the Hiring Process, the HR Division conducts background and reference checks on all potential new hires, as well as new school volunteers. SHSD uses a private firm to conduct these checks, using a national database.

1.2a(2) In addition to proactively managing the legislative agenda to address emerging regulatory issues, the Director of Social Responsibility and Compliance identifies current and future public concerns with programs, offerings, services, and operations. The PDSA-based process for identifying and deploying concerns includes conducting community quarterly forums; gathering information from national and state studies as well as the Student and Stakeholder Requirements Determination Process (Figure 3.1-2); attending conferences, workshops, and seminars; participating in state and national associations;

	Measure	Goal	Figure/ Text Ref.
R	Content/grade-level proficiency	BIC	7.1-[1-9]
	ESL grade-level proficiency	BIC	7.1-[18, 19]
	Adequate yearly progress	100%	7.6-6*
	Graduation rate	92%	7.1-15*
	Attendance rate	95%	7.2-12*
	Dropout rate	.3%	7.2-16*
	ADA	100%	7.6 text
S	Fire inspection pass %	100%	7.6 text
	Bldg. first-pass inspections	98%	7.6 text
	# building code citations	0	7.6 text
A	Accreditation deficiencies	0	7.6 text

Figure 1.2-1 Examples of Key Compliance Measures and Goals (R=regulatory, S=safety, A=accreditation, BIC=best-in-class) *Indicates exceeding regulations

aggregating and analyzing all information using the MAS; and deploying information via quarterly reports to the DLT, *K-news*, and *K-pedia*. Through its information sources, the director and the Social Responsibility and Compliance Team identify information such as community concerns with future bond issues and land acquisitions; future program, offering, and service requirements in relation to local, state, and national trends; and legislative priorities regarding funding patterns and accountability and reporting requirements. A recent example of SHSD proactively anticipating and preparing for public concerns relates to the 1999 bond levy, which called for six-year new construction and renovation plans. At two community forums in 2003, the team learned of concerns about new construction within Region 2, aggregated them, formed a proposed plan modification, and worked collaboratively with contractors to address the concerns.

1.2b In conjunction with the superintendent, the Social Responsibility and Compliance Team uses the Code of Conduct Process (covering employees, stakeholders, and partners, as well as students) to ensure ethical behavior throughout the district and compliance with Anywhere ethical standards. In gathering requirements, the team uses the process described in 1.2a(2). SHSD provides annual Code of Conduct updates and reviews for school board members, students, parents (in PTA sessions), employees (e.g., in new employee orientation), suppliers, and partners. At the sessions, employees, students, and board members sign a statement certifying that they will abide by and uphold the standards and Code of Conduct. On a quarterly basis, vignettes depicting ethical dilemmas, ways to deal with the issues, and a test to ensure and measure understanding are posted to *K-news* for school board members and senior leaders to use within their respective divisions, departments, and schools.

The Code of Conduct Process addresses noncompliance issues through three-steps: (1) identification of the violation, (2) coaching and professional support, and (3) defined sanctions ranging from probation to termination. Numerous mechanisms enable reporting of suspected and actual violations of the Code of Conduct, ethical concerns, or questions. These mechanisms include direct contact with principals and other leaders to

P	Measure	Goal	Fig./Text Reference
T	% target audience attending training	95%	7.6-1
A	% employees, students, and board members signing Code of Conduct	100%	7.6-1
D	# employee violations	0	7.6-1
	# board member violations	0	7.6-1

Figure 1.2-2 Key Processes, Measures, and Goals for Ethical Behavior (P=process, T=training, A=attestation, D= discipline)

discuss concerns and violations, an anonymous 800 hot line, a Web link and e-mail address on the SHSD Web site, a district-level Professional Standards Department that addresses ethical violation charges against school board members and SHSD employees, and quarterly forums to discuss issues with the Social Responsibility and Compliance Team. Regardless of the method used to report a suspected violation, if the respondent is known, SHSD acknowledges receipt of the concern or question within 24 hours, and it checks the status of the investigation every seven days until the issue is resolved. Once the issue is resolved, the Director of Social Responsibility and Compliance contacts the person (if applicable) who reported the violation and asks for feedback on the efficiency and effectiveness of the process. The Division of Social Responsibility and Compliance aggregates actual violations of the Professional Standards and Code of Conduct and sends quarterly and annual reports detailing processes, measures, and goals (Figure 1.2-2) to the DLT/DELT. As a result of these Code of Conduct Process steps, the Social Responsibility and Compliance Team revises the code annually. An example of a recent improvement was the passage of an Information Security Policy (4.2b[2]), now part of the Code of Conduct, which resulted from efforts to

address increased data accessibility issues and changing privacy and use laws.

1.2c The Director of Social Responsibility and Compliance works with the Community Support Team to maximize efforts and demonstrate commitment to SHSD’s key communities (Figure 1.2-3). SHSD determines its key communities through an annual three-step affirmation process: review the existing set of key communities, review emerging needs, and refine the set. The Community Support Team uses a PDSA-based Community Support Process that includes identifying needs through quarterly focus groups with all stakeholders, as well as a semi-annual roundtable and an annual survey with community professional and charitable organizations. Using methods discussed in 1.2a(2), the team aggregates and analyzes the findings to identify key community needs; estimate resources required to support those needs; and prioritize the needs (based on alignment with SHSD’s vision, mission, values, strategic challenges, and objectives; direct impact on student learning and service opportunities; creation of a mutually beneficial partnership between the district and the community; and resource availability). The team documents areas of emphasis, specific events, resource requirements, and expectations of school board members, senior leaders, employees, and students in a Community Support Plan. It deploys the plan via meetings with the school board, DLT, DELT, and SLT each August and by posting it in *K-news*. Leadership teams then set expectations for leaders, employees, and students. In the annual Community Support Report, the Community Support Team tracks progress against the plan, resources provided, community satisfaction with support received, and employee participation in professional communities. This report, introduced in 2003, represents the latest improvement cycle from the team, as senior leaders requested aggregated findings for use during stakeholder interactions.

Key Communities	Examples of Support Provided; 2004 Emphasis	Examples of Expectations
8 cities of service area	Community projects (provide facilities/labor/funds); preschool programs, Head Start and Success by 6; parenting classes (2004 emphasis: <i>Neighborhood renovation projects</i>)	All 11th grade classes commit to a neighborhood renovation project
Professional organizations	Community, state, and national organization membership and leadership roles (2004 emphasis: <i>Membership and leadership roles in KM organizations</i>)	All DLT/DELT members in membership/leadership roles
Future teachers	Scholarships for shortage areas; tutoring of potential teachers at UA and regional colleges and universities (2004 emphasis: <i>Math and science teachers</i>)	Faculty tutoring programs at all schools, in all grade levels
Charitable organizations	Funding support, volunteer help, participation in fund-raisers and events (2004 emphasis: <i>International Disaster Relief Society [IDRS]</i>)	70% of employees contribute to IDRS

Figure 1.2-3 Key Communities and Examples of Support Activities, 2004 Emphasis Areas, and Expectations

2 Strategic Planning

SHSD’s SPP (Figure 2.1-1) is a PDSA-based top-down, bottom-up process that involves all employees at the development and deployment levels (Steps 2, 5, 9, 10, 11). The basic structure results in a district Strategic Plan formed from the district CEP and

Technology, Human Resource, and Budget Plans. SHSD ensures alignment through (1) development of strategic objectives, goals, and performance measures against the district’s KSFs, key stakeholders, values, and strategic challenges (Figure 2.1-3);

(2) fact-based decision making and evaluation and improvement through the use of goals, performance measures, review cycles, and refinement steps (Steps 3–12); (3) district learning and sharing through KM mechanisms such as *K-pedia* and *K-news* (with all SPP steps representing learning and sharing mechanisms); and (4) integration with key district processes and findings through use of the Performance Excellence System (Figure P.2-1).

2.1 Strategy Development

2.1a(1) SPP development (key participants depicted in Figure 2.1-1) takes place yearly between November and May. The Director of Strategic Planning manages the process, while DELT members provide primary ownership and leadership (Steps 3, 4, 6, 8, 11, 12). Overall, strategy development occurs between November and March (Steps 1–5), approval of plans and resources in March and April (Steps 6, 7), and plan rollout (Steps 8, 9, 10) at the division, region, school, and individual levels in April and May. Action plan deployment continues from May to May (deployment, due to Steps 8 and 10, rolls with strategy development, as the district, DELT, divisions, regions, SLTs, schools, and individual employees close out one school year and simultaneously plan and begin to carry out actions for the next). Performance against the plan is reviewed throughout the year across all levels (Step 11), and evaluation and improvement occur in May (Step 12).

The SPP starts with school board input in November (Step 1). The board and its four committees study issues from August to November. They provide guidelines to the DELT regarding federal and Anywhere mandates, reforms, and benchmark practices, such as technological innovations (School Improvement Planning Committee); Anywhere budget forecasts and

economic changes (Finance Planning Committee); facility planning and safety issues, such as construction, renovation, and emerging safety requirements (Building Program Committee); and issues of importance to businesses and taxpayers (Community Relationship Committee). Committees gather information on their respective areas, and the School Board President aggregates and presents the information to the DELT. An example of board input leading to strategic objective development is the Finance Planning Committee’s 2002 findings resulting in strategic objective #8 (Figure 2.1-3). After reviewing projected funding patterns, economic changes, and SHSD effectiveness and efficiency, the committee concluded that improving return on resources (ROR) is imperative to the district’s financial health.

Step 2 provides more input for DELT use during its two-day December retreat. As applicable, divisions, regions, and schools conduct an environmental scan of their areas and feed the information into the appropriate ITMS application (Figure 4.2-1) and the Knowledge Management System (KMS). Process owners for each scan area present findings to the DELT (2.1a[2]).

During its retreat (Step 3), the DELT uses a process to briefly review and validate the district’s vision, mission, and values (1.1a[1]). SHSD’s short-term planning time horizons span the current academic year; these link to the length of SIPs and align with the state budget allocation process. Long-term horizons span 1–3 years; these allow SHSD to project performance to become a benchmark district but do so realistically, given the rapidity of changes in student assessment requirements; teaching, learning, and support technologies; and budget forecasts. The DELT validates these horizons by asking SLTs and DELT members (1) Did the one-year planning horizon allow SHSD

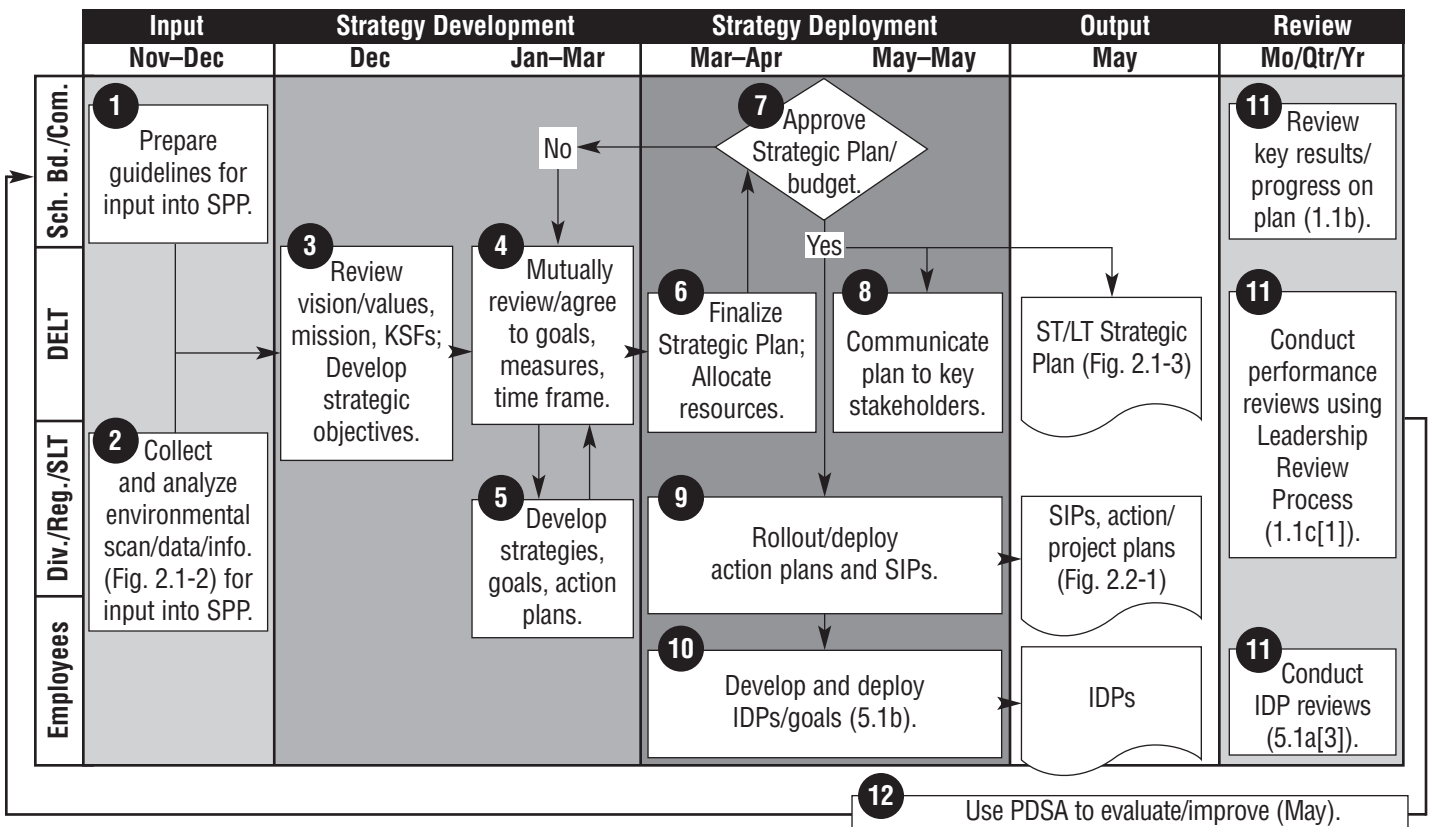


Figure 2.1-1 Strategic Planning Process (SPP)

to develop/implement plans effectively and efficiently over the last year? (2) Do the one-to-three-year planning horizons allow SHSD to develop/implement plans effectively and efficiently to address necessary longer-term changes? (3) What are the needed time horizon improvements, if any? The SPP addresses short- and long-term horizons by including them in steps delineated for development of strategic objective goals (SPP, Step 4, and Figure 2.1-3) and corresponding strategies (SPP, Step 5, and Figure 2.2-1).

In Step 3, using third-party facilitation, the DELT reviews all inputs from Steps 1 and 2 to understand and adjust district KSFs (P.2a[2]) and set strategic objectives. The DELT updates KSFs according to information gathered from the Student and Stakeholder Requirements Determination Process (Figure 3.1-2) and listening and learning methods (Figure 3.1-3). The Director of Research and Knowledge Management provides a profile of changing student and stakeholder requirements and key findings from listening and learning methods, and the DELT uses decision-support tools (PMA and MAS, 4.2a[1]) to update KSFs. Suppliers and partners also provide input on emerging changes in their respective areas, using a streamlined reporting format created by SHSD’s supplier liaison. All inputs are considered in the establishment of strategic objectives. The DELT uses the information generated during Steps 1 and 2 to focus on (1) mandated changes; (2) district-wide gaps, thus impeding progress toward achieving SHSD’s vision of benchmark performance; and (3) opportunities for districtwide innovation. Information from the MAS allows the DELT to identify initial

strategies and actions that must occur in order to achieve the district’s strategic objectives. In developing strategic objective #1 (Figure 2.1-3), for example, the DELT gathered guidelines and environmental scan information related to NCLB, analysis showed strong overall Adequate Yearly Progress (AYP) for SHSD, and the objective was focused on exceeding achievement standards at benchmark levels.

In Steps 4 and 5, the DELT uses a catchball process with divisions, regions, and schools as strategies, action plans, and goals flow among the parties from January to March. Regional superintendents interact with SLTs from their region to develop the strategies, plans, and goals and then work with the divisions to establish the district CEP and Technology Plan, HR Plan (including a Diversity Plan), and Budget Plan (Step 5). This process ensures alignment with district objectives and goals (see Figures 2.1-3 and 2.2-1) and empowers schools and divisions to take ownership of the strategies and action plans they are accountable for deploying. Regional superintendents conduct planning development sessions with SLTs in late January and discuss retreat outcomes, including updates on SHSD’s vision, mission, values, and KSFs and articulation of the next planning cycle’s strategic objectives and key strategies and actions (PMA and MAS output). Regional superintendents and division directors compile the information using the MAS and address the DELT in early February on developing goals, time frames for their accomplishment, and performance measures (Figure 2.1-3). At three mid-February and early March meetings, regional superintendents and respective SLTs develop details regarding

Key Factors Reviewed	Examples of Types of Data and Information Collected	Sources
Student/stakeholder/market needs, expectations, and opportunities	Requirements, listening/learning methods, IPM findings, higher education requirements, local demographic trends, real estate/business growth	Student and Stakeholder Requirements Determination Process (Figure 3.1-2), listening/learning methods (Figure 3.1-3), IPM Process (Figure 3.2-3), HEC, Chamber reports
Compet. environment, capabilities relative to competitors and comparable orgs.	Student achievement/assessment, school academic and operational performance indicators; student/stakeholder and employee satisfaction; financial, risk mgmt., and safety performance	ASDE, ASBE, USEA, USAEP, AAEP, SAT; ESC meetings (3.2b[3]); USSBO; Baldrige state/national recipients; Benchmarking Process reports (4.1a[2])
Education reform and technical changes	NCLB, federal/state reforms, technology use to enhance classroom learning/operations and promote KM practices	Conferences, meetings with officials, press releases, Web sites, KM grant reports
Strengths/weaknesses, including faculty/staff and other resources	District self-assessment findings, Education Planning and Deployment Process (5.2a[1]), labor shortages and requirements, leadership change, building and renovation needs	Baldrige self-assessment, SIPs, Diversity Team findings (5.1a[2]), PMP (5.1b), Education Planning and Deployment Process (Figure 5.2-1), labor union newsletters/meetings
Redirection of resources	Action plan progress, academic achievement	Leadership performance reviews (1.1c[1])
Capability to assess student learning and development	Classroom/school/state/federal student academic achievement data, CEP progress, AYP	Leadership performance reviews (1.1c[1]), regional superintendent reports, results assessment (Figure 6.1-1)
Risks (budgetary, societal, ethical, regulatory, other)	State budget forecast, audit/inspection performance, ethical behavior data (Figure 1.2-2), NCLB/state compliance, Safe Schools Act compliance	School Board Finance Planning Committee findings; audit reports; Safety Team, Social Responsibility and Compliance Team, and Community Support Team reports
Changes in economy	Ed. funding patterns, economic trends/forecasts	Federal/state budget analyses/forecasts
Partner/supplier information	Partner performance, UA admissions changes	Supplier report card (6.2a[4]), HEC, meetings with UA

Figure 2.1-2 SPP Key Factors Reviewed and Examples of Types of Data and Information Collected

Key Success Factors	Key SIKhr.	Values	Strategic Objectives	Related Strategic Challenge	Goals/Short-Term/Long-Term Time Frame	Performance Measures	Figure/Text Ref.
Student academic excellence	S, P, SB, B	LLL, PSC, PE, RD	(1) Improve overall student achievement to exceed NCLB and state standards (includes specific focus on improving student performance in poverty pocket areas). (2) Improve learning-centered processes to enhance student achievement.	Rapidly changing performance expectations and requirements	All schools meet or exceed standards by 2006 =>Benchmark results Reduce curriculum cycle time to 6 months	– Proficiency rates on national/state exams – Student/stakeholder satisfaction ratings for achievement, quality instruction, student services – Time to deliver curricula	7.1-[1-9] 7.2-[1-9] 7.5-2
High-quality curricula and instruction	S, P, SB	LLL, PSC, PE, RD	(3) Improve capability to build high-quality workforce to lead district/schools, deliver curricula and programs, and provide services and support operations. (4) Increase utilization of value-added technology to support learning and decision making.	Attracting and retaining highly qualified employees	100% of faculty certified by 2006 =>Benchmark results by 2006	– % faculty certified – Employee satisfaction ratings	7.4-6 7.4-8
Friendly, supportive, and safe learning environment	S, P, SB, B	PE	(5) Proactively ensure safe learning environment and facilities.	Integrating continued growth in technology	=>90% participation in technology training by 2007	– % employees participating	7.4a(2) text
	S, P, SB	PSC, PE	(6) Increase parent, community, and business participation and satisfaction with the learning environment.	Increased emphasis on a safe environment and facilities to promote learning	Meet/exceed compliance standards =>Benchmark results by 2008	– # suspensions (Safe Schools Act) – Safety and ergonomic results – Student/parent satisfaction with safety, discipline, and facilities	7.6-2 7.4-7 7.2-5 and 7.2-6
Effective support services	S, P, SB, T, B	PSC	(7) Increase parent and student satisfaction with support services.	Engaging parents, the community, and businesses in a learning collaboration	=>Benchmark results by 2007	– % parent participation in school activities – Parent satisfaction with relationship mgmt. – Business satisfaction	7.2-10 7.2-9 7.2-13
Effective and efficient fiscal mgmt. and operations	S, P, SB, T, B	PE	(8) Achieve a high return on resources. (9) Ensure fiscal stability. (10) Acquire resources required to serve the community's education needs.	Managing costs while increasing satisfaction	=>Benchmark results by 2008	– Student/parent satisfaction with support services	7.2-7
				Proactively managing in an environment of changing funding patterns	High ROR Aa 14% by 2004, 16% by 2006	– ROR index – Moody's bond rating – % fund balance from local sources	7.3-2 7.3 text 7.3 text

Figure 2.1-3 SHSD's Strategic Objectives, Goals, and Measures (Stakeholders: B=businesses; P=parents; S=students; SB=school board; T=taxpayers) (Values: LLL=life-long learning; RD=respect and diversity; PSC=people-centered, safe, collaborative environment; PE=performance excellence)

strategies, action plans, and target goals (Figure 2.2-1) for each strategic objective. In mid-March, regional superintendents and the Chief of CISS update the CEP, and the chief HR and business officers update the HR, Budget, and Technology Plans. These plans are rollups of the school- and division-level strategies, plans, and goals. For example, the CEP consists of CISS Division strategies and action plans that are part of each school's SIP. Together, these plans represent the district Strategic Plan that the DELT reviews against strategic challenges and approves in late March (Step 6). The DELT, using data and information from ITMS applications, allocates capital and human resources for each objective and sends the plan to the school board for approval (Step 7).

2.1a(2) In addition to school board guidelines (Step 1), the DELT considers inputs from divisions, regions, and SLTs during its December retreat (Step 2). From September through November, division directors, regional superintendents, and the SLTs conduct an environmental analysis regarding internal and external data and information related to key factors (Figure 2.1-2). Figure 4.1-2 illustrates types of analyses conducted for environmental scan information.

SPP inputs represent all key stakeholders. The board committees include employees, students, and community members, and SLTs include a principal, assistant principal, teacher, and student from each grade level for middle and high schools. Environmental scan information collected is applicable to the unit doing the analysis. For example, SLTs collect and analyze data and information pertaining to assessing student learning and development but do not collect information relative to student and stakeholder needs; the Division of Research and Knowledge Management performs this scan. The DELT assigns process owners for each scan area, and the owners assign appropriate key factor scans to divisions, regions, and SLTs. Process owners also prepare and present aggregate reports to the DELT. Step 2 recently led to the identification of strategic objective #5, safe environment. Due to SLT information and reports from the Safety, Social Responsibility and Compliance, and Community Support Teams, in 2001, the DELT delineated this as a strategic objective. In 2002, the Director of Social Responsibility and Compliance presented SLT data by region, showing the value of deploying prevention-based School Safety and Emergency Preparedness Plans. The DELT approved the strategy in 2002, and an action for 2003–2004 is to implement school safety, violence prevention, and students-at-risk programs.

2.1b(1) Figure 2.1-3 indicates SHSD's strategic objectives and their alignment to KSFs, stakeholders, values, and strategic challenges; key goals and time frames for accomplishment; and performance measures. Short-term time frames are May '04–May '05, and longer-term time frames are 2005–2008.

2.1b(2) Figure 2.1-3 illustrates how strategic objectives address SHSD's strategic challenges (P.2b). The DELT ensures this linkage through a final review of objectives against challenges in March. The DELT ensures objectives balance short- and longer-term challenges and the needs of students and stakeholders through Steps 3–5 and via leadership performance reviews and midcourse corrections (Step 11). For example, because district KSFs are direct outcomes from student

and stakeholder requirements, Step 3 begins the process of ensuring that strategic objectives balance their needs. In addition, the involvement of students and stakeholders throughout the SPP furthers this process. During the catchball sequence in Steps 4 and 5, regional superintendents open SLT and DELT meetings with a discussion of strategic challenges by stakeholder group and the immediate and future challenges represented within each group. In addition, the DELT's quarterly and annual strategic and action plan reviews ask (1) What is the current status of plan accomplishment? (2) How are these plans serving our specific students and stakeholder groups? (3) What is not happening that must in order to be successful this year and within three years?

2.2 Strategy Deployment

2.2a(1) Step 5 (2.1a[1]) begins the development of action plans as divisions, regions, and SLTs use the catchball process to discuss short- and longer-term strategies and appropriate updates and changes to action plans. In Step 9, once the DELT approves the strategies, actions, and target goals (submitted as part of the Strategic Plan), divisions and regions update their own area action plans. SICs, working with SLTs, update their SIPs according to changes in the Strategic Plan. In order to update area action plans and SIPs, respectively, divisions/regions and SICs/SLTs follow five steps during the April plan development and deployment meetings: (1) review previous action plan performance, (2) determine performance gaps, (3) determine remaining connections to strategic objectives, (4) determine new actions to address strategic objectives and strategies, and (5) deploy actions to departments and employees. Division directors, regional superintendents, and principals serve as process owners of the action plans/SIPs for their respective areas. As with the catchball process, regional superintendents serve as the integrating source among school, division, and region action plans and provide alignment checks with the district's Strategic Plan. The SPP is fully deployed, with all divisions, regions, and schools participating in Step 9 and all employees in Step 10 (new employees develop IDPs after orientation, while returning employees develop IDPs in May). Step 10 aligns individual plans and goals with action plans/SIPs using the PMP (5.1b). Further, as part of the Education Planning and Deployment Process (Figure 5.2-1), SLTs work with SICs to determine employee education needs. Regional superintendents aggregate learning needs for their regions and supply the information to the Chief Human Resource Officer. Faculty performance objectives concentrate mainly on strategic objectives 1 and 2, while staff performance objectives focus mainly on strategic objectives 3–9. Another avenue of plan deployment is DELT communication of the SPP (Step 8) via the methods described in Figure 1.1-2. An example of plan development and deployment centers on SHSD's expanded English as a Second Language (ESL) program. Correlation analysis using PMA and strategy and action discussion through the catchball process (Steps 4 and 5) produced strategies to expand the ESL program. The directors of ESL and New Chance for Success (NCS) interacted with the SICs/SLTs and regional superintendents (Step 9) to ensure each SIP reflected ESL program expansion efforts.

Steps 6 and 7 address SPP resource allocation. The DELT uses data and information from ITMS applications and allocates

Strat. Obj.	Short-Term/Long-Term (ST/LT) Strategies	2004 Key Action Plans	Example Key Measures	SHSD Past Performance, Goals, and Projections					Benchmark Performance Projections	
				Past AY 03	Goals AY 04	AY 05	AY 06	Nat'l. Best AY 06	State Best AY 06	Figure/Text Ref.
1	– Deploy 2004–2006 CEP (includes SIP for each school and instructional programs). (ST/LT)	– Implement predictive performance assessments (PPAs)	– Proficiency ratings	NA	100%	NA	NA	*	NA	NA
2	– Consistently provide each student segment with engaging and challenging curricula, programs, and student services. (ST/LT)	– Develop new and strengthen existing curricula, programs, and services (targeted in 2004–2006)	% curricula aligned to state content stdns.	85%	95%	97%	100%	100%	95%	7.5-1
3	– Implement 2004–2006 HR Plan with innovative strategies to recruit, develop, support, retain, and reward a high-quality workforce. (ST/LT)	– Fulfillment Plan	– % fulfilled	80%	85%	87%	88%	NA	NA	7.4-2
	– Ensure union contracts adhere to state standards for qualifications and promote high academic standards through school-level authority/flexibility to adopt student-focused programs, strategies, and schedules. (ST/LT)	– Succession Plan	– % plans	88%	88%	89%	90%	90%	NA	7.4-3
		– Certification progress	– % certified	90%	93%	94%	95%	NA	87%	7.4-6
		– Employee turnover	– % turnover	17%	17%	15%	13%	16%	21%	7.4a(3) text
		– Mentoring	– # hours	4,000	4,500	5,000	6,000	NA	NA	7.4-5
		– Recognition programs	– # recognized	450	500	625	750	NA	NA	7.4-4
		– 2004–2006 union negotiation	– # stoppages	0	0	0	0	0	0	7.4 text
4	– Implement Phase II of the Technology Plan to integrate technology into instruction and management. (ST/LT)	– Training in instructional technology/decision support systems/KM practices	– % participation in Phase II	35%	40%	60%	85%	NA	NA	7.4a(2) text
5	– Continue deployment of the prevention-based School Safety and Emergency Preparedness Plans. (ST/LT)	– School security “audits”	– # audits passed	100%	100%	100%	100%	NA	NA	5.3a(1) text
	– Proactively manage compliance with laws and regulations; manage risks. (ST)	– Compliance/risk management	– # noncompl.	0	0	0	0	NA	NA	7.6 text
	– Improve Critical Incident Response Plan (ST)	– Update Critical Incident Response Plan	– comp. by AY04	in prog.	compl.	NA	NA	NA	NA	5.3a(2) text
		– Conduct refresher training	– % trained	70%	80%	90%	100%	NA	NA	5.3a(2) text
6	– Continue to deploy relationship management strategies to engage parents in their children’s education throughout all relationship stages. (ST/LT)	– New student/parent orientation, school and sports events, activities, committees, volunteer activities	– % reported participating	63%	65%	68%	70%	NA	NA	7.2-10
	– Identify new university, business, and professional partners that can support instructional program. (ST/LT)	– Expand outreach program	– % conference attendance	90%	92%	95%	98%	NA	NA	7.2-10
7	– Continue addressing gaps in satisfaction with support services while implementing cost reductions. (ST)	– Evaluate improvements from 2003	– participation	*	Incr.	Incr.	Incr.	NA	NA	*
		– Implement supplier report card	– % parent satisfaction	98%	99%	99%	100%	NA	NA	7.2-7
8	– Implement 2004–2006 Budget Plan to enhance short- and long-term financial position. (ST/LT).	– Capital funding program (bond)	– % deployed	*	Incr.	Incr.	Incr.	NA	NA	*
	– Balance budget by reducing operating costs. (ST)	– Instructional technology grants	– \$ funding	*	*	*	*	NA	NA	*
	– Solicit in-kind contributions from business partners for PCs/PDAs and other technology donations. (ST/LT)	– Expand outreach program	– \$ grants	*	*	*	*	NA	NA	*
10			– \$ in-kind contributions	*	*	*	*	NA	NA	*

Figure 2.2-1 Measures of Strategies and Action Plan Deployment and Key Performance Goals/Projections (Strategic objectives: 1=student achievement; 2=learning-centered processes; 3=high-quality workforce; 4=technology utilization; 5=safe environment; 6=parent, community, and business participation in/satisfaction with learning environment; 7=parent/student satisfaction with support services; 8=return on resources; 9=fiscal stability; 10=acquire resources) *Available on-site

capital and human resources, with the board providing formal approval. After approval, divisions, regions, and schools request budget adjustments as conditions warrant. The DELT approves budget adjustments based on their direct impact on (1) achieving excellence in student academic achievement; (2) achieving excellence in operations; (3) providing a friendly, supportive learning environment (all three are district KSFs); and (4) closing a performance gap relative to achieving benchmark status (district vision). The DELT ranks the four areas and funds adjustment requests according to combined rankings, as well as discrete rankings within the four areas of impact. Although budget conditions have not been favorable recently, SHSD remains committed to its strategies through allocations devoted to the Education Development Plan (EDP, 5.2a[1]), the district's comprehensive approach for training and development. Further, with technology funding through E-fund grants, in-kind donations from businesses, and local bond funding, SHSD has been able to address technology initiatives. The KM grant has promoted the spread of knowledge related to SPP planning and deployment by cataloguing planning development inputs and planning deployment benchmarks in *K-pedia*.

SHSD ensures that key changes resulting from action plans are sustained through leadership performance reviews of the Strategic Plan and action plans (Step 11). For example, the DELT reviewed action plan progress related to the CEP in October 2002. Upon drilling down to SIPs and reviewing curriculum and instruction plans in detail, the DELT uncovered a need for increasing emphasis on active learning strategies. This need was then documented as an action plan in the HR Plan (Figure 2.2-2).

Examples of HR Action Plans (at School, Region, Division Levels)

Conduct workshops on enhancing the use of IEPs, provide faculty development opportunities for creating interdisciplinary assessments (Strategic Objective #1).
Provide Curriculum and Instruction Teams development time/money to benchmark curriculum design processes; provide workshops on active learning strategies and use of instructional technology for varying cultural backgrounds, curriculum mapping, and classroom assessment (Strategic Objective #2).
Provide time for faculty and staff to attend technology training related to KM (Strategic Objective #4).
Task and support representative School Safety Teams from each region to design prevention-based safety programs, train all School Safety Teams on use of programs within respective regional schools (Strategic Objective #5).

Figure 2.2-2 Examples of HR Plan Action Plans

2.2a(2) Figure 2.2-1 depicts SHSD's key strategies and current action plans related to the ten strategic objectives. As discussed in 2.2a(4), leaders and leadership teams systematically review action plan progress. SIPs delineate actions by school, while the CEP and Technology, HR, and Budget Plans delineate actions for the broader Strategic Plan. The mature SPP (implemented in 1997 and undergoing six cycles of improvement, Step 12), along with use of refined and integrated processes related to the Performance Excellence System (Figure P.2-1),

provide SHSD the opportunity to focus key changes on driving performance to benchmark levels (reflected in Figures 2.1-3 and 2.2-1).

2.2a(3) Strategic objective #3 centers on SHSD's human resources (Figure 2.2-1), although all strategic objectives incorporate an HR component. Figure 2.2-2 displays examples of HR action plans within schools, regions, and divisions associated with these objectives. All SIPs and region and district action plans address HR components (e.g., positions, education and training), and the Chief HR Officer tracks these through the Job Design and Fulfillment Process (Figure 5.1-2) and the EDP (5.2a[1]).

2.2a(4) Figure 2.2-1 shows key performance measures for tracking progress on action plans. As part of Step 11, the DELT reviews Strategic Plan and action plan performance quarterly and annually, using the Leadership Performance Review Process (Figure 1.1-3). This information is then reviewed by the school board. Other leadership groups mirror the process for their levels. For example, SLTs meet with SICs at quarterly sessions and review school performance to plan. Regional superintendents meet with their respective principals monthly to review plan progress, and DELT members meet with their respective division directors to do the same. Performance reviews address the three questions cited in 2.1b(2), and responses to question (3) require follow-up reports by the process owner or team leader within one week of the review. Because of the linkages throughout the SPP, all performance reviews address the ten strategic objectives and thus reinforce organizational alignment. Further, each strategic objective has associated action plans. As described in Steps 3–5, along with question (2) used in leadership performance reviews, the strategic objectives address key student and stakeholder areas, ensuring thorough deployment.

The DELT uses PDSA to evaluate and improve the SPP (Step 12) each May. Preceding its meeting in mid-May, the DELT sends an e-survey to a random sample of school board and board committee members, division directors, and SLT members. The DELT supplements the "Are We Planning and Executing?" survey with personal visits to SLTs and divisions and asks the same questions (covering plan development, deployment, and communication issues). The director of strategic planning aggregates responses and presents a listing of the top four strengths and opportunities for improvement to the DELT. The DELT supplements this information with Category 2 findings from the district's Baldrige self-assessment. Recent SPP improvements include extending SPP participation to the DELT in 2000; adjusting SPP time horizons in 2001; restructuring the environmental scan reporting format and length of presentations at the planning retreat in 2002; and refining the school board guideline structure in 2003.

2.2b Figure 2.1-3 provides key performance measures for strategic objective goals, while Figure 2.2-1 provides measures of strategies and action plan deployment, as well as key performance goals/projections. SHSD's vision is to become a benchmark organization. The DELT uses the PMA, the MAS, and related sources to target benchmark performance as its ultimate goal/performance projection.

3 Student, Stakeholder, and Market Focus

SHSD is committed to performance excellence as a learning community. Using the key management processes within the Student and Stakeholder System (Figure 3.1-1), SHSD seeks to understand the requirements and expectations of student and stakeholder segments within that community in order to develop curricula, programs, and services that meet current and future needs. Also, it builds favorable relationships to attract, maintain, and retain students and stakeholders and increase loyalty.

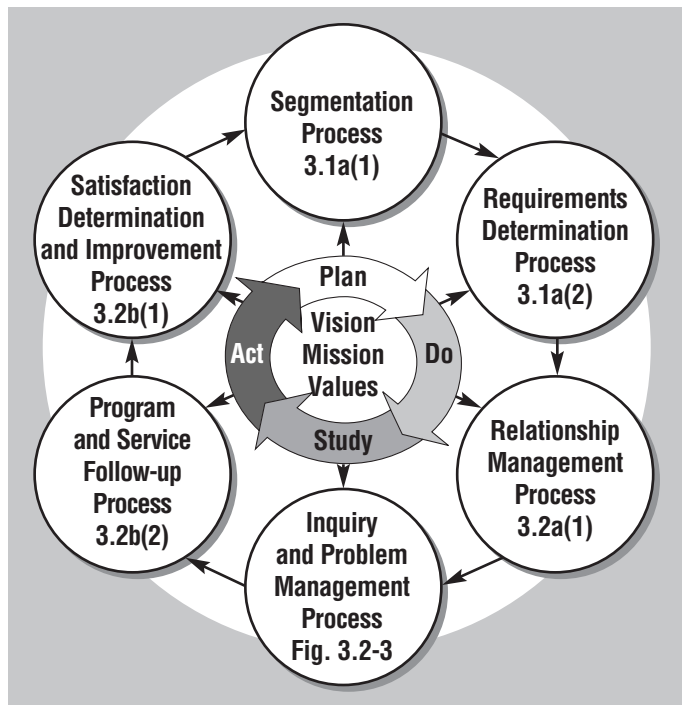


Figure 3.1-1 Student and Stakeholder System

3.1 Student, Stakeholder, and Market Knowledge

3.1a(1) The Research and Knowledge Management Department manages the Segmentation Process (Figure 3.1-1). The purpose of the process is to validate existing student and stakeholder groups and identify new or emerging market segments. The key steps in the process include (1) gathering, analyzing, and integrating related information, data, and organizational knowledge using numerous listening and learning methods (Figure 3.1-3); (2) validating existing segments and identifying emerging segments and market opportunities; (3) communicating final segmentation throughout the district; and (4) organizing information, data, and knowledge by segment to meet organizational, information, and NCLB requirements for learning and for processes such as strategic planning (Figure 2.1-1), relationship management, and curriculum/instruction design and delivery (Figure 6.1-1).

The potential core student market within the Sandy Hill community for regular and other academic programs consists of all children age 18 or under. The potential market for adult education programs and extracurricular events extends beyond the district to surrounding communities. Within the core market, SHSD traditionally segments students into four primary groups: current students, former students, alumni, and prospective

students. Prospective students may include students served by other education providers within the district, home-schooled students, or students who are just moving or transferring into the district. In the Segmentation Process, SHSD inputs information and knowledge from federal and state requirements, district businesses and partners, district teams and committees, employees, volunteers, and student feedback into the analysis, validation, and determination of the final segments. Information such as federal-/state-defined classifications and reporting requirements (e.g., NCLB, ESL students, ADA) and knowledge, including entry of emerging minority group populations, shifts in mobility (e.g., business expansion, voluntary departures) and enrollment behavior (e.g., private/home schooling, adult education), and the unemployment rate, is factored into the confirmation of existing segments and identification of emerging segments.

The Segmentation Process uses criteria analysis to separate key student segments into subgroups for the purpose of organizing, data mining, and analyzing student information/data and to meet federal and state AYP reporting requirements. For example, current students are further segmented by academic program (regular, special education, ESL, Learning Choice Center [LCC], Exceptional Student Program [ESP], and NCS). They are also segmented by school level (elementary, middle, and high school), grade level, region within the district, and NCLB demographic groups (e.g., Asian, black, Hispanic, white, and economically disadvantaged students [eligible for free/reduced lunch program]).

There are four nonstudent segments within the SHSD market: parents of students, the school board, taxpayers, and businesses. For the purposes of gathering requirements, expectations, and satisfaction data, SHSD segments parents by their children’s academic programs. The school board segment comprises the elected board members. Taxpayers are segmented by age (60 or under and over 60) and by child status (with or without school-age children). The business segment includes leaders from local businesses and industries, Chamber of Commerce members, and members of the Board of Economic Development.

3.1a(2) Nearly all of SHSD’s varied student and stakeholder segments share certain requirements, such as academic excellence; other requirements vary by segment (Figure P.1-2). To ensure an understanding of requirements and identify their relative importance to each segment, SHSD uses a systematic Student and Stakeholder Requirements Determination Process (Figure 3.1-2) for translating information and data gained through the various listening and learning mechanisms into knowledge that can be used in planning, performance review, relationship management, curriculum design, and day-to-day management of curricula and instruction. The Student and Stakeholder Requirements Determination Process is fully deployed across the district. In Step 1—*Collect information, data, and knowledge*—SHSD gathers information on student requirements through numerous listening and learning methods (Figure 3.1-3). These include gathering information on current and emerging federal/state academic requirements (e.g., NCLB)

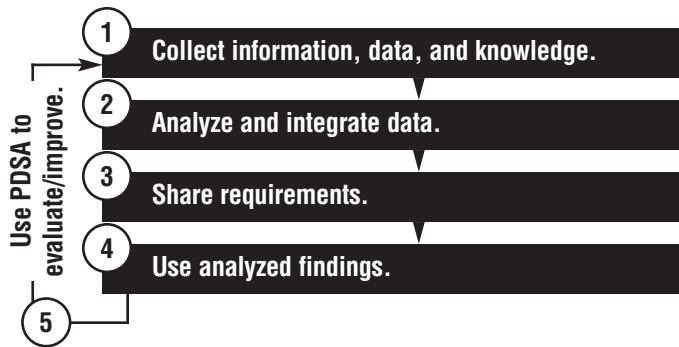


Figure 3.1-2 Student and Stakeholder Requirements Determination Process

and from educational research and conferences. A needs analysis gathers information on students (Figure 6.1-1, Step 2) to determine academic learning needs based on summative and formative assessments. This information serves as input into the development of the annual CEP and the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1). Learning needs for students participating in special education are identified through the joint development of Individual Education Plans (IEPs) by parents, educators, and often, the students. The IEP Process uses numerous listening and learning methods, including diagnostic assessments (e.g., learning disability, speech and hearing, health, psychological), Special Education Team planning sessions, and parent-teacher conferences. SHSD gathers information during exit interviews and from departure surveys with former students for use as input into strategy and action planning. It gathers alumni requirements from alumni, college student, and noncollege student surveys and through input from colleges. The district gathers information on prospective student requirements using adult education market surveys, research, and feedback on various events. Parent information is gathered through surveys and focus groups, inquiry and complaint data, and parent-teacher conferences.

SHSD uses surveys to listen and learn about requirements for school board members, taxpayers, and businesses and to determine the relative importance of requirements/expectations. Many community employers participate in a district-sponsored survey that asks prospective/new employees with children what their requirements and expectations are for school programs and services. Senior leaders and student services staff meet with local colleges to identify issues related to SHSD alumni who are attending their schools and emerging learning needs. Surveys and focus groups are conducted to determine the relative importance of requirements to families in deciding whether to enroll children in an SHSD school. Both parents and students rank academic excellence as the top consideration in enrollment, followed in descending order by high-quality curricula and instruction; a friendly, supportive, and safe environment; and effective support services.

In Step 2—*Analyze and integrate data*—numerous types of analyses (Figure 4.1-2) provide an understanding of the requirements and their impact on learning and support processes and district and school operations. CITs use the findings from the needs analyses in the development of Instructional Programs (IPs) to ensure that learning needs of different student

segments are addressed in curriculum, program, and service design. For example, the needs analyses use marketing surveys to poll current and potential adult students on preferences for different types of courses, delivery methods, and emerging educational needs.

In Step 3—*Share requirements*—SHSD uses the various communications methods (Figure 1.1-2) to inform divisions, departments, schools, and stakeholders about current and emerging requirements. For example, SHSD used its Web site, newsletters, newspaper articles, PTA meetings, and other interactive events to communicate NCLB requirements and information on *Frequently Asked Questions*. (What are the NCLB requirements? What does this mean to your child? How is SHSD meeting these requirements?)

In Step 4—*Use analyzed findings*—information on needs, expectations, and organizational knowledge related to requirements is organized by segment and used throughout the district

Segment	Listening/Learning Method	Freq.
Current Students	Diagnostic testing	A, AH
	Assessments (C)	A, Q
	Proficiency testing (C)	D, AN
	Student surveys (C)	A
	Focus groups	A
	Parent-teacher conferences	Q, AN
	Event feedback	AH
	Research (C)	AN
	Enrollment data (C)	A
	Technology utilization	M
Former Students	Exit interviews	AN
	Departure surveys	A
Alumni	Alumni surveys	Y4
	College student surveys	Y4
	Noncollege student surveys	Y4
	Meetings with colleges	A
	Meetings with businesses	A
Prospective Students	Adult education market surveys	A
	Research (C)	AH, AN
	Event feedback	AH
Parents	Home-schooled student info.	A
	Parent surveys	A
	Focus groups	A, AN
	U.S. Satisfaction Index (C)	Q
	Inquiries/complaints	A, Q, M
	Parent-teacher conferences	Q, AN
School Board	Event surveys	AH
	Surveys	A
Taxpayers	Meetings	M, AN
	Taxpayer surveys	A
Businesses	Event feedback	AH
	Business surveys	A
	Leadership meetings	A, AN

Figure 3.1-3 Types of Listening/Learning Methods (C=comparative; Frequency: D=daily, W=weekly, M=monthly, Q=quarterly, A=annually, AH=ad hoc; AN=as needed; Y4=every 4 years)

by schools, classroom teachers, professional and support staff, teams, and committees to proactively manage student academic performance and stakeholder relationships. Requirements are input into the SPP (Figure 2.1-1) to drive development of the CEP, used in performance reviews (Figure 1.1-3) to determine if performance is meeting requirements, and used in the Relationship Management Process (3.2a[1]) to develop strategies for managing and retaining student, parent, and key stakeholder relationships. They also are used in the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1) to ensure that curricula, programs, and activities meet requirements and/or to drive the development of innovations and are used in the development and delivery of support processes, such as student services. The district analyzes enrollment data, dropout rates, technology utilization, adult education course utilization, complaints, and other information to identify emerging requirements and uses them in the CEP and SIPs.

SHSD takes a leadership role in the Anywhere School Improvement Team and other statewide consortia and policy-making groups to identify and influence changes in requirements that support academic excellence and to ensure the district stays abreast of emerging requirements. For example, Dr. Smith participates on the Anywhere NCLB Committee that develops the state proficiency standards and goals.

3.1a(3) In Step 5—*Evaluate and improve*—the Research and Knowledge Management Department uses PDSA on an annual basis to evaluate the listening/learning approaches and the Student and Stakeholder Requirements Determination Process to keep these processes current with educational needs and directions. A key strategic challenge is students’ and stakeholders’ rapidly changing performance expectations and requirements; the key strategic objective aligned to this challenge is to improve learning-centered processes (Figure 2.1-3). To support this objective, the CIT used PDSA to improve the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1) by including more input from students. For example, SHSD held student focus groups to gain knowledge and insight into how to improve mutually supportive student learning groups (e.g., cooperative learning, peer tutoring, lab partners). The design team also gained knowledge on best practices for peer support by observing these groups in action. Findings from these focus groups and observation sessions helped improve instructional design and were posted in *K-news*.

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a(1) SHSD’s approach for relationship management is a four-step iterative process. In Step 1—*Identify relationship needs*—the district determines student and parent relationship needs (Figure 3.2-1), using listening/learning approaches (Figure 3.1-3). Students, parents, and stakeholders want a relationship with the district that supports their overall requirement of a friendly, supportive, and safe learning environment (Figure P.1-2). Specifically, students want school leaders and faculty who are interested, listen to their ideas, and treat them fairly. Parents want school leaders, faculty, and staff who are accessible; act interested in their children; and are cooperative when discussing their children. Parents desire good communication

regarding their children’s progress, opportunities for involvement, and interactions that make them feel welcome. School board relationship needs are determined through informal meetings with the superintendent and DLT members during new board member orientation and through formal satisfaction surveys. School board members desire good communication from interested and accessible school leaders. SHSD identifies taxpayer relationship needs through the annual taxpayer survey. Taxpayers primarily desire good communication and information related to bond issues. SHSD determines business relationship needs during leadership meetings. For the most part, business leaders want district leaders who are accessible and interested in workforce education issues.

In Step 2—*Select/develop relationship management methods*—and Step 3—*Deploy relationship management methods*—SHSD leaders, faculty, and staff use the relationship management methods that address the relationship needs of the student and/or stakeholder at a specific phase of the relationship life cycle. Faculty and staff attend relationship management mini-modules to understand their roles throughout all phases of the relationship life cycle; new employees attend as part of their orientation program. The four phases of the life cycle are (1) attract, (2) setup, (3) maintain/retain, and (4) postrelationship.

In the *attract* phase, SHSD believes the key to enrolling new students is to offer and inform them of educational programs, offerings, and services that meet their requirements (Figure P.1-2). SHSD actively solicits new student enrollments through orientation sessions for potential incoming students and their parents at all grade levels. Newspaper articles and radio and television announcements remind parents to enroll their students,

Relationship Requirement	Students	Parents/ Caretakers	School Board	Taxpayers	Businesses	Fig. Ref.
Fair treatment	✓	✓				7.2-9
Interested, accessible, and cooperative leaders, staff, and faculty	✓	✓	✓		✓	7.2-9
Welcoming environment	✓	✓				7.2-9
Good communication	✓	✓	✓	✓	✓	7.2-9
Opportunity to get involved		✓			✓	7.2-10
Contact Requirement						
Ease of access	✓	✓	✓	✓	✓	7.2-9
Responsiveness	✓	✓	✓	✓	✓	7.2-9
Knowledgeable employees	✓	✓	✓	✓	✓	7.2-9
Accurate information	✓	✓	✓	✓	✓	7.2-9

Figure 3.2-1 Key Student and Stakeholder Relationship and Contact Requirements

and the district broadcasts information on new adult education courses. SHSD mails information to parents of prospective kindergarten students. Realtors receive information packets to share with new families. The district attracts and elicits prospective school board members and committee participants from among the parents, business leaders, and taxpayers attending school board and district events. The superintendent and members of the DLT personally meet with new business and community leaders to generate opportunities for partnering and on-going support.

The *setup* phase of the relationship occurs at the beginning of the school year or upon enrollment of new students. The new student and parents meet the principal and attend pre-enrollment meetings with the grade-level teacher, advisors, and special Student Services staff to identify goals and special needs, review educational history, set up the student’s schedule, discuss policies and procedures, and foster a receptive and supportive parent-school relationship. Schools assign a student peer mentor to new students in grades 6–12 to ease the transition to the new school. Learning teams conduct in-depth meetings with parents to develop an IEP for special education students, identify the need for diagnostic tests (e.g., speech/hearing, cognitive, psychological), and understand special learning and assistive technology needs. The setup phase also is relevant for establishing the initial relationship with new school board members. New board members attend an orientation held by the superintendent, DLT, and current board members to define the nature of the relationship within the context of SHSD’s vision, mission, values, and strategic objectives and the roles and responsibilities of board members in supporting SHSD’s governance system.

During the *maintain/retain* phase, SHSD believes that a key management tool to develop favorable relationships is to provide frequent, open, and two-way communication opportunities to share knowledge and establish partnerships. SHSD uses numerous communication vehicles (Figure 1.1-2) and offers events and forums to engage stakeholders in listening to and learning from each other. SHSD also offers opportunities for students, parents, and other stakeholders to participate in activities and partner on initiatives that enhance student performance and student and stakeholder satisfaction. For students and parents, these include school-parent, parent-teacher, and student-teacher conferences and focus groups. Partnering opportunities include working on PTA projects, mentoring, assisting faculty, tutoring, and helping with extracurricular activities. Middle and high school students can participate on SIPs and school board committees. Monthly school board meetings provide parents, taxpayers, and business leaders an opportunity to discuss key issues and participate on board committees.

In the *postrelationship* phase, as students graduate or leave the district, SHSD stimulates continued interest in school program support and fund-raising among alumni who desire information about their former school and classmates, as well as opportunities to stay involved. SHSD publishes the semiannual *Alumni News*, hosts an alumni Web site, and helps coordinate class reunions. Alumni can support SHSD through scholarship funding; contributions to athletic programs, clubs, and organizations; and participation in school community and volunteer programs.

In Step 4—*Assess and improve the effectiveness of relationship management*—the DLT and DELT assess the effectiveness of SHSD’s methods to meet student/stakeholder relationship requirements, using PDSA during the Leadership Improvement Process (1.1c[4]). An example of refined integration relates to SHSD’s use of the PMP. In 2003, as a result of an analysis of student and parent survey results, the DLT introduced relationship management as a key performance competency to ensure accountability for performance. SHSD uses various assessment methods to determine the district’s effectiveness in managing relationships, including surveys, focus groups, and data/feedback from the Inquiry and Problem Management (IPM) Process (3.2a[3]). The district posts the findings from these assessments in *K-news*. In addition, IDP reviews assess the effectiveness of individuals to manage relationships.

One example of improvement relates to the student requirement of fair treatment (Figure 3.2-1). Survey results indicated that students rated their treatment as “neither fair nor unfair.” SHSD conducted focus groups to determine the underlying cause for this perception. Although students believed that the district promotes the concepts of impartiality, justice, and objectivity and does not tolerate prejudice, bigotry, or racism, their understanding of the behaviors or tenets of fairness was not clear. To improve this understanding, the concept of fairness and examples of related behaviors were integrated into content and subject areas, using the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1). During one class period, students presented their ideas on fairness; in another class, they role-played what it means to be fair at home, at school, and in the community. In athletic programs, students defined “fair play,” “fair ball,” and “fair catch” and discussed how these terms can be applied to situations at home and in school. In 2003, student ratings on perceived fairness improved (Figure 7.2-5).

3.2a(2, 4) SHSD provides students, parents, and other stakeholders with numerous access mechanisms (Figure 3.2-2) to get assistance and information, seek an answer to a question,

Access Method	Type of Contact Need					
	Level	Assistance	General Info.	Inquiry	Problem Resolution	Register Complaint
Switchboard	DR/S/D/FS	✓	✓			
Direct line	FS			✓	✓	
Voicemail	FS	✓				
Web	DR/S		✓	✓		✓
E-mail	DR/FS	✓		✓		
In person	D/S/FS	✓	✓	✓	✓	
TTY/Fax	DR/D/S	✓	✓	✓	✓	
Sign Language and Interpreters	DR/S/D	✓	✓	✓	✓	
Hotline	D				✓	✓

Figure 3.2-2 Key Student and Stakeholder Contact Mechanisms by Mode of Access (Level: DR=district/region; S=school; D= department; FS=faculty/staff)

resolve a problem, or register a complaint related to a child’s treatment or to a school program, service, event, policy, procedure, and/or other issue. General information and assistance in reaching the appropriate employee or department are available by calling either the general district or school telephone number. The general number also provides an option to listen to recorded messages (e.g., on school closings or delays, special announcements, lunch menus, transportation services, and events). To meet the relationship management requirement for accessibility (Figure 3.2-1), all administrators, faculty, and team leaders have a direct phone line, voicemail, and e-mail. TTY communications, sign language specialists, and language interpreters are available for the hearing-impaired or for those who do not speak English. Individuals also may visit the district or school offices to receive assistance.

SHSD identifies contact requirements as part of the Relationship Management Process. For example, during the setup phase, parents receive information packets and directories that describe how to contact the district, school, classroom teacher, and student service/support departments by phone, on the SHSD Web site, and in person. As part of the setup process, contact preferences and special needs are determined during the school-parent interview. During the maintain/retain phase, the annual parent survey elicits input on contact requirements, including their relative importance. The key contact requirements for all modes of access that were determined by these methods are listed in order of importance in Figure 3.2-1. Each requirement has associated performance measures.

In 1999, employees began participating in the IPM Process through mini-module training, which includes information on key contact requirements and service quality behaviors. New employees receive the same training on key contact requirements during orientation.

3.2a(3) In order to work with students, parents, and the community to provide information and solve problems, SHSD welcomes the opportunity to address inquiries and concerns. In 1999, based on organizational-level analysis of its complaint management process, including benchmarking (4.1a[2]) against a local utility company’s process, the district implemented the IPM Process (Figure 3.2-3). In Step 1—*Initiate contact*—students, parents, community members, faculty, and staff may initiate contact directly by phone, mail, or e-mail; on the Web site; or in person. Contact may be made directly with the IPM Department (part of the Performance Excellence Division), which provides a single point of contact, or with any school employee. If a complaint or a request for information or problem resolution is initiated with a faculty member, principal, or staff member, the individual logs the contact into the IPM System. Accountability for resolution remains with that individual until the issue is resolved or transferred/escalated to a new owner.

In Step 2—*Determine nature of contact*—the specialist or employee determines the nature of the call (inquiry, problem, formal complaint) and records that in the IPM System. In Step 3—*Resolve inquiry/problem*—if the request is for information, the specialist or employee provides an answer by either accessing the latest information available on-line or obtaining information from the appropriate individual or department. A

powerful tool that the specialist/employee may use to answer a question is the School Intelligent Database, which provides scripted answers to commonly asked questions and other useful information.

If the contact is regarding a problem, the specialist or employee performs the necessary research to address the issue or take corrective action, or he or she transfers/escalates ownership to the appropriate level within the district, region, or school. If the inquiry or problem cannot be resolved during the initial contact, then the specialist or employee informs the contact originator of the expected time to resolution (e.g., 24 hours to five business days, depending on complexity). Problems may involve individual student issues, such as bullying; delays in getting records; or student health conditions that may restrict physical education. Problems also may involve learning-related issues (e.g., lack of attention to basics or too much homework), support-related issues (e.g., dissatisfaction related to discipline procedures; nursing, food, or transportation services; or traffic jams during drop-off/pick-up), and relationship-related complaints (e.g., employee attitudes or poor employee-parent communication). SHSD considers the problem a formal complaint if the issue identified by the parent, student, employee, or other individual relates to a student who allegedly is not receiving educational services or procedural protections that by law must be provided, or it relates to a student who is in a dangerous situation. With any of these circumstances, the complaint is logged, immediately escalated to the appropriate individual within the district/school for investigation, and reported to the superintendent and the ASDE. The district follows state- and district-prescribed procedural steps to ensure prompt and proper resolution.

In Step 4—*Conduct follow-up*—the specialist or assigned owner determines via phone call or letter whether the problem has been addressed to the originator’s satisfaction. The district follows up on all formal complaints with a letter and call to the originator to ensure satisfactory resolution. The district also files a resolution report with the ASDE to comply with state regulations.

In Step 5—*Track/analyze IPM information*—data are entered, tracked, aggregated, analyzed, and monitored by type of inquiry or problem/complaint. Findings are summarized and made available throughout the district via the IPM System. They are used in identifying systemic issues; driving innovation;

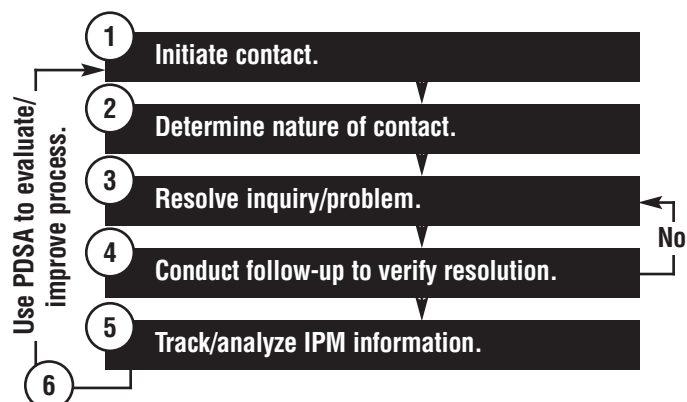


Figure 3.2-3 Inquiry and Problem Management (IPM) Process

and as input into strategic planning (Figure 2.1-1, Step 1), requirements determination (Figure 3.1-2), relationship management (3.2a[1]), and other learning and support processes. For example, a CIT identified a key learning innovation as a result of this organizational sharing and analysis. It found that 16% of inquiries and problems logged into the IPM System were related to questions on how to complete a homework assignment. The resulting innovation was the development of *Homework Help*, a service offering students and parents free help over the telephone. A staff of 15 faculty handle over 600 calls a week between 4 and 7 p.m., Monday through Friday.

In Step 6—*Evaluate and improve*—on an annual basis, the IPM Process is evaluated/improved using PDSA. In 2000, based on parent and student focus group feedback on the desire for a single point of contact, the district established an IPM Department of two education specialists to centralize this process. In 2001, as part of the Technology Plan, SHSD automated the data capture and analysis step of the IPM Process. Using the Software Application Development Process, the Technology Team continually enhances the system based on user input on screen requirements and changing information needs to ensure it is user friendly and provides the information needed. One user-driven enhancement to the IPM System is the capability to alert specialists and employees to track open issues and take follow-up action. This helps to ensure issues are resolved effectively and promptly.

3.2b(1, 4) SHSD is committed to understanding the views of all students and stakeholders on the key factors contributing to satisfaction with the district's educational curricula, programs, services, and relationships. The Division of Performance Excellence manages the district's Satisfaction Determination Process. In Step 1—*Identify factors*—to determine the factors and relative importance of those factors (Figures P.2-1 and 3.2-1) contributing to satisfaction/dissatisfaction and to ensure assessments capture actionable information, SHSD elicits input from students and stakeholders on requirements, needs, and expectations, using various listening/learning methods (Figure 3.1-3) and the Student and Stakeholder Requirements Determination Process (Figure 3.1-2).

In Step 2—*Deploy satisfaction assessments*—SHSD uses numerous formal and informal methods to assess and measure

satisfaction against these factors. For regular and other academic program students, assessments include annual internal and external surveys and focus groups. The district also conducts annual surveys and focus groups to elicit feedback from parents, alumni, school board members, taxpayers, and business leaders. SHSD uses an external vendor to ensure that survey and focus group methodology provides reliable and objective results. SHSD has adopted and standardized the five-point Likert scale rating system (with 5 being the highest rating) in all survey vehicles to provide a baseline comparison. Surveys are available in several languages.

In Step 3—*Aggregate, analyze, and distribute*—SHSD aggregates data by segment, providing different viewpoints; conducts gap analyses to identify differences in perception among groups; and shares the analyzed findings through *K-news*. In Step 4—*Develop/deploy action plans*—district and school teams develop and deploy corrective action plans. For example, Food Services deploys an effective corrective action. During the first month of the school year, it surveys satisfaction with the menu and makes adjustments to the plan. As a result, the daily food surplus has decreased by 28%, and the annual satisfaction rating for food service has improved from 65% in 2000 to 82% in 2003 (Figure 7.2-7). In Step 5—*Evaluate and improve*—the Division of Performance Excellence uses PDSA to improve the assessment processes.

3.2b(2) The district uses surveys or phone calls to follow up on recently conducted programs, school events, or student services. For example, after a school event, participants receive a survey to determine if the event met their expectations, what could be improved, and what key learnings they experienced. This information is input into the Communication Process (1.1a[1]).

3.2b(3) Participation in the Education Survey Consortium provides the district with comparative data from a set of standard survey questions used by school districts and private schools throughout the country. Members of the consortium join together at meetings for the purpose of sharing comparative data and best practices for conducting surveys. The district also obtains information on student and stakeholder satisfaction from sources such as the state, other education forums, and partnerships and uses it to set goals (Figure 2.1-3) and drive improvements.

4 Measurement, Analysis, and Knowledge Management

To support its vision to become a learning organization (Figure P.1-1) and to create a management-by-fact culture, SHSD integrates technology and KM as key management tools and leverages their capabilities to support learning and decision making throughout the district.

4.1 Measurement and Analysis of Organizational Performance

SHSD uses the Performance Measurement and Analysis (PMA) Process (Figure 4.1-1) to select measures and comparative data and information, collect and analyze data results, and provide

findings to the district (e.g., whether goals are being met, critical activities are happening on a daily basis, and/or improvement is occurring). In 2000, based on feedback from the district Baldrige self-assessment, the DLT saw an opportunity to improve the measurement system. The current PMA Process represents a refinement in integrating the measurement system with the SPP. The DELT uses the SPP to identify the needed key strategies and actions to achieve the district's strategic objectives. Step 4 of the SPP incorporates use of the PMA Process to establish measures aligned to these strategic activities. SHSD divisions and departments use the PMA Process to

establish and track performance against measures related to day-to-day management of key learning-centered and support processes. To ensure alignment at all levels of the district, the PMA Process is deployed in three phases that start at the top (district/region) with the DLT and DELT (Phase 1). The deployment cascades down to divisions/schools (Phase 2) and classrooms/departments (Phase 3). The DELT uses the PMA Process deployment to enable culture change by creating a fact-based environment. The three-phase PMA Process deployment occurs concurrently with the implementation of the MAS in the ITMS (Figure 4.2-1). The district took advantage of this concurrence to combine training in the PMA Process and the MAS, specifically instruction in data input methods and the use of the analytic and decision support tools in the MAS. School board members also attend the training to gain an understanding of the information and reports available in the system. Not only do the DELT leaders participate in the training, but they sometimes lead the in-service training as it rolls out to other areas. Individual leaders also use various electronic, print, and two-way communication methods (Figure 1.1-2) to create employee awareness of the importance of the process and gain active buy-in and involvement in this change effort. By completion of Phase 3, all employees have attended the three-hour PMA Process training. New employees receive the training as part of their orientation.

4.1a(1) During each PMA Process rollout phase, every level of the district uses the process to review and evaluate all existing measures, information, and data and to determine if new or enhanced measures or information/data are needed. Members of the Performance Excellence Division provide facilitated support during this activity. As a result of this measurement “audit,” the district has reduced by half the number of measures tracked.

On an ongoing basis, the need for a new or an improved measure (Figure 4.1-1, Step 1) is driven by information use (Figure 4.1-2), may occur at any time, and can come from three principal sources. The DLT and DELT need and use measures, information, and data aligned to strategic objectives in order to effectively monitor district performance and progress against goals (Figure 2.1-3). On an annual basis, the DELT reviews

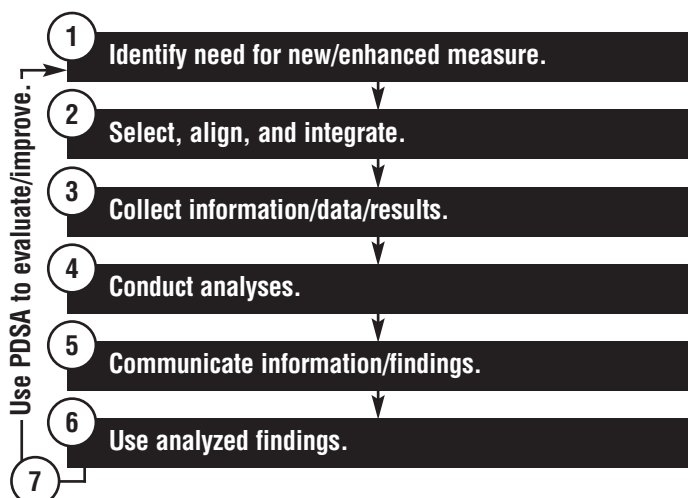


Figure 4.1-1 Performance Measurement and Analysis (PMA) Process

measures during the SPP (Figure 2.1-1, Step 4) and identifies any needs for new measures. (A new external reporting requirement, such as NCLB, also might drive the need for a new measure.) At the next level, division directors, regional superintendents, and principals need and use diagnostic measures, information, and data to determine whether current performance is on track against school or department goals/action plans. At the classroom and front-line service level, faculty and staff need and use measures and information to determine whether they are meeting their day-to-day lesson plans, operational goals, and annual IDP goals (5.1b). Once the district establishes the need for a new or an enhanced measure, a Measurement Team reviews existing measures or identifies a new measure from external sources.

Step 2 was improved in 2001 using PDSA. Selection criteria used to evaluate the desirability and feasibility of potential measures were developed and deployed. The criteria required that measures be actionable and aligned to an objective, an action plan, key student/stakeholder requirements, and/or a key learning-centered/support process. In addition, the data management systems (Figure 4.2-1) should be capable of providing reliable and accurate data against the measure. New measures that require expensive or long-term system changes may be deemed impractical to implement. In Step 2, once the measure is selected or improved, it is integrated into the appropriate learning/support process. Step 2 also involves setting up the measure in the system to capture data; test it with real data; populate it with historical data, if available; and incorporate the data results into paper/on-line reports. The new or enhanced measure is introduced to employees, its purpose explained, and proper analysis and usage monitored.

In Step 3 of the PMA Process, SHSD collects a wide range of information and data against numerous measures. Data are gathered and input into the various on-line applications at the district, region, school, department, classroom, and student levels. The ITMS applications automatically capture data such as standardized test results. Data input may occur daily, weekly, monthly, or on an ad hoc basis, depending on the nature of the data. For instance, student quiz scores may be input by teachers daily. The purpose of data collection is to track information and performance results related to students (e.g., academic proficiency ratings, needs, satisfaction, safety), stakeholders (e.g., needs, satisfaction), the financial and market environment (e.g., expenditures, enrollment, daily operations), and employees (e.g., satisfaction, turnover, certification, education and training data). SHSD also tracks the operational performance of learning-centered and support processes (e.g., capability and capacity of food, transportation, and maintenance services; compliance; education program utilization; and student service/technology utilization). District employees use information and data in managing all facets of the district’s operations. Figure 4.1-2 identifies the general types of information and data collected and analyzed, as well as their key uses.

4.1a(2) In order to assess whether the district is achieving its vision of being a benchmark school district, SHSD seeks comparative data and information that provide external standards of school leadership. The PMA Process determines a

need for a comparative benchmark (Step 1) and identifies benchmark candidates (Step 2). However, in Step 3, in addition to using the desirability/feasibility criteria to determine if a potential measure is actionable, aligned, and available, the benchmark also must meet “best-in-class” criteria. The district obtains benchmarks within the education community from competitive data collected by a third party such as the state, education consortia, and data benchmark vendors (P.2a[3]).

SHSD uses measurable performance benchmarks from within and outside the academic community as drivers for setting stretch performance goals in the SPP (Figure 2.1-1, Step 4). For example, although the district is required only to meet NCLB standards to demonstrate accountability, SHSD has set the 2006 goal (Figure 2.1-3) to meet/exceed benchmark performance at the best national, state, and private-school levels. The district uses benchmarks outside the education community to achieve excellence in school operations and processes, a KSF.

SHSD uses a formal Benchmarking Process to improve performance and introduce innovations in learning-centered and support processes. By comparing performance in a specific process to a similar best-in-class process in another organization, SHSD gains an understanding of the factors enabling a higher degree of performance excellence. The Benchmarking Process follows the PDSA cycle (Figure 6.1-4) and includes four key steps. In Step 1, SHSD plans the benchmarking study, including selecting the SHSD process to be studied; defining/flowcharting the current state of the process; and using the PMA Process (Step 2) to identify comparative measures of performance. In Step 2, the district conducts research to determine who has the best performance and to prepare for the benchmarking session. In Step 3, data are analyzed to understand how the benchmarked process works compared to SHSD’s process and determine the key factors enabling the benchmark organization to have better performance. In Step 4, the district selects the best practices in the benchmarked process and adapts them to fit SHSD’s culture and organizational structure. For example, to support strategic objective #3 (Figure 2.1-3), the district benchmarked its Curriculum/Instruction Design and Delivery Process against a process used by a Fortune 100 service company that rolls out training in three months. By introducing concurrent design into the process and reducing the number of approval gates, SHSD reduced cycle time from 18 to 9 months. CITs develop the instructional program (e.g., instructional approaches, learning technologies, sequencing, and integration across subjects) at the same time they determine the delivery mechanisms (e.g., group instruction, demonstration, hands-on learning) and instructional materials (e.g., textbooks, multimedia materials, technology). Improvements also are under way to further reduce design time to achieve SHSD’s six-month goal.

4.1a(3) To ensure that the PMA meets current educational needs, a PDSA improvement cycle is built into the process (Figure 4.1-1, Step 7). While the SPP is being evaluated in May (Figure 2.1-1, Step 12), the Performance Excellence Division evaluates how well the PMA is supporting the strategic planning/review processes, daily school operations, and improvement and innovation opportunities. The PMA Process has undergone several improvements based on user input and organizational

sharing and learning. For example, to ensure relevant and useful knowledge is collected, the KM Team expanded the PMA selection criteria (Figure 4.1-1, Step 2). Knowledge, like measures, should be actionable and aligned to objectives, action plans, key requirements, and/or processes. In addition, it is important to cite the source of the knowledge. By giving credit to the individual/team who shared the knowledge, the KM Team reinforces the value of a learning community, and others can contact the source to further explore or share related knowledge.

4.1b(1) In Step 4 of the PMA Process, employees at all district levels transform data into information through the use of various types of analyses (Figure 4.1-2). Raw data are aggregated into tabulated or statistically descriptive data reports and, via on-line applications, made accessible to all employees who need this information to perform their jobs. Employees may use this information in its existing form, or it may undergo further analysis to become what the superintendent refers to as “decision-quality” information (i.e., the data are valid and objective, and the district uses unbiased methods of analysis to develop findings).

The district relies on three strategies to ensure the statistical validity of data. The first is providing selected employees with training in the application of statistically valid methods of analysis. By gaining competence in applying analytical methods in day-to-day operations, employees have become active change agents in helping the district become a fact-based organization. The second strategy is providing access to advanced statistical software and training in using the software. The PMA Process Workshop provides an understanding of the capabilities for analysis provided by the Decision Support System (DSS), which aggregates and displays data in summary tables and color bar graphs. Using the DSS, administrators can quickly measure and track performance against key measures, detect trends, and make forecasts based on historical trends. The third strategy is employing professional statisticians who have the training and experience to rigorously analyze and transform data into useful information. Statisticians also provide hands-on mentoring and ongoing instruction in data analysis methods. Figure 4.1-2 provides a sample of the types of analyses performed. The results of these analyses are input into Steps 1 and 2 of the SPP (Figure 2.1-1), provide the basis for senior leaders’ performance reviews (Figure 1.1-3), and aid in the management of day-to-day operations of the organization. For example, faculty conduct analyses on formative data (quiz and test scores) to assess learning and make adjustments in their lesson plans. An analysis also occurs during the development of new curricula (Figure 6.1-1) to determine if the program design meets state learning standards and major sequence indicators. The district/schools conduct variance analyses on financial data to assess their performance relative to the Budget Plan. A recent analysis of enrollment data correlated against demographic data/mobility rates indicated that although enrollment is expected to increase at a rate of about 1.5% annually, the enrollment of non-English-speaking students is increasing at a rate of 15% of the total enrollment. The DELT factored this finding into the SPP, and it provided the basis for expanding the ESL program. All satisfaction survey results undergo gap analyses to determine perceptual differences on similar issues among the district’s

stakeholder groups. For example, a gap analysis demonstrated there is a distinct difference in perception between faculty and staff on satisfaction with professional development opportunities. The HR Division is addressing this gap by providing additional opportunities and funds for nonprofessional staff to attend job-related conferences and workshops.

4.1b(2) Figure 4.1-2 identifies how the district communicates information and analysis findings (Step 5 of the PMA Process). Distribution may occur via on-line applications that support reporting functions or print reports for information that is not available on-line or for findings that are ad hoc in nature, such as improvement team reports. Information and findings also are communicated at performance review meetings by reporting divisions, departments, or functions. Step 5 has undergone

Types of Info., Data, & Measures	Types of Analyses	Level	Method	Uses			
				Strat. Planning	Perf. Review	Daily Ops.	Innov./Improve
Academic	Formative	C	OM	✓	✓	✓	✓
	Summative	DR S	OM	✓	✓	✓	✓
	Correlation	DR S C	PM	✓	✓	✓	✓
	Regression	DR S	PM	✓	✓	✓	✓
	Comparative	DR S	OM	✓	✓	✓	✓
Financial	Variance	DR S	OM	✓	✓	✓	✓
	Cash flow	DR S	OM	✓	✓	✓	✓
	Cost-benefit	DR S	OM	✓	✓	✓	✓
Market	Situational	DR S	POM	✓	✓	✓	✓
	Enrollment	DR S	OM	✓	✓	✓	✓
	Competitive	DR S	PO	✓	✓	✓	✓
	Comparative	DR S	PO	✓	✓	✓	✓
	Correlation	DR S	PO	✓	✓	✓	✓
Student	Performance	DR S C	OM	✓	✓	✓	✓
	Gap (sat.)	DR S C	OM	✓	✓	✓	✓
	Safety	DR S C	O	✓	✓	✓	✓
	Comparative	DR S C	POM	✓	✓	✓	✓
Stakeholder	Gap (sat.)	DR S	P	✓	✓	✓	✓
Employee	Gap (sat.)	DR S	OM	✓	✓	✓	✓
	Safety	DR S	P	✓	✓	✓	✓
Learning Process	Curriculum	DR C P	O	✓	✓	✓	✓
	Utilization	DR C P	O	✓	✓	✓	✓
Support Process	Capability	DR P	O	✓	✓	✓	✓
	Capacity	DR P	O	✓	✓	✓	✓
	Utilization	DR P	O	✓	✓	✓	✓
	Root cause	DR P	P	✓	✓	✓	✓
	Pareto	DR P	O	✓	✓	✓	✓
	Quality	DR P	O	✓	✓	✓	✓
	Availability	DR P	O	✓	✓	✓	✓
	Comparative	DR P	O	✓	✓	✓	✓
	Risk	DR P	O	✓	✓	✓	✓
	Compliance	DR P	O	✓	✓	✓	✓

Figure 4.1-2 Types of Data and Analyses, Uses, and Methods for Communicating Results (Level of deployment: DR=district/region, S=school, C=classroom, P=process; Communication/results distribution methods: O=on-line, P=print, M=meetings)

cycles of refinement. For example, up until 2002, the district distributed numerous printed performance reports. Employee feedback on the survey question, “I have access to the information I need to do my job,” indicated employees did not have difficulty getting information; to the contrary, they were inundated with dozens of information reports that were not relevant to their functions. The district launched a cross-functional team that used PDSA to develop and implement an improvement. The team determined who needs what types of information, when information is needed, and how it is used. Most of the information in paper reports is now on-line, many reports have been eliminated, and distribution lists have been purged to accurately reflect user need. The amount of effort and cost involved in printing/distributing paper reports has been significantly reduced, with a printing savings of \$200,000 since 2002.

4.2 Information and Knowledge Management

SHSD’s ITMS and KM practices support the district’s capability to make fact-based decisions and to improve academic performance, operational efficiency, and management effectiveness, which promotes the achievement of its key strategic objectives.

4.2a(1) The ITMS (Figure 4.2-1) provides the technology infrastructure (hardware, software, network, and voice systems), data management, and technical support that ensure data, information, and knowledge are available and accessible to faculty, staff, students, stakeholders, suppliers, and partners.

Availability methods—Several ITMS shared databases/applications warehouse information and data that are available on the intranet, Internet, and SHSD Web site via network systems. Wide area and local area network (WAN and LAN, respectively) systems connect all school buildings within the district. Dedicated servers store, process, and warehouse data and information used in key educational and administrative applications. Applications include the Financial Management System (FMS), which has budget, accounting, payroll, and purchasing applications and information; the MAS, which includes analytical and DSS applications and tools; the KMS, which supports *K-pedia* and other best practices databases; the Student Information Management System (SIMS), which includes a database of all academic records, standardized test results related to all current and former students, and health, attendance, and demographic information; and the Sandy Hill Learning System (SHLS), which hosts curriculum- and instruction-related applications (e.g., Map-CI). The HR Management System (HRMS) houses and tracks employee information related to certification, training, salaries, new employee recruitment, and job applications. The Transportation System (TS) manages bus routing and scheduling, and the Cafeteria Management System (CMS) manages food inventory, meal planning, and nutrition applications and information. By gathering all data into shared databases and making them available via a data warehouse, employees can find valuable information and relationships among data elements that once remained hidden or were inaccessible in separate databases.

Access methods—Students and employees access information and data via networked computers located in classrooms, computer labs, and administrative offices. Students (grades 6–12) and employees use desktop computers that allow them to access

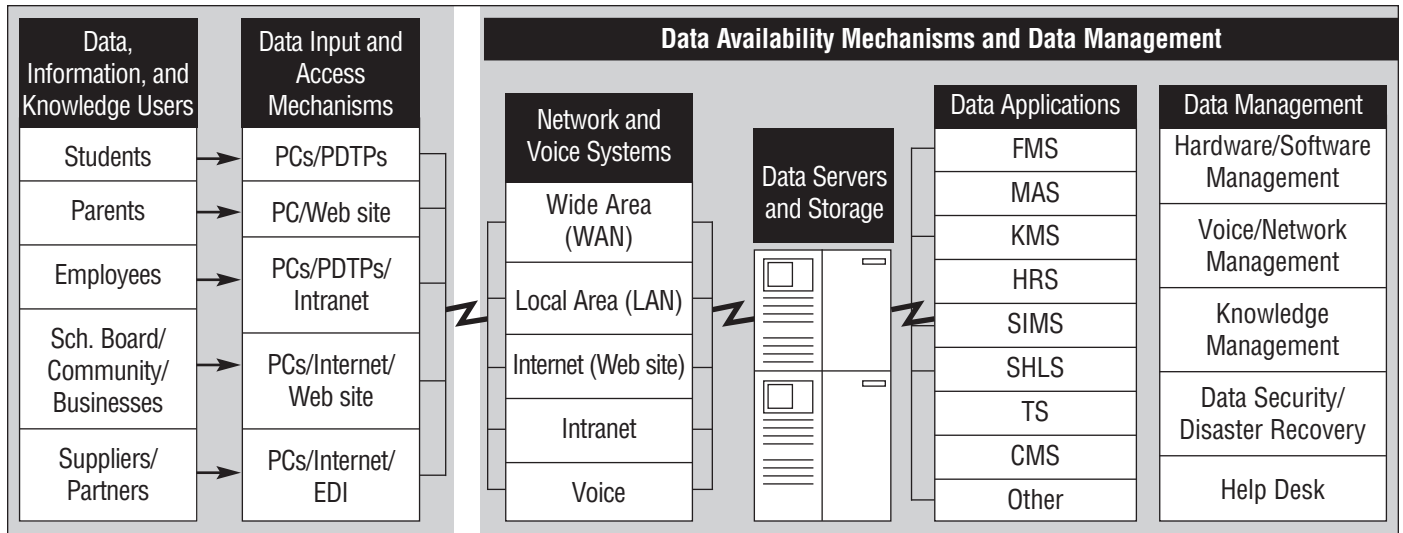


Figure 4.2-1 Information Technology Management System (ITMS)

information and applications from any computer in a class, in a computer lab, or even from home, using their roaming profile and password-enabled intranet and Internet connections. Parents, the community, and school board members access information via the district Web site. Each school has a dedicated Web page. Many teachers use their training in Web site design to create class Web pages. Suppliers can input and retrieve online information from related applications via electronic data interchange (EDI). Voice systems provide access to additional information, such as recorded messages related to daily menus, transportation schedules, current events, special announcements, and school closings.

4.2a(2) Hardware and software failures and systems that are difficult to use can result in lost instructional time for faculty and students, lost data, wasted effort for staff, and inability for users such as parents and suppliers to access needed information.

Reliability—To ensure the reliability of hardware and software, SHSD relies on three key approaches: (1) reliable technology, (2) competent Information Technology (IT) staff, and (3) sound IT management practices. Reliable technology is assured by complying with standards for selecting, configuring, and upgrading hardware and software systems. Software standards determine the specifications for the operating system architecture, interoperability (data-sharing compatibility), software, and data security code. Hardware standards address reliability, performance, and compatibility requirements for the server, network system, and data storage devices. Vendor products must pass an IT compatibility test verifying that the hardware, operating system, and software applications all interact efficiently and meet user-driven requirements. A dedicated group of trained IT specialists selects, maintains, and supports the hardware/software platform and staffs the help desk. IT staff members are certified, use industry best practices, and access expertise provided by vendor-supported service programs. They also attend education courses to keep knowledge and skills current with newly implemented or emerging technology. The management of IT operations relies on proven practices to ensure the reliability of hardware and software systems. IT specialists develop software using a systematic Application Development

Process that involves users in defining requirements and in conducting acceptance testing. Specialists follow a rigorous Change Management Process and conduct tests prior to the implementation of any new or enhanced hardware/software to ensure trouble-free operations. The district measures reliability as the percentage of time the system is available (Figure 7.5-5). The district uses service level agreements (SLAs) to identify availability requirements for high IT usage areas, such as computer labs. On a monthly basis, the IT Department reviews SLA performance and identifies improvement opportunities.

Security—District IT hardware and software resources are vital assets that require security protection. SHSD safeguards the areas that house information resources (servers/network controllers) by restricting physical access and supervising visitors. A security system uses access locks on doors, and security breaches trigger alarms. Employees and students follow the IT Security Policy for securing desktop/laptop computers.

User friendliness—Unless the technology meets the user's requirements and is user friendly, it will not be fully utilized to support learning and decision making. The IT Department uses the Application Development Process to capture IT user needs. It develops a Statement of User Requirements (SUR) that is used to evaluate and select software and hardware. For example, a key requirement is user-friendly screens; IT seeks software that utilizes graphical user interfaces. IT also installs, maintains, upgrades, and repairs instructional and administrative desktop computers and provides user support through the help desk.

4.2a(3) The Technology Division updates the Technology Plan every year, using the SPP (Figure 2.1-1) to ensure its mechanisms to make information and data available are kept current with educational and administrative needs. Vendors participate in the IT planning session and provide input on emerging technologies. The DELT reviews and approves the Technology Plan during the SPP and ensures that adequate capital and human resources support district technology needs.

4.2b(1) The purpose of SHSD's KM is to help employees, students, and other stakeholders share what they know, understand this information, make better decisions, and, most

importantly, take action to improve student learning. SHSD's KM practices are driven by the value of pursuing life-long learning. In 1999, SHSD began developing a systematic approach to KM by launching a three-phase initiative. Its purpose was to develop a technology-based KMS and person-to-person KM practices that aligned to the Strategic Plan and provided a means to transfer knowledge and best practices among employees, students, and key stakeholders. In Phase 1, the DELT formed a cross-functional Knowledge Management Team (KMT) to understand how information/knowledge was being shared (information flow) and evaluate the capability of the existing technology to support KM. In Phase 2 (2000), the KMT conducted a knowledge audit to understand what the district already knew and determine knowledge user needs. In Phase 3 (2001–2002), the KMT, in conjunction with the Technology Division, designed, developed, and implemented the on-line KMS that is accessed via the *K-news* Web page. The KMT also developed and deployed action plans to increase participation in existing person-to-person KM practices and to develop new forums to share best practices.

SHSD is one of the few K–12 districts in the country to receive a grant to study and quantify the effectiveness of student learning strategies that build on a KM framework. As part of this grant, the KMT used the PMA Process (Figure 4.1-1) to identify performance measures for assessing the impact of KM on student learning and improvement. SHSD directly measures utilization of the KMS by tracking the number of times knowledge is added into the KMS and the frequency with which students and employees refer to that contribution. Since these measures are newly established, historical data are not yet available.

Collect/transfer knowledge among faculty and staff—SHSD's person-to-person KM practices build on traditional, collegial teamwork by engaging employees in sharing with others what they know and what they are learning. The process of creating, collecting, sharing, and transferring knowledge requires varying degrees of collaboration. Strategic planning, curriculum design, and process improvement all require collaboration, often across multiple functional areas. The KMS ensures the knowledge gained during collaboration is not lost at the end of the process. For example, the DELT posts strategic action plans on the SHSD Web site, as well as results of environmental analyses conducted by divisions and schools in Step 2 of the SPP. When an improvement team is launched, it posts its charter and project plan on *K-news*. Upon completion of the project, the team adds its experience in dealing with obstacles, analytic tools, and other issues. *K-news* allows users to provide feedback, add to the content, and query postings. For example, one CIT developed a community-involvement component for the English curriculum. Another CIT was designing a biology course that also would involve community participation. By posting the design charters in *K-news*, these two groups found each other and joined forces. They later posted the teaching plans and syllabi for their community involvement curriculum in *K-news*. There are also CoPs, commonly known as study groups. Faculty and staff come together by common need and to exchange information. The DLT promotes CoPs because they build relationships and expertise, help employees share resources and tools that support learning, and enrich faculty

and staff jobs. Knowledge and insight identified by CoPs are formally collected and shared in *Knews*.

Transfer relevant knowledge from students, stakeholders, suppliers, and partners—SHSD has implemented a knowledge management database/Web page called the *K-pedia*. The *K-pedia*, an encyclopedia for knowledge that is being created collaboratively by faculty, staff, students, parents, stakeholders, partners, and suppliers, is organized in a useful taxonomy aligned to categories or bodies of knowledge. Logged-in users enter information in the form of articles (one paragraph to multiple pages), either under existing categories or by creating a new category. During *K-pedia* training, students and employees learn what knowledge is appropriate for posting and how to add/edit articles. Users follow both the Information Security Policy and *K-pedia* procedures to ensure posted material is appropriate and relevant. A *K-pedia* Team, composed of students, faculty/staff, and advisors, promotes the use of *K-pedia*; manages and monitors its content for appropriateness; and addresses noncompliance to policies. Since *K-pedia*'s implementation in 2003, over 3,000 articles have been posted on a wide variety of topics; some faculty and staff articles relate to team effectiveness, student articles address writing term papers, and parent articles discuss best practices for helping a child with homework. Whenever someone signs up for a CoP, he or she automatically is sent e-mail notifications of related articles posted in *K-pedia* and *K-news*. The UA has posted articles on writing college applications, and several local businesses have posted articles related to job interviewing.

Identify and share best practices—SHSD recognizes that the exchange of knowledge is a social process and that KM is more about people than information technology. The DLT is using the Culture Change Process (1.1a[2]) to encourage the sharing of best practices. The DLT uses the KEY (Knowledge, Excellence, and You) Award as a culture enabler to recognize and reinforce the sharing of best practices. For example, a teacher recently won the KEY Award for sharing the following best practice. Every time students in her class read a chapter or book, they logged information about what they read into an interactive worksheet. A Learning Decision Support System aggregated these data and identified patterns of student learning. Using this information, the teacher determined which books or assignments were the most effective or troublesome and, using her professional knowledge, experience, and instructional skills, changed her approach to improve learning. She shared this best practice with her CoP and posted her instruction plan on the SHSD Web site.

SHSD's leaders assume a leadership role for KM in the education community. The superintendent serves as the chair of the National Knowledge Management in Education Forum. This forum uses meetings, on-line gatherings, and other ways to share information on the specific practices, implementation, and effectiveness of KM in education. The forum is in the early stages of establishing a databank for tracking the impact of KM to improve decision making and student learning. Dr. Smith shares best practices identified by the forum with the KMT and CoPs and, through the KMS, across the district, as appropriate.

4.2b(2) Data integrity, accuracy, timeliness, reliability, security, and confidentiality are critical to the effective use of information to improve learning and make fact-based decisions.

Integrity and accuracy—SHSD uses a one-entry system to reduce errors in data input. For example, changing a student's address in SIMS also updates the TS and revises the appropriate bus driver's itinerary. This has reduced duplication of paper, faxing, extra work, and the potential for error. Data may be transmitted directly into a system via file transfer, and automated data capture reduces errors due to manual keying. To ensure data integrity, the district uses data connection protocol and error detection software to prevent and correct errors that occur when data are transmitted from one computer to another, as well as virus detection software. Employees have been trained in the use of information technology and how to avoid making a data input error. Even when an error is made, data entry systems are capable of deploying logic to detect and reject the error.

Timeliness—To ensure timely and current information and data, data are either processed in real time or batch processed (i.e., data entered into the system during the day are processed during the night).

Reliability—It is the responsibility of the IT Department to ensure data reliability by backing up electronic data files daily and transmitting files to a secure site weekly. A formal Disaster Recovery Process ensures continuity of data operations. ITMS uses an uninterruptible power supply to ensure system reliability if the local power goes out.

Security and confidentiality—Several types of information that reside on the district's data systems are subject to strict confidentiality laws (e.g., student grades, discipline referrals, free-lunch students) and/or represent highly sensitive information (e.g., financial data, employee performance evaluations/salaries). To access sensitive data on restricted systems, each individual has a unique password issued by IT and defined levels of access. Employees and students follow technology security procedures and guidelines described in the Code of Conduct, which was enhanced last year with the inclusion of an Information Security Policy (1.2b) that explicitly defines applicable security and confidentiality requirements, protocols, and monitoring. Teachers who publish class Web pages must attend a Web design course that covers Web publishing guidelines and register their Web pages with IT.

5 Faculty and Staff Focus

The Human Resource (HR) System (Figure 5.1-1) includes processes, programs, and policies that focus on building a high-quality workforce, a key strategic objective. These include job and work systems that organize and manage work to achieve collaboration and knowledge sharing, a job fulfillment system to find and retain highly qualified employees, and an employee performance management system to provide employees with feedback on how they are doing. They also include an education system that helps employees develop the knowledge and skills to meet organizational and personal goals; a workplace management system to provide employees with a safe, healthy, and supportive environment; and climate assessment processes to identify, evaluate, and improve factors contributing to employee motivation, well-being, and satisfaction.

5.1 Work Systems

5.1a(1) The purpose of the Job Design and Fulfillment Process (Figure 5.1-2) is to design and implement individual jobs and work systems, recruit and hire employees, and deploy strategies to retain employees. In Step 1—*Identify need to design a job/work system*—the need may be related to a strategic initiative, workforce capacity planning, student learning or service needs, curriculum design, introduction of new technologies, or process improvement.

In Step 2—*Define individual job/work system requirements*—the scope, responsibilities, characteristics, required skills, competencies, educational level, authorities, tasks, and salary level are identified and form the basis for the job description for non-union employees. Job descriptions are developed by managers and team leaders and reviewed by the HR staff. For union employees, the district uses the Collective Bargaining Agreement (CBA) Process to negotiate contracts that define the parameters

of the job, including salary, benefits, working conditions, and adherence to state standards for teachers' and paraprofessionals' qualifications. For over ten years, SHSD has enjoyed a strong partnership with its various unions and has negotiated contracts that ensure fidelity to high academic standards and provide the level of authority/flexibility to faculty and staff to adopt programs, strategies, and work schedules that support school improvement. In Step 2, the requirements for a work system are driven by the nature of the work, task characteristics, interdependencies, workload, boundaries, reporting relationships (organizational hierarchy and structure), existing union agreements, and physical environment requirements.

In Step 3—*Design job/work system*—the district designs and implements the individual job/work system. SHSD emphasizes collaboration and knowledge sharing in designing jobs and work systems. For example, SHSD benefits from the agility, flexibility, and synergy of collaborative work systems, such as teams, and alternative job designs, such as job rotation and job sharing. SHSD defines teams as groups of people who share a common purpose and performance goals, use a systematic and fact-based approach to achieve their goals, and hold themselves mutually accountable. Figure 5.1-3 indicates the different types of teams. Faculty and staff at all levels, functions, and sites participate on teams. Permanent teams are typically work teams with either single-function or cross-function membership; they may be co-located or distributed across the district. The DLT, DELT, SLTs, SICs, and faculty teams are examples of permanent, collaborative work systems related to instruction and administration. Food service, accounting, maintenance, and security teams are examples of permanent work systems not related to instruction. Temporary or ad hoc teams come together for a particular purpose, such as problem solving or process improvement, and



Figure 5.1-1 Human Resource System

disband after achieving the team’s purpose. Cross-discipline and cross-function teams ensure knowledge, skills, and experience are distributed across the district and promote cooperation, initiative, empowerment, and innovation.

Since 1998, all temporary or ad hoc problem-solving and process improvement teams have followed a formal Team Process to effectively and efficiently launch and manage teams. A team sponsor is designated, and team members are selected based on specific criteria (e.g., competencies/skills, knowledge, functional representation, and willingness to learn). Teams elect their team leaders. The team sponsor works with the team to develop the team charter, scope, goals, time frame, and measures. The team receives just-in-time training in principles and methods of teamwork, communication skills, and quality tools (6.1a[5]). Teams establish communication and reporting processes with other teams and work groups to share information and results and to share skills and organizational learning. All teams input information into *K-news* to share their charters, progress, lessons learned, and results. The Performance Excellence Division annually evaluates the Team Process using PDSA to plan for continuous improvement. Teams provide input into this assessment via focus groups and team surveys. One improvement based on feedback was to provide time at the conclusion of each team meeting to evaluate the team’s progress. SHSD demonstrates leadership through its participation in a Work Systems Forum to share collaborative work system concepts, knowledge, practices, and methodologies.

5.1a(2) SHSD goes beyond affirmative action and values the diversity presented by different ethnic/cultural backgrounds, age groups, experience, thinking styles, and circumstances (e.g., disabilities). A cross-district Diversity Team, comprising faculty, staff, and high school students and currently led by a school principal, systematically facilitates the inclusion of diversity practices in various district processes. The team provides input

into the SPP (Step 2) and develops an annual plan as part of the SPP (Step 5). Diversity Team members build their knowledge and experience through participation in SHSD diversity workshops, public conferences, and education sector seminars. Using PDSA, the team (1) selects opportunities to improve diversity practices within a specific process, program, or policy, based on a study of assessment results (e.g., climate survey, focus groups) and input submitted by the DELT, SLTs, an individual, or another team; (2) gathers and analyzes information and data on the process, program, or policy to determine the current status of diversity and need for improvement; (3) develops ways to improve diversity practices; (4) studies the effectiveness of the improvement; and (5) determines opportunities to standardize improvement. For example, the Diversity Team recommended that the Team Process use selection criteria for team composition that enable SHSD to draw upon the diverse thinking of individuals with different backgrounds, cultures, perspectives, and experience.

5.1a(3) SHSD employs multiple approaches to achieve effective communication and sharing of skills, information, and knowledge across departments, jobs, and locations. A systematic process ensures the effectiveness of communication (1.1a[1]), and team-based work systems facilitate formal communication during department team meetings, between teams/groups, and across the district. Person-to-person KM practices, such as CoPs, encourage an informal exchange of best practices, diverse ideas, experience, and skills. Other knowledge-sharing forums include in-service sessions; a mentoring program; and education, training, and professional development. Faculty and staff teams and CoPs also share information with peer teams in other schools through *K-news*, school and district newsletters, and Web pages. Figure 1.1-2 lists SHSD’s key information and knowledge communication methods.

5.1b The Performance Management Process (PMP) has been developed over the years in partnership with the unions to ensure alignment of individual performance goals, including learning objectives, with strategic direction and to reinforce behaviors that reflect SHSD values. Using an electronic form, every employee develops an IDP. Managers and team leaders review progress against IDP goals at the end of the school

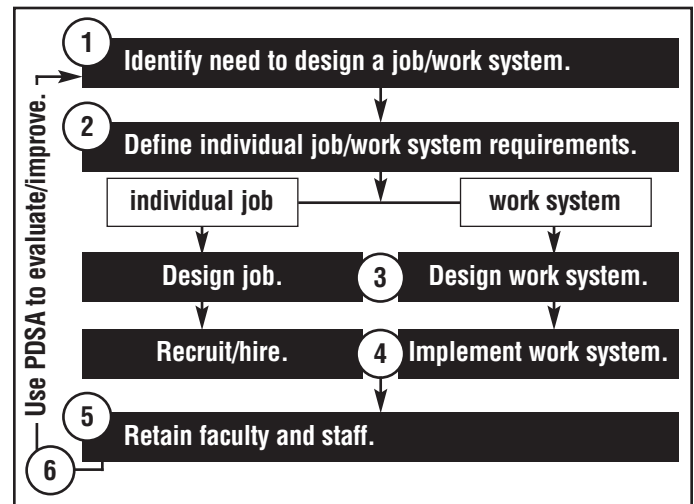


Figure 5.1-2 Job Design and Fulfillment Process

Types of Teams	Examples of Teams	Purpose of Teams
Leadership (P)	District Leadership Team (DLT) District Extended Leadership Team (DELT) School Leadership Team (SLT)	Plan/manage/review district policies, operations, performance. Plan/manage/review organizational operations, performance. Assist SIC in creating School Improvement Plan.
Cross-Discipline (P)	School Improvement Council (SIC) Curriculum/Instruction Team (CIT) Cross-discipline teaching teams Culture Change Team Community Support Team Diversity Team <i>K-pedia</i> Team	Create/monitor School Improvement Plan. Develop Instructional Program. Deliver education in collaboration with other disciplines/teams. Promote awareness of SHSD's vision, mission, and values. Determine needs and identify targets for community partnerships. Facilitate inclusion of diversity practices in district processes. Manage/promote utilization of district KM encyclopedia.
Noninstructional (P)	Maintenance Team Food Services Team	Manage school plant operations for school. Manage food service operations for school.
Improvement/Problem Solving (T)	Knowledge Management Team Mold Team Climate Improvement Team	Manage 3-phase initiative to develop formal KM approach. Develop a strategy for mold abatement. Study survey/deploy improvements; address specific problems.

Figure 5.1-3 Types and Examples of Collaborative Work Teams (P=permanent; T=temporary)

year. Performance objectives for SHSD faculty support high-performance work through their linkage to student performance outcomes. The electronic IDP form allows employees' performance objectives to link to completion of action plans, work performance standards, and team participation, as appropriate.

Compensation program—Faculty compensation is based on longevity, with additional pay for teachers with graduate degrees and specialized training. Compensation for staff is based on length of service, salary equity, and job level. SHSD currently is evaluating a plan to tie pay to performance.

Reward and recognition—Reward and recognition programs are conducted at the district and school levels. District-level programs link to SHSD values (Figure 5.1-4). SHSD considers itself a team-based organization and therefore offers rewards for accomplishing team goals. The Team Excellence Award uses the American Team Award criteria for evaluating team excellence and for identifying best practices. The winning team attends the annual American Team Competition and has a chance to compete at the national level. Schools that achieve high levels of performance in end-of-year proficiency tests receive the School Excellence Award. Teams manage all recognition programs and use structured criteria for selecting award recipients. Also, anyone in the district may nominate volunteers for the Helping Hand Volunteer Award.

Incentives—SHSD uses an incentive program to encourage employees to use technology for decision making and instruction.

Recognition Programs	SHSD Value
School Excellence Award Education Hall of Fame	Life-long learning
World of Difference Program Volunteer of the Month/Year	Respect and diversity
Team Excellence Award Helping Hand Volunteer Award	Collaboration and performance excellence
Principal of the Year Teacher of the Year Staff Member of the Year	All values

Figure 5.1-4 Examples of Recognition Programs

Employees receive a credit of up to \$1,000 toward the purchase of hardware/software in exchange for participation in technology-related professional development programs.

5.1c(1) Job characteristics and skills are determined during Step 2 of the Job Design and Fulfillment Process (Figure 5.1-2) and periodically reviewed using a systematic Skills and Competencies Assessment Process. Using this process, SHSD reviews the background/attributes of top-performing employees in each job classification; for key faculty and staff positions, focus groups of high-performing employees are conducted to identify specific position characteristics, skills, and competencies for input into the Job Design and Fulfillment and Education and Training Processes.

5.1c(2) Step 4—*Recruit/hire and implement work system*—occurs after the job competencies and skills are identified (Step 2) and the job is designed and posted (Steps 3 and 4). SHSD uses several sources for recruitment, including internal promotion and transfer, employee referral, recruitment firms, job fairs, campus interviews, substitute teachers, career days, Internet postings, a job hotline, and print advertisements in local/ethnic newspapers. Interview methods include individual interviews by a manager/team leader, panel interviews, and sequential interviews by different experts. Interviewers have attended training workshops on interviewing, appraising, and scoring candidates to ensure effective recruitment and selection of a diverse workforce. In addition to evaluation against job requirements, criteria for job candidates include experience, knowledge, physical/mental capabilities, motivation, potential, and leadership abilities. Staff candidates must demonstrate proficiency in the use of computers and, when appropriate, certification (e.g., commercial driver's license, certification in food management or public accounting). Prior to extending an offer of employment, the district requires applicants to have a physical examination, including drug screening, and it conducts educational and criminal background checks.

Step 5—*Retain faculty and staff*—is an ongoing endeavor. Successful employee retention starts with designing jobs and work systems that provide job satisfaction. Retention also

involves hiring the right employee for the job. The district informs prospective employees of SHSD’s vision, mission, values, expectations, working conditions, and opportunities for learning and growth, and it evaluates candidates for a “best fit” with its culture. Both newly hired teachers and probationary teachers (with fewer than three years of teaching) are mentored by veteran teachers (5.2b). Employee retention strategies are a key focus of the district’s HR Plan (Figure 2.2-1). To address this issue, SHSD assesses why faculty and staff leave. Information is collected via a Web-based, self-service exit interview system. The district compares exit interview results to climate survey results to identify and predict potential areas of turnover. In 2001, the statistical deviation between employee satisfaction and exit interviews indicated that job satisfaction, career advancement, and work- and home-life balance are key drivers for commitment. SHSD improves job satisfaction by maintaining a competitive compensation package and providing employees with opportunities for career development and for participation and inclusion through teams. The IDP integrates career planning and drives opportunities for movement within the district. Although bargaining efforts determine working hours for union employees, employee well-being programs (5.3a[1]) promote a healthy balance between work and home life. The district’s turnover rate decreased from 20% in 1998 to 17% in 2003; while this may seem a small improvement, the district saves approximately \$500,000 a year for each percentage point of reduced turnover.

In Step 6—*Evaluate and improve*—the Job Design and Fulfillment Process is evaluated using PDSA. The process performance measures were improved in 2002 using the PMA Process (Figure 4.1-1). HR measures not only the number of job positions filled to demonstrate the effectiveness of hiring strategies but also the number of new hires retained after one year to assess whether the right employee was hired and the effectiveness of its retention strategies.

5.1c(3) The school board develops and reviews a formal succession plan for DLT/DELT positions. The steps include (1) determine a list of key positions for succession planning and assess the immediate and longer-term succession requirements; (2) identify required characteristics, competencies, and skills; (3) identify/recommend candidates for key positions; (4) assign a mentor; and (5) develop and review progress against a comprehensive IDP.

Employees have the final responsibility for managing and developing their own careers. However, the IDP provides the formal foundation for their development and career planning. Employees who express a desire to move into a leadership position and are supported by their managers/team leaders may apply for the Leadership Development Program. For key leadership and succession position candidates, SHSD provides Leadership Training, consisting of a series of modules that tailor the training to the specific positions and the individual development needs of employees. Since 2000, all veteran faculty have been state certified.

5.2 Faculty and Staff Learning and Motivation

SHSD believes the development of people is the best means to build a high-quality workforce, a key strategic objective. The

Education Planning and Deployment Process (Figure 5.2-1), managed by the HR Division, provides a comprehensive and systematic four-step approach for planning, developing, delivering, and improving the effectiveness of faculty and staff education and training to meet organizational and individual learning needs.

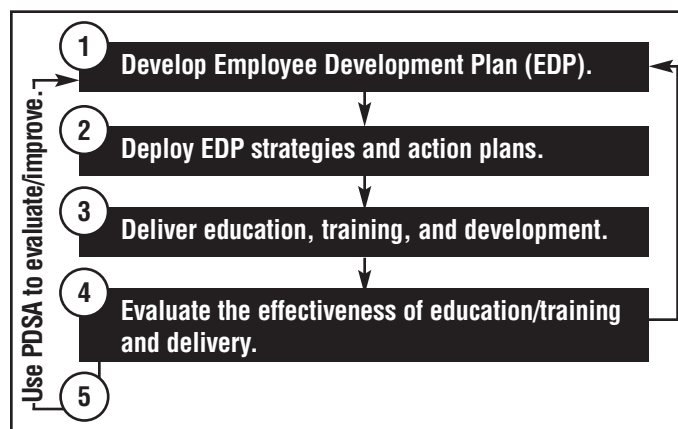


Figure 5.2-1 Education Planning and Deployment Process

5.2a(1) During the SPP (Figure 2.1-1, Step 5), the DELT, in conjunction with the HR Planning Team, develops the district’s Employee Development Plan (EDP), which identifies strategies and action plans for education, training, and development (Figure 5.2-1, Step 1). This plan aligns with and is driven by the district needs articulated in the strategic objectives (Figure 2.1-3), CEP, and SIPs. Numerous types of information and data are used in developing the EDP, including findings from the analysis of district/individual learning needs (IDPs), curriculum/instruction needs (Figure 6.1-1, Step 4), employee survey and focus group feedback, post-course evaluations, input from managers and team leaders, federal/state requirements, and succession planning needs. The 2003–2004 EDP includes strategies/action plans that meet organizational needs. These include improving the quality of classroom instruction, especially in Region 3 (a poverty pocket); ensuring teachers stay current with certification/licensure requirements (e.g., the NCLB requirement to provide “highly qualified teachers”); and developing future leaders, faculty, and staff to fulfill open positions. Other types of organizational needs reflected in EDP strategies include district-mandated training in safety, diversity, and PDSA/quality tools and union-specified training in professional and trade competencies and skills. Individual needs are based on education/career planning goals identified through the IDP Process. The HR Division aggregates and analyzes IDP information to determine the level of proficiency demonstrated throughout the workforce, identify gaps in meeting district-wide skill and knowledge requirements, and managers’ or team leaders’ priority ranking of training needs. Using the decision-making matrix, the HR Planning Team identifies the education and training strategies that optimally meet both district and individual employee needs.

Upon approval of the EDP, the HR staff develop strategies and deploy action/project plans (Figure 2.1-1, Step 9). For example, one 2003 education strategy is to develop a faculty workshop on how to improve academic performance through the development/use of IEPs in instruction. In the action plan to deploy

this strategy, HR staff follow a systematic process: (1) develop education specifications (e.g., objectives, content, instructional methods, delivery methods, media and technology requirements), (2) determine if specifications can best be met by developing the workshop internally or outsourcing to an external vendor or education partner, (3) pilot the course, if appropriate, and (4) evaluate whether the course meets the intended objectives. The types of education and training programs developed using this process are discussed below.

5.2a(1, 2) The *Employee Education Program Guide* describes a wide range of district-sponsored education and training courses available to faculty and staff. Numerous faculty courses address the district's need to deliver quality instruction. These courses focus on content areas (e.g., language arts, mathematics, technology education) and support major components of the reading instruction framework (e.g., word knowledge, fluency, comprehension, writing). There are courses on how to meet the needs of the ESL learner, how to adapt classroom work to different learning styles, and how to use cooperative learning techniques for active learning. SHSD also ensures that operational staff develop the knowledge and skills needed on the job. Basic job requirements include specific training. The district provides formal and informal in-service training to staff related to food (*Serve It Safe, Service Quality in Food Service*), plant (*Air Conditioning, Boiler Operations*), and transportation (*Operator and Attendant Instruction, Vehicle Mechanics*) operations. Professional staff such as guidance counselors, speech and hearing therapists, nurses, and psychologists attend conferences, in-service workshops, and vendor programs specific to their areas of expertise.

Organizational performance measurement—Seventy-two percent of faculty and staff have attended the PMA I workshop. The basic workshop provides a three-hour introduction and instruction on the district's performance measurement approach and how it is used to develop measurement plans, manage day-to-day performance, and enable data-driven decision making and accountability. DLT, DELT, and SLT members, as well as managers/team leaders, attend the half-day PMA II workshop, which covers advanced instruction and understanding of MAS capabilities for analysis. Faculty attend in-service training on measuring and analyzing academic performance, specifically in developing reliable, valid, and fair assessments.

Performance improvement—All new employees attend training in the PDSA methodology (Figure 6.1-4) as part of new employee orientation. DLT/DELT members introduce PDSA to new employees to help them understand how district processes and behavior emanate from this fact-based, continuous improvement methodology. Current employees attend PDSA mini-sessions. Second-year employees attend a summer session, Introduction to Baldrige, to understand how the district uses this assessment tool for school improvement. All teams receive just-in-time training in quality tools (6.1a[5]) and on how to use the Team Process to manage an effective team. Also, several courses conducted by vendors relate to using PDSA/quality tools in classroom instruction. Other optional courses include benchmarking, process improvement, and statistical process control.

Technological change—The value of technology lies in its ability to enhance thinking, decision-making, and problem-solving

skills. The district allocates 30% of technology funding to instructional technology. All district employees, ranging from custodians to administrators, are given the opportunity to attend Basic Technology training. Additional training is provided for those who use technology for instructional purposes. Participants prepare a professional technology portfolio using learning/instruction, electronic searching, publishing, communications, and paperless office applications. Thirty-five percent of eligible employees are participating in this program; many have created Web-based classroom assignments. A development program introduced in 2003 involves the use of technology mentors. Working with mentors, faculty develop individual technology training plans, assess their current technology skill level, and identify necessary steps to achieve goals. Mentors are district-level technology staffers, peer technology leaders, and trained staff members. Best technology practices for instructional learning are shared in *K-news*.

Employee orientation—All new employees attend five days of district orientation prior to a new school session. DLT/DELT and HR staff members participate in the orientation, which covers SHSD's vision, mission, and values; PDSA; employee programs, benefits, and policies; and ethical behavior and sanctions. Also, new faculty are introduced to their mentors. Based on feedback from the participants and evaluation using the Communication Process (1.1a[1]), orientation was improved in 2001. It now includes mini-presentations by individuals from across the district on objectives, strategies, and current initiatives. Students, parents, business leaders, and a school board member also provide presentations to ensure a focus on students and other stakeholders.

Diversity—Employees must acquire the knowledge, skills, and attitudes needed to become effective practitioners in a multicultural and inclusive educational system. In addition to the diversity mini-module presented at employee orientation, all new employees must attend *Diversity in Education* during their first year. All employees must attend annual in-service diversity training. The Diversity Team is reviewing all district-sponsored courses to identify opportunities to leverage the concept of diversity during the pursuit of every learning opportunity. For example, training on effective teams includes using selection criteria to establish a team rich with diverse experience, backgrounds, and skills.

Ethical practices—The district conveys guidelines, policies, expectations, and sanctions for noncompliance to all employees, starting with employee orientation and continuing with annual refresher modules on the Code of Conduct conducted by senior leaders (1.2b).

Leadership development—SHSD partners with UA to offer a master's degree program in school administration and to provide training for aspiring school leaders through the Leadership Development Program. The district also provides education and in-service courses to managers and team leaders in leadership and personnel and budget management.

Faculty/staff, workplace, and environmental safety—All employees receive workplace safety training on bloodborne pathogens; how to avoid trips, slips, and falls; and best practices to

avoid work-related injuries, such as carpal tunnel syndrome. Education courses and in-service training are provided at the school level on how to identify at-risk students with behavioral problems that could affect school safety.

5.2a(3) Employee input into the EDP (Figure 5.2-1, Step 1) on education and training needs is elicited during the development of IDPs. IDP goals are fed into the Education Planning and Deployment Process. The findings on individual education needs are supplemented with input from managers and team leaders on district needs for skills, competencies, and knowledge development. Also, as part of the EDP, SHSD uses input from surveys, focus groups, and postcourse evaluations on the effectiveness of education and training and how well the district is meeting the needs of employees.

5.2a(4) SHSD's training often combines a variety of delivery media (e.g., lecture, group exercises, interactive technology) in the same session. SHSD uses instructor-based training in large classroom settings within the district or in external vendor/college courses, workshops, and conferences. The district also uses instructor-based training in small group instruction directly in the workplace, during one-on-one tutoring, and during in-service meetings. Several delivery mechanisms are used for self-study. Computer-based training delivers uniform information and repetitive drills on a flexible schedule to a large number of people; it also can track the trainee's success without an instructor present. Self-paced training also may use workbooks, videos, or the Internet. Advances in technology have resulted in interactive CD-based training that provides sound and pictures with the benefits of computer-based training. SHSD offers numerous on-line courses on word processing, spreadsheets, media displays, Internet access, desktop publishing, and Web page creation. Other training and education delivery methods include mentoring, coaching, and job rotation.

5.2a(5) SHSD conducts follow-up development sessions throughout the school year. Many development offerings require that faculty track how they are implementing what was learned through training. Managers and team leaders are required to follow up on whether employees are achieving IDP learning goals.

5.2a(6) The HR Division uses multiple methods to assess the effectiveness of education and training (Figure 5.2-1, Step 4). Pre- and post-course tests are conducted to identify gaps in knowledge, information, and skills and confirm knowledge gained as a result of the course. Pre-tests are conducted well in advance of training and used to determine class grouping and customization. Post-tests are conducted at the conclusion of the course and at specific intervals thereafter (e.g., one, three, and six months) to assess the effectiveness of learning. After using PDSA, SHSD added an improvement: a plus/delta evaluation now is used at the end of each training day to provide instructors with immediate feedback from participants and an opportunity to adjust instruction to meet participant needs. In Step 5, the HR staff annually evaluate and improve the effectiveness of the overall Education Planning and Deployment Process.

5.2b Motivation—The purpose of employee motivation strategies is to retain a highly qualified workforce, a key strategic

challenge, and encourage employees to develop and achieve their full potential. Based on survey/focus group feedback and research, SHSD has identified three key factors contributing to employee motivation: a fair wage package, recognition of personal contributions, and inclusion in district/school learning and improvement activities. Through bargaining and salary/benefit studies, SHSD ensures the wage package is fair and competitive; for example, 76% of faculty surveyed perceive their compensation to be equitable (Figure 7.4-8). However, a fair salary ensures only a threshold level of motivation and commitment. Recognition programs (Figure 5.1-4) and incentives tied to contributions and the acquisition and development of skills serve as strong enablers of employee motivation because they tie rewards to performance and learning. For example, financial incentives promote participation in Phase I and II technology education, and the district provides a stipend for participating in the technology mentoring program and teaching at the Summer Teacher Academy.

Career development—SHSD uses three key mechanisms to help employees achieve the learning and career goals identified in their IDPs: professional development, mentoring, and coaching. All faculty and staff participate in education, training, and professional development programs each year. New and probationary teachers must attend a total of ten days of training. Veteran teachers must attend five days of instruction-related training. Staff employees must attend five days of job-related training. Professional development also includes participation in the Leadership Development Program/matriculated master's of education programs (tuition assistance is available); assignment to new or challenging tasks; job or task rotation; visiting other schools and organizations; joining professional associations; and reading professional journals, books, and other literature. Other development and learning mechanisms include team participation (Figure 5.1-3) and person-to-person KM practices (e.g., CoPs, forums).

The Mentor Program provides professional development opportunities for faculty at all career levels. A Mentor Team, composed of faculty, developed the two-year Mentor Program based on SHSD's vision, mission, values, and strategic objectives; input from probationary and veteran faculty; teaching and student learning standards; and desired outcomes. The systematic process ensures mentors are selected based on best-match criteria (proximity to mentored teacher and grade level/content area taught). Mentors attend new/advanced mentor training workshops. District employees receive an orientation at the beginning of each school year to promote support. On an annual basis, the program undergoes evaluation/improvement based on feedback from program participants and questionnaires. First-year teachers attend monthly mini-sessions to dialogue and practice with peers skills related to developing classroom rules and procedures, conducting parent-teacher conferences, meeting academic standards and the needs of diverse learners, and developing a professional portfolio. Second-year teachers work with Mentor Program Coordinators on professional development related to meeting the needs of the ESL learner, research-based instruction, cooperative learning, and learning styles. Also, they participate in the Introduction to Baldrige

session and Team Initiatives. SHSD’s statisticians provide hands-on mentoring and instruction in data analysis methods. SHSD also provides faculty with in-service training on assessing and analyzing performance.

Managers and team leaders coach employees on how to achieve their IDP learning and career goals. All managers and team leaders attend training in coaching to develop effective counseling skills. Managers coach employees by providing them with information, helping them to focus on ideas, providing them with feedback on their strengths and improvement opportunities, and assisting them in developing IDPs.

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a(1) Safety—Maintaining a safe environment for faculty, staff, and students is a key strategic challenge for SHSD. Safety teams have been formed in all locations and at the district level to review performance in key workplace quality measures/targets (Figure 5.3-1) and study opportunities for improvement. Results are segmented down to the work group level to provide SHSD with an in-depth analysis of safety issues. For example, the causes and types of work-related injuries could be quite different for faculty and administrative positions (e.g., falls due to icy parking lots or wet floors) than for maintenance and operational positions (e.g., heavy equipment/vehicular accidents and injuries from lifting). Indoor air quality (IAQ) is an increasingly important work environment issue. SHSD monitors IAQ and pollutant levels and takes corrective action to comply with state guidelines. All chemistry and automotive labs outgas toxic emissions. Food waste is contained in trash cans with tight lids.

Health—Balancing work and home life is a key factor in retaining and satisfying employees. SHSD develops employee well-being programs, using the Education Planning and Deployment Process (Figure 5.2-1). For example, an employee team developed the annual “Lifestyle Forum” in 2000 featuring experts on health-related issues. The team also hosts a

	Measure	Figure
Safety	# reportable OSHA incidents # lost days	7.4-7
Security	# suspensions	7.6-4
Ergonomics	# ergonomic injuries	7.4-7

Figure 5.3-1 Key Measures of Workplace Quality

monthly meeting with special guest speakers from the community, local hospitals, and health clubs.

Security—Hall supervisors monitor school halls throughout the day. SHSD uses video cameras in buildings, parking lots, and buses to monitor security and requires photo identification badges, as well as sign-in and sign-out procedures. External auditors conduct audits of facilities and grounds, and SHSD takes immediate corrective action when needed. SHSD has passed all audit reviews since 1998.

Ergonomics—The district’s goal is to reduce employee exposure to tasks requiring awkward postures or highly repetitive motions that could lead to tendonitis or carpal tunnel syndrome. Workstations are designed to reduce musculoskeletal problems. SHSD ensures that all new facility construction systematically incorpo-

rates ergonomics into workplace design. Only three employees have reported injuries related to ergonomics over the past five years.

5.3a(2) The School Safety and Emergency Preparedness Plan details procedures to be followed in the event of an emergency (e.g., fire, tornado, bomb scare, or intruders) and responsibilities (e.g., evacuation, lock down, severe weather procedures, emergency medical care, and notification procedures). The Critical Incident Response Plan on handling a crisis on campus currently is being updated; a revised plan is expected to be completed by the end of 2004. All employees receive initial training and a refresher course on how to respond to students’ emotional needs in the aftermath of a disaster. By the end of 2003, 70% of employees had participated in a refresher training, and all should have participated by 2006. Also, monthly fire drills are conducted. Using PDSA, best practices used by state/national models have been implemented. Improvements include new procedures to address acts of terrorism and upgraded first-aid training. The district Safety Team partners with local emergency groups to develop standardized district plans. Even if an entire school or facility is destroyed or inoperative, SHSD’s Disaster Recovery Plan ensures continuity of operations by moving operations to an alternate location.

5.3b(1) The purpose of the Climate Assessment Process (Figure 5.3-2) is to gain an understanding of the factors that contribute to employee satisfaction, motivation, and well-being; determine methods to capture/analyze data; and identify opportunities to improve the climate. A systematic process in this area favorably impacts employees’ ability to contribute to achieving the district’s vision and strategic objectives.

In Step 1—*Identify key climate factors*—the HR Assessment Team conducts focus groups, surveys, and research to identify key climate factors contributing to employee satisfaction, motivation, and well-being. SHSD elicits input from different employee segments by conducting focus groups by category (e.g., leadership, administration, operational staff, faculty) and by type (e.g., new staff, probationary teachers, and veteran staff). Although SHSD’s workforce is diverse, six key factors have been identified as important to all employees. These factors, in overall order of importance, are trust (my manager trusts me to do my job well); communication (I understand SHSD’s vision/values and my role in achieving them); recognition (my performance impacts my pay/rewards); inclusion (I feel I am provided

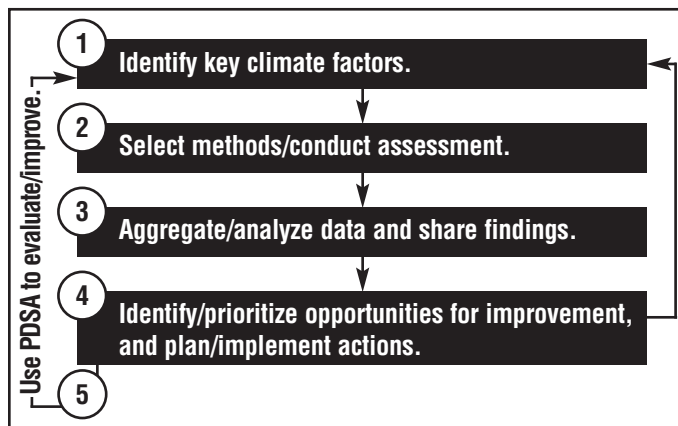


Figure 5.3-2 Climate Assessment Process

opportunities to be involved in our success); job satisfaction (my job is interesting and challenging; I receive fair compensation); and work- and home-life balance (I am able to maintain a balance between work and personal commitments).

5.3b(2) SHSD provides a range of services and benefits to enhance employees' work life and promote a climate of support and motivation. Cafeteria-style benefits (health care/medical, child care, and elder care) allow employees to tailor these services to their family/personal needs. Retirement benefits include full pension and optional 403(B) retirement plans. Services include an employee assistance program, counseling, financial counseling, employee clubs (e.g., golf, tennis, and photography), and family leave. SHSD also encourages and supports employees who would like to serve in community support activities with two days of paid time off. Because of the diverse ethnic background of employees, the Diversity Team worked with the Benefits Team to offer two floating days to employees to celebrate religious holidays such as Chanukah or other personal holidays.

5.3b(3) In Step 2—*Select methods/conduct assessment*—the HR Assessment Team uses the PMA Process (Figure 4.1-1) to identify information, data, and measures that provide both leading and lagging indicators of employee satisfaction, well-being, and motivation and to establish data collection methods. The HRMS tracks, aggregates, and analyzes faculty and staff retention, absenteeism, safety, and on-line exit data by type of employee. The HR Assessment Team also uses an annual climate survey to gather employee feedback. A third-party vendor administers the survey to ensure the objectivity, reliability, and confidentiality of data. The survey questions are selected

from a pool of questions used by the Junoflower Consortium, allowing SHSD to compare its survey results with those of other education organizations. Employees receive user identifications and passwords to ensure confidentiality. The district ensures a high response rate (87%) by using automated initial e-mail invitations and subsequent reminder e-mails. Focus groups clarify findings and gain insight into the root cause of issues. In Step 3—*Aggregate/analyze data and share findings*—statistical data analysis reports are tabulated by district, region, school, division, and job classification. Findings are shared across the district during leadership review meetings and via employee communication vehicles (Figure 1.1-2).

5.3b(4) Annual survey review meetings are conducted at the district and school level to share findings, identify priorities for improvement, and develop/deploy action plans (Step 4). District and school improvement teams are formed using the Team Process (5.1a[1]) to tackle specific issues. Based on 2003 survey and focus group results, a key opportunity for improvement is to better link employees' performance to financial rewards, a key factor that contributes to job satisfaction, motivation, and retention. Although contract negotiations and state salary guidelines drive salary, SHSD launched a team to study pay-for-performance and reward and recognition programs. The team is using the Benchmarking Process (4.1a[2]) to identify best practices within and outside education. The District Improvement Team further analyzes assessment findings and key district performance results to infer cause-effect relationships between these findings and achievement of district goals.

6 Process Management

SHSD's learning-centered and support processes provide the foundation for its highly qualified faculty and staff to achieve its mission.

6.1 Learning-Centered Processes

6.1a(1) SHSD uses three criteria to determine if a process is essential to learning: (1) it is critical to achieving SHSD's vision to develop life-long learners and its mission to serve the education needs of the community; (2) it involves the majority of SHSD's faculty, staff, and capital resources in producing value related to student learning and development; and (3) it directly addresses the district's key success factors and, in turn, impacts student and stakeholder satisfaction. SHSD's key learning-centered processes and the value created by each (Figure 6.1-2) are described below.

Curriculum/Instruction Design and Delivery Process—SHSD uses a systematic process (Figure 6.1-1) to design curricula and instruction that meet students' learning and development needs, federal and state accountability requirements, subject area and grade-level expectations for the district, parents' expectations for a high-quality education, and business expectations for a high-quality workforce. Faculty and staff use research-based instruction strategies and a range of instruction methods (Figure 6.1-3) to deliver curricula and instruction and to help students learn at high levels; accelerate progress for students who

are below grade level; and address diverse learning levels, styles, family culture, and socioeconomic backgrounds (e.g., non-English-speaking and/or disadvantaged segments).

Assessment Design Process—SHSD uses numerous formative and summative assessments (Figure 6.1-1) to evaluate its progress toward and predict achievement against federal- and state-mandated performance requirements and district academic achievement goals (Figure 2.1-3). Faculty and staff also use assessments to inform instruction and to determine what has yet to be learned.

Service Design Process—SHSD provides diagnostic and support services to meet students' emotional, physical, and developmental needs. Professional and paraprofessional specialists (guidance counselors, speech and hearing therapists, health professionals, social workers, and psychologists) use diagnostic methods and tools to evaluate physical, emotional, and cognitive needs. When a student has been identified as needing diagnostic or support services, professional services staff, in conjunction with parents, use diagnostic findings to develop a Student Development Plan (SDP) outlining an action plan to address the student's needs. Specialists collaborate with faculty and staff to enhance student learning and to meet federal- and state-mandated standards (e.g., NCLB, Free Appropriate Public Education, and the ADA).

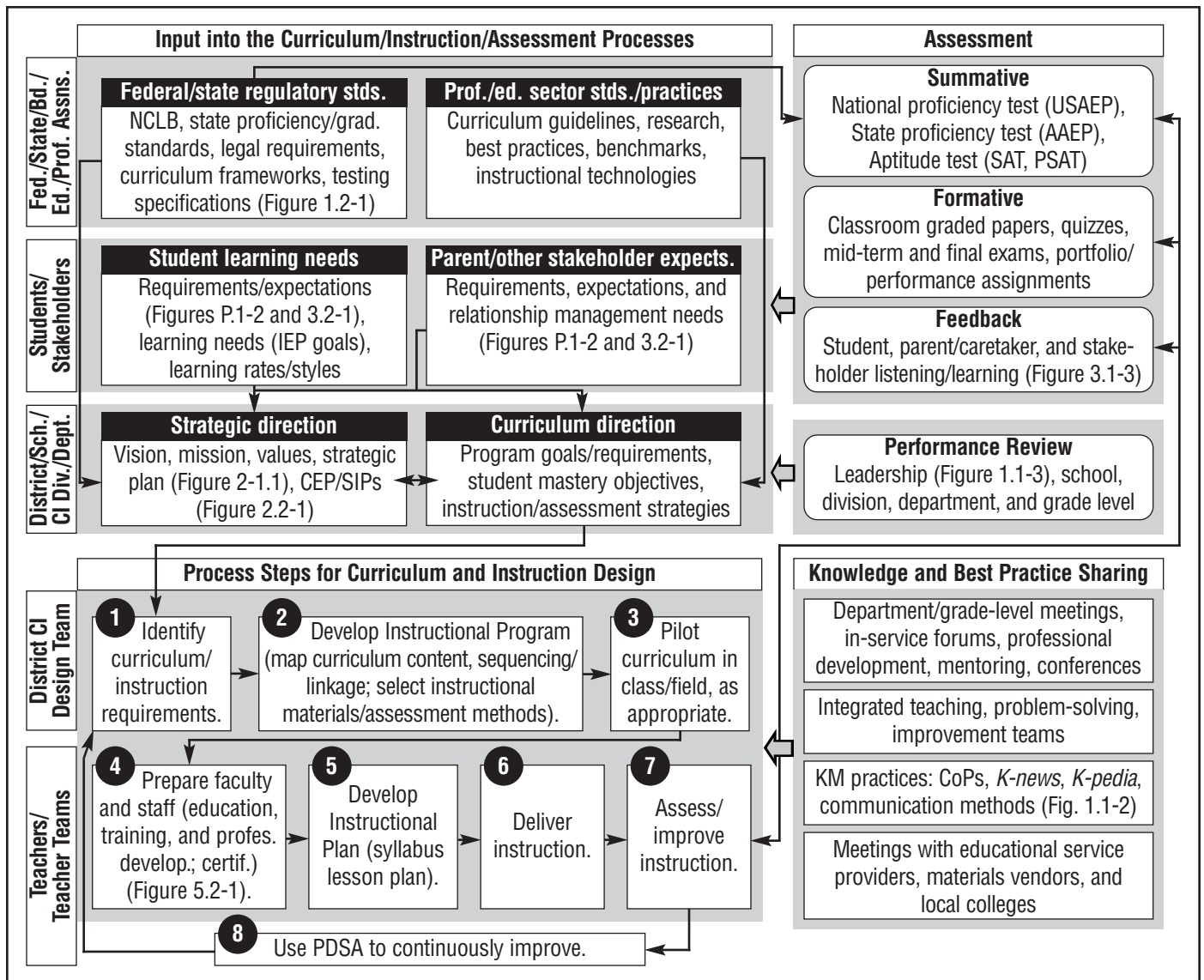


Figure 6.1-1 Curriculum/Instruction Design and Delivery Process

6.1a(2, 3) SHSD uses the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1) for developing curriculum/instruction (CI), the Assessment Design Process for developing assessments, and the Service Design Process for designing professional and support student services. Each of these PDSA-based development processes and related requirements is discussed in more detail below.

(1) *Curriculum/Instruction Design and Delivery Process*—Using the SPP (Figure 2.1-1, Step 2), the Curriculum, Instruction, and Student Services (CISS) Division conducts an environmental assessment to identify the need or opportunity to develop new or enhance existing curricula, programs, offerings, and instructional delivery mechanisms. The assessment takes into consideration new and emerging federal/state academic, grade-level content, and curriculum standards, as well as student/stakeholder requirements and expectations (Figures P.1-2, 3.2-1). Also, it reviews research, best practices, benchmarks, and emerging instructional technologies for opportunities to improve student performance. The findings provide the basis for developing CISS Division strategies and action plans that roll

up into SIPs and the CEP (Figure 2.2-1). The CISS Division charters CITs to develop IPs against these strategies. The division provides CITs with direction by defining program goals and student mastery objectives. For example, based on state curriculum standards, the CISS Division determines what students should learn (grade-level, cognitive, and content expectations) and what students should know, understand, and be able to do by the end of a particular grade, set of grades, or course. Throughout the design process, the CISS Division provides CITs with guidance and input based on professional and education sector research, best practices, and organizational knowledge learned through experience (e.g., instructional strategies effective with students in the non-English-speaking and disadvantaged segments). CITs use the Curriculum/Instruction Design and Delivery Process to systematically ensure continuity of instruction within and among schools, progressive skill development, and mastery of curricula and to avoid unnecessary instructional overlaps.

In Step 1—*Identify requirements*—the CIT builds upon the work initiated by the CISS Division and further refines requirements

related to curriculum standards, student learning and development needs, program goals, and student mastery objectives. The state curriculum standards (regular education), learning standards (special education), and content expectations are delineated by grade level. Major sequence indicators and checkpoints are specified, where appropriate. CITs develop specific content requirements around reading, writing, mathematics, science, social studies, and physical education curricula. For example, curriculum standards for physical education follow the National Content and Teaching Standards for Physical Education. Using research and best practices outside the education community, SHSD has taken a leadership position by developing curriculum standards for problem solving and critical thinking, key employee skills desired by employers. Faculty and staff use numerous methods (Figure 6.1-1) to share knowledge and provide input into the requirements determination step, including department, grade-level, and teaching team meetings; professional development; KM practices; and mentoring. Educational service providers, materials vendors, and local community colleges and universities also provide input through forums, meetings, professional association conferences, and events. CITs use results of formative and summative assessments to identify gaps in learning that need to be addressed through instructional strategies. Figure 6.1-2 identifies key requirements.

In Step 2—*Develop Instructional Program*—the CITs engage in three key design activities to develop an IP: (1) mapping

curriculum content, instruction methods, sequencing, and linkage to other curricula; (2) developing and/or selecting instructional materials (e.g., textbooks, computer programs, films, videos, manipulatives); and (3) articulating assessment methods. The IP incorporates instructional adaptations for students with special needs (e.g., ESL, ESP, GED, or NCS students). Curriculum mapping establishes congruence between CI and national and state assessments. The mapping process also identifies requirements for professional development to support the curriculum. Based on research, vendor information, best practices, and knowledge sharing, CITs identify opportunities to incorporate emerging technology into CI. Using the CI Management Process (6.1a[4]), CITs develop a measurement plan and identify how annual academic performance will be assessed and day-to-day progress controlled, monitored, and improved.

In Step 3—*Pilot curriculum*—CI methods are field tested, as appropriate. This involves selecting a pilot site, training faculty in instruction methods delineated in the IP, and establishing methods and measures to assess the IP’s effectiveness to meet program goals and student mastery objectives.

In Step 4—*Prepare faculty and staff*—the CIT works closely with the HR Division to provide input into the Employee Development Plan (Figure 2.2-1) to ensure that education, training, professional development, and certification strategies and action plans support the delivery of CI and the NCLB requirement to provide “highly qualified teachers.” Courses on CI

Learning-Centered Process	Purpose/Value Created	Key Requirement	Types of Assessment	Measures	Figure/Text Reference
Curriculum/ Instruction Design and Delivery (D, C/T, S)	P=design Instructional Programs; develop Instructional Plan; deploy instructional methods to help students learn; V=address educational needs and ensure accountability to federal and state subject area standards, learning standards, and content and grade-level expectations; reflect diverse learning needs and accelerate progress for students below grade level	<ul style="list-style-type: none"> – Federal NCLB proficiency standards – State Curriculum Standards, content and grade-level standards – In-class subject mastery – Student/parent satisfaction 	<ul style="list-style-type: none"> USAEP (SU) AAEP (SU) SAT (SU) PSAT (SU) AP (SU) Technology (SU) Exit exam (SU) Graduation rate (SU) ESL (SU) Graded papers (F) Quizzes (F) Exams (F) Portfolio assign. (F) Surveys 	<ul style="list-style-type: none"> % proficient % proficient proficiency score proficiency score % students at 3 % proficient % passed % graduated % at grade level # errors % passing % passing % passing % satisfied 	<ul style="list-style-type: none"> 7.1-1, 2, 5, 6 7.1-3, 4, 7, 8, 9 7.1-10 7.1-11 7.1-12 7.1-13, 14 7.1-16 7.1-15, 17 7.1-18, 19 On-site On-site On-site On-site 7.2-1
Assessment Design (D, C/T, S)	P=use formative, summative, or alternative methods to evaluate progress; evaluate proficiency against regulatory standards; V=inform instruction/close learning gaps	<ul style="list-style-type: none"> – Reliable – Valid – Fair 	Statistical analysis	N/A	N/A
Service Design: Professional Services for Students (D, S)	P=use diagnostic tools to evaluate physical, emotional, and cognitive needs; develop/deploy SDP; V=meet students’ well-being, emotional, physical, and developmental needs to support learning and development	<ul style="list-style-type: none"> – Ease of access – Knowledgeable – Responsiveness 	<ul style="list-style-type: none"> Surveys Surveys Surveys Appt. tracking 	<ul style="list-style-type: none"> % satisfied % satisfied % satisfied # days to appt. 	<ul style="list-style-type: none"> 7.2.4 7.2.4 7.2.4 7.5 text

Figure 6.1-2 Key Learning-Centered Processes (Deployment level: D=district, C/T=classroom/team, S=individual student; P=purpose; V=value; Assessment type: SU=summative; F=formative)

delivery are discussed in 5.2a(1). The mentor program (5.2b) helps new teachers learn methods for delivering CI. Ongoing in-service education forums and professional development help prepare faculty through knowledge and best practice sharing.

In Steps 5 and 6—*Develop Instructional Plan and Deliver instruction*—faculty and/or cross-discipline teaching teams develop IPs (syllabus and lesson plans) aligned to the broader IP developed by the CIT. The district requires that lesson plans be written in detail to describe what teachers intend to teach on a day-to-day basis (including sequence of activities, student grouping, and resources). Based on the curriculum map and student learning needs (rate/style), the teacher or cross-discipline teaching team develops a weekly lesson plan. Teachers use a range of instruction methods (Figure 6.1-3) to engage students in active learning. In an Integrated Curriculum (IC), for example, students explore a topic (e.g., pioneers) in math, language, and visual arts via an activity grounded in the curriculum subject area. All grade levels use PDSA to engage students and develop them into life-long learners. For example, a fourth-grade class was having difficulty following directions. The teacher had his students use PDSA to track how often directions were not followed, analyze causes (e.g., did not understand, not listening, talking), brainstorm improvement actions, set measurable goals, and track and evaluate progress.

(2) *Assessment Design Process*—The Performance Excellence Division manages the Assessment Design Process at the district and school levels and supports the development of reliable, valid, and fair assessments at the classroom and student levels. The division uses numerous analytic tools and research-based methodologies to ensure an assessment is *reliable* (the same types of results occur regardless of when the assessment occurs or who does the scoring), *valid* (measures what it is supposed to measure), and *fair* (students of both genders and all backgrounds have an equal chance to perform well). The division provides in-service training and other educational opportunities to faculty and staff on developing classroom assessments that meet these requirements and conducts a mini-presentation on assessment during orientation.

The division follows six steps to manage and improve assessments: (1) identify the need for a new or an enhanced assessment approach (e.g., NCLB, new CI evaluation) or change in the method of assessment delivery; (2) evaluate current assessments and identify gaps/opportunities for improvement in assessment methods and delivery; (3) identify and select alternative assessment solutions (e.g., based on research, professional and education-sector best practices, and organizational knowledge); (4) implement the assessment method; (5) study the results; and (6) standardize the improvement and plan for continuous improvement in the Assessment Design Process. The Performance Excellence Division also administers standardized state testing and supports the Leadership Performance Review Process (1.1c[1]) by providing analyzed findings of assessment results.

(3) *Service Design Process*—The CISS Division develops a new service or enhances an existing service as part of the SPP (Figure 2.1-1, Step 5). The division determines the need for a new or improved service based on a needs analysis of current service and staffing capabilities; on new or emerging student

and stakeholder needs, requirements, and expectations; and in response to federal and state requirements. The division uses the Student and Stakeholder Requirements Determination Process (Figure 3.1-2) and listening and learning methods (Figure 3.1-3) to understand what professional services students and stakeholders require and to provide input into the needs analysis. A need also may be identified based on poor proficiency results for a specific student segment (e.g., ESL or disadvantaged student segments) that are linked to psychosocial developmental issues. A Service Development Team deploys the service strategy. It follows the Team Process (5.1a[1]) and uses various analyses (Figure 4.1-2) and quality methods to effectively complete the following Service Design Process steps: (1) identify district, school, student, and stakeholder service requirements; (2) develop target service goals, and define interdependencies; (3) determine alternative service solutions based on research, professional sector/association guidelines, benchmarking (4.1a[2]), and best practices; (4) conduct a cost-benefit analysis and risk assessment of each solution; (5) select the service solution using evaluation criteria (e.g., alignment to vision, mission, values, and strategic objectives; cost-benefit; level of complexity; time to implement; current staffing levels; and technology capabilities); (6) establish a performance measurement plan and develop and deploy the implementation plan using project development methodology (PDM); (7) evaluate and improve the effectiveness of the service in meeting target goals; and (8) use PDSA to plan for continuous improvement of the Service Design Process.

6.1a(4) In order to achieve the strategic objectives of improving overall student achievement and learning-centered processes, SHSD recognizes that the Curriculum/Instruction Design and Delivery Process needs to be controlled, monitored, and overseen throughout the complete cycle of teaching and learning. The CISS Division, departments, and all faculty and cross-discipline teaching teams use the CI Management Process to ensure that CI performance conforms to requirements and expectations. This process, introduced in 1999, represents an improvement over previous CI management methods and a refinement in integration with other data-driven school improvement processes. In Step 1—*Establish CI performance measurement plan*—the PMA Process (Figure 4.1-1) is used to select, align, and integrate information, data, and measures related to student and instructional performance into a CI performance measurement plan. The plan defines the types of measures, assessment methodologies, and frequency of assessment to be used in controlling and improving CI processes. Student performance measures (Figure 6.1-2) are considered either end-process (% proficient, % graduated, % passing, % at grade level, advanced placement rate) or in-process (# errors on graded papers; % passing a quiz, test, midterm/final exam, or portfolio assignment). The plan also defines the instructional evaluation measures (instructor ratings based on observation) and perceived quality (% students/parents satisfied with quality of instruction, # complaints related to instruction) to ensure feedback from principals, peers, students, and parents is considered in managing performance.

In Step 2—*Collect, aggregate, and analyze information and data*—assessment findings are input in SIMS and analyzed by

the district, school, grade levels, and students, as appropriate, using MAS decision-support tools. At the classroom level (Figure 6.1-1, Step 7), teachers assess student performance through daily/weekly quizzes; end-of-unit, midterm, and final exams; and review (alternative assessment) of student portfolio/performance assignments. As a class or team, students provide feedback and improvement suggestions to teachers at the end of units. At the district and school levels, student proficiency is assessed by federal- and state-mandated testing. The CISS Division ensures requirements are being met by monitoring compliance to IP goals and student mastery objectives. The CISS Division, through SLTs, reviews progress through a review of lesson plans, classroom observation, department and grade level meetings, and faculty/staff PMP reviews (5.1b).

In Step 3—*Develop instructional improvements* (Figure 6.1-1, Step 7)—faculty and teaching teams use PDSA to identify and address opportunities for improving instructional effectiveness. In Step 4—*Study the results*—student assessment results are analyzed to determine if the improvement achieved the desired outcome. In Step 5—*Standardize the improvement*—faculty and teams receive numerous opportunities to share improvements with their peers (Figure 6.1-1, Knowledge and Best Practice Sharing). Division, school, and departmental levels evaluate improvements for their potential standardization into existing IPs.

6.1a(5) In 1998, SHSD adopted the PDSA Process (Figure 6.1-4) to provide a structured approach that could be used throughout all levels of the district by all types of students and employees for ongoing cycles of improvement in all processes. During orientation, employees are introduced to PDSA and how it provides the basis for school improvement, improvement in classroom instruction, and improvement in student academic achievement. As part of the Team Process, team members receive just-in-time instruction on how to develop a PDSA storyboard to improve a process or solve a problem. They also receive just-in-time instruction in the use of quality tools and techniques for collecting and describing data, analyzing root cause, identifying solutions, and prioritizing/making decisions. K–12 classrooms also use PDSA as an active learning instructional strategy (Figure 6.1-3).

A PDSA annual evaluation and improvement step is built into each district learning-centered process to assess its effectiveness and efficiency and to identify and deploy opportunities for improvement. The CISS Division conducts an annual PDSA evaluation to continuously improve the Curriculum/Instruction Design and Delivery Process (Figure 6.1-1, Step 8). The CISS Division uses several types of input, including feedback from CITs, faculty, and staff, as well as research, data, information, and expert knowledge from education sector and professional organizations on CI design methodologies. In 2003, the CISS Division improved Step 2 of the Curriculum/Instruction Design and Delivery Process by introducing Map-CI, an automated curriculum mapping process. In addition to providing congruence among curriculum standards, Map-CI provides composite maps at the district and school levels, affording both a vertical (grade-to-grade, K–12) and a horizontal (all courses within a grade) view of curricula, instruction, and assessment, and it emphasizes cross-discipline connections. As a result, SHSD

Instruction Method	Active Learning
Multidisciplinary Integrated Curriculum	Connects topics/skills across different subject areas
Experiential	Provides a hands-on/minds-on engaged opportunity to learn/develop skills
Demonstration arts	Uses experiments to demonstrate concepts and transfer knowledge
Problem solving	Uses PDSA (individually or in student teams) to develop critical thinking and life-long learning skills
Technology-based	Provides interactive instruction and immediate reinforcement of knowledge and skills learned

Figure 6.1-3 Sample Active Learning Instruction Methods

can respond more efficiently to changes in mandated requirements, keep current with educational needs, and be more agile in responding to opportunities to improve student performance. The CISS Division shared this improvement with the district through numerous communication methods (Figure 1.1-2) to make faculty and staff aware of the purpose and benefits of the application. In-service education sessions provide a three-hour training on how to use the curriculum map database. Teachers use Map-CI to compare Instructional Plans with others who teach the same grade/subject. The process was introduced at school board and PTA meetings to provide a view of what students are experiencing in the classroom, how curricula are meeting NCLB requirements, and how result-oriented teaching contributes to academic excellence.

In 2003, using PDSA to improve responses to changing regulatory requirements (NCLB), the Performance Excellence Division introduced predictive proficiency testing as a leading indicator of how well students will perform in the annual state testing. In preparation for this testing, faculty integrate practice assessment questions using a taxonomy and the divergent questioning model in their Instructional Plans.

In 2002, Step 6 of the Service Design Process was improved with the introduction of a PDM to ensure efficient implementation of new or enhanced student professional services. The

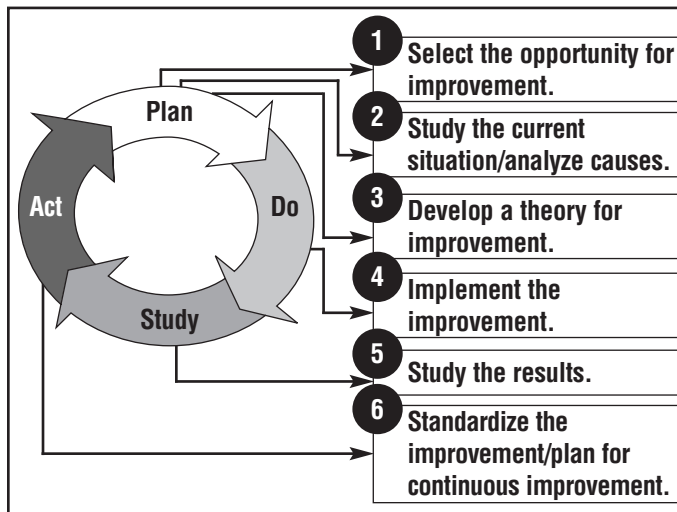


Figure 6.1-4 Plan-Do-Study-Act (PDSA) Process

Support Process	Purpose/Key Requirement	Measures	Figure/Text Ref.
Communications	Provide timely, accurate, useful information to students and their parents.	% satisfied	7.2-9
Facilities and Security Management	Ensure efficient and effective plant operations, plan for and implement renovation and new building programs, and provide a safe and healthy physical environment.	cost reductions % satisfied with facilities # safety audits passed	7.3-4 7.2-6 7.6 text
Finance/Budget Management	Implement effective and efficient fiscal management practices with accuracy and integrity.	return on resources bond rating balanced budget audit findings	7.3-2 7.3 text 7.3 text 7.6 text
Food Services	Support academic excellence by providing healthy and nutritional offerings that are timely, affordable, and cost efficient and comply with federal and state regulations.	% food on budget % satisfied	7.5-4 7.2-7
Human Resources	Address the district's staffing and educational, training, professional development, and certification needs; administer salary/benefits; keep records; manage compliance.	% teachers certified # positions filled % succession plans	7.4-6 7.4-2 7.4-3
Library	Provide accessible, user-friendly physical and electronic resources.	% satisfaction	7.2 text
Technology	Provide state-of-the-art, user-friendly hardware and software to students and employees; provide reliable and timely service.	% system availability time to respond	7.5-5 7.5-6
Transportation	Provide safe, on-time, and cost-efficient services.	# accidents (safety) % on-time arrival oper. costs/student ratio % satisfaction	7.5-3 7.5-3 7.3 text 7.2-7

Figure 6.2-1 Key Support Processes

improvement came from a best practice shared at a Chamber of Commerce presentation and implemented with the help of the presenter, a local bank employee. PDM provides a structured approach for developing projects and provides all project team members with a standardized set of activities, milestones, templates, and expectations. K-news provides information on the PDM, and the Employee Education Program Guide now includes a PDM education course. As a result of using PDM, the number of projects completed by the target deadline has improved from 50% to 85%. Consistent with SHSD's vision to be a learning organization, the district shares improvements through the various knowledge and best practice sharing methods described in Figure 6.1-1. For example, as part of the Team Process (5.1a[1]), process improvement and problem-solving teams input their charters, progress, outcomes, and results into K-pedia to share improvements throughout the district.

6.2 Support Processes

6.2a(1) SHSD uses two criteria in defining a key support process: (1) the process helps the district carry out its mission of serving the needs of the community, providing a safe and people-centered educational system, and effectively and efficiently managing resources in an equitable manner; and (2) the process directly supports, via infrastructure and service needs, the Curriculum/Instruction Design and Delivery, the Assessment Design, and the Service Design Processes (Figure 6.1-2) and thus indirectly aids SHSD in meeting the key student and stakeholder requirements of academic excellence and high-quality CI (Figure P.1-2). Figure 6.2-1 depicts SHSD's key support processes and their key requirements.

6.2a(2) SHSD uses the Student and Stakeholder Requirements Determination Process (Figure 3.1-2) and Climate Assessment

Process (Figure 5.3-2) to determine key support process requirements for students, stakeholders, and employees. Figure 3.1-3 illustrates methods for collecting information from students/stakeholders on their requirements, and 5.3b(1) describes methods to collect information from employees.

6.2a(3) SHSD uses the Service Design Process (6.1a[2, 3]) to design support processes to meet key requirements. The support area analyzes and understands the key service requirements; maps its process steps; and determines its performance goals, measures, and indicators. Based on performance review and in line with the district's vision, the support area researches best practices regarding new technology and innovative process management methods (i.e., cycle time and cost controls) and conducts cost-benefit and risk analyses. Prior to implementation, the support area provides appropriate staff training.

6.2a(4) On a regular basis (daily, weekly, biweekly, or monthly, depending on the process), support process departments and managers/team leaders review performance using measures developed as part of the service measurement plan. Departments select rotating department representatives to report quarterly department performance information to the SLTs, who, in turn, report quarterly performance data to divisional directors. Figure 6.2-1 provides key performance measures for support processes. After a 2003 performance review revealed a decreasing percentage of on-time deliveries from instructional material suppliers, SHSD collaborated with the UA supply chain management class to study the delivery process. As a result, SHSD implemented supplier report cards in the spring of 2004 to track supplier performance.

6.2a(5) Department leaders receive training on each other's processes and conduct unannounced, rotating quarterly audits

with results incorporated into *K-pedia* and reviews. Department leaders follow a four-step audit process and share key findings at divisional quarterly meetings.

6.2a(6) SHSD uses the PDSA Process to improve its eight support processes. Sharing mechanisms include department meetings, divisional quarterly meetings, *K-news*, and *K-pedia*.

7 Organizational Performance Results

SHSD attributes its success in organizational performance and improvement to adopting and using the Performance Excellence System, which focuses on cause-and-effect relationships and leads to fact-based management and knowledge sharing. As depicted in Figure P.2-1, the district's vision, mission, and values drive overall approaches and corresponding deployment and results. SHSD enjoys strong favorable results and reports key district results throughout Category 7. In many areas, SHSD's results are the best in the state; in these cases, to enable comparison, it has reported results for the next-best school district as "state best."

7.1 Student Learning Results

A key indicator of SHSD's success is student learning, which aligns with its strategic objective to improve student academic achievement and with its value of performance excellence as a learning community. For all academic assessments (Figure 6.1-2), segmented data are available by academic program and grade level and demographically by region, ethnicity, gender, and socioeconomic group, as appropriate. Because of space considerations, SHSD is providing overall performance and sample results segmented by key NCLB groups and SHSD programs. Federal- and state-mandated assessments (USAEP and AAEP, respectively) provide comparative and segmented information. For both the USAEP and AAEP, the district measures the percentage of SHSD students who have equaled or exceeded the passing rate of 80%. To demonstrate progress against SHSD's vision of becoming a benchmark school district, national best or state best comparative data are presented. SHSD's performance also is compared with comparable best (P.2a[1]) school district results.

7.1a Faculty facilitate advancement toward high-performance objectives for every student through curriculum and instruction (Figure 6.1-1), and every special education student has an IEP. The 2003 results for SHSD students on both the USAEP Grade 4 math and Grade 4 science proficiency tests (Figures 7.1-1 and 7.1-2, respectively) were within three percentage points of the national best. Results for all student segments have improved, as represented by key NCLB groups in Figure 7.1-1 and NCLB groups/SHSD programs in Figure 7.1-2. A district focus has been performance within Region 3, where 71% of the students are disadvantaged; that region's performance has improved significantly, increasing from 65% in Grade 4 math in 2000 to within 3% of the other regions' average in 2003 and from 50% in Grade 4 science in 1999 to within 9% of their average in 2003.

The state of Anywhere requires all Grade 5 students to take the AAEP math and reading proficiency tests (Figures 7.1-3 and 7.1-4, respectively). Current SHSD student performance in math is only 1% below the state best, with this gap closing

steadily since 1999. Grade 5 reading results indicate performance equal to that of the state best the last two years, with the LCC program's results outperforming the overall SHSD scores. Also, since 1999, all student segments have shown sustained improvement on reading test scores, and gaps among the segments have decreased substantially.

On the Grade 8 USAEP reading and math proficiency tests, SHSD students' performance is almost equal to that of the national best and well above the comparable best (Figures 7.1-5 and 7.1-6). Since 1999, SHSD has demonstrated a sustained improvement trend for all segments. SHSD measures Grade 11 proficiency in reading, writing, and math using the AAEP (Figures 7.1-7 through 7.1-9). SHSD shows leadership across the three subject areas, with 90% or more students above the passing rate. SHSD also has significantly closed the gap in scores for black and disadvantaged students.

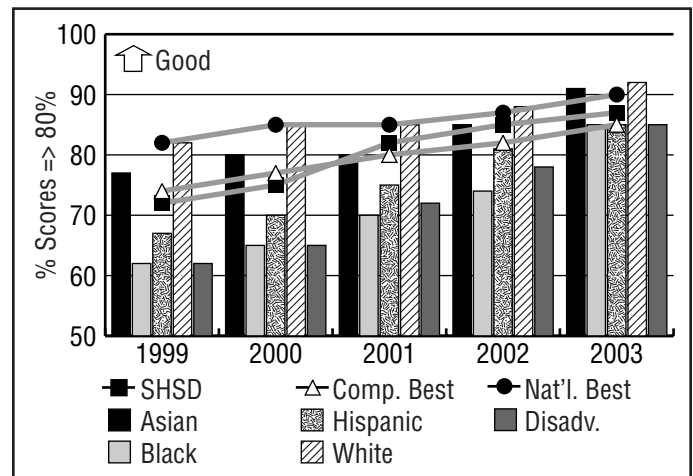


Figure 7.1-1 USAEP 4th Grade Math Proficiency

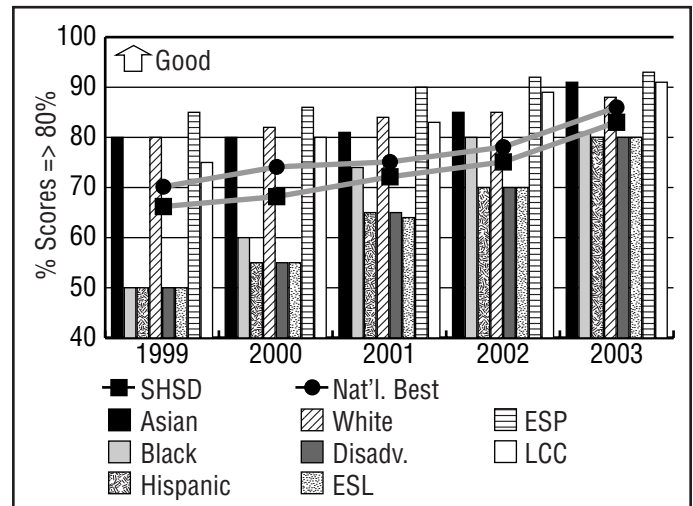


Figure 7.1-2 USAEP 4th Grade Science Proficiency

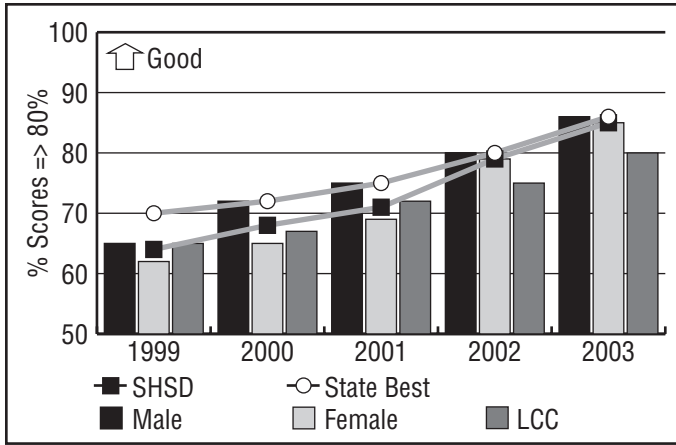


Figure 7.1-3 AAEP 5th Grade Math Proficiency

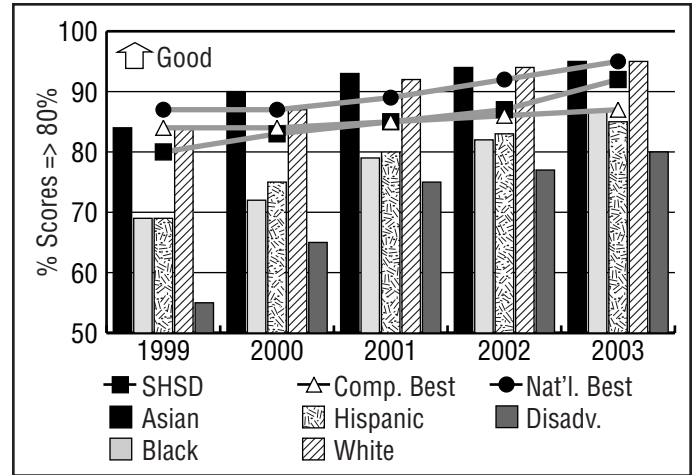


Figure 7.1-6 USAEP 8th Grade Math Proficiency

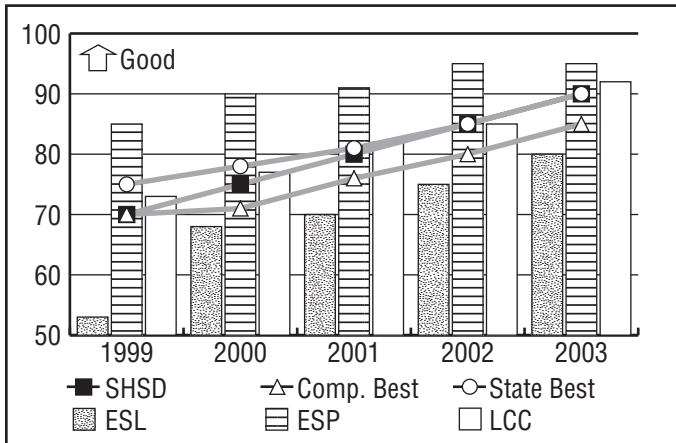


Figure 7.1-4 AAEP 5th Grade Reading Proficiency

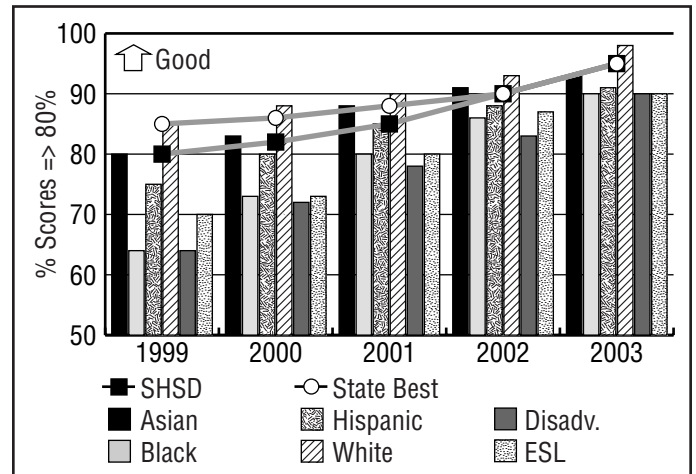


Figure 7.1-7 AAEP 11th Grade Reading

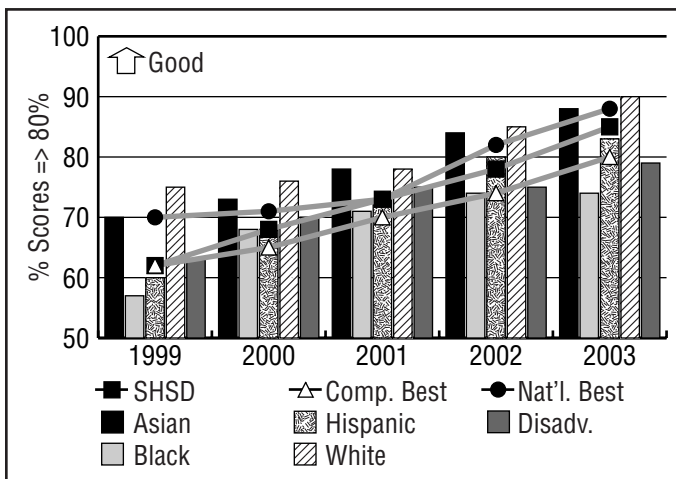


Figure 7.1-5 USAEP 8th Grade Reading Proficiency

Approximately 50% of SHSD's eleventh-grade students take the national standardized SAT, which is required for admission at many colleges and universities. SHSD students' performance shows sustained improvement, with combined verbal and math scores increasing from 1,075 in 1999 to 1,120 in 2003, which surpasses the national average and comparable best (Figure 7.1-10). A concerted effort at preparing students for the SAT begins in the tenth grade, when all high school students take the national standardized PSAT (Figure 7.1-11) to predict SAT scores. SHSD uses disaggregated data (by subject

level and student segment) to help determine areas of focus in the Curriculum/Instruction Design and Delivery Process. The number of district students taking Advanced Placement (AP) tests is increasing, and the percentage of SHSD students receiving composite passing scores of 3 or higher is just below the national best and above the state best (Figure 7.1-12).

To improve technology-based active learning, the district has secured grants and focused heavily on instructional technology enhancements and faculty technology training. Figure 7.1-13 indicates improved trends and national leadership in this area, as measured through information from organizations participating in the ESC. SHSD determines the proficiency levels of all Grade 8 students in computer technology and software use (Figure 7.1-14) through a hands-on assessment that covers the use of various programs and applications. The district defines competence as a score of 80% or better and has a 2005 goal to bring all student groups to the 100% proficiency level. From 1999 to 2003, the district realized significant increases in technology competence among black and disadvantaged students.

SHSD measures graduation rates for those students who graduate within four years of starting high school. Consistent with the district's vision of becoming a benchmark school district through collaboration between parents and the community, significant efforts in forming strong relationships (Student and

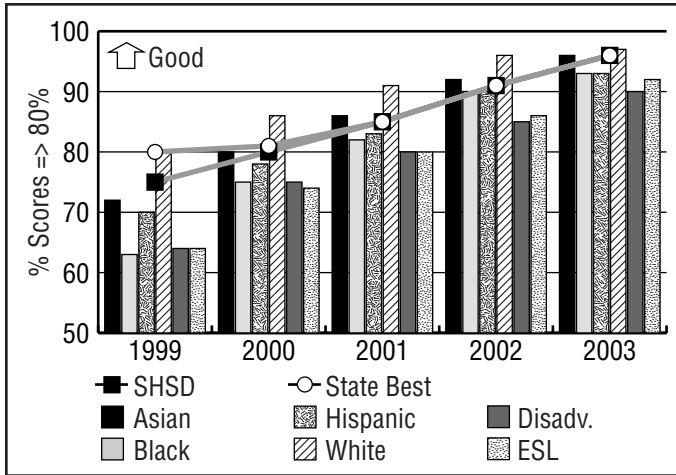


Figure 7.1-8 AAEP 11th Grade Writing

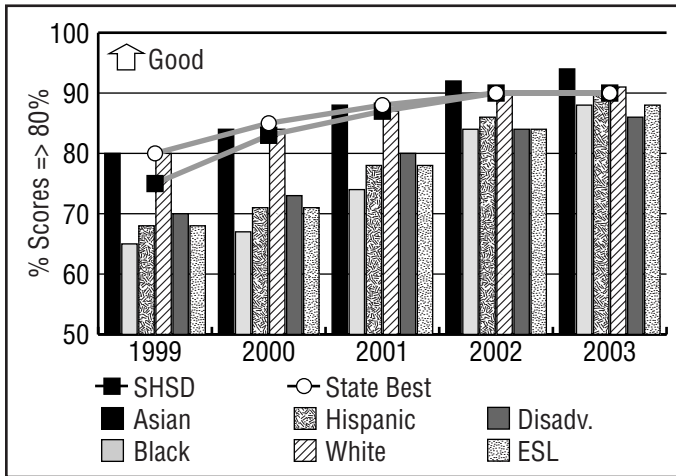


Figure 7.1-9 AAEP 11th Grade Math

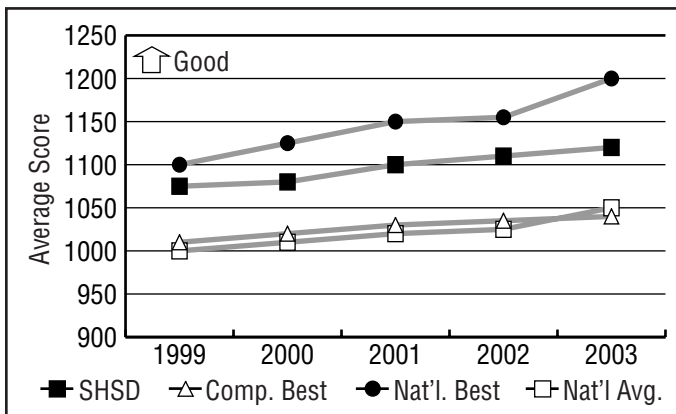


Figure 7.1-10 SAT Verbal and Math Proficiency

Stakeholder Relationship Management Process, 3.2a[1] are leading to increased graduation rates for all student segments (Figure 7.1-15). The district's 2007 goal is to have at least a 96% graduation rate for all student groups. Although SHSD currently meets the ten-year NCLB goals for most groups, its current graduation rates are lower than national best by 6%. In order to graduate, SHSD students are required to pass the AAEP High School Exit Exam (Figure 7.1-16). Grade 8 and Grade 11 students take pretests to indicate their preparedness to pass the exit exam. SHSD provides educational services to

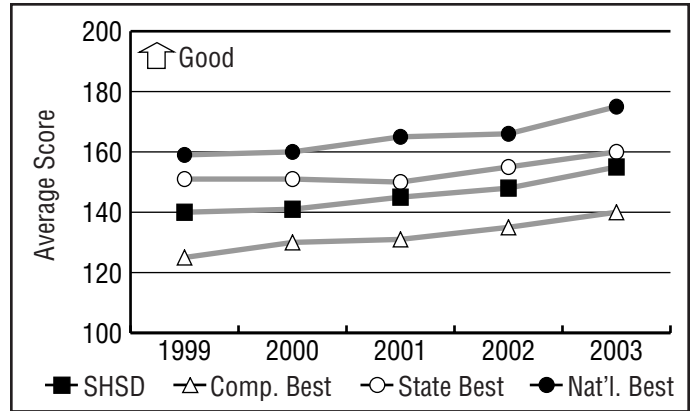


Figure 7.1-11 PSAT Verbal, Math, and Writing Proficiency

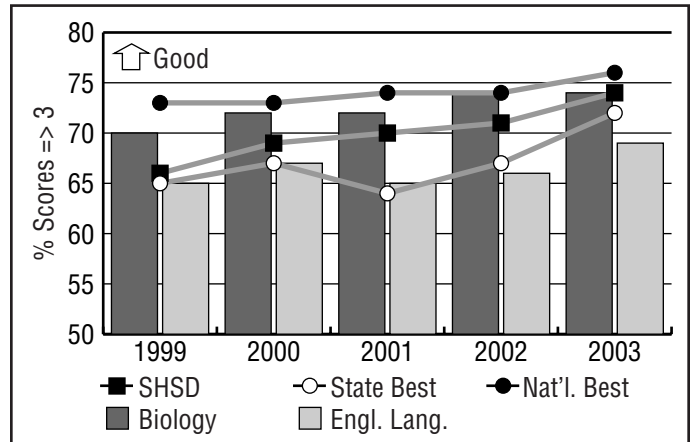


Figure 7.1-12 Advanced Placement Tests

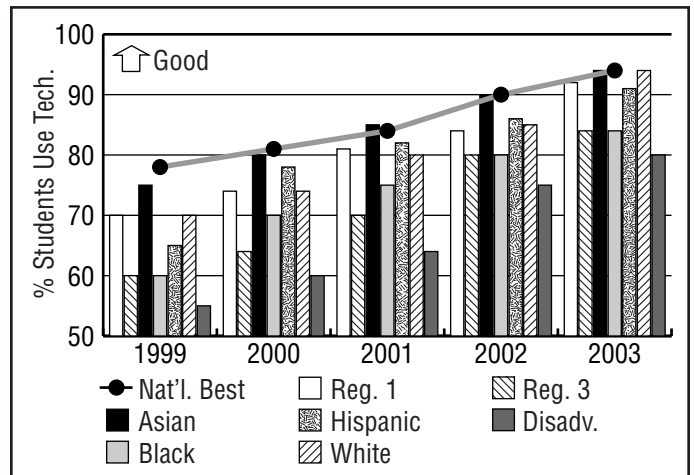


Figure 7.1-13 Technology Usage for Active Learning

those students who drop out of school prior to graduation and wish to earn a General Educational Development (GED) credential or to those at-risk students with disciplinary problems who might otherwise not graduate (NCS program). Figure 7.1-17 indicates that the district's NCS program has significantly increased graduation rates since its introduction in 1999, and both NCS and GED graduation rates exceeded those of the state best, as reported by the ASDE.

SHSD is realizing significant growth in the ESL program and currently serves more than 1200 students from 64 countries. Students in their first and second years in the ESL program are

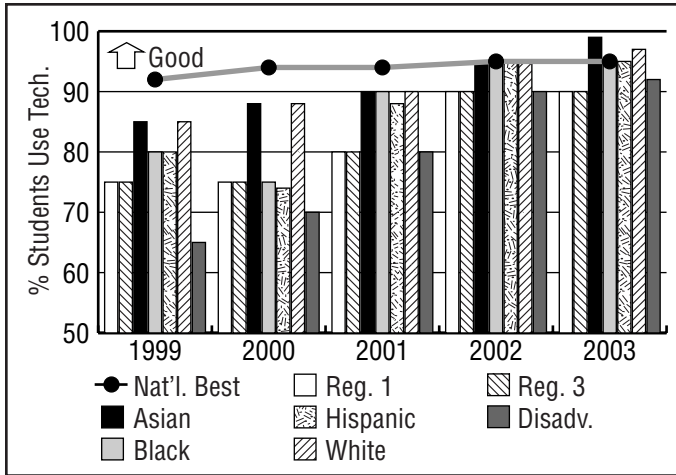


Figure 7.1-14 8th Grade Technology Competence

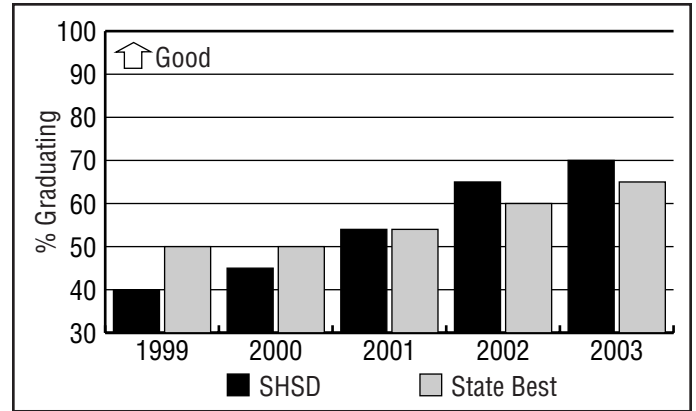


Figure 7.1-17 NCS and GED Graduation Rates

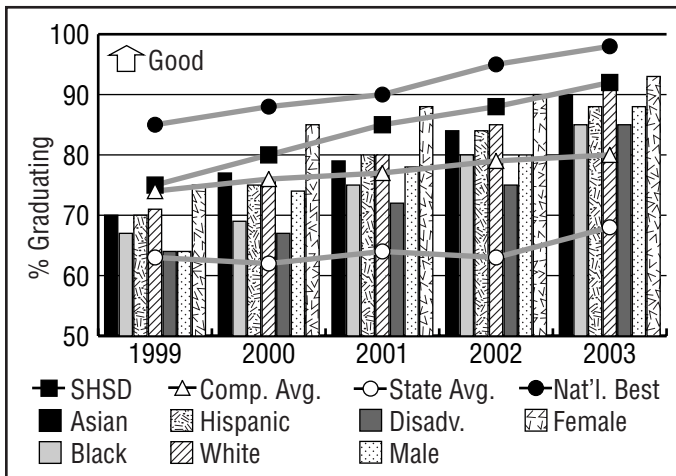


Figure 7.1-15 Graduation Rate

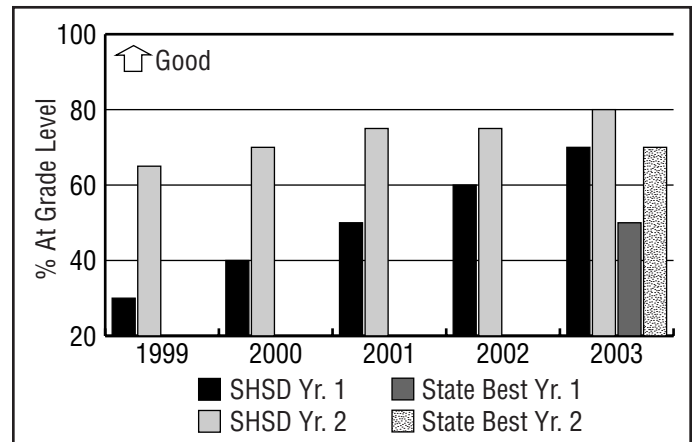


Figure 7.1-18 ESL Grade-Level Reading

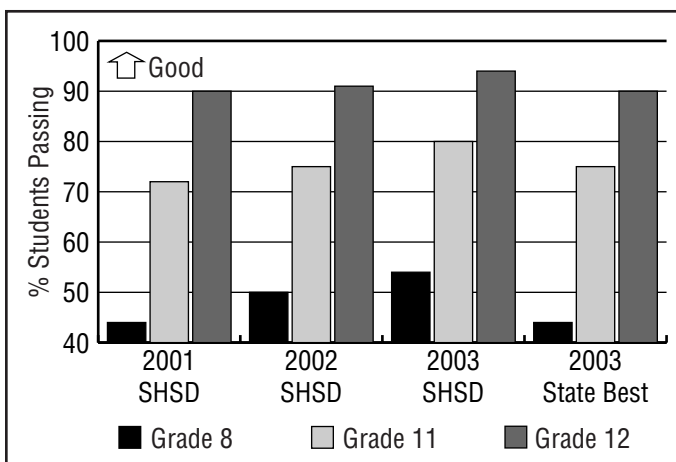


Figure 7.1-16 AAEP High School Exit Exam

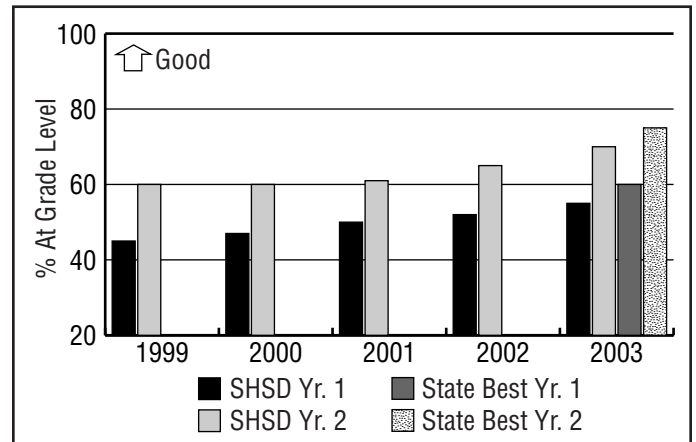


Figure 7.1-19 ESL Grade-Level Math

realizing gains in both reading and math proficiency levels (Figures 7.1-18 and 7.1-19, respectively) as measured by a state proficiency assessment.

7.2 Student- and Stakeholder-Focused Results

SHSD surveys students and stakeholders (Figure 3.1-3 and 3.2b[1]), using a standardized five-point Likert scale (5 being the highest rating). Reported satisfaction results refer to the percentage who agree/strongly agree with survey statements,

and comparisons include ESC and other comparative data (national best, comparable best, state best, and/or private-school best). Segmented data are available by type of academic program, school, and grade level and demographically by region, ethnicity, gender, and socioeconomic group, as appropriate. In order for SHSD to achieve benchmark status, the district's processes must meet or exceed the expectations of students and stakeholders, and the Student and Stakeholder Requirements Determination Process (Figure 3.1-2) indicates parents and students require the following in order of importance: academic excellence; high-quality CI; a friendly, supportive, and safe environment; and effective support services.

7.2a(1) In addition to student, parent, and community satisfaction surveys, SHSD conducts a board member survey to determine satisfaction levels. The composite question is, “How satisfied are you with the district’s performance?” The percentage of board members who are satisfied/very satisfied increased from 60% in 1998 to 95% in 2003. Using the National Satisfaction Index, SHSD compares the percentage of parents satisfied with SHSD services to the percentage of consumers satisfied with services in other sectors. SHSD’s parents are significantly more satisfied than the comparative groups, and their satisfaction increased from 80% in 1999 to 95% in 2003 (Figure 7.2-1).

Figure 7.2-2 indicates sustained improvement trends for several components of the quality of instruction, a key requirement for parent satisfaction. All student groups rate SHSD’s use of instructional technology as favorable (Figure 7.2-3), with large increases in the levels of satisfaction of black and disadvantaged students (93% and 90%, respectively, in 2003). Results for parents’ satisfaction with the use of instructional technology show strong performance and leadership levels that approach the national best and equal or surpass the state best. Results for parents’ satisfaction with the quality of programs indicate strong performance levels and sustained improvement trends across all segments (Figure 7.2-4).

SHSD focuses on a safe, supportive climate for student learning, and results indicate sustained improvement trends and strong performance levels across areas measured (Figure 7.2-5). School facilities are a key part of a school’s climate for learning. SHSD students’ overall satisfaction with facilities is 90%, the best in the state (Figure 7.2-6). The satisfaction of parents of students in all SHSD programs has increased from 1999 to 2003, and parents’ overall satisfaction with facilities is equal to the state best.

Figure 7.2-7 indicates the satisfaction of students and their parents with key professional and support services. In 2003, students rated food services significantly higher than in 2000 (first year measured), as they responded to “Food services meet my health and nutritional needs”; satisfaction increased from 65% to 82%. From 1999 to 2003, parents had increasingly favorable responses to “Basic to-and-from school transportation services meet the needs of my child; health services meet the needs of my child; counseling services meet the needs of my child; and extracurricular activities meet the needs of my child.” The success of the IPM Process is indicated by parents’ responses to “My

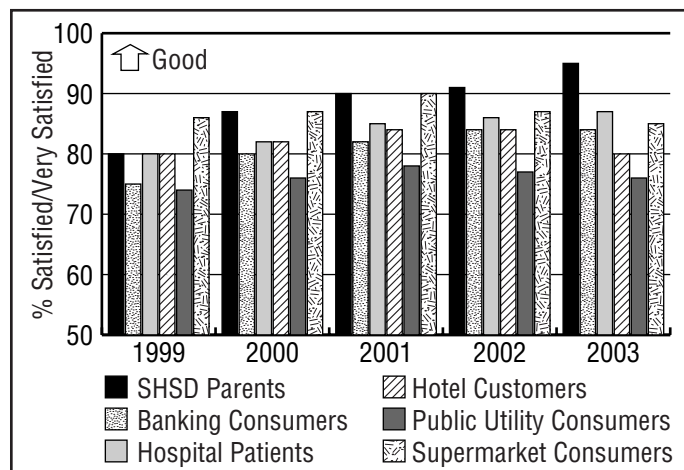


Figure 7.2-1 Satisfaction Compared to NSI Data

use of the Inquiry and Problem Management Process yielded fair and timely resolution”; parents’ satisfaction increased from 80% in 1999 to 99% in 2003. In 2003, students’ overall satisfaction level for professional student and support services was 96%, and parents’ overall satisfaction was at 98%, equal to the national best. A statement added to the student survey in 2002 was “The library provides appropriate resources to enable me to complete my work.” Satisfaction ratings climbed from 75% in 2002 to 80% in 2003, and to 83% during the spring of 2004.

Student-teacher relationship management is critical to SHSD’s success. Overall, students’ satisfaction with their teachers was at 93% in 2003, compared to 96% for national best and 85% for comparable best (Figure 7.2-8). For parents of regular program students, overall satisfaction with parent-school relationship management increased from 82% in 2000 (the first year questions were related to relationship management) to 93% in 2003 (Figure 7.2-9), approaching the national best. ESL parent satisfaction showed an increase from 80% to 92% between 2000 and 2003. Although parents’ schedules for work and outside

	99	00	01	02	03	Natl. Best	State Best	Comp. Best
Satisfaction of Parents of Regular Program Students								
Receiving good education	82	85	90	92	94	95	93	91
Satisfied w/acad. progress	80	83	86	88	90	90	88	89
Reading ability improved	75	80	83	85	88	90	88	85
Writing ability improved	80	83	83	88	92	93	91	89
Math ability improved	70	77	85	88	92	92	91	90
Accommodates lrng. styles	69	76	84	90	94	97	95	91
Instruct. tech. in classroom	85	88	90	93	95	97	96	91
Overall sat. with instruction	81	82	85	87	89	90	89	88
Satisfaction of Parents of Students in Other Programs								
Parents of ESL	81	82	82	85	87	88	87	86
Parents of ESP	85	85	85	88	91	91	90	90
Parents of LCC	81	82	82	84	85	89	86	86
Parents of NCS	84	84	86	90	92	93	91	90
Parents of Spec. Ed.	78	79	80	83	85	86	84	84

Figure 7.2-2 Parent Satisfaction With Quality of Instruction

	99	00	01	02	03	Natl. Best	State Best	Comp. Best
Student Satisfaction by Student Segment								
Asian students	70	82	84	91	94	95	93	90
Black students	75	78	80	87	93	95	93	90
Hispanic students	75	78	80	85	92	94	91	88
White students	90	90	92	93	93	95	93	92
Disadvantaged students	80	82	85	90	90	92	89	88
Parent Satisfaction by Program								
Parents of ESL	70	78	90	92	93	95	93	90
Parent of ESP	80	84	92	93	95	96	94	92
Parents of LCC	80	86	94	93	94	95	93	90
Parents of NCS	72	84	90	92	93	95	93	90
Parents of Regular	85	88	90	92	95	96	94	90
Parents of Spec. Ed.	70	74	83	85	90	92	90	85

Figure 7.2-3 Student/Parent Satisfaction With Use of Instructional Technology

	99	00	01	02	03	Natl. Best	State Best	Comp. Best
Satisfaction of Parents of Regular Program Students								
Program meets needs	92	94	94	95	94	96	94	90
Good communication	88	90	92	93	95	96	94	92
Sufficient program info.	86	88	92	94	93	95	93	92
Access to services	90	92	95	97	97	99	96	95
Effective help	88	89	92	92	93	95	94	90
Overall sat. w/prog. qual.	85	87	92	94	95	96	94	93
Satisfaction of Parents of Students in Other Programs								
Parents of ESL	88	90	92	94	94	96	93	90
Parents of ESP	90	92	92	95	95	96	94	92
Parents of LCC	86	87	89	92	94	96	93	92
Parents of NCS	88	91	91	93	95	96	95	92
Parents of Spec. Ed.	85	90	90	93	94	95	94	90

Figure 7.2-4 Parent Satisfaction With Program Quality

	99	00	01	02	03	Natl. Best	State Best	Comp. Best
Student Satisfaction								
Students follow rules	80	82	85	87	89	92	90	88
Not bothered by others	80	82	85	92	92	95	93	92
Students are treated fairly	65	72	68	70	85	90	88	82
Student sat. overall	75	80	85	93	95	95	95	90
Satisfaction of Parents of Regular Program Students								
Child is safe at school	80	82	88	90	93	95	92	90
Drug/alc. not serious prob.	65	66	70	73	75	80	77	70
Weapons not tolerated	90	92	95	97	98	100	98	90
Fair/consistent discipline	70	73	80	89	92	95	94	88
Parent sat. overall	77	84	90	91	90	92	90	88
Satisfaction of Parents of Students in Other Programs								
Parents of ESL	75	84	90	94	93	95	93	91
Parents of ESP	80	81	85	87	90	92	91	90
Parents of LCC	75	84	88	90	92	92	91	90
Parents of NCS	75	85	90	91	89	92	90	88
Parents of Special Ed.	85	86	94	95	98	99	98	92

Figure 7.2-5 Student/Parent Satisfaction With Climate and Safety

commitments are becoming more complex, the district enjoys a continuing positive relationship with parents, evidenced by parents' attendance at SHSD events/activities, as reported in surveys (Figure 7.2-10). Parental involvement is a leading indicator of student success.

The IPM Process allows SHSD to track and analyze parents' complaints by type and occurrence (Figure 7.2-11). Complaint management, as measured through the IPM Process, indicates that 60% of complaints are resolved within 24 hours and 100% within 5 days. Figure 7.2-7 provides satisfaction ratings for the IPM. Attendance, an indicator of student satisfaction and effective student/stakeholder relationships, continues to increase among all student segments, with no segment below 92% (Figure 7.2-12). The district's overall attendance rate is 94%, compared to the national best at 95% and comparable best at 94%.

As part of the business survey, business respondents rate their satisfaction level with the "preparedness of students entering the workforce" (Figure 7.2-13). SHSD's 96% rating is close to that

	99	01	03	Natl. Best	State Best	Comp. Best
Student Satisfaction						
School restrooms neat/well-supp.	86	88	89	90	88	85
Student satisfaction overall	85	88	90	92	89	86
Satisfaction of Parents of Regular Program Students						
Building neat, clean, good repair	90	90	92	96	93	89
District facilities appropriate for student achievement	75	85	93	96	94	90
School facil. approp. support prog.	80	88	92	95	93	88
School well-org./run efficiently	80	88	92	95	92	90
Overall satisfaction w/facilities	80	90	93	95	93	90
Satisfaction of Parents of Students in Other Programs						
Parents of ESL	90	92	94	95	93	91
Parents of ESP	88	90	90	93	92	89
Parents of LCC	84	90	91	93	91	90
Parents of NCS	75	83	90	94	93	92
Parents of Special Education	92	93	95	95	93	90

Figure 7.2-6 Parent/Student Satisfaction With Facilities

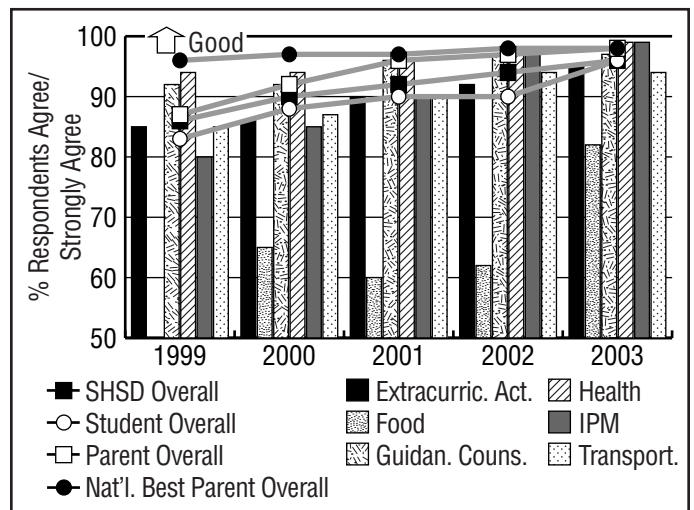


Figure 7.2-7 Student/Parent Satisfaction With Services

of the national best and 2% higher than the comparable best. Alumni survey results show sustained improvement trends in all areas and overall satisfaction almost equal to that of the national best and 4% higher than the comparable best.

7.2a(2) SHSD asks parents whether they "would recommend the district and school to friends." Figure 7.2-15 shows a sustained improvement trend for this measure; in 2003, 94% of SHSD students' parents were likely to recommend, compared with the national and private best at 95% and 92%, respectively.

The district's high school dropout rate is 0.3%, which is lower than the comparable best (0.6%) and approaches the national best of 0.1% (Figure 7.2-16). All student segments show improvement trends.

7.3 Budgetary, Financial, and Market Results

SHSD's mission includes effectively and efficiently managing resources in an equitable manner, and a key taxpayer and school board requirement is effective and efficient fiscal management and operations. To educate its 84,169 students, the district has a total of \$762.8 million from federal, state, and local funding

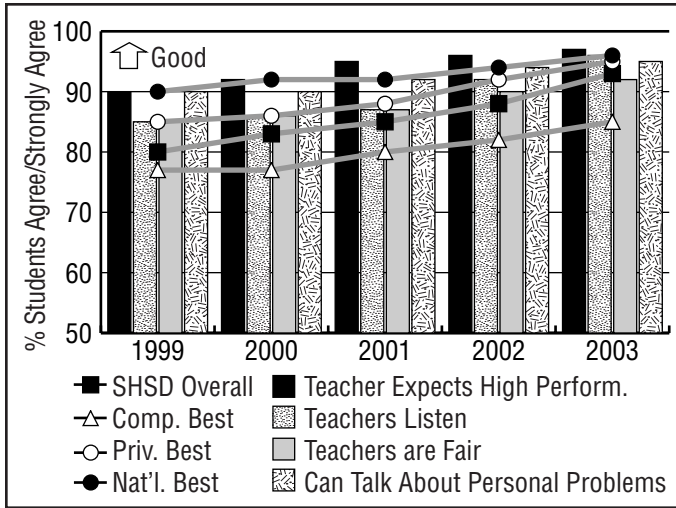


Figure 7.2-8 Student Satisfaction With Teachers

	00	01	02	03	Natl. Best	State Best	Comp. Best
Satisfaction of Parents of Regular Program Students							
Informed of child's prog.	80	85	90	92	94	91	89
Know rules/policies	85	90	92	90	92	90	86
Teacher interested/coop.	90	92	93	93	95	92	85
Prin./Asst. Prin. visible	80	90	94	96	96	94	88
Fac./staff committed to goals	90	92	94	94	96	93	88
Fac./staff good communication	80	85	88	93	95	93	90
Informed of activities/events	90	90	92	92	95	93	90
Overall sat. w/rel. mgmt.	82	88	90	93	94	92	90
Parent Satisfaction by Student Segment/Program							
Parents of Asian	90	92	94	94	96	95	88
Parents of Black	80	88	90	92	93	92	88
Parents of Hispanic	75	82	85	90	94	92	86
Parents of White	90	92	92	93	95	92	89
Parents of Special Ed.	92	92	92	94	94	92	90
Parents of ESL	80	85	86	92	94	93	86
Parents of ESP	82	88	92	94	95	93	90
Parents of LCC	88	89	92	85	96	90	90
Parents of NCS	78	84	86	88	90	88	89

Figure 7.2-9 Parent Satisfaction With Relationship Management

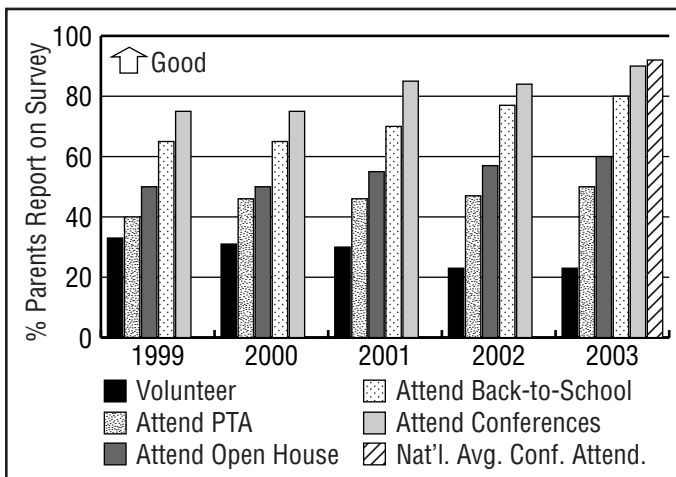


Figure 7.2-10 Parent Involvement

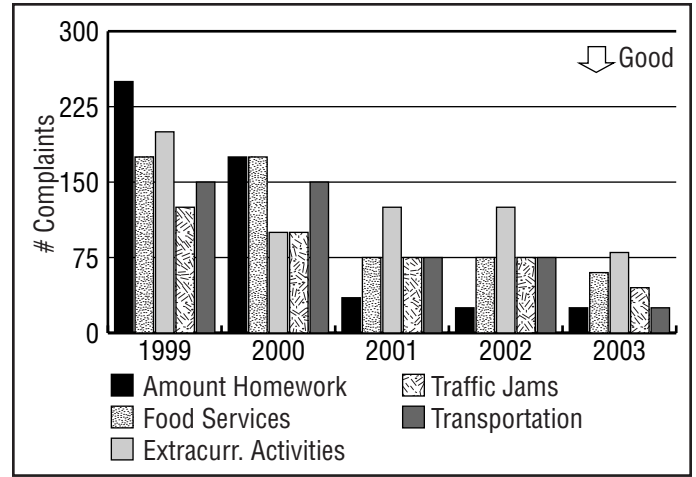


Figure 7.2-11 Parents' Complaints by Type

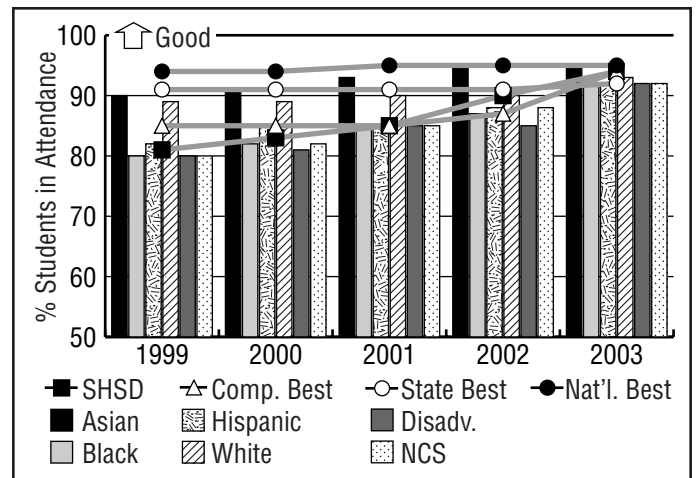


Figure 7.2-12 Student Attendance Rate

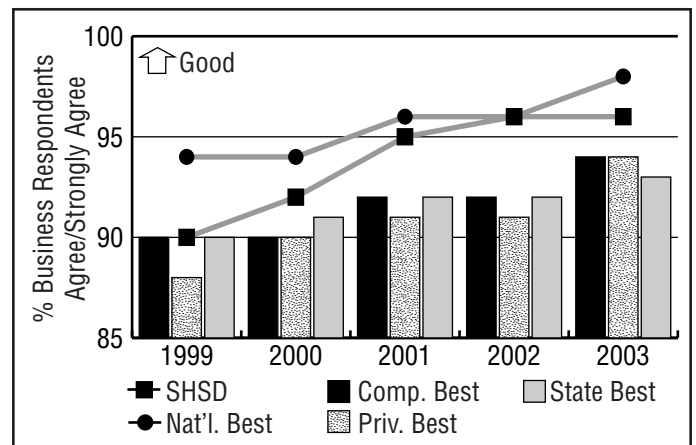


Figure 7.2-13 Business Satisfaction With Preparedness

sources. Additional funding includes the 1999 \$121 million bond levy and \$5 million in grants for technology and technology training. Effective and efficient use of these funds depends on the collaboration and cooperation of leaders, all stakeholders, the ASDE and ASBE, and the school board and its Finance Planning Committee.

7.3a(1) SHSD demonstrates attention to the stakeholder requirements of academic excellence and high-quality curricula and instruction by devoting as much funding as possible to

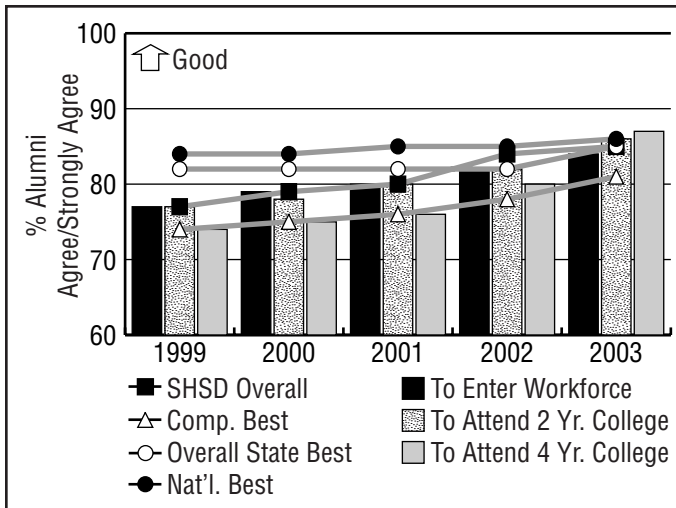


Figure 7.2-14 Alumni Satisfaction With Preparedness

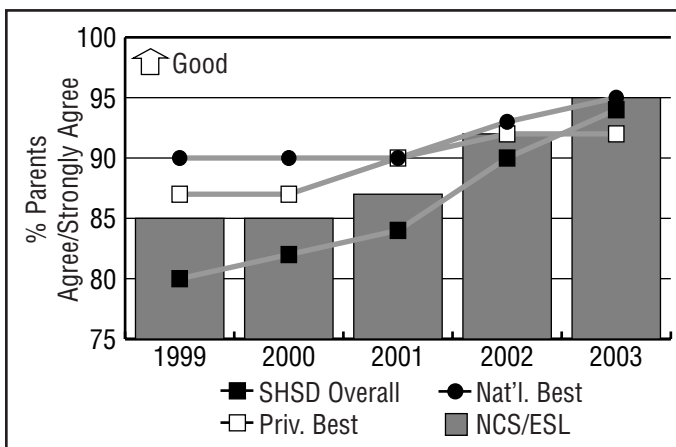


Figure 7.2-15 Likelihood to Recommend

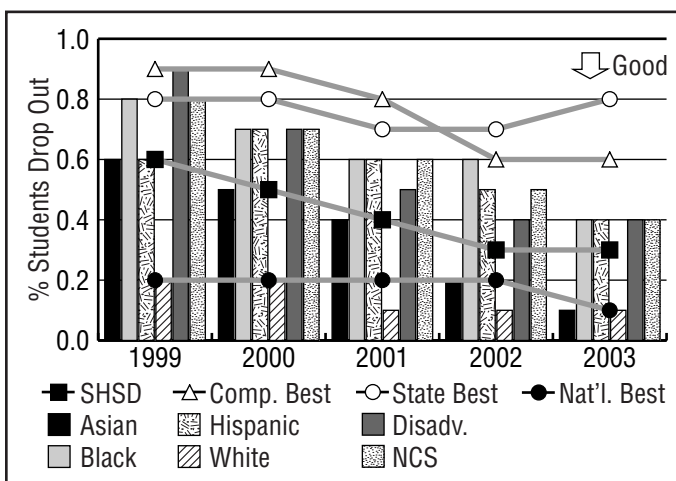


Figure 7.2-16 High School Dropout Rate

learning-centered processes. The DLT's 2004 goal, based on state and national best comparisons, is to expend 64% of funds through direct costs (e.g., faculty salaries and benefits and other classroom-related expenses, such as instructional materials); indirect costs cover all support services. District expenditures in 2004 YTD on curricula and instruction exceed those of the state and comparable best (Figure 7.3-1). The district's focus on relationship management with partners and volunteers helps manage

the direct costs for instruction. The district also devotes 30% of its technology allocation (deemed an indirect cost) to instruction. In addition, SHSD has raised the percentage of its fund balance from local sources from 11% in 1999 to 14% in 2003.

SHSD tracks ROR, which indicates the relationship between per-student spending and student performance. SHSD has reached the optimal level where additional spending is not necessary for the district to reach the goal of all students meeting state standards. However, SHSD monitors the investment made in its students (per student cost) against the students' USAEP scores. Figure 7.3-2 demonstrates that SHSD's spending on students yields higher USAEP scores. The highest cost per student is at the high school level, commensurate with the variety of course offerings, extracurricular activities, and opportunities for student-teacher involvement. As the cost per student rises for all grade levels, USAEP scores for the district's students also improve.

SHSD's Budget Plan (2.1a[1]) and the resulting allocation and monitoring process enable each division, region, school, and department to manage budgets within +/-0.5% variance. As Figure 7.3-3 indicates, the district's performance in 2002 and 2003 is equal to that of the state best. The district operates on a balanced budget and has done so for the past four years.

The district endeavors to optimize the amount of available funds for learning activities. As such, the DLT identified five key initiatives in 2001 as part of the Budget Plan and asked division directors to investigate the potential benefits to all schools. Figure 7.3-4 shows that SHSD has achieved a total savings of almost \$250,000 since 1999, and 2004 projections indicate savings will be the highest since the initiatives began. Key drivers within the operating cost reductions include awarding contracts based on high value, outsourcing, energy usage optimization, increased emphasis on safety, and a volunteer recycling program initiated by Region 3 and implemented in Regions 3 and 4. For example, using these strategies, SHSD reduced its operating cost per student ratio for transportation 20% from 1999 to 2003. In addition, SHSD's electric utility awarded the district meritorious energy conservation awards in 2002 and 2003.

Another key result is SHSD's favorable bond rating, which demonstrates confidence in the district's financial management.

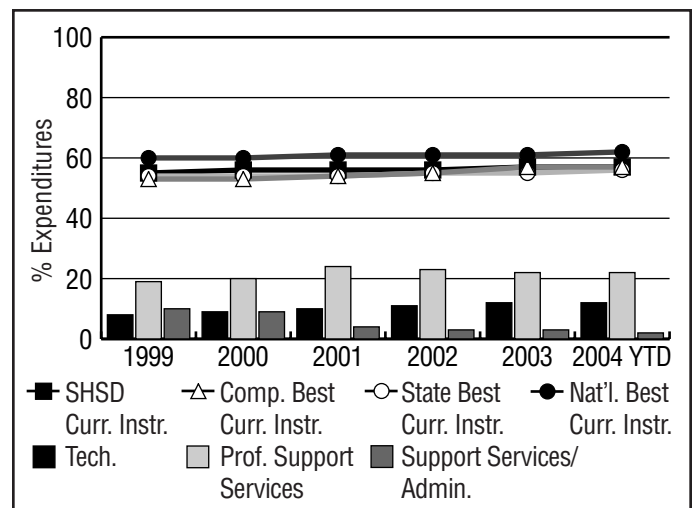


Figure 7.3-1 General Fund Expenditures by Category

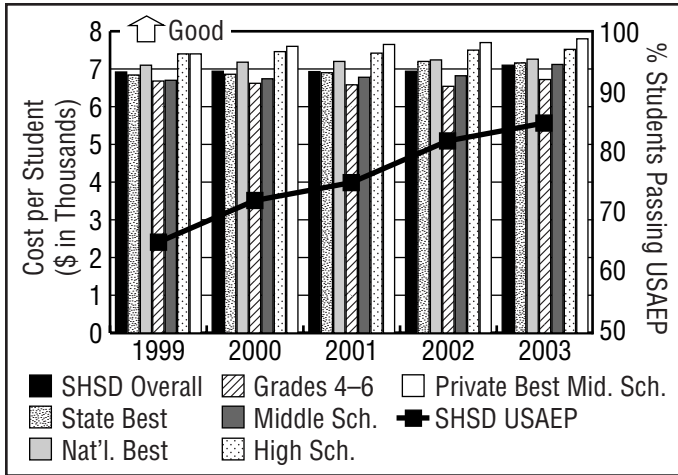


Figure 7.3-2 Return on Resources Data (ROR)

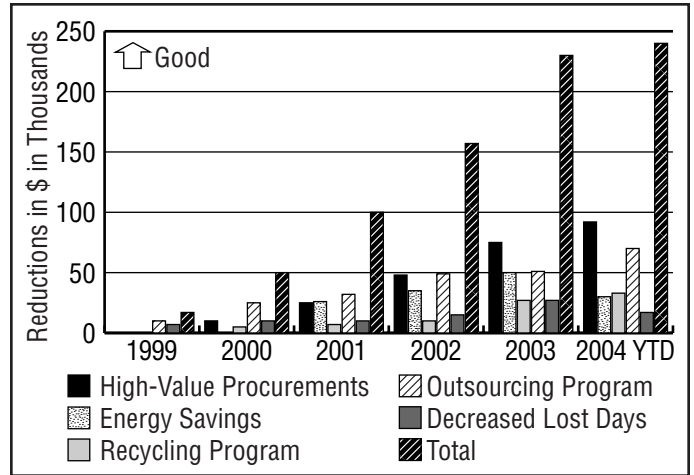


Figure 7.3-4 Operating Cost Reductions

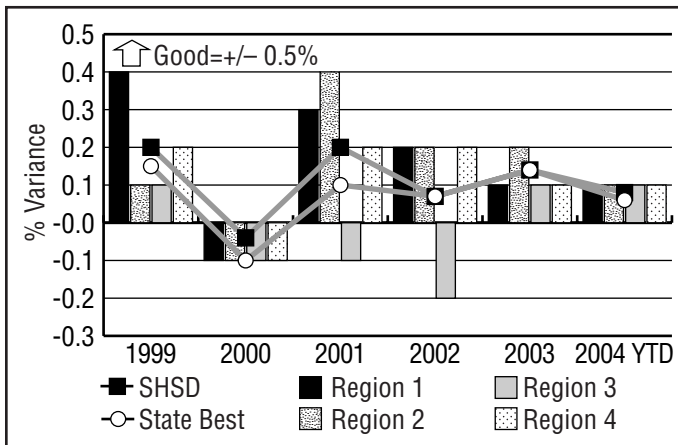


Figure 7.3-3 Budget Variance

SHSD enjoys a Moody's Aa bond rating, and the rating has been in place since 1999.

7.3a(2) Figure 7.3-5 demonstrates SHSD's market share, or percentage of school-age children attending its schools. The total available funds are in direct relationship to market share. SHSD's performance exceeds the state best, with 88% of the market share in 2003. Since 1999, market share for private schools has decreased from 9.6% to 9.0%, and home schooling has decreased from 0.9% to 0.7%. SHSD's increased enrollment includes a substantial increase in the at-risk programs, particularly ESL, and the district's overall market share performance indicates a favorable parent and stakeholder perception of the quality of its schools.

7.4 Faculty and Staff Results

The district's 12,687 employees serve key roles in helping students to learn and SHSD achieve its vision to evolve as life-long learners and a learning organization. Unless otherwise noted, the Junoflower Consortium, of which SHSD is a member, provides employee comparative and segmented data for national best, state best, and private-school best results.

7.4a(1) Seventy-two percent of faculty and staff serve on one or more teams. Unions represent certified teachers and classified support staff. There have been no work stoppages in the past five years, no grievances have gone to arbitration, and all contracts have been approved on schedule. The student-faculty ratio

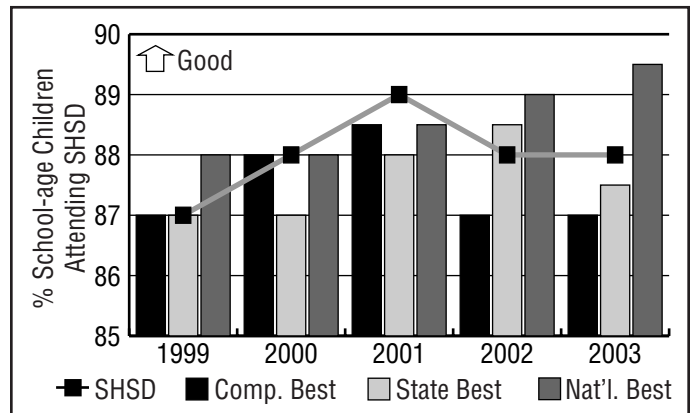


Figure 7.3-5 Market Share

is a key indicator of student learning; the district has improved its ratio from 25:1 in 1999 to 23:1 in 2003 (Figure 7.4-1), equal to the national and comparable best as reported by the USEA. All regions had sustained improvement trends during this period.

SHSD fills most faculty and staff positions within two months of posting; its overall rate for filling faculty and staff positions equals that of the comparative best and is within 3% of the national best (Figure 7.4-2). The use of the Succession Planning Process began in 1999; by 2003, 100% of DLT succession plans, 95% of DELT succession plans, and 80% of SLT succession plans were complete. SHSD's overall rate for completion of succession plans is 88%, which approaches the national best for all leadership positions, including school-level leaders, of 90% (Figure 7.4-3).

A sustained improvement trend in the number of recognitions submitted (those that meet the nomination criteria) and in the number of recipients (Figure 7.4-4) indicates greater awareness of what constitutes role model behavior, and, in turn, that more employees are being recognized for achieving role model behavior. One area of opportunity for the district, however, is bringing awareness of role model behavior to all regions, as submissions from Regions 1 and 4 outpace those from Regions 2 and 3 by almost a 2:1 margin.

7.4a(2) The HR Division conducts pre- and post-course tests for education and training offerings, and results (available on-site) are segmented by faculty and staff. New faculty and

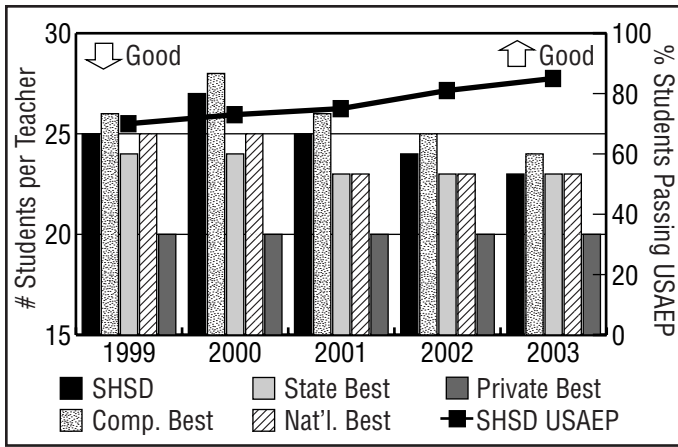


Figure 7.4-1 Student to Faculty Ratio

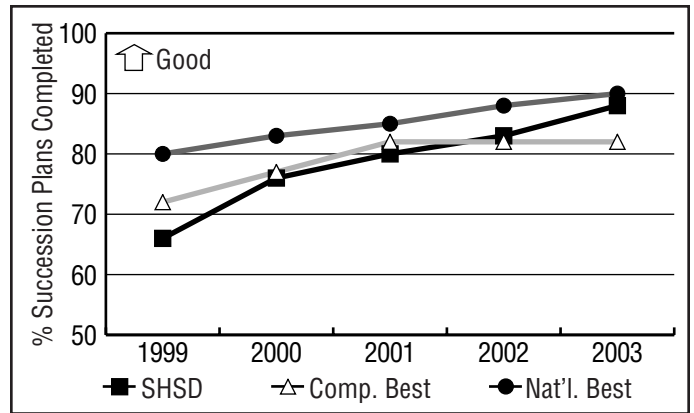


Figure 7.4-3 Succession Planning Effectiveness

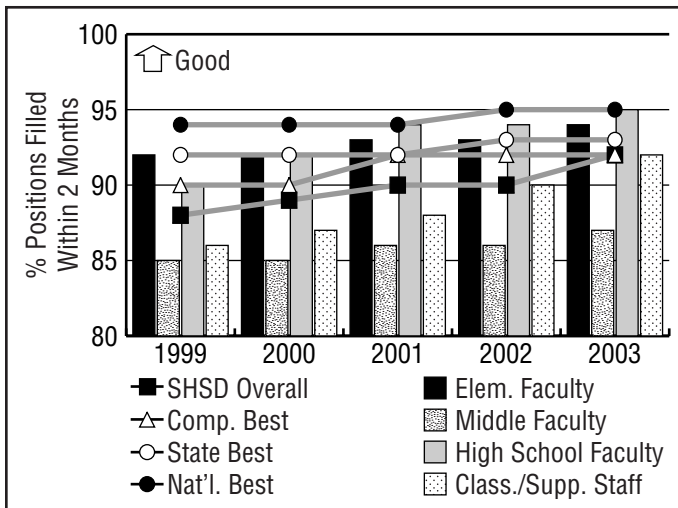


Figure 7.4-2 Job Fulfillment Rate for Faculty/Staff

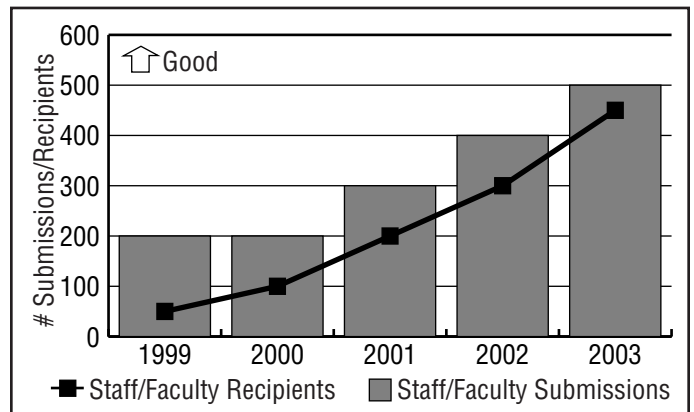


Figure 7.4-4 Recognition Program Effectiveness

probationary faculty (those who have taught fewer than three years) attend a minimum of ten days (80 hours) of training per year. Veteran faculty and all staff attend a minimum of five days of training. SHSD's mentor program (5.2b) provides support and development to new faculty. Mentor program coordinators track mentoring hours and satisfaction with the program (Figure 7.4-5). Since 2000, all veteran faculty have been state certified (Figure 7.4-6), and probationary faculty hold interim certification.

SHSD allocates 30% of technology funding to educate faculty/staff in the use of technology. A technology grant helped SHSD train 75% of its employees during Phase I of the Technology Plan, and 35% currently are participating in Phase II, with projections of 85% being trained before 2006. Of those trained, 58% of faculty report they feel prepared to make effective use of new technologies in the classroom, compared to the national best rating of 33%. Another area of training emphasis is performance measurement, and 72% of all employees attended the PMA I workshop in 2003.

7.4a(3) Workplace safety and ergonomics results indicate a positive SHSD work climate (Figure 7.4-7). The district's faculty and staff satisfaction ratings (Figure 7.4-8) show sustained improvement trends, with faculty and staff overall satisfaction (% agree/strongly agree) at 94% and 96%, respectively, exceeding results from the Junoflower Consortium and an education

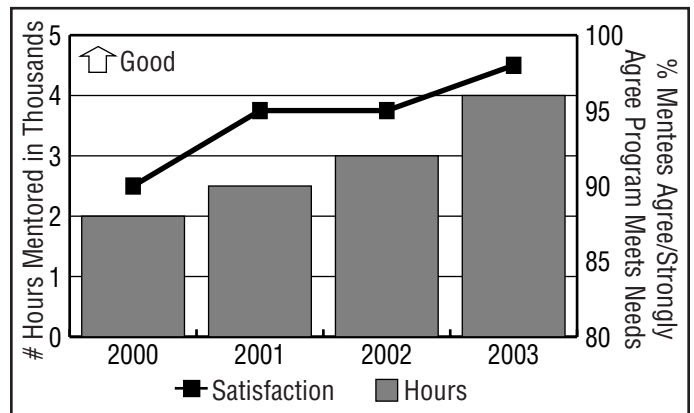


Figure 7.4-5 Mentor Program Effectiveness

Baldrige Award recipient. SHSD's high survey response rate of 87% reflects improvements made in the Climate Assessment Process. The survey items align with the key factors of faculty/staff satisfaction, motivation, and commitment: trust, communication, recognition, inclusion, job satisfaction, work/life balance, and career advancement.

SHSD has a high faculty attendance rate, with an average daily attendance of 95%. Absences include sick days and personal days. Faculty retention is critical to maintaining a highly qualified workforce. While the national turnover rate for public schools has been 20% for the past six years, SHSD's rate has dropped from 20% in 1998 to 17% in 2003. This low rate is an indicator of satisfaction levels, and each percentage point decrease represents a savings of about \$500,000 annually.

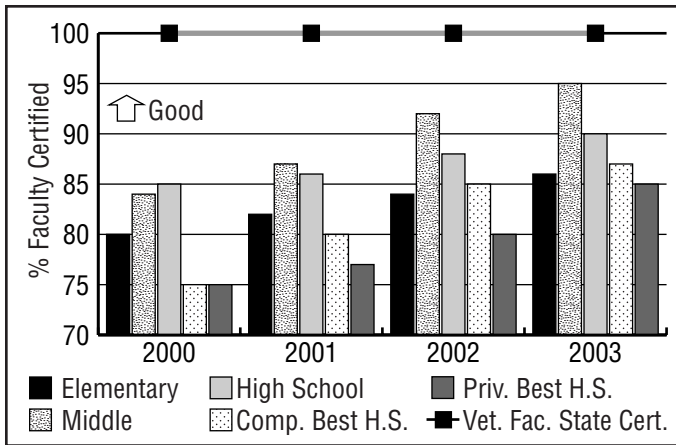


Figure 7.4-6 Certification Effectiveness

Factor	Results
Safety	<ul style="list-style-type: none"> • # reportable OSHA incidents, last five years: 0 • 100% employees trained in OSHA regulations • 60 work-related reportable accidents in 1998, 30 in 2003 • 40 workers' compensation claims in 1998; 20 in 2003 • 13 lost days due to employee injuries since 2000; Comparable Best in 2003=30 days
Ergon.	<ul style="list-style-type: none"> • 3 ergonomic injuries since 1999

Figure 7.4-7 Safety and Ergonomics Results

7.5 Organizational Effectiveness Results

Two of SHSD's key stakeholder requirements include high-quality CI and effective support services. Figures 7.5-1 through 7.5-7 indicate the district's success pertaining to the Curriculum/Instruction Design and Delivery Process, the Service Design Process, and action plan accomplishment.

7.5a(1) The ASDE completed revision of its subject content and grade-level standards (Curriculum Standards) in 2001, and a key requirement of CI development (Figure 6.1-2) is aligning district curricula to the Curriculum Standards. SHSD immediately began addressing the revisions via its Curriculum/Instruction Design and Delivery Process, brought alignment to the classroom level, and is validating the changes through assessments. Figure 7.5-1 shows the increasing percentages of completed curricular revisions, with the district scheduled to complete alignment by fall 2004. The national best comparison refers to data garnered from the ESC on other districts aligning their curricula to their respective state standards. In YTD 2004, SHSD's progress on alignment is equal to the national best and is 10% higher (95% to 85%) than the state best.

Using its Benchmarking Process, SHSD benchmarked a Fortune 100 service company to identify potential improvements in curriculum design/delivery cycle time. Figure 7.5-2 illustrates SHSD's progress in reducing cycle time. In the area of professional services for students (e.g., counseling, speech therapy), parents and students requested that SHSD shorten the time between determination of the need for services and a student's first appointment. In 2001, the district tracked this time (an average of eight days). Using PDSA, it examined the scheduling process, enlisted the help of the IT staff to make improvements

	99	00	01	02	03	Bench mark	Baldrige Recip.
Faculty							
Overall satisfaction	74	84	90	92	94	90	92
Trust	48	57	72	75	78	56	77
Communication	62	72	88	90	92	68	90
Recognition	56	64	68	70	72	72	82
Inclusion	37	54	78	89	92	78	92
Job satisfaction	88	89	89	90	90	90	90
Fair compensation	74	75	75	75	76	75	75
Work- and home-life balance	73	74	80	82	83	74	82
Career advancement	78	79	79	82	84	79	80
Staff (noninstructional)							
Overall satisfaction	76	84	88	95	96	94	95
Trust	35	47	68	72	76	38	75
Communication	56	69	76	88	90	64	90
Recognition	33	37	56	68	70	68	80
Inclusion	36	38	38	44	51	52	73
Job satisfaction	89	91	90	92	92	89	94
Fair compensation	56	59	60	60	60	59	56
Work- and home-life balance	73	74	81	81	82	68	78
Career advancement	48	52	54	58	64	65	72

Figure 7.4-8 Faculty and Staff Satisfaction

in the electronic scheduling program, and conducted a training for staff doing the scheduling. By 2003-04, SHSD had reduced the average time to four days.

7.5a(2) A key district value and stakeholder requirement is safety. Further, transportation key requirements include providing safe and on-time services. Figure 7.5-3 demonstrates on-time and safe arrivals of buses. SHSD shows a sustained improvement trend in on-time arrival performance, with 2003 results (97%) approaching the national best (99%) and exceeding the state best. SHSD's 2003 safety incident rate of two is near the national best and superior to the state best of four.

SHSD developed a supplier report card this spring and works with suppliers to ensure orders are received on time and on budget, as reflected in Figure 7.5-4. SHSD's supplier management performance shows improvement trends, with current results close to the national best for on-time delivery of instructional materials and on-budget orders for food.

With the district's increased emphasis on technology, system uptime is of critical importance. SHSD has improved system availability (uptime) since 1999, with current performance at 98.9% (Figure 7.5-5). One of the IT Department's key requirements is reliable and timely service. Repair cycle time shows a steady improvement trend, with performance almost equal to that of the national best. As employees and students increasingly use technology, the role of the IT help desk to assist with questions and problem resolution has likewise increased. Reinforcing a focus on the key requirement of reliable and timely service, SHSD's help desk performance has improved significantly. In 2003, it solved over 90% of problems on the first call, approaching the level of the ESC national best (Figure 7.5-6).

7.5a(3) Figure 7.5-7 shows SHSD's results for the accomplishment of various organizational strategies and action plans.

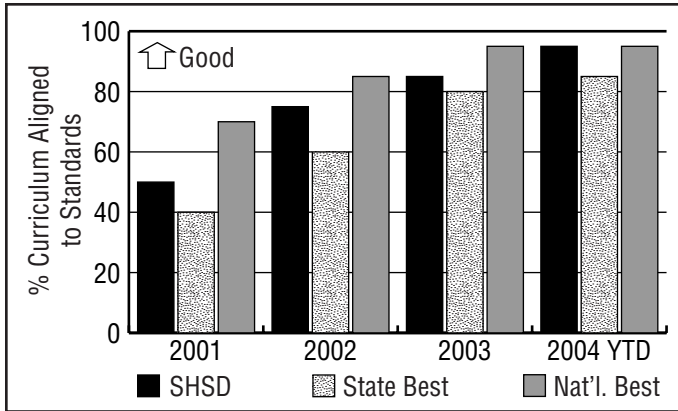


Figure 7.5-1 SHSD Curricula Aligned to State Curriculum Standards

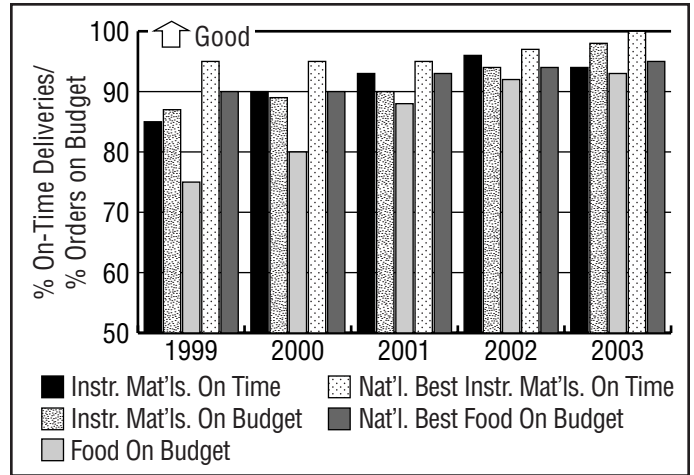


Figure 7.5-4 Supplier Management Performance

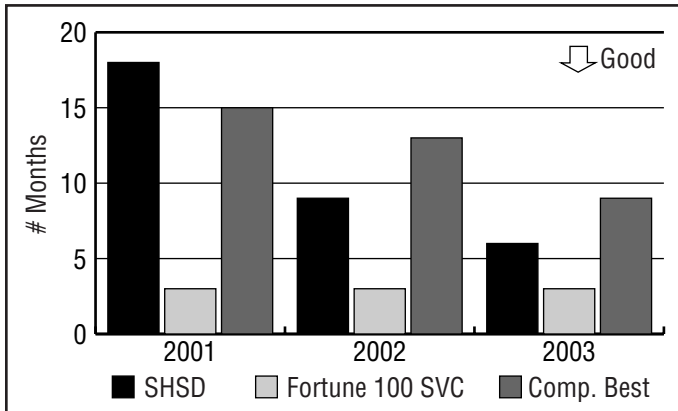


Figure 7.5-2 Cycle Time for Developing Curriculum

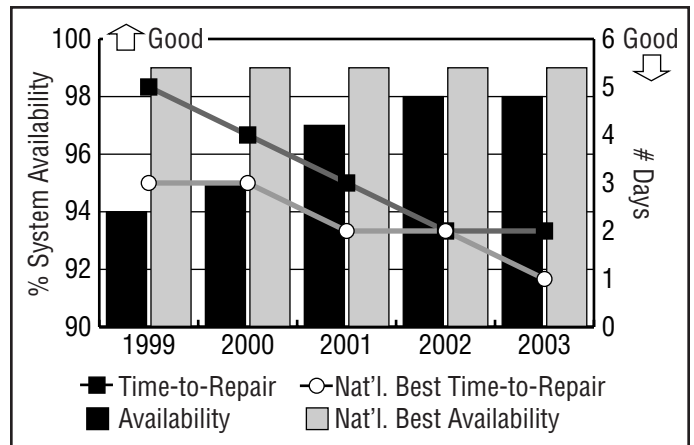


Figure 7.5-5 ITMS Performance

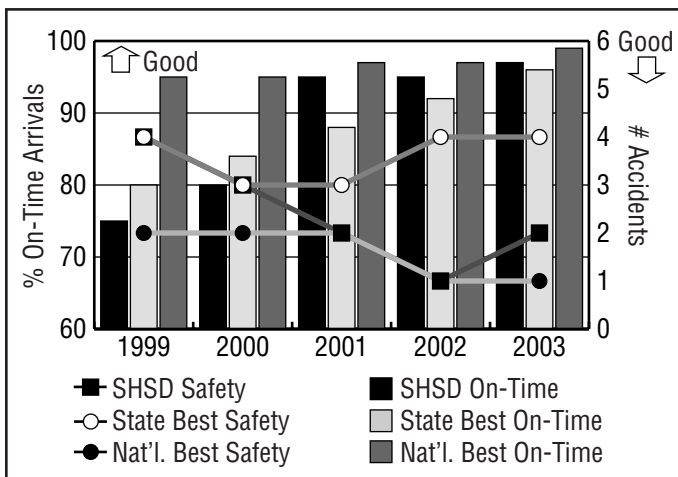


Figure 7.5-3 Transportation Service Performance

Other results for organizational effectiveness include the following.

K-pedia—The district’s focus on KM has resulted in 3,000 article postings since the implementation of *K-pedia* in 2003.

Baldrige self-assessment—SHSD has trends dating back to 2001 resulting from its internal Baldrige assessments. Significant improvements have been realized in the areas of employee education and training and performance analysis.

Employee access to information—The PMA Process helps facilitate access to and communication of information and data. The

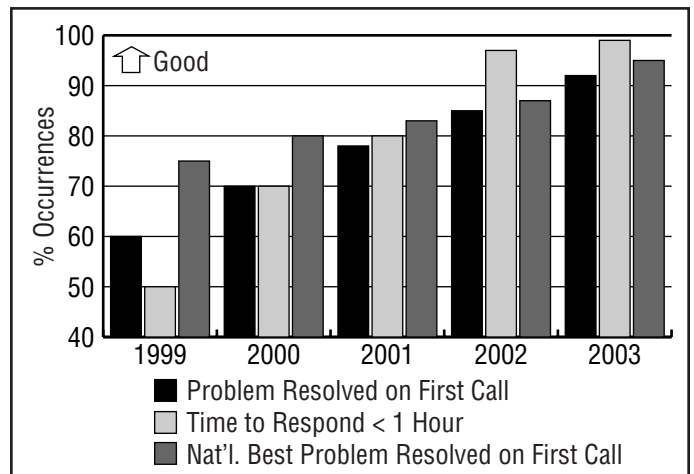


Figure 7.5-6 Help Desk and IT Support Performance

percentage of employees who strongly agreed with the climate survey statement, “I have access to the information I need to do my job,” increased from 82% in 1999 to 91% in 2003. Also, as mentioned in 4.1b(2), the district has moved most reports on-line, resulting in a printing savings of \$200,000 since 2002.

7.6 Governance and Social Responsibility Results

SHSD endeavors to fulfill its mission of serving the educational needs of the community through benchmark accountability, ethical behavior, legal compliance, and district citizenship.

Strat. Obj.	Selected Key Short-Term Strategies and Actions	Status of Objective (R/Y/G)
1	Deploy the 2004–2006 CEP.	G
2	Provide each student segment with engaging and challenging curricula, programs, and student services.	G
3	Implement the 2004–2006 HR Plan (focus on certification and recognition programs).	G
	Ensure union contracts adhere to state standards.	Y
4	Implement Phase II of the Technology Plan.	G
5	Continue deployment of the prevention-based School Safety and Emergency Preparedness Plans.	G
6	Continue to engage parents in their children’s education.	G
7	Address gaps in satisfaction with support services while implementing cost reductions.	Y
8	Enhance SHSD’s short-term financial position through the implementation of the 2004–2006 Budget Plan.	G
9	Balance the budget by reducing operating costs.	G
10	Solicit in-kind contributions from business partners for PCs/PDAs and other technology donations.	Y

Figure 7.5-7 Accomplishment of Organizational Strategy and Action Plans (Strategic objectives: 1=student achievement; 2=learning-centered processes; 3=high-quality workforce; 4=technology utilization; 5=safe environment; 6=parent, community, business participation in/satisfaction with learning environment; 7=parent/student satisfaction with support services; 8=return on resources; 9=fiscal stability; 10=acquire resources) Status: R=Red (will not be accomplished this year), Y=Yellow (at some risk), G=Green (on track, certain to be accomplished this year)

Figures 7.6-1 through 7.6-6 indicate the district’s success pertaining to governance and social responsibility.

7.6a(1) SHSD’s financial performance is strong, as indicated by the district’s bond rating (Aa since 1999). For the past eight years, certified public accounting firms have recognized SHSD as operating according to “best financial practices.” USSBO has awarded the district the Excellence Award for Financial Reporting five of the last six years, and SHSD received the federal government’s 2003 Distinguished Financial Accountability Award in the K–12 category. The district has operated under a balanced budget the last eight years and met or exceeded every state financial requirement in each of these years, as determined by the state Auditor General.

7.6a(2) Figures 7.6-1 through 7.6-3 portray SHSD’s success in implementing the Code of Conduct Process (1.2b) in 2000 and ensuring ethical behavior. Figure 7.6-1 shows that the percentage of employees, students, and board members receiving Code of Conduct training has increased each year and in 2003 exceeded the goal of 95%. Also, the number of violations by employees and board members has steadily decreased and now has reached the goal of zero violations.

On a quarterly basis, the district posts on *K-news* vignettes depicting ethical dilemmas, suggested ways to deal with the issues, and a test to measure and ensure employees’ understanding of ethics. Senior leaders use the information within divisions, departments, and schools. Data for 2004 Q1 indicate that 95% of employees who took the test answered the questions correctly.

The annual climate survey asks employees to rate on a 1–5 Likert scale three areas related to the Code of Conduct Process (Figure 7.6-2). Results indicate sustained improvement trends since the beginning of the Code of Conduct Process in 2000. These improvements are the result of expectations about ethical behavior being articulated clearly through SHSD’s vision, mission, and values and via communication forums.

One indication of stakeholder trust is the fact that the Midwest Association has granted SHSD five-year accreditation status (the longest provided), with no deficiencies in 2002. Another measure of stakeholder trust is related to parents’ requirement of a safe environment for their children. The district contracts with a private firm to conduct background checks on all potential employees and new volunteers. The district contracted the firm in 1999, and by 2003, all employees had been checked, compared to 98% of employees for the comparable best (Figure 7.6-3).

Another indication of a safe environment is the number of suspensions related to weapons, drugs, tobacco, and alcohol (Safe

Code of Conduct	00	01	02	03
% employees, students, and board members attending training and signing Code of Conduct	92	92	94	97
# employee violations	17	3	1	0
# board violations	1	0	0	0

Figure 7.6-1 Code of Conduct Training and Violations

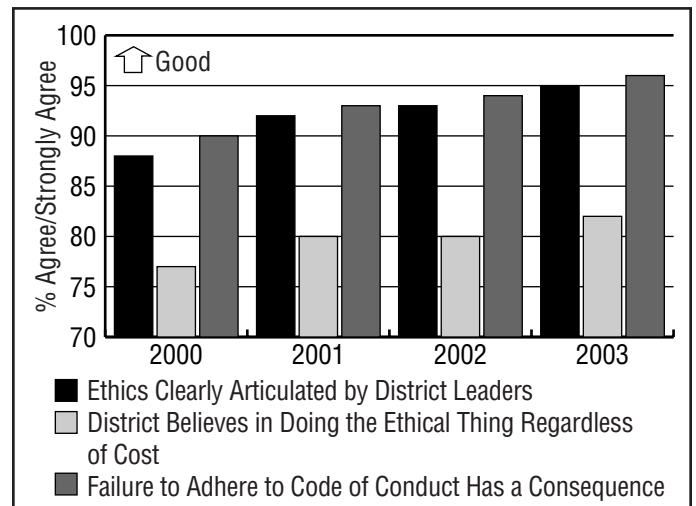


Figure 7.6-2 Employee Perception—Ethics

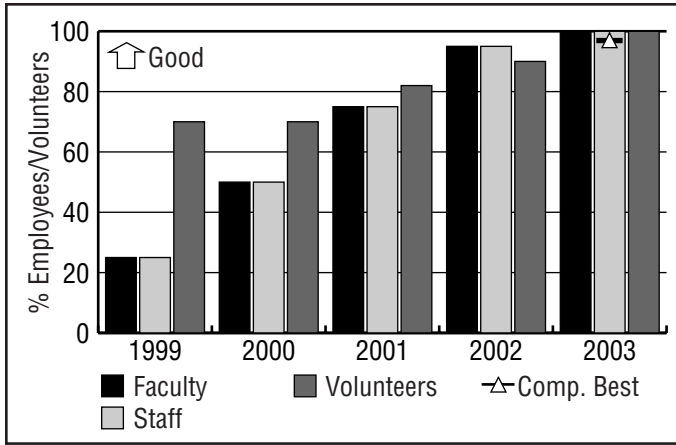


Figure 7.6-3 Background Checks Conducted

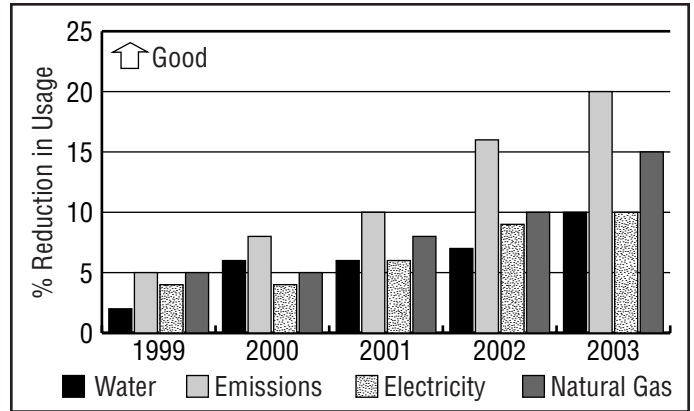


Figure 7.6-5 Environmental Stewardship

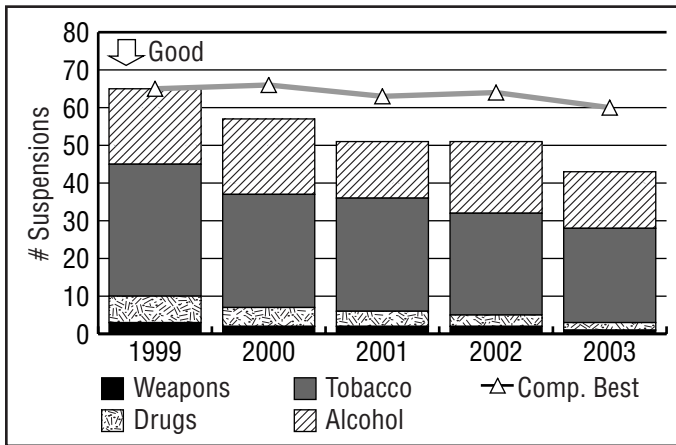


Figure 7.6-4 Safe Schools Act Performance

Schools Act). For SHSD, results show a sustained reduction since 1999 (Figure 7.6-4). In compliance with the requirements of the act, students who have two violations for weapons within two years automatically are suspended. Approximately 90% of students receiving out-of-school suspensions are in high school. The district also earns stakeholder trust by protecting environmental resources. Figure 7.6-5 illustrates sustained positive trends for SHSD's stewardship of all environmental resources.

7.6a(3) As of 2003, reporting schools' Adequate Yearly Progress (AYP) is a NCLB requirement. Those schools that do not meet the state definition of AYP are highlighted for improvement. The ASDE has defined AYP as 80% or more of students scoring at the proficiency level on the USAEP test. SHSD's 2003 AYP performance approaches the national best (Figure 7.6-6) and is significantly ahead of the NCLB goal of all schools achieving AYP by the 2013-2014 school year. SHSD results prior to 2003 indicate the district schools' performance against state standards (80% proficiency).

A key requirement for food service is compliance with federal and state regulations, and the district has received no violations in the last four years. SHSD shows strong performance related to safety and risk/legal issues. Since 1999, 100% of SHSD schools have passed fire inspections. In addition, since 2001, police department audits of SHSD emergency plans and security procedures have found the district to be in full compliance.

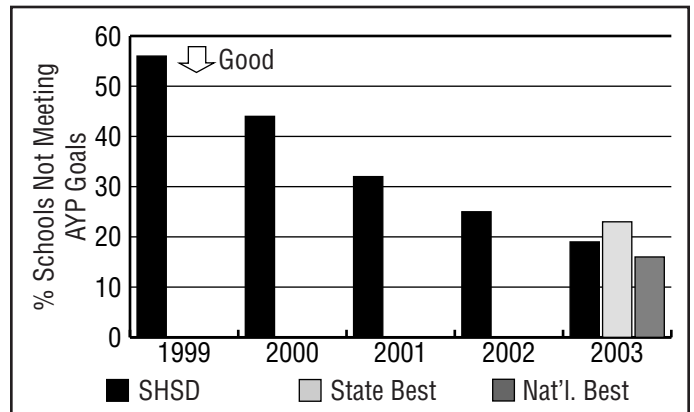


Figure 7.6-6 NCLB Adequate Yearly Progress (AYP)

Regarding new construction and renovation projects, first-pass inspections are 98%, up from 92% in 2000. The district has not received any building code citations in the past five years and is 100% compliant with the ADA. From a legal perspective, the district meets 100% of its contractual requirements as verified by the Director of Social Responsibility and Compliance.

7.6a(4) Stewarding public responsibility is a key leadership function (Figure 1.1-1); the annual climate survey asks employees to rate if "the district demonstrates concern for the community." As reported by the Junoflower Consortium, the district has sustained improvement trends, with the current rating of 88% (agree/strongly agree) equaling the state best. Service learning projects are an integral part of SHSD's curricula, and all eleventh-grade classes conduct neighborhood renovation projects. Senior leaders commit to the learning community by being involved in community, state, and national professional organizations. For example, all DLT and DELT members are involved as members or leaders in KM organizations. Another service-oriented project, the Community Support Plan, includes a 2004 emphasis on support, volunteer help, and fundraising for the International Disaster Relief Society (IDRS). In 2004 YTD, 59% of the district's employees had contributed to the IDRS; the goal is to garner 70% employee support before December. In addition, SHSD's focus on future teachers has resulted in 15% of faculty tutoring potential teachers at colleges and universities in 2003, compared to only 6% in 1999.

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American Society for Quality
600 North Plankinton Avenue
P.O. Box 3005
Milwaukee, WI 53201-3005

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