

Community Consolidated School District 15



Application for **2003 Malcolm Baldrige National Quality Award**

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Community Consolidated School District 15
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Palatine, IL 60067-8110

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Glossary of Terms and Abbreviations

AASA	American Association of School Administrators	DACEE	District Advisory Committee for Educational Excellence
ACSI	American Customer Satisfaction Index	EAP	Employee Assistance Program
AIA	American Institute of Architects	EDW	Enterprise Data Warehouse
APQC	American Productivity and Quality Center	EEOC	Equal Employment Opportunity Commission
ASBO	Association of School Business Officials	ELL	English Language Learner
BiE-IN	Baldrige-in-Education Initiative	EPA	Environmental Protection Agency
BOCA	Building Officials Code Administrators	ESC	Educational Service Center
BOE	Board of Education	ESEA	Elementary Secondary Education Act
CAC	Curriculum Advisory Council	ESL	English as Second Language
C.A.R.E.	Children's Activity, Recreation, and Enrichment Program	ESPA	Educational Support Personnel Association
CFPM	Cross-Functional Process Mapping	FLIP	First-Grade Literacy Intervention Program
CLSD	Comparative Local School District	IASA	Illinois Association of School Administrators
COSD	Comparative Out-of-State District	IASB	Illinois Association of School Boards
CPDU	Continuing Professional Development Unit	IBM	International Business Machines
CPI	Crisis Prevention Intervention	IDEA	Individuals with Disabilities Education Act
CPR	Cardiopulmonary Resuscitation	IEA	Illinois Education Association
CTC	Classroom Teachers' Council	IEP	Individualized Educational Plan
D15	Community Consolidated School District 15	IPTS	Illinois Professional Teaching Standards

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ISAT	Illinois Standards Achievement Test	OSHA	Occupational Safety Health Agency
ISBE	Illinois State Board of Education	PDSA	Plan, Do, Study, Act
ITBS	Iowa Tests of Basic Skills	PTA	Parent Teacher Association
KIP	Kindergarten Intervention Program	SABE	Spanish Assessment Basic Education
KK	(American Society for Quality) Koalaty Kid	SAIL	Second-Grade Acceleration in Literacy
LPDC	Local Professional Development Council	SCC	Superintendent's Communication Council
LV	Learning Village	SEIU	Service Employees International Union
NASA	National Aeronautics and Space Administration	SES	Socioeconomic Status (Low)
NAESP	National Association of Elementary School Principals	SIP	School Improvement Plan
NBPTS	National Board for Professional Teaching Standards	TIMSS	Third International Mathematics and Science Study
		TRS	Teachers' Retirement System
NBCT	National Board Certified Teacher		
NCE	Normal Curve Equivalent		
NCLB	No Child Left Behind		
NCREL	North Central Regional Education Laboratory		
NEED	National Energy Education Development (Project)		
NEA	National Education Association		
NWSRA	Northwest Special Recreation Association		
OEC	Organizational Effectiveness Cycle		
OPPS	One Page Plan Scorecard		

Preface: Organizational Profile

P.1 Organizational Description

P.1a(1) Organizational Environment Community Consolidated School District 15, referred to in this application as D15, is a kindergarten through eighth-grade system of quality public education. D15 serves all or part of seven municipalities in northwest suburban Chicago. A wide range of diversity is found within the seven communities and unincorporated areas comprising Palatine Township, which is served by D15. The housing ranges from multimillion dollar homes to high-density rental properties accommodating federally subsidized housing clients, which results in a diverse population of affluent to very low SES students and families. The 2000 township census indicates an approximate population of 112,000 residents. D15's student population consists of 12,930 students; 62.5 percent white, 37.5 percent minority, with 32.7 percent of the students at the low-income level. D15 data reveals 72 different languages are spoken in the homes of its students. There are 19 schools that have been built or extensively remodeled over the past 14 years: 14 K-6, three junior high, one K-8, and one alternative school. Student enrollment for the 2002-03 school year is 12,930, making D15 the second largest elementary school district in Illinois.

The 2002-03 budget is \$146.9 million; 64.8 percent of that money comes from local property taxes, 10.5 percent from state aid, 5.0 percent from state TRS, 2.9 percent from federal aid, 12.2 percent from transfers between funds, and 4.6 percent from other local sources. D15 operates its own transportation, custodial, maintenance, technology, and food services departments.

Producing world-class learners in today's complex and fast-paced world is the single most important responsibility of D15. Schools, teachers, administrators, and support staff all work together to ensure all students receive world-class educational opportunities that will enable them not only to meet or exceed state standards, but will position them for success in future educational and career endeavors.

Our elementary classrooms are heterogeneously grouped using three models including self-contained, team taught, and multi-aged configurations. Our curriculum is standards-driven and aligned to state requirements. Teachers have the responsibility to differentiate curriculum in response to the needs of all learners. A balanced literacy framework guides instruction in reading and writing. Science is inquiry-based. Social science is experiential. Math emphasizes problem-solving and authentic investigations. Specialists teach art, music, physical education, and fine arts in Grades 1–8. Instrumental music instruction starts in Grade 5, as an elective.

Junior high incorporates writing into every subject. Math includes pre-algebra and algebra. Life, earth, and physical science include hands-on labs in a technologically enriched environment. French, German, and Spanish foreign language instruction is offered.

D15 provides programs for gifted and talented students from Grades 3–8. Elementary gifted students attend self-contained, multigrade classrooms where all subject areas are addressed.

Children may attend schools other than their assigned school for this program. Gifted and talented seventh and eighth graders have accelerated curricula for language arts, social sciences, and mathematics. English Language Learner (ELL) students are serviced through self-contained, resource, tutors, or mainstreamed opportunities. Special education students receive support identified through an Individualized Educational Plan (IEP).



D15 provides reading intervention programs for students who are below grade level in reading. These strategic, systematic, intensive programs (Kindergarten Intervention Program (KIP), First-grade Intervention Program (FLIP), and Second-grade Acceleration in Literacy (SAIL)) are designed to accelerate student achievement so that they will be reading at or above grade level by the end of second grade. Soar to Success is a research-based program to help accelerate reading growth for children in Grades 3-6 and Read 180, which combines sophisticated and motivating technology with high-interest, age-appropriate print materials, is used in junior high schools and targeted elementary schools. One-on-one and small group interventions are provided for ELL students in grades K-8.

Child care before and after school is available in partnership with community park districts.

D15 students participate in activities and competitions that include Junior Great Books, newspapers, First Lego League, Jason Project, Moonlink, Marslink, Journey North Tulip Project, yearbooks, Knowledge Masters, Science Olympiad, Young Authors' Conference, *Chicago Tribune* Spelling Bee, *National Geographic* Geography Bee, Odyssey of the Mind or Destination ImagiNation, Illinois Math League, Math Counts, science fairs, chess, drama, and sports.

Science instruction is enhanced by the use of D15's space shuttle (a converted school bus) and mission control simulations, a Discovery Learning Center for earth science and geology experimentation, and involvement in actual space shuttle missions. Seven astronauts have visited D15 to augment the space shuttle program.

Three junior high and three elementary schools have earned the U.S. Department of Education Blue Ribbon Award for Excellence. One elementary school has been invited by the state to apply this year.

Among D15's 12,930 students are those with special needs that must be addressed. With approximately 32 percent of our students coming from non-English speaking backgrounds being limited English proficient is an academic challenge. Bilingual or ESL classes are offered to ELL students who qualify under Illinois State Board of Education (ISBE) guidelines.

Approximately 12.9 percent of our students qualify for special education services. They include students with learning disabilities, behavioral and emotional disorders, physical or mental impairments, speech and language impairments, autism, and developmental delays. These students are served by full- and part-time special education teachers and related services'

staff such as school psychologists and social workers, occupational and physical therapists, adaptive physical education teachers, assistive technology specialists, hearing and vision teachers, a behavior specialist, and a music therapist.

D15 also operates The Learning Academy, an alternative school that provides highly intensive programs for students from birth to age 15 who are eligible for special education or are at risk of educational failure. The Learning Academy houses a program that provides intervention services to children from birth to age three, programs for special education, early childhood, and behavior disordered students, and a “second chance” program for students who consistently exhibit disruptive behaviors, receive repeated suspensions, or are in danger of expulsion.

Essential to world-class learning is a caring, safe, and orderly learning environment which drove our decision to staff a full-time nurse in every school. We are a benchmark in Illinois and nationally for delivery of health services to students. During the 2001-02 school year, there were more than 94,627 student visits to health offices for accidents and illnesses, and 56,854 student visits for medication administration. Student compliance for physical examinations and vaccinations was 99.1 percent, or almost two percent higher than the statewide compliance rate of 97.27 percent. In some cases, school nurses are the primary health care providers for our students.

Each year since 1996, junior high students with learning disabilities have participated in a week-long competition at the NASA Space Camp in Huntsville, Alabama, against non-disabled and gifted students from throughout the nation. The students finished first in at least one of four competition areas for seven years.

P.1a(2) The mission of D15 is to produce world-class learners by building a connected learning community.

World-class learners are competitive with students worldwide. World-class learners achieve exemplary levels of understanding in academics. A connected learning community shares information, invites citizen participation to work actively together, promotes volunteerism to increase the leverage of what people know and can do, and promotes intercommunity cooperation to develop the capacity for producing world-class learners.

D15’s core values are the foundational principles for continually improving performance. They are:

- **Student- and Stakeholder-Driven Quality:** Students and stakeholders judge the quality of education in D15. This means D15 focuses on and monitors expectation levels among stakeholder groups.
- **Public Responsibility and Citizenship:** D15 stresses its responsibilities to the public, and practices good citizenship. This responsibility refers to basic organizational ethics of protecting public health, safety, and the environment, supporting community service, and sharing facilities and resources.
- **Management by Fact:** A successful management system is built upon a framework of measurement, data, and analysis. Key performance indicators, derived from student and stakeholder expectations as well as district and school goals,

aid decision-making and focus action. Data analysis supports a variety of district purposes such as planning, continuous improvement of all processes, and performance assessment.

- **Continuous Improvement and Learning:** Excellence is the result of well-designed and well-executed systems and processes. Improvement is driven not only by wanting to provide a superior quality education, but also by the need to be responsible and efficient. To meet these requirements, the process of continuous improvement must contain regular and frequent cycles of planning, execution, and evaluation.
- **Results Focus:** D15’s performance measurements must focus on key goals defined in its strategic plan, Strategic Vision 2005. The interests of all stakeholders; employees, students, suppliers, partners, parents, and community guide results we work to achieve. The use of a District One-Page Plan Scorecard of performance measures offers an effective means to communicate progress toward short- and long-term goals, monitor actual performance, and marshal support for improving results.

Six key goals must be accomplished if D15 is to achieve its mission. They are:

1. **Students and the Community Acquire 21st Century Skills** (Accessing and understanding information; oral and written communication; comprehensive reading and understanding; reasoning, problem-solving, and critical thinking; human relations; and life skills.)
2. **World-Class Achievement** (Student Performance Targets: 21st century skills, all students entering kindergarten will read at or above grade level by the end of second grade, 90 percent of students who have been in D15 for more than a year will meet or exceed state standards, there will be no significant differences in subgroup performance, and student satisfaction and student enthusiasm for learning will be “best-in-class.”)
3. **Connected Learning Community** (The establishment and maintenance of productive relationships among members of the community and the school system broaden our capacity to meet the varied needs of all students.)
4. **Caring, Safe, and Orderly Learning Environment** (We bring together district and community resources to ensure that all schools are providing an environment in which students are safe, the learning environment is orderly and caring, and students show responsibility and respect for the learning process and each other.)
5. **High-Performing Staff** (A team of professionals and support staff capable of performing at the highest levels of effectiveness and efficiency is fundamental to ensure world-class learning.)
6. **Aligned and Integrated Management System** (The use of an integrated management system is required to coordinate all activities and resources within D15 and the community to achieve the D15 mission. It is essential in creating high performance educational systems capable of delivering world-class learning.)

P.1a(3) A high-performing staff, a key goal, is vital to the successful operation of D15 and to producing high-performing students. In the 2002-03 school year, D15 employed 1,898 people, 947 are certified (teachers, social workers, psychologists, speech therapists, and other education professionals), 951 are classified staff, and 308 are certified, on-call substitutes. The teaching staff averages 15 years of experience. Sixty-five percent of the certified staff hold master's degrees. D15 now has 40 national board certified teachers, more than any other Illinois school district except Chicago. This year there are 18 candidates completing their applications/portfolios.

D15's comprehensive four-year induction/mentoring program provides professional and personal support for newly hired teachers. This year, 92 experienced teachers served as mentor teachers.

Teachers are certified by the ISBE, and are represented by the Classroom Teachers' Council (CTC), an affiliate of the National Education Association. Classified and support staff are represented by the Educational Support Personnel Association (ESPA), which is an affiliate of the NEA, and custodial and maintenance staff by Service Employees International Union Local #73 (SEIU).

P.1a(4) D15 is at the forefront in the use of technology to enrich and enhance students' learning experiences. Students use computers in labs, wireless laptops on wheels, and computers in classrooms across the curriculum for data management, information processing, word processing, presentations, skill practice, spreadsheets, programming, design, research, and problem-solving. Every regular classroom is equipped with a minimum of four computers, 32" monitor, VCR, and telephone on every teacher's desk. Students use computers extensively for writing projects, developing presentations, learning simulations, practicing skills, and research. Assistive technology services provide appropriate solutions to 63 students with special needs. D15 students connect with the world around them through access to the Internet. Carefully structured Internet-based projects such as Moonlink and Marslink, an Internet space simulation; and the Jason Project, which studies ecology, geography, and different cultures, provide valuable information and interaction both with subject matter experts and other students.

Video production studios in each school allow students to produce daily school news programs as well as other video projects. D15's closed-circuit television network, Channel 44, broadcasts to all schools, enabling district wide broadcasts of educational programming for staff development and special live productions such as Kids Vote/Election 2000, a real-world civics lesson centered on the Presidential election; live interviews with district visitors including legislators, former astronauts; and a D15 teacher who exchanged science research data with students in real time using a satellite telephone while in Antarctica on an expedition with Captain James Lovell of Apollo 13.

P.1a(5) State statute or regulation requires that D15 teach basic instructional areas, citizenship values, physical education, career education, United States history, the history of women, black history, human rights, consumer education, the conserva-

tion of natural resources, health education, and character values. D15 provides a free appropriate public education in the least restrictive environment to all children eligible for special education as required by the Individuals with Disabilities Education Act (IDEA) and implements provisions of Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. D15 provides a transitional bilingual education program for students whose native language is other than English.

The ISBE requires students in Grades 3, 5, and 8 to take the Illinois Standards Achievement Test (ISAT) in reading, mathematics, and writing. Students in Grades 4 and 7 take the ISAT in science and social science. Grades 4 and 7 students also participate in statewide tests in fine arts and physical development and health.

As a result of the call for increased accountability and "evidence," school improvement plans (SIP) are now submitted to ISBE each September. Regularly scheduled fall board meetings are used to review SIP goals from all schools. A school self-assessment process that in D15 is based on the Baldrige criteria, is required as part of the school improvement plan.

Personnel legal/regulatory requirements include The School Code of Illinois, Illinois Education Labor Relations Board, State Teacher Certification Board, Occupational Safety and Health Agency (OSHA), United States Department of Education Office of Civil Rights, and Americans with Disabilities Act.

Transportation legal/regulatory requirements include the National Transportation Safety Board, Illinois Department of Transportation, and Secretary of State licensing rules.

The Illinois Department of Public Health, United States Department of Agriculture, Food and Nutrition Services, American School Food Service Association, State School Business and Nutrition Support Services, and Village of Palatine directly, and indirectly affect the food service legal/regulatory environment.

Illinois School Code is used for accounting rules and regulations.

The Building Officials Code Administrators (BOCA) and local village and city building codes govern building and facility rules and regulations.

P.1b(1) Organizational Relationships D15 is governed by a Board of Education (BOE) consisting of seven members elected at large. The Board's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the public schools. Official action by BOE members must occur at a duly called and legally conducted meeting. The powers and duties of the BOE include but are not limited to 16 specifically identified decisions in the board policy manual. The BOE policy manual guides board conduct and is continually updated to remain current. The Board has adopted the Illinois Association of School Boards' "Code of Conduct for School Board Members."

The BOE hires the Superintendent of Schools and holds that person responsible for the administration and management of D15 schools in accordance with BOE policies and directives, and state and federal law. The Superintendent is authorized to develop rules and procedures to implement BOE policy.

The Superintendent may delegate to other staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by BOE policies, but that delegation of power or duty will not relieve the Superintendent of responsibility for the action that was delegated.

P.1b(2) D15 has dialogued with its stakeholder groups over the past five years to determine what key requirements they want D15 to deliver. These dialogues have verified the key requirements for each stakeholder group as shown in Figure P.1-1.

P.1b(3) D15 has over 3,000 vendors that supply us with our needs. According to The School Code of Illinois, all contract awards for purchase of supplies, materials, work, or contracts with private carriers for transportation of pupils involving an expenditure in excess of \$10,000, must be made to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality, and serviceability after due advertisement. The bidding process is designed to receive the greatest number of bids so that bidding competition assures low cost.

P.1b(4) Communication mechanisms for key suppliers vary with the communication need and the supplier. The preference is one-to-one telephone or face conversation followed by e-mail. Surveys are sent to suppliers to get feedback about their level of satisfaction with the communication and bidding process. Communications related to the bidding process must follow established state guidelines.

P.2 Organizational Challenges

P.2a(1) Competitive Environment D15 has captured a 90.2 percent market share of the total number of students within its boundaries. Quest Academy, an independent day school, and four parochial schools are D15’s main competition. Quest Academy serves only those students who show evidence of exceptional intellectual capability or “giftedness.” The Academy serves approximately 330 students from 19 different communities, including D15. D15 works closely with the five church-related competitors in its attendance area. These schools, although competitors, are also viewed as partners and are included in D15 activities such as bulk buying and staff development. Two requests to establish charter schools within D15 attendance boundaries have been received since charter school legislation was mandated in Illinois in 1996. In both cases, the groups withdrew upon reviewing the quality of education in D15 and submitted their requests elsewhere. Parents of home schooled children are not required to register with their public school so these data are not available.

P.2a(2) “Providing student- and stakeholder-driven quality” is one of D15’s core values, and D15 is committed to creating a continuous improvement culture in all aspects of district operation. D15’s competitive strategy is simple—provide the highest quality of education in the region substantiated with results making D15 the first choice in education.

D15 became the first and only educational organization in the state of Illinois to earn the Lincoln Foundation Level III Award for Achievement of Excellence in 1999, and used the feedback report to do corrective action in aligning and integrating our management system. Leadership is responsible to train all staff

Stakeholder Groups	Key Requirements
Community Members	To provide a world-class education, support the development of good community citizens, enhance property values, use property taxes efficiently, and maintain fiscal integrity.
Parents and PTA Parents	To ensure a caring, safe, and orderly learning environment, provide well-qualified teachers in every classroom, provide a world-class education for every student, be informed about issues, events, programs, and practices in a timely manner, and learn in a respectful, cooperative environment.
Certified Staff	To feel safe and secure in a caring work place, participate in decisions that directly affect their work, work in a healthy school climate, receive help and support when needed, be provided staff development that is relevant and of high quality, be informed in a timely manner, and receive recognition.
Support Staff	To feel safe and secure in the work place, be treated with dignity and respect and feel supported by supervisors and peers, understand how job performance is measured and rewarded, be part of decision-making that relates to performance of duties, be provided staff development that is relevant and of high quality, work together as a team, and receive recognition.
Students	To learn in a caring, safe, and orderly environment, be treated by adults and peers respectfully and fairly, receive help when needed, behave according to expectations, do their best work, be satisfied with school, and be enthusiastic about what is learned and how it is learned.
Feeder High Schools	To have students well prepared for high school and help determine high school preparation standards and expectations.
Businesses	To have employees who are well prepared for the workplace of the 21 st century and have a voice in the standards and goals set for educating students.

Figure P.1-1 Key Requirements for Each Stakeholder Group

on Plan, Do, Study, Act (PDSA), Classroom as a System, and Koalaty Kid (KK), a student-centered focus using continuous improvement principles. In addition to using the feedback report to impact student performance and stakeholder satisfaction, D15 leveraged opportunities for improvement across all departments and operations.

P.2a(3) D15 identifies appropriate and useful comparable and benchmark organizations to help to understand what standards of “performance excellence” really means. Our parochial and private competitive schools do not share data with D15 on any important variables. Most other school districts do not collect the kinds of data D15 think important to judge process quality. For example, our executive director to the superintendent for administrative services has called seven in-state and six out-of-

state school districts, other bus companies, and state transportation agencies in search of comparative data for on-time delivery, bus accident rate, and student bus conduct with no success. Each process owner is required to find and use comparative data if possible.

D15 uses a close K-8 school district with almost the same number of schools and students for most comparisons, even though that district has fewer numbers of minority students and a greater per capita income.

P.2b Strategic Challenges Producing world-class learners and building a connected learning community are construction projects that are never complete. This is why D15 is committed to continuous quality improvement—so it will be prepared to provide the best possible education for the students of today as well as tomorrow. Based on extensive feedback and analysis, the following strategic challenges have been identified:

- **Population and diversity shifts:** The ethnic distribution of students in D15 has shifted from approximately 80 percent white students in the 1992-93 school year to 66 percent this school year. Black, American Indian, and Asian populations have remained static but the Hispanic student population has risen from 1,279 to 2,653 during the same 10-year span. Children from diverse backgrounds bring with them unique challenges to the education system. D15 celebrates the cultural diversity found within its boundaries.
- **Maintaining fiscal health and integrity.** Maintaining the quality of education in D15 with revenue shortfalls is an increasingly critical challenge. School districts are neither inflation nor recession proof. Local property taxes are D15's major source of revenue. Allocations from local property taxes represent 64.8 percent of the revenue. State funding provides approximately 10.5 percent. D15 has lost more than \$15,900,000 over the past three years due to tax revenue refunds and credits. The state is reducing its contribution by approximately \$2,000,000 this year due to a huge state budget deficit.
- **Attracting and retaining a high-performing staff.** Assuring that a quality teaching staff is ready to teach our students is a difficult challenge each year. An average of 12 percent of the teaching staff and administration in D15 has been replaced each year over the past three years due to retirements and mobility. D15 anticipates 2003-04 to have the largest number of retirees in district history. Nationally, the shortage makes competition for quality teachers and school leaders one D15 has to continually address.
- **Striving for world-class learning.** D15 has defined world-class learning to be the accomplishment of our student performance targets. Diversity shifts have given the "no significant differences" target special importance. With the D15 BOE adopting the student performance targets as their definition of world-class learning, they have set ambitious and clearly defined targets to ensure that all students are prepared to compete in a global economy.

By creating a pareto diagram from community and staff feedback about district strategic challenges, we find that these four

challenges represent 81 percent of the total number of responses received.

P.2c(1) Performance Improvement System D15's performance improvement system is called Charting the Course. The Charting the Course model is based on the Covey Four Roles of Leadership framework, the Organizational Effectiveness Cycle (OEC), and the Baldrige categories and criteria. Senior leaders use this framework to help them understand how well the organization performs today and to plan how the organization should perform tomorrow. The framework is used to diagnose problems in the system and as a semiannual review in January and June of the performance of the entire system. Districtwide priorities are determined on the basis of these performance reviews. These priorities are used to set individual senior leader objectives and action plans posted on a Web-based performance tracking system which is monitored by cabinet-level administrators.

The Charting the Course framework always begins with a focus on the needs and expectations of students and other community stakeholders. The careful analysis of these needs and expectations drives both the diagnosis and redesign of the system. This diagnosis and design process results in all organizational systems aligned to the purpose of accomplishing D15's mission.

Operational performance improvement is achieved by the application of three processes: Plan, Do, Study, Act (PDSA); a cross-functional process map (CFPM) for curriculum development; and benchmarking. Once Charting the Course has been used for diagnosis and design, PDSA is used to incrementally improve specific processes and benchmarking is used to radically alter a process that is inhibiting D15's success in achieving its goals and student performance targets.

P.2c(2) Our mission to produce world-class learners by building a connected learning community is, in part, accomplished by designing an Intranet-based Learning Village to directly build connections that support organizational learning and a high-performing work force. This connected community includes communication between D15 and schools, between schools, between homes and schools, and between district departments. Connections are made through the use of home pages by district leadership to include current and new information, meeting agendas and minutes, up-to-date calendars, and invitations for frequent feedback. Teachers develop home pages so that parents can access current classroom information and assignments. Teacher phones and e-mail close the parent/teacher communication loop. There are currently 19 active information and communication sites on Learning Village. Sites provide feedback from focus groups and survey results, professional development information, information on staff evaluation processes and forms, quality tool applications, and content standards and related district curriculum. A professional library site allows online search and retrieval of teacher and administrator print and video resources.

1.0 Leadership

1.1 Organizational Leadership

1.1a(1) Senior Leadership Direction Senior leadership within the D15 system includes the BOE, the superintendent, his cabinet, and principals of the 19 schools. The superintendent is the chief executive officer of D15 and is responsible for carrying out the goals and policies of the board. The superintendent was

recently recognized as Superintendent of the Year by the Illinois Association of School Administrators. The cabinet includes the assistant superintendents for personnel, business, and instruction; executive director to the superintendent for administrative services, director of communications, director of student services, and director of planning, staff development, and quality programming.

The mission, organizational values, key goals, and performance expectations of D15 were developed through the strategic planning process in 1998 (Figure 1.1-1) and are reviewed and monitored each year by the District Advisory Committee for Educational Excellence (DACEE). Senior leaders deploy organizational values, key goals, and performance expectations through a network of interrelated communication groups (Figure 1.1-2). These groups have been chosen to create a two-way communication process between senior leaders and staff to share clarifications and issues related to how plans to achieve the mission, core values, key goals, and student performance targets are being deployed and how well deployment is working. They also have been chosen because they connect to all internal staff and external key communities.

In order to monitor the deployment of our Strategic Vision 2005 plan, stakeholder group perceptions are verified through systematic processes using stakeholder surveys, staff focus groups, monthly meetings with the Classroom Teachers' Council (CTC), the Educational Support Personnel Association (ESPA), and the Service Employees International Union (SEIU); Parent Teacher Association (PTA) presidents, the Curriculum Advisory Committee (CAC), quarterly meetings with Superintendent's Communication Council (SCC) and DACEE, and twice monthly meetings of the leadership team. Category Champion teams meet twice a year. The superintendent or his cabinet designee attends all meetings.

Strategic Vision 2005	
Mission	
Produce world-class learners by building a connected learning community.	
Core Values	
<ol style="list-style-type: none"> 1. Student- and Constituent-Driven Quality 2. Public Responsibility and Citizenship 3. Management by Fact 4. Continuous Improvement and Learning 5. Results Focus 	
Key Goals	
<ol style="list-style-type: none"> 1. Students and the Community Acquire 21st Century Skills 2. World-Class Achievement 3. Connected Learning Community 4. Caring, Safe, and Orderly Learning Environment 5. High-Performing Staff 6. Aligned and Integrated Management System 	
Student Performance Targets	
<ol style="list-style-type: none"> 1. Students acquire the 21st century skills of: <ul style="list-style-type: none"> • Accessing and Understanding Information • Oral and Written Communication • Comprehensive Reading and Understanding • Reasoning, Problem-Solving, and Critical Thinking • Human Relations • Life Skills 2. Every student entering kindergarten in District 15 reads at or above grade level when completing second grade. 3. At least 90 percent of the student population who have been in the district for one year meets or exceeds all Illinois Learning Standards. 4. There is no significant difference between student groups in meeting or exceeding all Illinois Learning Standards for students who have been in the district for one year. 5. Student satisfaction is at or above "best-in-class" benchmark standards. 6. Student enthusiasm is at or above "best-in-class" benchmark standards. 	
Key Quality Measures	
The District Scorecard	
Action Plans	
Department PDSA and School Improvement Plans	

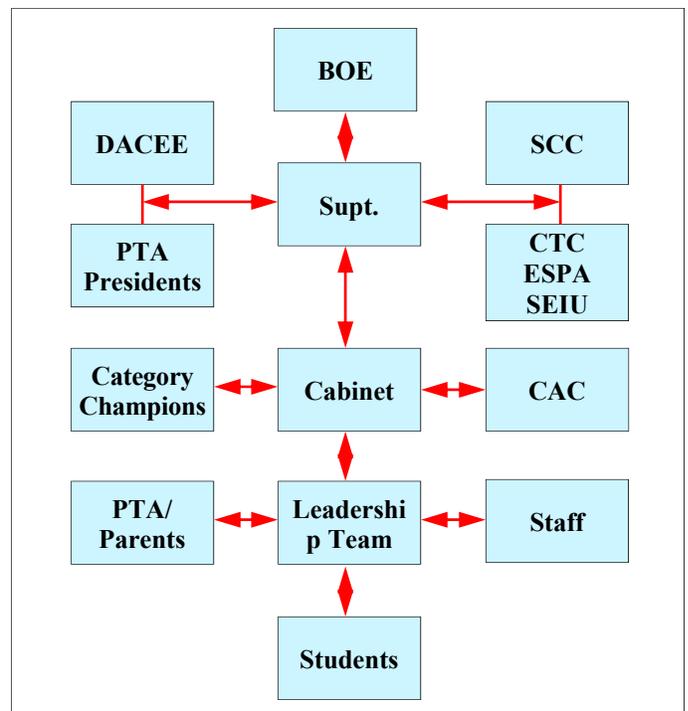


Figure 1.1-1 Strategic Vision 2005

Figure 1.1-2 Interrelated Communication Groups

The deployment of Strategic Vision 2005 is monitored at each weekly meeting of the superintendent’s cabinet under a standing agenda item called the One Page Plan Scorecard (OPPS). The leadership team, consisting of school principals, the superintendent, and his cabinet, also analyzes deployment to confirm levels of understanding and commitment and to determine if strategies need to be changed to improve deployment levels. Deployment questions are a key component of the randomly selected certified and support staff focus groups that occur two or three times a year.

This process of setting, communicating, and deploying values and performance expectations (Figure 1.1-3) has resulted in district staff and community stakeholders who understand the mission of D15 and how this mission guides day-to-day work responsibilities. Communicating to develop an understanding about the student performance targets has created a heightened focus on improving student achievement.

1.1a(2) D15 has formalized its commitment to ethical values, equity for all students, an empowered staff, innovation, safety, organizational agility, and faculty/staff learning through our core values, key goals, and student performance targets. Specifically, senior leaders establish ethical values through board policies and reinforce those values through district publications, rules, procedures, and staff training. Senior leaders have established a belief that daily conduct by all staff should be a state-

ment of the highest ethical standards in this profession. This is done, not by compliance, but by example and discussion during the interrelated communication group meetings. For example, new teachers are formally introduced to our beliefs about professional ethics before they start teaching during their induction program. Ethics and ethical behavior is reviewed as a part of Category One Champion meetings.

Equity for all students is reinforced by the “no significant differences” student performance target and strengthened through School Improvement Plan (SIP) goals and student survey results analysis. Staff empowerment is supported by the high-performing staff key goal and reinforced by district and school committee structures, participation expectations, shared decision-making survey results analysis, and staff training. School safety is supported by the key goal of a caring, safe, and orderly learning environment, and reinforced through district safety policies and practices and student and staff satisfaction survey results analysis. Organizational agility is supported by the core value of continuous improvement and learning, and is reinforced by the use of PDSA improvement cycles and benchmarking in each department and school. Organizational stability is established by the five-year board goals and student performance targets. Organizational and staff learning is supported by the core value of continuous improvement and learning, and is reinforced by the use of the PDSA improvement cycle, staff development activities, and the use of quality tools at D15,

How Senior Leaders:	Set	Communicate	Deploy
Organizational Values	<ul style="list-style-type: none"> Core values determined during strategic planning process Leadership team refines core value understanding Board policies Reviewed semiannually during the OEC diagnostic cycle Reviewed annually by DACEE 	<ul style="list-style-type: none"> Interrelated communication groups All district publications state mission, core values, and key goals Mini-mission pamphlet Leader “talking points” Annual report to the community Building and department staff meetings D15 Web site Learning Village (D15 Intranet) 	<ul style="list-style-type: none"> Board meetings (monthly) Teacher induction process (annually) School improvement plans (annually) Senior leader One Page Plans (monthly) Category Champion teams (annually) Curriculum committees
Performance Expectations	<ul style="list-style-type: none"> Benchmark high-performing school districts DACEE developed and Board approved key goals and student performance targets Reviewed annually during the OEC diagnostic cycle Reviewed annually by DACEE 	<ul style="list-style-type: none"> All district publications Mini-mission pamphlet Leader “talking points” Annual report Building and department staff meetings Interrelated communication groups D15 Web site Learning Village 	<ul style="list-style-type: none"> School improvement plans (annually) Department operational definitions (annually) Senior leader One Page Plans (monthly) Department PDSA improvement cycles (as needed) Administrator and staff performance reviews (annually)
Creating and balancing value for students and stakeholders	<ul style="list-style-type: none"> Board review of trend data DACEE analysis of trends and program implications Annual priority setting and budgeting process Reviewed annually during the OEC diagnostic and design cycle 	<ul style="list-style-type: none"> Board adoption of the annual budget tied to improvement goals Leader “talking points” District publications Staff and department meetings Interrelated communication groups 	<ul style="list-style-type: none"> Senior leader One Page Plans (monthly) SIP (annually) Department PDSA improvement cycles (as needed) Budgeting process (annually)

Figure 1.1-3 Setting, Communicating, and Deploying Process

school, and classroom levels. Professional development activities are provided to every staff member and are aligned to the accomplishment of student performance targets.

1.1b Organizational Governance The governance system in D15 is determined, in part, by federal and state laws, guidelines, and The School Code of Illinois. These laws, directives, and guidelines are written into the BOE policy manual and are reviewed revised and updated by the D15 Policy Committee on a quarterly basis. The BOE holds the superintendent responsible for the administration and management of D15 schools in accordance with BOE policies and directives, and state and federal law. Any delegation of power or duty will not relieve the superintendent of responsibility for the action that was delegated. Senior leader accountability for organizational actions are monitored formally and informally by the BOE, the Regional Office of Education, the State Board of Education, and all stakeholder groups throughout the community.

Fiscal accountability is determined by The School Code of Illinois. Although the state does not require an external audit of financial transactions, the D15 BOE requires an annual audit with an accompanying management letter describing the effectiveness of current financial accounting processes and detailed descriptions if any compliance issues surface. In addition, D15 has established monthly internal audit procedures for imprest and petty cash funds and monitors the collection of student fees. The external audit assures the BOE that D15 is maintaining fiscal integrity. The internal audits assure the BOE that all 19 buildings are maintaining fiscal integrity. The building budget process is also reviewed annually during principal evaluations.

The BOE is the ultimate arbitrator and protector of stakeholder interests including those of students, parents, staff, and community members. Anyone is given the opportunity to speak

to the board at its monthly meeting about any issue. Board members are individually and collectively available at any time to act in this role. When conflicts of interest or unresolved issues arise, the D15 ombudsman moderates and attempts to resolve those issues. Senior leaders are involved in the process through consultation and communication. In all cases, the employee or community member directly involved in the incident or issue is a participant in its resolution. Female and male sexual harassment officers are appointed by the board to protect all staff from sexual harassment.

1.1c(1) Organizational Performance Review The organizational performance review cycle in D15 is modeled from a business approach developed by the Franklin Covey Company. D15 has enhanced The Covey Organizational Effectiveness Cycle (OEC) model by overlaying the Baldrige criteria at the appropriate steps in the OEC to further refine the self-assessment approach within the cycle. D15’s enhanced model is referred to as Charting the Course. It was designed and initially deployed in the 1995-96 school year (Figure 1.1-4). This is D15’s systems perspective that supports the accomplishment of the strategic plan.

Analysis of the overall success of D15 begins with a *diagnosis phase* where gaps between current performance and desired goals and targets are identified and root causes for gaps in performance are determined. Pareto’s Law is applied to the gap analysis to determine what systems will most leverage organizational performance. A *design phase* aligns the organization so that areas of high performance are maintained while improvements are designed and developed to close performance gaps. The *deliver phase* focuses on deploying the new designs and sustaining support for the new designs through the collection of process data and frequent analysis of that data. The diagnosis phase rotates through the Charting the Course framework in a counterclockwise motion. The design and deliver phases move in a clockwise motion.

The *diagnosis phase* is set in the context of accomplishing the D15 mission, key goals, and student performance targets. Based on this context, each department in D15 writes operational definitions for all quality characteristics that need to be functioning at high levels in order for the organization to reach its mission. These operational definitions become part of the OPPS that is used by the superintendent, his cabinet, and the leadership team to assess progress by department.

The *diagnosis phase* begins by reviewing customer and

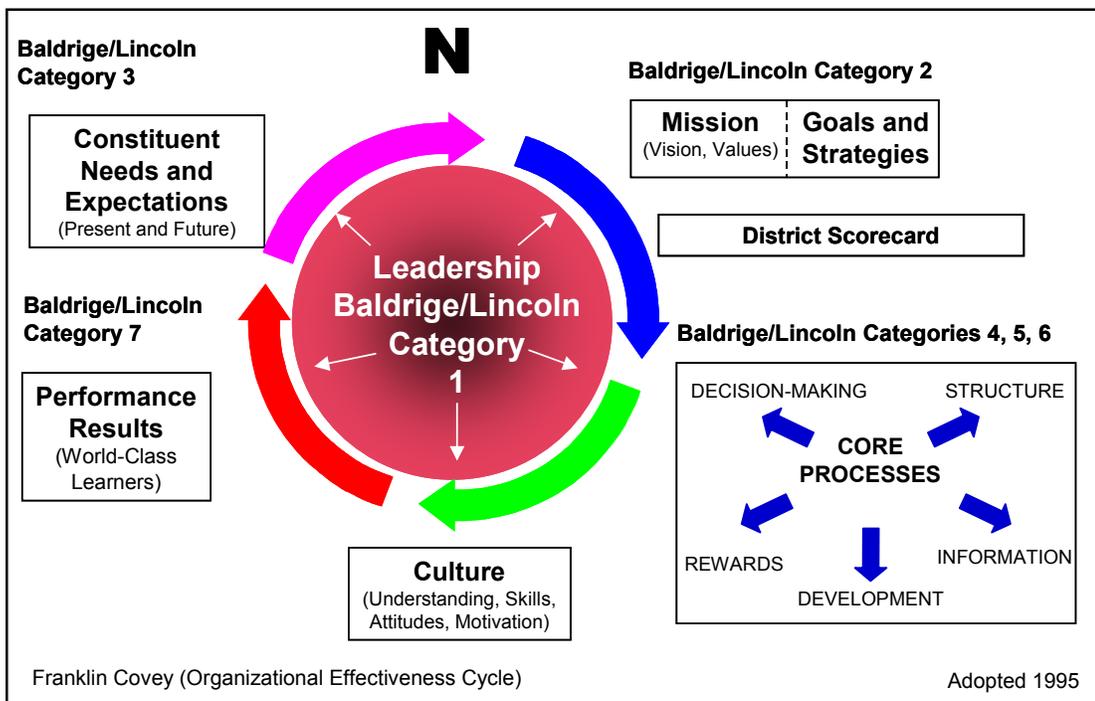


Figure 1.1-4 Charting the Course

other stakeholder needs/expectations. OPPS data are then used to determine where results are meeting established goals and targets and where gaps exist. Comparison data is reviewed at this time. D15 culture is analyzed to determine what knowledge, skills, attitudes, and motivation are causing gaps in performance. Data from the core processes (decision-making, information, development, rewards, structure) are used to assess cultural effectiveness and determine what improvements should be made. Based on this analysis, the *design phase* identifies the “vital few” priorities that can leverage significant improvements in organizational performance and describes how strategy and core processes will change to affect the culture and improve results. *The deliver phase* uses the Plan, Do, Study, Act (PDSA) quality improvement cycle to try out the improvement theory(s), study the results, and either standardize improvements or improve the design. Benchmarking is used when more radical improvement is necessary. In-process measures are an important aspect to the deliver phase. The leadership team applies the *diagnosis, design, and deliver phase* in January and June of each year, led by an OEC-certified trainer. During the year, the superintendent’s cabinet and leadership team monitor the OPPS monthly and analyze process data and determine if mid-course corrections are needed. Five complete performance review cycles using the Charting the Course framework have resulted in significant improvements in the data gathering and analysis process, school improvement plan (SIP) process, application of PDSA by department, refinements of operational definitions by department, and in improving school-, teacher-, and student-level factors from the What Works research.

1.1c(2) Senior leaders review performance measures using the OPPS quarterly and semiannually using Charting the Course at leadership meetings. The measures of short- and long-term objectives are reported in Figure 2.1-2. Examples of recent performance review analysis have included needs to improve the number of students reading at grade level by the end of second grade, the special education student achievement gap, the student-to-student respect issue, the levels of student enthusiasm for learning in the upper grades, and the need for a data warehouse. These priorities are deployed through the SIP and department PDSA improvement cycle plans and become budget allocation priorities.

1.1c(4) Senior leaders improve their leadership effectiveness through a formalized process using multiple sources of feedback and data. The superintendent is formally evaluated by the board on his ability to achieve the board goals that were developed to support accomplishment of the core values and key goals in Strategic Vision 2005. The leadership team, using the seven Baldrige categories, evaluates the superintendent and his cabinet each year. Senior leadership is also given feedback about their performance through certified and support staff focus groups. This information is categorized and trend data is analyzed by senior leaders to determine areas for improvement of the leadership system and individual leader performance (Figure 7.5-16). Recent important examples include increased use of leading indicator data, consistent use of the PDSA process, specifying target numbers for improvement, and refining accountability processes.

Principals are required to do a self-assessment that is aligned to accomplishment of their SIP, the level of staff satisfaction, and how well shared decision-making is functioning in the school. Each central office administrator is required to complete a self-assessment in relation to the accomplishment of his or her department’s operational definitions. After the evaluation conference with the superintendent and his cabinet, an administrator improvement plan is developed and specific stretch targets are set that define what the administrator will hold himself/herself accountable for next year. The administrator also determines who he/she will work with as key partners, what obstacles he/she will need to overcome, and what knowledge and skills he/she will need to develop. Resources are budgeted to develop needed knowledge and skills.

1.2 Social Responsibility

1.2a(1) Responsibilities to the Public A core value of D15 is public responsibility and citizenship. Senior leaders have initiated programs and practices that model D15’s public responsibility and its desire to be a good citizen to the seven communities it serves.

D15 is subject to federal, state, and local laws, rules, and regulations. These are carefully followed in all planning and decision-making activities in D15 and because of this strict adherence to legal guidelines, D15 has a proud historical compliance record. There have been no major compliance issues in the past three years. The importance of the safety of its students and staff is reflected in the key goal of creating a caring, safe, and orderly learning environment. It is of the utmost importance for D15: 1) to ensure that statutory, common law, health, and safety rights are extended to all students, employees, and visitors; 2) to make certain that D15’s buildings and grounds are maintained in a safe condition; and 3) to provide careful supervision and protection for all of D15’s real and personal property. (Figures 1.2-1–2)

D15’s Safety Committee consists of a cross section of district employees. The committee includes a custodian, warehouse manager, maintenance supervisor, benefits specialist, food services director, supervisor of buildings and grounds, coordinator of health services, school principal, and director of business services. The committee also includes two loss control specialists from Gallagher Bassett Services, Inc., a risk management company that provides expertise and technical advice and knowledge.

The committee meets monthly and reviews all accidents, analyzes data, and makes recommendations on various safety interventions designed to create and maintain a safe, healthy environment for all staff members and students. Interventions include: site inspections, safety workshops by Gallagher Bassett on various topics, thorough accident investigation, a return-to-work program for employees with light duty restrictions, and safety videos.

Recent improvements include accident investigations training, required medical clinics for worker compensation injury visits, safety workshops, and playground safety and supervision.

1.2a(2) DACEE, as part of its strategic planning role, is charged with systematically scanning local, regional, and state

Key Compliance Processes	Key Compliance Measures	Key Compliance Goals
<ul style="list-style-type: none"> • AIA architects and district staff conducted the 10-year state health/life safety reinspection of facilities to be submitted to the Illinois State Board of Education for review and approval. Scheduled building walk-throughs are conducted by local fire marshals and health inspectors. • Manager of environmental services reviews and implements OSHA standards and regulations, conducts the required training for “Right to Know,” and monitors all EPA air quality standards and regulations. • Manager of environmental services provides monthly inspections of playgrounds and equipment check lists for proper use of equipment by employees. • Assistant superintendent for personnel and human services reviews and implements all EEOC rules and regulations. • Director of business services establishes a district safety committee to limit the risk of injuries. • Director of transportation reviews and implements all state and federal guidelines and regulations pertaining to student transportation. 	<ul style="list-style-type: none"> • Health/life safety code book • Fire marshal state check list • Health inspector check list • OSHA federal code book • Playground/ equipment check list • EEOC compliance manual • Safety committee audit • Transportation regulations checklist • ISO 14001 audit 	<ul style="list-style-type: none"> • Meet or exceed all state and local health/life safety regulations. • Meet or exceed all OSHA standards and regulations and all EPA air quality standards and regulations. Conducts the required training for “Right to Know” meeting. • Conducts monthly inspections of playgrounds and completes equipment check lists for proper use of equipment by employees. • Meet or exceed all EEOC rules and regulations. • Convenes a district safety committee to limit risk of injuries. • Meet or exceed all state and federal guidelines and regulations pertaining to student transportation. • Become ISO 14001 certified.

Figure 1.2-1 Compliance Processes

Key Processes for Addressing Risk	Key Risk Measures	Key Risk Goals
<ul style="list-style-type: none"> • Executive director and crisis management team review and implement the district Crisis Management Program as recommended by the Illinois State Board of Education. • Manager of application services and the disaster recovery team meet quarterly or as needed to monitor and adjust the plan as needed. • Director of business services establishes a district safety committee to limit the risk of injuries. 	<ul style="list-style-type: none"> • Maintain, update, and review the crisis management plan on an annual basis. • Maintain, update, and review the disaster recovery plan on a quarterly basis. • Convene the safety committee bimonthly. 	<ul style="list-style-type: none"> • Provide an updated crisis management plan. • Provide an updated disaster recovery plan. • Provide a caring, safe, and orderly learning environment.

Figure 1.2-2 Risk Processes

issues that could potentially impact district programs and practices. This scanning process helps D15 anticipate possible changes and incorporate those responses into program and budgeting processes. The superintendent is a member of the State Superintendent’s IASA-IASB Advisory Committee as a representative of the North Cook region. This provides our superintendent the opportunity to gather information about future state program changes and to influence state policy and program decisions. Also, D15 senior leaders serve on community boards, such as chambers of commerce, and are in regular communication with police and fire departments to review any changes in safety procedures and to be aware of any community concerns about safety or other issues within D15.

1.2b. Ethical Behavior Ethical practice is defined in board policy and the Faculty and Student Handbooks. The BOE has adopted the Code of Conduct for Members of School Boards developed by the Illinois Association of School Boards. D15 administrators have adopted the NAESP Statement of Ethics. The board and district administrators, by their actions, discussions with the interrelated communication groups, during the new teacher induction process, and at leadership team meetings make it very clear to the community and staff that ethical behavior is of the utmost importance for all district activities and that a breach in ethics will be addressed

immediately. Training, video programs, and other specific forms of communication address ethical issues that are confusing or that can lead to difficult legal issues, such as Internet and e-mail usage, special education services, or test security. Ethical behavior in D15 though goes far beyond codes of conduct. We emphasize the Golden Rule, truthfulness and honesty, our commitment to take care of each other and our students, our desire to provide the best care (health, clothes, food, etc.) for staff and students, our belief in the ability that all students can learn, and our desire to reach out to our different communities of people (senior citizens for example). If the termination of an employee is necessary, we do it with dignity and support. There have been no violations in BOE-defined ethical practice in the past 18 years.

Student ethical behavior is taught and reinforced by our Civic Beliefs program. This program is based on a common set of civic beliefs that must be passed from generation to generation. These include beliefs in the basic rights provided in the U.S. Constitution, in civic responsibility, in self-worth and responsibility, and in human worth and dignity. These civic beliefs are incorporated into the curriculum, practiced through extracurricular activities, and made an integral part of instruction.

1.2c. Support of Key Communities The board, leadership, and staff have determined that D15's commitment to its community is to support local agencies that, in turn, provide the most support to D15 students and parents. This is why a key organization that D15 supports is the United Way (Figure 7.6-3). Students and staff support various local agencies by collecting food, clothing, money, and during special events and student performances as reported in 7.6a(4).

Each D15 senior leader is required to be a member of a key community organization that supports our schools as part of their effort to be a good citizen and to build a connected community as reported in 7.6a(4). Examples of district administrator participation in community organizations include Harper College, township boards, Hispanic Community Advisory Board, civic clubs, senior center liaisons, and library boards.

D15 has made it a special priority to be a good citizen and stay connected to the senior members of its communities. The superintendent believed it was important for older people and students to share ideas so he initiated the intergenerational effort 14 years ago. At his direction, D15 developed projects such as the Generations' Exchange Committee and the Senior Exchange Program. One example of the many Generations' Exchange Committee activities is the Intergenerational Festival that brings together all ages for various performances.

D15 reaches out to taxpayers without children in schools through our Senior Exchange Program. The Senior Exchange Program allows residents 55 years and older who live in D15 to share their expertise with students and staff. D15 reimburses participants for their time up to the amount of the D15 portion of their property tax bill. Seniors help in a variety of ways—from assisting in computer labs to working with students on math, reading, or writing. Participation has continued to increase (Figure 7.5-8) and the program received a Lincoln Award for Exemplary Practice in 1997.

The Northwest Chicagoland SeniorNet Learning Center opened a computer lab in the D15 central office. D15 donated space and expertise to get the center started. The computer center is open to all seniors, age 55 and older, throughout the northwest suburbs.

Through the efforts of D15, the Palatine Park District, Palatine Township Senior Citizens' Council, and Cook County, the senior citizens in the community now have a new facility located in the former D15 administration building. The D15

BOE provided many types of assistance for this new senior center to help it become a reality, including financial and legal assistance. This new facility is another example of community partnering—coming together as good community citizens to make this a better place to learn, work, and live. D15 connects with the business community through its participation in local chambers of commerce.

In the larger definition of community, D15 believes it should be a good citizen and a responsible member of the education profession. This priority is based on our conviction that sharing best practices is a powerful way to learn and to assist other districts that want to improve. Selected examples of that commitment include:

- A pilot school district and a member of the Illinois Baldrige-in-Education Initiative (BiE-IN) steering committee.
- For the past three years, D15 hosted a yearly symposium entitled Achieving Performance Excellence: a frank discussion about creating a quality organization. The purpose of these symposiums is to help school districts shorten their continuous improvement journey and to show how quality principles and practices really work within an organization.
- D15 participated in the development of the Baldrige in Education Web site (www.baldrigeineducation.org) by offering in-kind and staff contributions. The site provides practical information on a national basis for state-level decision makers, district-level boards, superintendents, unions, and operational management; for school-level leaders, parents, and community members; and for classroom-level teachers. D15 has contributed many examples to the site. The Web site project was a joint partnership between the Illinois Business Roundtable, NCREL, and D15.
- Last year, D15 was a host district for the international American Society of Quality Koalaty Kid conference. A staff member was the co-chair of the conference and other staff members were committee chairs. Five schools volunteered to be visitation schools and other staff were presenters at the conference. This was the highest attendance of any Koalaty Kid conference to date (505 participants).
- The D15 superintendent, senior leaders, and staff present regularly at conferences. Recent presentations include the National Quality Conference, the International Reading Association Conference, and the Illinois Best Practices Conference.

2.0 Strategic Planning

2.1 Strategy Development

2.1a(1) and (2) Strategy Development Process As a means of determining major directions, D15 has completed its third strategic plan in the past 12 years. The desired goal in this stakeholder-driven strategic visioning process is to determine what stakeholders require and expect of D15. D15 cannot improve the systems that support achievement of goals if the end in mind is not clearly aligned to stakeholders' current and future requirements and expectations.

The operational goal is for D15 to translate stakeholder expect-

tations and institutional performance requirements into an effective management system integrated and aligned by using the Charting the Course leadership system. The management system includes integrating the Strategic Vision 2005 key goals into the OPPS, integration of the strategic plan into school improvement plans, development and refinement of organizational processes to improve effectiveness, and a process for evaluating and improving the planning and deployment process.

The DACEE leads the strategic planning process with superintendent and staff support. The committee is comprised of community members, PTA parents, union leadership, business

representatives, certified and support staff, administrators, and is chaired by a community member.

The Baldrige criteria were used to develop and assess this stakeholder-driven strategic visioning process. DACEE members benchmarked strategic planning processes used in highly successful school districts, the University of Wisconsin–Madison strategic planning process self-evaluation questions, and a best practice report on the *Changing Role of Strategic Planners* from the American Productivity and Quality Center (APQC). These improvements were redesigned into the process shown in Figure 2.1-1.

Phase I—DACEE members identify key stakeholder groups that must be part of the planning process. Key stakeholder groups include district staff, community members, regional, and state organizations.

Phase II—D15 BOE and senior leaders identify stakeholder requirements and expectations through community planning meetings and invitational focus groups. This phase also identifies the key external and internal factors, requirements, strengths, weaknesses, risks, and opportunities that identify key student and district performance requirements. (In 1998, more than 2,000 stakeholders directly participated in Phase II.)

Phase III—Senior leaders identify the results D15 and schools are currently producing in all areas of the organization. This phase identifies internal capabilities and needs, including assessment of student performance. External feedback reports and Category Champion team assessments are essential during this phase.

Phase IV—DACEE members, D15 BOE, and senior leaders identify key district and building goals/strategies that will produce results described in the requirements and expectations identified in Phase II.

Phase V—Senior leaders inform all D15 staff about instructional and operational performance goals and strategies for the short and long term, and how they will be deployed.

Phase VI—Superintendent and cabinet set short- and longer-term improvement objectives at this time and the OPPS is modified to align to key goals and identified priorities based on information from Phases IV and V. The OPPS drives the allocation of resources and the redistribution of those resources, if necessary.

Phase VII—Department directors develop or modify work unit operational definitions and PDSA improvement plans. School leaders develop or modify their SIPs based on OPPS goals and measures.

Phase VIII—Leadership team formally monitors deployment of the strategic plan throughout the year.

Phase IX—DACEE members annually review the strategic plan requirements, assumptions, competitive environment, scans the environment for trends that may affect D15, and identifies program and practice implications.

DACEE meetings this year focused on a review of the strategic planning process, key goals, performance measures, target time-

Strategic Planning Process

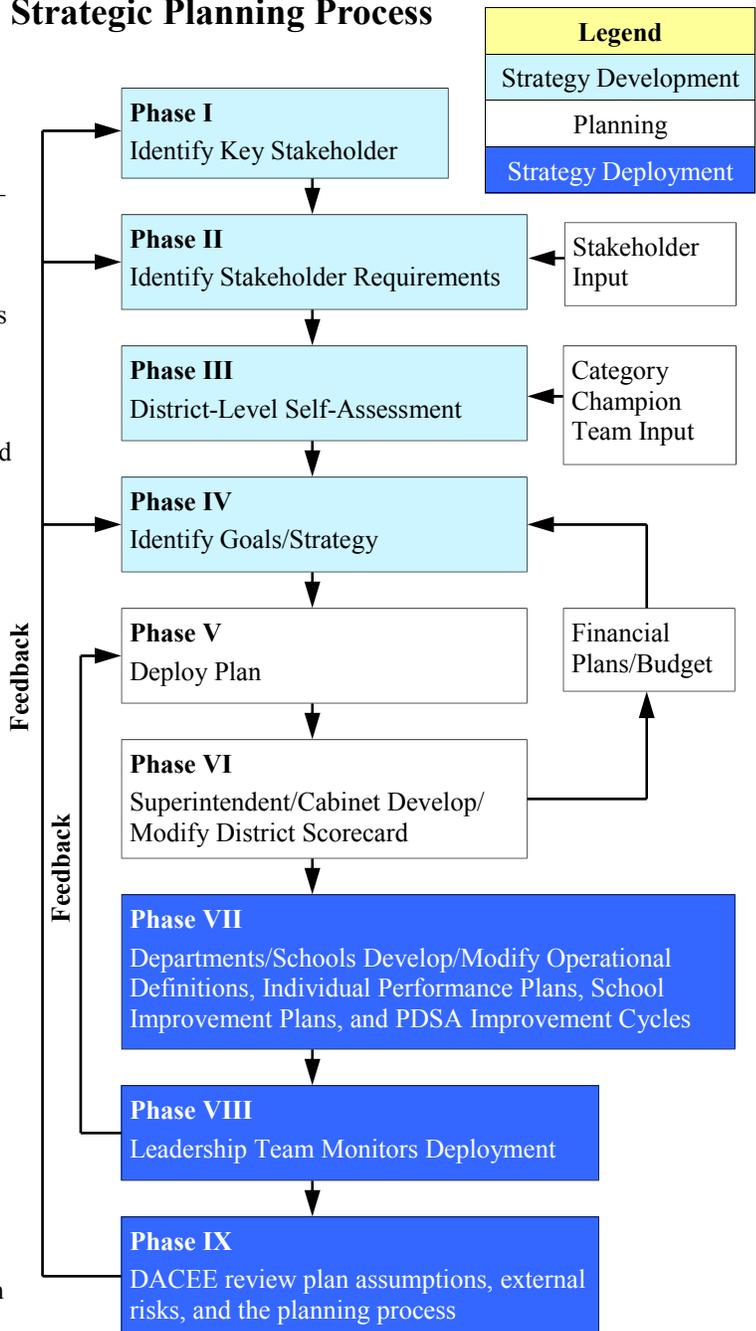


Figure 2.1-1 Strategic Planning Process

lines, D15 *Shareholders' Report*, the Baldrige feedback report and community response to the report, scanning data, ethical risks, budgetary risks and changes, competition, and business presentations about employee skill and work habit needs. Advice from DACEE is reviewed at leadership meetings and used as part of the semiannual organizational performance review.

2.1a(2) DACEE uses environmental scan data and analysis that is regional in scope and developed by the Office of Research from a nearby local college. Economic, education, demographics, politics, social, and technology trends and issues comprise the scan. DACEE members contrast the scanning service summaries with their own familiarity of the region to assist D15 in identifying any shift in trends that could have

Community Consolidated School District 15

Key Goals	Improvement Objectives and Measures	2002	2003	2004	2005	2007
21st Century Skills	Increase student use of quality tools for reasoning and problem-solving by teacher checklist of tools	50%	93%	96%	100%	100%
	Increase number of books read per student per school year	40	49	52	55	60
World-Class Achievement	Increase % of 2nd graders reading at grade level	84%	84%	96%	100%	100%
	Increase number of subject areas (by grade level) that meet/exceed 90% of state standards (13)	1	NA	8	13	13
	Increase number of student subgroups per subject area who meet/exceed standards (78)	4	NA	18	39	78
	Increase % of student satisfaction with school	81%	78%	85%	90%	100%
	Increase student enthusiasm for learning	68%	87%	90%	90%	95%
Connected Learning Community	Increase % of parent satisfaction with the quality of education	80%	86%	90%	95%	95%
	Increase % of parent satisfaction with special education programs	91%	93%	94%	95%	95%
	Increase % of parent satisfaction with ELL programs	95%	86%	90%	95%	95%
	Increase % of reprographics customer satisfaction	90%	95%	96%	98%	99%
	Increase % satisfied with D15 publications	98%	98%	98%	99%	99%
	Improve relation management by eliminating repeated complaint topics	NA	30	25	20	15
	Increase customer satisfaction with technology department	95%	98%	98%	99%	99%
Caring, Safe, and Orderly Learning Environment	Decrease % of student accident rate	4%	3%	3%	2%	2%
	Decrease number of student bus conduct notices	1,283	855	755	700	685
	Increase % of student satisfaction with food services	85%	86%	90%	95%	95%
	Increase % of satisfaction with student-to-student respect	50%	63%	70%	85%	95%
	Decrease number of bus accidents	28	14	12	10	10
High Performing Staff	Increase % of teacher's satisfaction with their school	79%	86%	90%	95%	97%
	Increase % of support staff satisfaction with working conditions	92%	94%	96%	98%	99%
	Increase % of new teacher's satisfaction with the induction/mentoring programs	88%	100%	100%	100%	100%
	Increase % of minority employees	10.8%	11.4%	14%	23%	32%
	Increase number of National Board Certified Teachers	48	63	80	90	100
	Increase % of satisfaction with new noncertified employee orientation	94%	100%	100%	100%	100%
	Increase support staff training hours	43	47	55	65	75
	Increase number of "best practice" examples posted on LV	50	100	150	200	250
	Increase % of teachers using whole-faculty study groups for staff development	NA	5%	25%	50%	75%
Aligned and Integrated Management System	Increase D15 from a band 3 to a band 5 organization	3	NA	5	6	6
	Increase % of bus on-time delivery	98%	99%	99%	99%	99%
	Increase % of network reliability	75%	99.9%	99.9%	99.9%	99.9%
	Decrease technology service cycle time (hours)	25.6	11.4	10	9	8
	Decrease purchase order cycle time (days)	2.1	1.3	1	1	1
	Decrease % of budgeted expenditures	4.05%	4.42%	2.50%	1.50%	1.0%

Figure 2.1-2 D15's Key Long-Term Goals, Measures, and Targets

consequences for programs, practices, policy, and/or resource allocations. These scanning perspectives are also contrasted with D15's considerable formal survey data, informal focus group and interrelated communication group feedback, and achievement trend data to continuously check expectations and requirements with scanning information.

2.1b(1) Strategic Objectives D15's key long-term goals, measures, and targets are described in Figure 2.1-2, and were determined from the organization performance review completed each June.

2.1b(2) During Phase IX, DACEE, as part of its review process,

continually identifies challenges to D15, now and in the future. D15 finds that its greatest challenges, as described in P.2b, are (1) population and diversity shifts, (2) maintaining fiscal health and integrity, (3) attracting and retaining a high-performing staff, and (4) striving for world-class performance. These challenges were determined by over 300 staff and community members during a Baldrige Feedback Report evening meeting and verified by the DACEE. Population and diversity shifts are addressed through the objectives and measures in all key goals of Figure 2.1-2. Maintaining fiscal health and integrity is addressed in the key goal objectives of the aligned and integrated management system. The challenge of attracting and retaining a high-performing staff is addressed through the objectives found in the key goal of high-performing staff. The last challenge of striving for world-class performance is especially addressed in the key goals of 21st century skills and world-class achievement and to a lesser degree in the rest of the key goal objectives. By aligning short- and long-term objectives to the key goals and the four challenges, D15 is clearly addressing the needs and requirements of its total student population and members of its seven communities, both those who have students in D15 and those who see D15 as a community service provider.

A search of benchmark organizations, local comparisons, and research literature confirms that the key goals and student performance targets the BOE has set for D15 are world-class. The accomplishment of each and every key goal and student performance target remains D15's most important challenge. Operationally, overcoming this challenge means that all organizational processes have to be optimized by increasing effectiveness, reducing PDSA cycle times, improving benchmarking, maximizing cost effectiveness, and improving data analysis skills.

2.2 Strategy Deployment

2.2a(1) Action Plan Development and Deployment The OPPS was designed and developed this year based on its semi-annual review process in response to requests for a simpler and more effective way to plan and monitor short- and long-term objectives and manage the collection and analysis of in-process data related to objectives and action plans. A review of effective approaches found that the Web-based One Page Business Plan best met our criteria.

The superintendent and each cabinet member design a One Page Business Plan for the year detailing their department's vision, mission, objectives, strategies, and action plans. The OPPS is developed with DACEE feedback, OEC priorities, department staff input, and is based on department operational definitions. In-process data for objectives is collected monthly or quarterly and posted on each plan as well as monthly updates on the percentage of action plan steps accomplished. The superintendent and cabinet One Page Plans are reviewed each quarter during cabinet meetings to determine if progress is sufficient and if strategies or action plans need revision. This process improvement has contributed significantly to the use of systematic organization-wide performance reviews to monitor program and practice results, provides that ability to analyze data and identify and isolate root cause, and to implement timely improvements. There is now a full department-by-

department review at least quarterly so that any unfavorable results or action plans that are behind schedule can be addressed immediately.

Another example of the new OPPS information relates to an improved budgeting process. Tentative budgets by department are presented to the BOE during February, March, and April so that a complete tentative budget can be sent to the board in May. Budget presentations now include the mission of the department, department objectives, current performance in relation to forecast performance, program priorities and changes needed to achieve current forecast performance, or the proposal for new forecast performance levels, and expenditures necessary to implement improvements. This allows the board to analyze budget requests based on actual performance and objectives and action plans aligned to key goals.

2.2a(2 and 4) Action plans are developed yearly although they may be long-term in nature. D15 has chosen this procedure so that action plans are always up-to-date and represent the best thinking of the department owners of the improvement plan. Yearly review and possible revision leads to periodic analysis of progress and assessment of results by plan owners. If it is a longer-term action plan, steps are verified for another year if the plan is working or revised if necessary. The One Page Plan software reminds plan owners to update action plan progress each month. This allows the superintendent and other cabinet members to quickly check progress, especially where action plans need to be coordinated or where steps in the action plans by one owner are contingent on the completion of action steps by another owner. In the action plan component of the One Page Plan, each action plan is expanded to include the specific steps that need to be accomplished if the action plan is to be successfully achieved. Each action step has a deadline for it to be accomplished. (See Figure 7.5-17.)

Both objectives in Figure 2.1-2 and action plans display maturity in program and practice design, development, and in implementation. Most objectives and action plans do not represent major changes but instead show continued refinements of effective approaches to achieving our key goals and district mission. They address the key challenges D15 must overcome and they address areas of current performance that need to be accelerated if the student performance targets are to be achieved by 2005. There have been eight cycles of improvement.

2.2a(3) Support staff training, an introduction to Six Sigma practices, a review of principles of system improvement (customer, systems, variation, knowledge, planned change, and people principles), and a review of ethical practices are short-term goals for the year. Continued support for ongoing instructional programs (language arts, mathematics, science), assessment practices, instructional programs and practices for ELL and IEP students, and department staff needs for skill development or knowledge updates are longer-term human resource goals. Leadership training is accomplished during leadership team meetings (for example, *What Works in Schools* instructional strategies), conference attendance, Midwest Principals' Center activities, book discussions (for example, *From Good to Great*), and independent study.

2.2b. Performance Projection Figure 2.1-2 shows both short- and longer-term objectives related to our six key goals. D15 senior leaders seek out comparison data and benchmarks wherever possible to help judge overall performance. There are no school districts that are K-8, are similar size, and have similar student populations. This requires D15 to make comparisons (For example, the top three percent used in Figure 7.1-11) that are all much smaller schools with very few minority or second-language students.

As part of the SIP process, each D15 school downloads com-

parative information from the Illinois School Improvement Web site to identify how school performance on state tests compares to district and state performance, how school performance compares to schools most like ours, how school performance compares to schools like ours with the best performance in the state, and how school performance compares to other schools in the state related to the variables of low-income, per pupil expenditure, attendance, mobility, truancy, limited English proficiency, and % white, % African American, % Hispanic, % Asian, and % Native American.

3.0 Student, Stakeholder, and Market Focus

3.1 Student, Stakeholder, and Market Knowledge

3.1a(1) A D15 core value is student- and stakeholder-driven quality. The Charting the Course leadership system begins by identifying stakeholder needs and expectations. The DACEE identified our key market stakeholder groups in 1999 and has formal processes for asking stakeholder groups what their needs, expectations, and requirements are and has continued to verify those needs, expectations, and requirements to determine if they remain stable or change over time. (See Figure P.1-1)

Student requirements and expectations are determined by analyzing demographic trends and student results. This analysis identifies major student subgroup populations to be IEP, SES, white, Hispanic, African American, and Asian students. The most significant subpopulations are Hispanic and IEP students who also comprise the majority of SES students. Before 1995, significant numbers of IEP students were served by an external agency. D15 leaders determined that these students could be better served by bringing them back to D15 and by expanding district programs. No significant subgroup of students is now served by other educational providers. Figure 7.2-13 shows the positive flow of students entering vs. leaving D15, demonstrating that market share is increasing over time.

3.1a(2) In order to systematically determine stakeholder needs, expectations, and requirements, a detailed process, managed by a listening and learning committee, has been established. This committee of teachers, administrators, and parents, supplemented by input from the DACEE, has identified the following methods for determining satisfaction requirements, data collection processes, and data analysis (Figure 3.1-1).

The verification process described in Figure 3.1-1 is our approach to understanding the needs, expectations, and requirements of each stakeholder group. Upon verifying and validating stakeholder requirements, leadership utilizes information gleaned to strategically align curriculum, instruction, information and assessment, development, decision-making, reward and incentive structures, and budget systems.

3.1a(3) The listening and learning committee, which is the Category Three Champion Team, meets at least yearly to review staff and student surveys and data collection and analysis processes. Suggestions for improvement are received by committee members from district staff and administrators and used to improve the validity and reliability of survey questions and the data analysis process. Improvements have

addressed the wording of questions, introduction of new questions and deleting confusing questions, process changes to ensure anonymity, separating shared decision-making data by school and district, the timing of distributing surveys, and standardizing of data analysis processes. These changes are communicated to each department and school prior to data collection events so there is no confusion and data collection is reliable. These changes have led to a robust system of data collection that gives actionable feedback upon which to base priorities and decisions related to process improvements.

In addition to the activities found in Figure 3.1-1, the DACEE and senior leaders are responsible for scanning local, state, and national issues and requirements that may have an immediate or long-range effect on D15. (See 2.1b(2)) This scanning process is augmented by discussions the superintendent has with community groups and information from national conferences. This information is incorporated into Phase IV of the strategic planning process and consequently modifies Phases V through VII.

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a(1 and 2) Student and Stakeholder Relationships

Because student- and stakeholder-driven quality is one of its core values, D15 actively seeks out relationships with stakeholder groups to identify needs and expectations, provide satisfaction and performance feedback, and elicit suggestions for improvement.

Students have multiple opportunities to express their levels of satisfaction starting in the classroom with the collection of learning enthusiasm data that describes what helps them to learn, what hinders learning, and if enthusiasm for learning is growing over time. The use of quality tools such as the fast feedback form and plus/deltas give students opportunities to share their perceptions about the teaching and learning system in the classroom. Principals conduct focus groups with students to collect data during the year and with the graduating class at the end of the year. When the superintendent visits schools, he always talks to students about their satisfaction with the school and ideas for improving their educational experiences. Student satisfaction and enthusiasm survey data completes the comprehensive system which enables D15 to build relationships and enhance student learning.

D15 staff and community shareholders can express levels of satisfaction through surveys, focus groups, the superintendent's hotline, back-to-school nights and open houses, community service organization meetings attended by senior leaders, and

Student and Constituent Segment	Approach to Determining Satisfaction Requirements	Data Collection Processes	Information Requested
Community Members (including Senior Citizens)	<ul style="list-style-type: none"> • DACEE interviews • Community service groups interviews 	<ul style="list-style-type: none"> • Senior leaders' memberships in community service groups (periodically during the year) • DACEE surveys (yearly) 	<p><i>Interviews ask to what degree is D15:</i></p> <ul style="list-style-type: none"> • Providing a world-class education? • Developing good citizens? • Enhancing property values? • Maintaining fiscal integrity?
Parents and PTA members	<ul style="list-style-type: none"> • PTA presidents' interviews • DACEE parent interviews • School parent meetings • Teachers asking the three questions at the beginning of the school year about parent expectations 	<ul style="list-style-type: none"> • Parent surveys by school and during the PTA general assembly (yearly) • PTA presidents' meeting discussions (monthly) • Building PTA executive board review (beginning of school year) • Beginning of school year open house (yearly) 	<p><i>Surveys ask to what degree is D15:</i></p> <ul style="list-style-type: none"> • Ensuring a caring, safe, and orderly learning environment? • Providing well-qualified teachers? • Providing a world-class education? • Informing parents in a timely manner? • Providing a respectful, cooperative learning environment? <p><i>The three questions asked of parents at the beginning of the year:</i></p> <ul style="list-style-type: none"> • What are your expectations for this class? • What are your expectations for me, your child's teacher? • What are the expectations for providing a supportive home environment?
Certified Staff	<ul style="list-style-type: none"> • CTC teachers union executive board meetings • SCC meetings • Teacher focus groups 	<ul style="list-style-type: none"> • Teacher surveys of the conditions of teaching and shared decision-making (yearly) • Teacher shared decision-making surveys are separate for school and district level • Teacher focus groups (2-3 times a year) • CTC/management communication meetings (monthly) • SCC discussions (quarterly) 	<p><i>Surveys ask to what degree do teachers:</i></p> <ul style="list-style-type: none"> • Feel safe and secure in the work place? • Have opportunities to participate in decisions? • Have a healthy school climate? • Receive help and support? • Have staff development opportunities? • Feel informed in a timely manner? • Receive recognition? <p><i>Focus group questions probe:</i></p> <ul style="list-style-type: none"> • What are the helps and hindrances to accomplishing student performance targets? • What messages do you want administrators to hear?
Support Staff	<ul style="list-style-type: none"> • DACEE interviews • Support staff focus groups • Support staff discussions 	<ul style="list-style-type: none"> • Support staff surveys (yearly) • Support staff focus groups (2-3 times a year) • Support staff interviews (periodically and informally) 	<p><i>Surveys ask to what degree do support staff:</i></p> <ul style="list-style-type: none"> • Feel they have a safe and secure work place? • Are treated with dignity and respect? • Understand how job performance is measured and rewarded? • Feel a part of decision-making related to the performance of duties? • Have staff development opportunities? • Work together as a team? • Receive recognition? <p><i>Focus group questions ask:</i></p> <ul style="list-style-type: none"> • What in the work environment helps you accomplish your job? • What about the work environment needs improvement?

Figure 3.1-1 System for Developing Effective Relationships with Constituents (continued on next page)

regularly scheduled communication group meetings with the SCC, union executive boards, CTC, DACEE, and PTA presidents. Satisfaction issues are addressed at the meeting if possible or shortly thereafter if research is necessary. Requests that are of an immediate or serious nature are channeled to the director of communications. It is his responsibility to follow up on the resolution of satisfaction issues and to determine if a

resolution has been achieved. The Senior Exchange Program, SeniorNet, involvement in the Palatine Township Senior Citizens' Center, and annual intergenerational festivals keep D15 in constant discussions with this vital and valuable stakeholder group. All D15 stakeholders and staff have access and can address the BOE during its regularly scheduled monthly meetings.

Student and Stakeholder Segment	Approach to Determining Satisfaction Requirements	Data Collection Processes	Information Requested
Students	<ul style="list-style-type: none"> • Student interviews by the superintendent • Student focus groups • Student surveys 	<ul style="list-style-type: none"> • Student satisfaction and enthusiasm surveys (yearly) • Student satisfaction surveys for second-language learners and special education students (yearly) • Student focus groups (during superintendent visits to schools) • Student focus groups by principal (periodically during the year) • Student exit focus groups at the end of sixth and eighth grades • Program-specific surveys for ELL and special education 	<p><i>Surveys ask to what degree do students:</i></p> <ul style="list-style-type: none"> • Learn in a caring, safe, and orderly environment? • Feel treated by adults and peers respectfully and fairly? • Receive help when needed? • Behave according to expectations? • Do their best work? • Feel satisfied with school? • Feel enthusiastic about learning? <p><i>Focus group questions ask:</i></p> <ul style="list-style-type: none"> • What are we doing that you want us to continue? • What isn't working and why? • What should we do to increase student achievement?
Feeder high schools	<ul style="list-style-type: none"> • Student interviews • Articulation meetings • Administrator meetings 	<ul style="list-style-type: none"> • Ninth-grade focus groups (yearly) • High school teacher feedback (yearly) • Meeting with superintendent, central office staff, and principals 	<p><i>Interview questions ask to what degree:</i></p> <ul style="list-style-type: none"> • Are students well prepared for high school? • Are high school teachers involved in the preparation of D15 standards and expectations? • Are D15 curriculum and programs successfully preparing students for high school?
Businesses	<ul style="list-style-type: none"> • Superintendent meetings • Chamber of Commerce interviews • Business leader interviews 	<ul style="list-style-type: none"> • Superintendent meetings with business leaders (periodic) • Chamber of Commerce interviews (during meetings) 	<p><i>Interview questions ask to what degree:</i></p> <ul style="list-style-type: none"> • Are students prepared for the work place of the 21st century? • Do business leaders have a voice in the standards set for educating students?

Figure 3.1-1 System for Developing Effective Relationships with Constituents (continued from previous page)

This year, in order to increase knowledge of student, stakeholder, and market focus, surveys were segmented in order to have a better, more comprehensive understanding of our stakeholders. During 2002-03, 8,100 parent surveys were sent to all parents in D15. In our pursuit of continuous improvement, we asked the “customers” of D15 to share perceptions and opinions about D15’s schools and services. In order to further analyze the data, parent questions were segmented by school, grade level, and special education and ELL. Information was analyzed for trend data to assure that D15 continued to keep current with relevant programs and support services. By improving information-gathering approaches and further segmenting stakeholder base, D15 can better foster and maintain interactions and relationships with these stakeholder groups.

At the school level, newsletters are used to communicate satisfaction issues with parents and the community. Schools are available for community activities seven days a week during nonschool hours. Principal coffees and focus groups in parents’ homes have created open forums and give immediate responses to questions/concerns. Intergenerational programs promote relationships beyond school walls. A telephone on each teacher’s desk connects teachers to parents and decreases cycle time to respond to parent calls.

At the district level, the parent handbook and annual shareholders’ report address and report satisfaction data. D15 schools and students learning, competing, and performing activities are very visible in widely read newspapers in the region.

D15 proactively develops partnerships with community businesses for many reasons. D15 is a member of all chambers of commerce within its attendance boundaries and the superintendent or his designee attends each meeting. Discussions with chamber members help identify levels of satisfaction with D15 and address concerns if they arise. Every other year D15 hosts a meeting with area Realtors servicing its communities to market the reputation D15 has developed for its quality of education. Motorola has been a long-term partner and has shared training programs with D15. Northrop Grumman engineers who designed and built the D15 Space Shuttle also tutor junior high students in mathematics and science. Other examples of district partnerships include Home Depot’s midwest headquarters and training center and the local Target store. The D15 Investment Advisory Committee includes members of eight local businesses.

Because of D15’s fiscal stewardship of the community’s tax money, the last education fund referendum was passed in 1985. D15 promised not to have another referendum until the year 2000. To date, D15 has not needed to ask the community for additional support.

The DACEE is responsible for determining key stakeholder requirements. This is accomplished by formal discussions with each of the six stakeholder groups to define relationship objectives and key needs and expectations. Through this DACEE process, each stakeholder group validates or modifies relationship objectives and/or needs and expectations. During the year, those needs and expectations are verified by superintendent discussions with students and staff during school visits. Needs and expectations of employee groups are further validated or modified through meetings with each of the three union executive boards.

3.2a(3) Relationship Management Process ensures stakeholder delight and complaint prevention is based upon the first point of contact being responsible for resolution. With this approach we maintain high levels of loyalty and stakeholder confidence by eliminating the need to escalate issues to higher levels in the organization. Of the few complaints that were escalated to the hotline or to an assistant superintendent's office, the goal remains constant—the recovery of stakeholder loyalty, confidence, and satisfaction. To ensure learning and improvement occur, the director of communications conducts an analysis of each escalated complaint so that an identical complaint does not recur.

Relationship management is handled at the point of origin in an escalating process. D15 employees are encouraged to resolve stakeholder issues the moment they become evident. For example, because every teacher has a telephone on his or her desk and is also accessible by e-mail, he/she is much more available to resolve parent issues. If that level of resolution is not possible, the principal becomes involved in facilitating a resolution to the issue. Almost all stakeholder issues are resolved successfully at the building level. At times, issues are brought to D15 for resolution due to their legal or policy implications.

The relationship management process at the district level begins with the director of communications who is responsible for all areas of dissatisfaction. He makes every attempt to resolve each issue. If further resolution is necessary, the issue is given to D15's ombudsman, the executive director to the superintendent for administrative services, to facilitate an agreeable resolution. This process brings all participants involved in the issue together so that a final resolution can be achieved. If resolution is not achieved through this process, dissatisfied stakeholders can ask to speak to the BOE. Over the past three years, two parents and community members addressed the board and one issue was a legal regulation over which D15 had no control. This result is from a possible population of about 26,000 parents and more than 115,000 community members.

Current processes and systems in place that help capture information from stakeholders to keep dissatisfaction from escalating include the superintendent's hotline, principal scenario cards, D15's Web site, survey processes, and the information technologies help desk system. A hotline request is answered within 24 hours, and a follow-up card is sent to the initiator asking how satisfied they were with resolution of the issue, and how they believe they were treated. There have been four calls this year. D15's Web site includes the capability for the community user to send feedback of any type to D15. From the

time D15's new Web site was launched in March 2001, D15 has received more than 500 feedback responses. For the 2002-03 school year, an additional in-process measure has been added to the feedback forum on the D15 Web site. In order to improve customer relations and ensure that complaints are resolved effectively and promptly, an electronic Web-based feedback follow-up form has been added to the process. Eight days after a stakeholder submits a question or complaint, using D15's feedback forum, they receive a brief Web-based survey. The short survey asks them if they received a timely response, was the staff member courteous, to give an overall rating for their experience, and a place for additional comments. Results are tabulated and shared with senior leaders.

3.2a(4) The leadership team and director of communications review student and stakeholder relationship management to ensure the process is meeting or exceeding standards. Basic to that analysis is a review of stakeholder satisfaction response forms received from dissatisfied stakeholders to identify process improvements. This year, the Category Three Champion Team also reviewed the relationship management process to determine if current practices were rigorous enough to meet the needs of all segmented stakeholder groups.

3.2b(1) Student and Stakeholder Satisfaction Determination Figure 3.1-1 describes how D15 determines student and stakeholder satisfaction and dissatisfaction levels. Student satisfaction and enthusiasm, and staff conditions of teaching and shared decision-making survey results are used at each school's staff meeting in May to adjust current goals or determine improvement goals for the coming school year. All surveys given to students and teachers have a space for comments. One specific question asked of all survey respondents is to offer suggestions for improvement. Quantitative data are analyzed by question and scored by percentile rank. Qualitative data are analyzed by first creating an affinity diagram and then making a pareto chart of the results. Trend data are available for a five-year period.

District averages for all survey data are calculated and trend data points plotted. All comments by teachers and students directed to D15 are analyzed according to the qualitative analysis process. The data are used by all department managers to assess current performance and develop PDSA improvement cycles. Survey information is part of the agenda for CAC, SCC, and PTA meetings. The superintendent, cabinet, and leadership team analyze staff focus group feedback. This information also becomes part of CTC/administration communication meeting discussions. Staff focus group feedback is also posted on the Feedback Forum home page in the Learning Village Intranet site for all staff to review.

3.2b(2) An administrative guideline in D15 is that anyone who has requested information, made comments, suggested improvements, and/or complained be contacted within 24 hours, almost always by telephone. Follow-up for requests and/or complaints is often delegated to the staff member with the expertise to best answer the request and/or complaint. Complaints are tracked systematically by the director of communications to assure they are resolved. Even if the resolution of a complaint is not what the complainant requested, there is still a follow-up call, card, or e-mail to determine the level of satisfaction with the complaint and if they were treated courteously.

Most student requests and/or complaints are resolved at the building level through support services (counselors, principals, social workers, etc.) or through committee structures (student council, building leadership teams, conflict resolution facilitators, etc.). The superintendent takes notes whenever he is talking to students in schools if actionable requests or complaints are discussed. Follow-up occurs within the 24-hour time limit.

Staff requests and/or complaints are channeled through the personnel office for resolution. Formal complaints are resolved using contract established due process procedures. Every attempt is made to resolve issues before the due process procedure is invoked. Regular meetings with each union executive board are where complaints are discussed and resolved before they become districtwide issues. The purpose of these union meetings is to share information and take preventive action so that complaints and issues do not escalate. Teacher or support staff requests and/or complaints are also delegated to the staff member with the expertise to best respond, but follow-up is tracked through the Department of Personnel and Human Services.

Survey information has a turnaround time of six days or less

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement and Analysis of Organizational Performance

4.1a(1) Management by fact and a results focus are two core values of D15. These core values are key to another core value, continuous improvement and learning. What data to collect is determined in all cases by key goals, student performance targets, and related operational definitions. Data needs are determined by stakeholder group key requirements defined in Figure P.1-1, semiannual OEC Charting the Course discussions, Category Champion Teams, SIP analysis, DACEE review, interrelated communication groups, and departments. These sources determine both lagging and leading indicator data needed for all staff in the organization, collection timing, data formats, statistical analysis, and the kinds of decisions the data will inform. All data and information must align with the six district key goals as a primary determiner of its value to D15. Data collection methods are combined wherever possible to simplify the collection process, and at the same time, satisfy all data needs. Figure 4.1-1 shows the data used to track organizational performance (o) and daily operations (d) aligned to key goals. This comprehensive set of data allows the superintendent, cabinet members, principals, teachers, support staff, students, department managers, parents, and external stakeholder groups to analyze performance over time. The significant organizational shift that occurred districtwide because of our focus on management by fact is a sharing system of data analysis, where everyone who needs it sees everyone else's performance.

4.1a(2) The use of comparative data in D15 creates a constant challenge to find apples-to-apples comparisons. Demographic, economic, geographic, and financial variables make decisions about comparability difficult. In Illinois, some school districts are K-8, others are 9-12, and still others are K-12.

from the time the completed surveys are received in the ESC to the time the survey results, including qualitative data, are analyzed and returned to the data owner.

3.2b(3) D15 competitors do not share satisfaction data. Figure 7.2-13 shows that D15 is gaining students from competitor schools. D15 seeks out comparative student, parent, and staff levels of satisfaction with noncompetitive schools and with a Baldrige winner district so that we can analyze our data from a perspective of a top performer and neighboring districts.

3.2b(4) The continual improvement of all data collection processes that provide information about student and stakeholder relationships and satisfaction determination are reviewed by the Category Three Champion Team with input from the interrelated communication groups identified in Figure 1.1-2. This systematic review of processes and procedures related to all aspects of data collection and analysis that track and inform improvements of relationships and satisfaction has resulted in an improvement of valid and reliable data that enhances priority determination and decision-making.

Comparative data are requested for all data that are gathered. A request to a comparative local school district (CLSD) that has a similar district size and student demographic variables is the first step in this process. If that source does not collect the data we want, we then look for high performing school districts that, in almost all cases, are smaller and have less challenging demographics. We also look for comparison data in the private sector. For example, we tried to collect on-time delivery data with other bus companies as a comparison because an exhaustive search for school districts that collect this information was unsuccessful. Another example is the use of the American Customer Satisfaction Index (ASCI) as a national comparison of customer satisfaction with products and service. In addition, process owners continually scan for benchmarks that can inform and improve programs and practices that add value to D15. Internal benchmarking is a required practice between schools and within departments. Motorola University trained a team of D15 administrators about the benchmarking process and how to use it to improve processes that are critical to organizational effectiveness. D15 benchmarked a school district in Colorado and purchased J.D. Edwards software that is used for employee data, payroll, accounts payable and receivable, budgeting information, purchase orders, inventory, and general accounting. This software has increased the effectiveness and efficiency of human resources and business departments.

When D15 data are reported, they are accompanied whenever possible with comparison data as a matter of practice. D15 data consumers now expect comparison data and would not find a data set complete without it. Wherever possible, data are reported by high, low, and average performer. For example, when schools receive their student satisfaction and enthusiasm data, it is reported using highest, lowest, and average scores so that school staff know the variation within the data. Also, single points of data are not used for decision-making purposes. Trend data are required as standard practice when decisions are being made about priorities, standardizing programs and practices,

Key Goals	Success Measures	Type	Frequency	Collection Method
21st Century Skills	Book circulation	Leading (o)	Monthly	Follett System information
	Book collection	Leading (d)	Monthly	Follett System information
	X Reasoning tools rubric	Leading (d)	Quarterly	Classroom observation
	Student-to-student respect	Leading (d)	Quarterly	SIP data
	Healthy Fitness Scale	Lagging (o)	Yearly	Fitnessgram
	X Tech integration rubric	Lagging (o)	Yearly	STAR chart software
	Extracurricular offerings	Leading (d)	Quarterly	Extra duty requests
World Class Achievement	X ISAT Criteria Test (R, M, W, SS, S)	Lagging (o)	Yearly	Students tested in spring
	X ITBS Standardized Test (R, M, L.A.)	Lagging (o)	Yearly	Students tested in fall
	KIP, FLIP, SAIL Tests (R)	Leading (d)	Monthly	Word recognition, comprehension
	SOAR, Read 180 Tests (R)	Leading (d)	Monthly	Reading fluency, comprehension
	X Logramos ITBS Test (R, M, L.A.)	Lagging (o)	Yearly	Students tested in spring
	X Assess2Learn Survey Test (M)	Leading (d)	Quarterly	On-line tests
	X Assess2Learn Diagnostic Tests (R, M, L.A.)	Leading (d)	Daily	On-line tests
	KIP, FLIP, SAIL tests (Spanish) (R)	Leading (d)	Monthly	Word recognition, comprehension
World Class Tests (M, P.S.)	Lagging (o)	Every other year	On-line tests from England Curriculum authority	
Connected Learning Community	X Parent satisfaction	Lagging (o)	Yearly	Scantron survey
	X Parent satisfaction	Leading (d)	Monthly	Telephone survey
	Number of Web site visits	Leading (d)	Monthly	Web site software
	Building usage	Leading (d)	Monthly	Building use contracts
	Numbers of dollars, food, clothing, presentations, and participation in civic organizations	Lagging (o)	Yearly	Staff and student community participation
	Number of active members	Leading (d)	Monthly	Senior Exchange Report
Caring, Safe, and Orderly Learning Environment	X Student perceptions of safety, caring, and orderliness	Lagging (o)	Yearly	Student satisfaction survey
	X Teacher perception of safety and support	Lagging (o)	Yearly	Teacher satisfaction survey
	X Support staff perceptions of safety and support	Lagging (o)	Yearly	Support staff satisfaction survey
	X Student focus group perceptions of safety, caring, and orderliness	Leading (d)	Quarterly	Conducted by grade, facilitated by principals
	X Teacher focus group perceptions of safety and support	Leading (d)	2 or 3 per year	External facilitator
	X Support staff focus group perceptions of safety and support	Leading (d)	2 or 3 per year	External facilitator
	Number of claimable accidents	Leading (d)	Monthly	Bus accident report
	Number of bus conduct notices	Leading (d)	Monthly	Bus conduct tracking process
	Bus maintenance	Leading (d)	Daily	Maintenance records
	X Number of student accidents	Leading (d)	Monthly	Student accident report

Figure 4.1-1 Data used to track organizational performance and daily operations aligned to key goals (continued on next page)

resource allocation, and other significant issues that affect the academic, social, and physical well being of students and staff.

4.1a(3) The groups and processes described in 4.1a(1) assess the efficiency and effectiveness of the performance measurement system so that it is meeting the needs of those who are the consumers of data. For example, the leadership team has just

critiqued the value of the EDW and made suggestions for its improvement. These suggestions will help users to find the right student performance data by improving the descriptions of reports and grouping reports into more logical arrangements so that finding data will be more intuitive. This is the second iteration of improvements made to the three-year-old EDW. Because a variety of employee groups monitor data collection

Key Goals		Success Measures	Type	Frequency	Collection Method
High Performing Work Force	X	Teacher perception of working conditions	Lagging (o)	Yearly	Teacher satisfaction survey
	X	Support staff perceptions of working conditions	Lagging (o)	Yearly	Support staff satisfaction survey
	X	Teacher perceptions of working conditions	Leading (d)	2 or 3 per year	Teacher focus group
	X	Support staff perceptions of working conditions	Leading (d)	2 or 3 per year	Support staff focus group
		Number of NBCT certificates issued	Lagging (o)	Yearly	NBCT facilitator
		Number of CPDUs issued	Leading (d)	Monthly	Staff development participation process
		New employee orientation	Leading (d)	Periodically	Orientation survey
		New teacher induction/mentoring	Lagging (o)	Yearly	Participant survey
		Attrition of teachers	Lagging (o)	Periodically	Exit interview or survey
	X	Number of teachers recognized	Leading (d)	Periodically	Teacher recognition
		Number absent by employee category	Leading (d)	Daily	Staff absenteeism
Aligned and Integrated Management System	X	Organizational value added	Lagging (o)	Yearly	Overall ISAT performance chart
	X	Leadership effectiveness	Lagging (o)	Yearly	Systems check for district leadership teams
	X	Leadership effectiveness	Leading (d)	2 or 3 per year	Teacher/support staff focus groups
		Students exiting special education	Leading (o)	Monthly	Annual review recommendations
		Students exiting ELL program	Leading (o)	Periodically	ELL program exit record
	X	Revenues vs. expenditures	Leading (d)	Monthly	Board budget report
	X	Technology effectiveness	Lagging (o)	Yearly	CEO STaR Chart profile
		Network reliability	Leading (d)	Daily	Software tracking “glitches”
		Lunch program effectiveness	Lagging (o)	Yearly	National School Food Service survey
		Bus on-time delivery	Leading (d)	Daily	Asst. Principal checklist
	X	Organizational systems effectiveness	Lagging (o)	2 per year	Organization Effectiveness cycle (OEC)
		Custodial program effectiveness	Leading (d)	2 or 3 per year	Custodial program survey
		Maintenance program effectiveness	Leading (d)	Monthly	Work order issued vs. completed end time
	X	Aggregated school complaints by category	Leading (o)	Quarterly	Complaint tracking process

Figure 4.1-1 Data used to track organizational performance and daily operations aligned to key goals (continued from previous page)

and analysis during the course of the year, improvements and changes can be made as they are identified, including those that might be influenced by state and national changes in policy. For example, over the past two years, in-process or leading indicator data are now collected and used much more frequently for decision-making and monitoring progress. These data are aligned with annual DACEE review cycles built into the strategic planning process and are revised if a realignment of goals and/or targets occurs.

4.1b(1) Senior leader organization performance reviews are accomplished through two processes, the semiannual OEC and OPSS processes. The OEC process is a complete analysis of the organization including stakeholder needs/expectations/requirements, result trends, core process efficiency and effectiveness, strategy implementation, and mission/goal alignment. The OEC process also analyzes organizational performance for

both the short- and longer-term. The OPSS is built from the OEC Charting the Course analysis and includes those objectives and action plans that need to be accomplished in order for D15 to achieve its key goals.

The superintendent has identified those measures that he considers key to understanding and monitoring organizational performance. These are noted as an “X” next to the success measures in Figure 4.1-1. Please note that the parent, student, and staff lagging/leading indicators for safety and the parent, student, and staff lagging/leading indicators for working conditions and satisfaction are analyzed as two measures, not 10, giving the superintendent 19 measures of lagging/leading indicators for his ongoing analysis of organizational performance. When cabinet members update the superintendent on a weekly basis, it is their responsibility to alert him if any other department or operational measures are showing unfavorable or

unusual trends so that this can be addressed immediately if necessary.

The BOE and DACEE are informed by the superintendent about ongoing performance of the organization in relation to the key goals. The fact that organization success measures are aligned to the key goals makes the relationship between organization performance and Strategic Vision 2005 a 100-percent match.

4.1b(2) The communication of results to faculty and staff is accomplished through the Learning Village SIP Web site, through district generated reports, and by using the EDW. The SIP process requires each school to analyze specific sets of data as they determine improvement priorities and make decisions about what goals they want to achieve. The data is programmed into the point and click SIP site so that staff can spend time analyzing gaps, root cause analysis, and discussing improvement theories, not in finding and formatting the data as had been the case prior to the electronic version of the SIP and the development of the EDW. Principals display EDW data using LCD projectors so that all staff are analyzing the same data at the same time. They can also request different data or many versions of disaggregated data and see it immediately because of the preprogrammed reports available and the speed of the EDW.

Principals are participants in all OEC Charting the Course analysis cycles so they can report to staff all organizational performance review findings and improvement decisions that are made by the leadership team. Additionally, performance review findings are shared at the interrelated communication group meetings held throughout the year. These systematic processes assure that staff has current valid and reliable data with which to make critical decisions that will improve future organizational performance.

4.2 Information and Knowledge Management

4.2a(1) Data and information are made available to administrators and staff through the EDW, LV, and J.D. Edwards. One area for improvement suggested in our 1999 Lincoln Feedback Report was the need to better manage the large amounts of data that existed across D15. Data was not being used as effectively as possible to improve teaching, learning, and administrative efficiency. IBM Business Intelligence created a partnership with D15 for the purpose of collaborating in designing an EDW to address D15's data and information needs, specifically to support continuous improvement in student achievement. During this discovery process, 20 business questions were identified as crucial to accomplishing the student performance targets and achievement of D15's mission. The answers to these questions became the data design and acquisition focus of the EDW and guided development and deployment processes over time.

The EDW is now populated with carefully chosen and cleansed (validated) pertinent data from D15's data systems. This now allows district decision makers to access data instantly and securely via the Internet, scan already developed reports (240 preformatted reports are available for immediate analysis) and employ easy-to-use tools to discover, analyze, and mine those data. Data reports relate attendance to achievement, track

enrollment histories, disaggregate all test results by subgroup performance, and give this information in trend strings of at least three years, in most cases, five. Data can be drilled from D15 level to the school to the individual child. Because all the data is cleansed before it goes into the EDW, D15 staff can be assured of the quality of the data. The EDW is used to make business decisions, for trend analysis, and to set improvement targets, not for the operational or daily transactions necessary to run D15. This means the data are historical, are read-only, are current but not real-time data, are maintained by batch loads that are cleansed from original sources, and has infinite data growth potential. These EDW "rules" ensure data integrity and accuracy and creates the ability to do data analysis anytime it is needed. Security is handled through a pass code system accessible only on certain computers on senior leaders' desks. Systems management of the EDW includes system backup and recovery, performance and capacity management, problem management, and operational management.

Data that do not reside in the EDW are the responsibility of the data owner and in many cases, the department leader. These data are generally used for operational decisions and have similar "rules" related to their use.

J.D. Edwards is D15's financial software package, which includes purchasing, accounts payable, accounts receivable, payroll, warehouse/inventory, and general ledger. The software has enabled D15 to decrease processing time and increase reporting capabilities. In addition, school and department staff have access to the software accounting and warehouse module.

Building and department staff have direct access to their budgets so they can now check balances at any given time and print their own expense and detail ledger reports. This enables them to evaluate their budget and expenditures in a more timely fashion as opposed to waiting for the business department to disburse their reports which was done on a monthly basis in the past.

Building and department staff can now access warehouse supplies through the inventory/warehouse module. By introducing this module, staff can receive their items and be charged for them within a 24-48 hour time frame. Once the item has been charged, staff can also view detailed information by account immediately after selection versus waiting until month end for the charge to be made manually with no detailed information.

Payroll time entry allows for more streamlined processing. There are more fields available to store information about an employee which allows versatility in extracting payroll information. The software gives flexibility for storing information which, in turn, allows for a great deal of reporting options.

4.2a(2) Since the early 1990s, D15's purchases of technology hardware required reliability as a key criterion. Computers, printers, servers, telephones, video monitors, and projectors are purchased from major manufacturers known for their quality products. Computers, for example, are purchased from what the industry terms "tier one" manufacturers to ensure reliability and quality. When purchasing workstations, D15 specifies an extended warranty on parts and labor to assure the manufacturer repairs the workstations.

Users identified the issue of network reliability as a high priority in 2001. The data show the reliability of the present local and wide area network had been decreasing and that a new network was required to assure high reliability. The BOE approved upgrading D15's internal wiring and network electronics in 2001, converting the legacy token-ring network to a state-of-the-art Category 6 Ethernet environment by summer 2002. In addition, D15's present wide area network has been changed to a proven reliable network used by benchmark districts. The new network assures 99.983 percent reliability.

Software is purchased using reliability and user-friendly criteria. Users provide feedback about software packages they require to meet district goals. A partnership has been formed with a vendor who knows and understands the software used in D15. When new software is produced, D15 delays purchases until the software is deemed stable and reliable. D15 provides training on new operating systems and software packages, delivered in a variety of ways that are convenient to the end user.

Aging hardware is upgraded if usable or discarded when the useful life of the equipment has been exceeded. This process provides up-to-date and highly functional hardware throughout D15 and assures that hardware reliability is not a problem. A three-year hardware replacement and/or update cycle is described in D15 technology plan.

Student and staff user safety is enhanced by a state-of-the-art firewall filter that protects internal systems from hackers and also protects students from unsuitable Web sites and information delivered to their desktops.

4.2a(3) Organizational needs for data drive the collection of data. This becomes evident when the OEC Charting the Course diagnostic cycle is employed. During this cycle, data that tracks student performance target results and data that departments use to track above-the-line contributions are evaluated for usefulness, accuracy, and value in relation to the investment of time in collection and analysis. This diagnostic process results in a continual improvement in availability and relevancy. One example that occurred recently was the result of changing an operational definition related to the second-grade reading goal. That change required a change in the parameters of an EDW report so that analysis would be easier.

To identify needed improvements to the EDW, members of the interrelated communication groups who are frequent data users are asked at least once a year if the data necessary to make good decisions are the right data and available at the right time. The answers to these two questions help realign data gathering and analysis processes to add value. For example, one comment about the right data question was that if students stayed in D15, did their performance improve over time? This is a logical question that comes from the difficulty of determining the relationship between achievement and student mobility rates, especially because some of our schools have mobility rates greater than 40 percent. One set of data in the EDW was designed to answer this question. Other processes used to keep data and information current with needs and directions were described in 4.1a(1).

4.2b(1) Organizational knowledge is managed in D15 through the use of its Intranet Web-based Learning Village (LV). The purpose of the LV is to provide all staff members the ability to communicate, collaborate, and access vital information electronically. LV has an electronic student progress reporting system, a user-friendly template for teachers to use in creating Web pages, subject area program descriptions, staff development information, D15 curriculum, SIP page, a quality tools site, all PDSA plans by subject area or department, a staff evaluation process page, certification renewal application information and forms, a feedback page that posts all feedback results from surveys and focus groups, a professional library access page, and a learning resource center teachers page. LV was developed in response to specific concerns regarding communication, articulation, training, and technology. It builds connections within D15 that supports world-class learning and a high-performing work force.

The identification and sharing of best practice is addressed through information collection and exchange in LV, benchmarking, teamwork and collaboration activities within groups and across groups reported in Figures 5.1-1-2, and through the interrelated communication groups described in Figure 1.1-2. These four approaches assist in the collection and transfer of expert knowledge about programs and effective practices across D15. Managing organizational knowledge has become more important in D15 as retirement rates increase and program and practice expertise walks out the door. D15 has moved quickly to set up these four approaches to answer this need.

4.2b(2) D15 ensures data and information integrity, security, and confidentiality through established procedures that include authorized access and password requirements for all users and Internet filter provider monitoring of all network transactions. Required field entry screens control accuracy along with standard definitions for field entries and continual training for all staff who are responsible for data entry. The manager of application services and D15 school improvement facilitator cross check critical data especially student performance data, to validate accuracy. Reliability and timeliness are addressed using back-up protocols, system testing, and monitoring system reliability. Security and disaster recovery plans exist for all mission critical data systems. A preventative maintenance plan has been recently designed for all network hardware to address past reliability and timeliness issues.

The technology team, consisting of the manager of infrastructure and operations, technical support specialists, manager of user services, Learning Village specialist, and instructional technology coordinator, meets monthly and evaluates hardware/software mechanisms to ensure they are current in relation to district needs and requirements. Reliability and ease-of-use issues of district hardware/software are also evaluated during meetings so that a systematic review of all hardware/software integrity, timeliness, reliability, security, and confidentiality issues occurs on a regular basis. CEO STaR Chart data (see Figure 7.5-5) are analyzed to measure system improvements over time and to identify areas for improvement. Customer satisfaction trend data and the cycle time for help desk requests are reviewed during team meetings.

A Contingency Plan for Disaster Recovery includes recovery team member identification, team member responsibilities, the disaster recovery process, the hot site location, lock box

location and contents, vendor phone numbers, and a disaster recovery phone tree. The plan has been simulated and found to perform as designed.

5.0 Faculty and Staff Focus

5.1 Work Systems

5.1a(1, 2, and 3) Organization and Management of Work

The organization and management of work for all staff in D15 focuses on the contribution each makes to the accomplishment of the district mission. D15 cannot produce world-class learners by building a connected learning community if all work systems are not aligned and contributing to that mission. All superintendent cabinet members have, as leaders of their departments, the desire to create a world-class service that gives students the conditions for learning and the resources needed to become world-class learners.

The beginning point for organizing and managing work at the district level is the department descriptions of their vision and mission. Department staff answers a series of audit questions to further clarify how they contribute to the accomplishment of the D15 mission. These questions are:

- Who are your (department, school) customers and what do they want? How do you know?
- What are the short- (this year) and longer-term (2 to 3 year) goals for your (department, school)?
- How is leadership defined in your (department, school)?
- Do you have the right information at the right time to make effective decisions?
- Is your (department, school) staff skilled and motivated to achieve what their customers want? How do you know?
- Are your (department, school) processes efficient and effective? What data do you analyze to know if processes are efficient and effective?
- Where are your (department, school) current results? How do you know?

The answers to these questions drive the development of department operational definitions and school SIPs. Operational definitions define products and services most important to the customer, how the quality of the product or service will be measured, the specific measurement process, and the decision criteria or target level the product or service needs to perform at to meet or exceed customer requirements. Operational definitions are then used by individual staff members to determine the work that needs to be done and the level of quality that needs to be reached.

School level work is organized and managed through a focus on the student performance targets. The SIP determines priorities for work improvement. School level SIP's, which are designed based on a PDSA flowchart, can only choose priorities and goals from the student performance targets. The SIP structures the organization and management of work for teaching staff by describing the student performance target to be achieved, the key strategies teachers will implement, the key implementation activities, and the key in-process or formative measures

teachers will use to monitor student progress. Additionally, the teaching staff conducts a Baldrige-based self-assessment of their classrooms to determine the “vital few” opportunities for improvement that will strengthen the instructional systems of the school. Those opportunities are also part of the SIP and are designed to improve work conditions and the efficiency and effectiveness of instructional processes.

In 1994, the CTC, district administrators, and BOE developed a shared decision-making process that includes a rationale, beliefs, benefits, and describes training and available support mechanisms. This approach promotes cooperation, initiative, and capitalizes on the diverse ideas, cultures, and thinking of each school community. Site-based teams are empowered to make decisions related to budget allocations, organizing school and classroom time, setting school goals, and staff development. Yearly evaluations and improvement cycles of the shared decision-making process is conducted through staff surveys and focus groups. A recent example of improvement is the use of a prioritizing process to narrow the school-level decisions made by consensus.

It is used as part of the SIP development process and for other major decisions that school staff have determined need to be decided by this process. District-level department committees and work teams use the same process although the decision-making type is a consultative model rather than the consensus type used at the schools. District decisions include those related to the design, development, and/or deployment of curriculum, instruction, and assessment programs and practices. The recent language arts program improvements are but one example.

The interrelated communication groups and teamwork/collaboration activities reported in Figures 5.1-1–2 support communication and cooperation within and between work groups. The work teams have been designed to promote collaboration, idea and practice improvement sharing, and a sense of ownership in the significant processes that drive the performance of the organization.

Two to three meetings each year support innovation and agility between departments with department managers. The purpose of the meetings is to share PDSA plans, to share progress, and to learn techniques and strategies from each other. Schools support innovation and agility through the practice of benchmarking, which is a requirement for every school related to a SIP improvement goal(s).

Skill level and experiences are managed by data analysis (staff turnover, minority employees, employee satisfaction, attrition of first-year teachers, training hours, shared decision-making, awards, salary surveys, etc.) and incentives. Hiring practices allow flexibility in the years of service D15 will honor when excellent teacher candidates bring experience to the position. D15 hires experienced teachers wherever possible. D15 has a goal and incentive structure to motivate teachers from all schools to achieve NBCT status so that there is a relatively equal distribution of board-certified teachers in all schools

Teamwork/ Collaboration Activity	Within Groups
Study Groups	Across grade-level teachers at a school
Monthly Support Staff Communication Meetings	All program assistants at each school site
Monthly PDSA Improvement Teams	Representatives from staff at each school
Monthly Secretary Meetings	Building secretary from each school
Monthly Custodial Meetings	Head custodian from each school
Jr. High Cluster Meetings	Jr. high principal and feeder school principals
Monthly Curriculum Advisory Council (CAC)	Teacher from each school and Department of Instruction (DOI) staff
Monthly Reading Meetings	Reading specialist from each school and DOI staff
Monthly Language Arts Meetings	Across grade-level teachers from each school and DOI staff
Monthly Elementary Math Committee	Across grade-level teachers and DOI staff
Monthly Junior High Math Committee	Across grade-level teachers and DOI staff
Semiannual Space Shuttle Committee	Teachers
Monthly Junior High Science Committee	Across grade-level teachers and DOI staff
Monthly K-8 Health Committee	Across grade-level teachers and DOI staff
Monthly Case Manager Meetings	Special education case managers from each school and DOI staff
Monthly Local Professional Development Council (LPDC)	Teacher representatives
Monthly Instructional Technology Facilitators (ITF) Meeting	Representatives from each school and DOI staff
Monthly Level II Gifted Teachers Meetings	Level II gifted teachers and DOI staff
Monthly Social Studies Committee Meetings	Across grade-level teachers and DOI staff
Monthly Social Workers Meetings	Social workers from each school
Monthly Psychologist Meetings	All psychologists in the school district
Monthly Health Services Meetings	Nurses from each school
Monthly Speech Therapist Meetings	Speech therapists from each school
Quarterly Occupational/Physical Therapist Meetings	Occupational and physical therapists from each school

Figure 5.1-1 Team Meetings Within Groups

(See Figure 7.4-5). Because of these guidelines and practices,

Teamwork/ Collaboration Activity	Across Groups
Monthly Bilingual Team meetings	Bilingual teachers, ESL teachers, and TPI tutors
Monthly Educational Support Personnel Communication (ESPA) Council	Representatives from ESPA and administration
Quarterly PDSA Improvement Teams	Representatives from employee groups affected by the goal
Quarterly Service Employees International Union (SEIU) Labor/Management Meetings	Representatives from SEIU and administration
Monthly Classroom Teachers Council (CTC) Communication Meetings	CTC executive board and Superintendent's cabinet
Biweekly Leadership Team Meetings	All principals and superintendent's cabinet
Insurance Committee	Representatives from all employee groups
Monthly Learning Resource Center (LRC) Meetings	LRC teacher from each school, DOI staff, and technology representatives
Monthly Superintendent's Communication Council (CAC) Meetings	Teacher representative from each school and Superintendent's cabinet
Monthly Policy Committee	Superintendent's cabinet and principal representatives
Monthly District Fifteen Educational Foundation Meetings	Representatives from community, Board of Education, PTA, and administration
Monthly Safety Committee	Representatives from food service, transportation, custodial services, and administration
Quarterly Teacher Induction Advisory Committee	New teacher and experienced teacher representatives, principal representative, and induction facilitator

Figure 5.1-2 Team Meetings Across Groups

10.72 is the lowest average of years of teaching experience in one of D15's schools, and 17.27 the highest. The school with the lowest average of teaching years just opened six new classrooms.

5.1b Faculty and Staff Performance Management System
Critical to the development of a high-performing staff is the evaluation process that stresses growth and inspires improvement. A district cross-functional team evaluated the old process and revised it using benchmarking as the approach for improvement. The goal of the revision was to link instruction, supervision, and evaluation to staff development. Eight schools and businesses were benchmarked during this revision process because of their reputations for outstanding evaluation programs. Choice is created in the process that begins with teacher self-assessment, and includes different approaches, options of multiple year growth goals, and the ability to create an individual plan or work with a group of peers on a common

plan. District staff and selected evaluation experts throughout the state, including the Illinois Education Association (IEA), have reviewed the teacher evaluation process and indicate it to be one of the best processes now existing in the state. Feedback information has been collected from staff members and administrators and is used to improve the process yearly. Examples of improvements include the development of an instructional video of actual exemplary practices used in various schools in D15. Refinements have also been made to align teacher professional growth plans to the student performance targets (Figure 5.1-3).

Administrators are evaluated on their ability to make the system (school, department, district) the best it can be (to optimize the system) so that the district mission is accomplished. The principal evaluation focuses first and foremost on the degree that the administrator's school meets, exceeds, or documents growth toward meeting or exceeding the student performance targets. This process begins with a self-assessment describing the SIP goals, the results or summative data, and "glows" (strengths) and "grows" (opportunities for improvement) related to each goal. The administrator is also evaluated on his or her ability to create a community of collaboration, the use of shared decision-making, and the degree that student, staff, and parent satisfaction goals were achieved. The administrator documents benchmarking examples of asking for and offering help in order to improve the results of all schools. The self-assessment is shared with the assistant superintendent for instructional and special services who solicits additional input from others who are knowledgeable about the performance of the administrator and incorporates those perspectives into the final document. The document becomes the basis for discussions regarding the administrator's job responsibilities, results the administrator has achieved, areas for improvement and growth, new skill and/or knowledge development, and job targets for the next year. This process creates fairness, clear expectations, and feedback about the administrator's performance that is centered on his or her self-assessment and is clearly linked to actual performance.

The current support staff evaluation process is being improved because a root cause analysis determined that a lack of clearly defined standards and processes were creating dissatisfaction. The improvement theory is that the development of a well-defined evaluation process that includes measurable quality standards will create the opportunity for support staff to be high-performing and be able to

contribute to D15's mission. Action steps have been developed and will be implemented next school year.

Staff compensation (See 7.4-17) and recognition are essential components of a high-performing staff. D15 negotiates five-year agreements with the CTC, ESPA, and the SEIU. Examples of staff incentives picked from a long list of incentives by members on the Category Five Champion Team were:

- Teachers receive a \$2,500 bonus each year for 10 years, a plaque, and BOE and state recognition for becoming a national board certified teacher.
- Teachers and support staff can receive a superintendent's minigrant for an innovative idea they want to implement. The grant includes money to implement the idea, a recognition reception, and an end-of-grant presentation.
- All staff at a school can participate in the U.S. Department of Education Blue Ribbon School of Excellence program. The superintendent and BOE give the award-winning school an engraved plaque, exterior sign for the school, recognition banquet, shirts for each staff member, Blue Ribbon logos, a trip to Washington, D.C. for the official recognition, and \$25,000 added to the school-based budget.
- All teachers, administration, support staff, and Senior Exchange members can be nominated as employee of the month and be honored at a board meeting with a plaque, flowers, and a photograph. In addition, the employee of the month is featured in *Check This Out* and is recognized on Channel 44, the in-district video distribution channel.
- Certified staff can receive additional compensation through lane movement that results in a higher salary.

All staff are honored on recognition day with service awards, a "thank you" celebration, employee recognition, and picnic every other year. A unique program for recognizing employees is the SCC Employee Recognition Award for Exceptional Service. This program provides employees with the opportunity to nominate colleagues to receive special recognition for service above and beyond normal job expectations. More than 200 employees from all classifications and departments were award recipients this year and were honored along with their nominators at an afternoon reception.

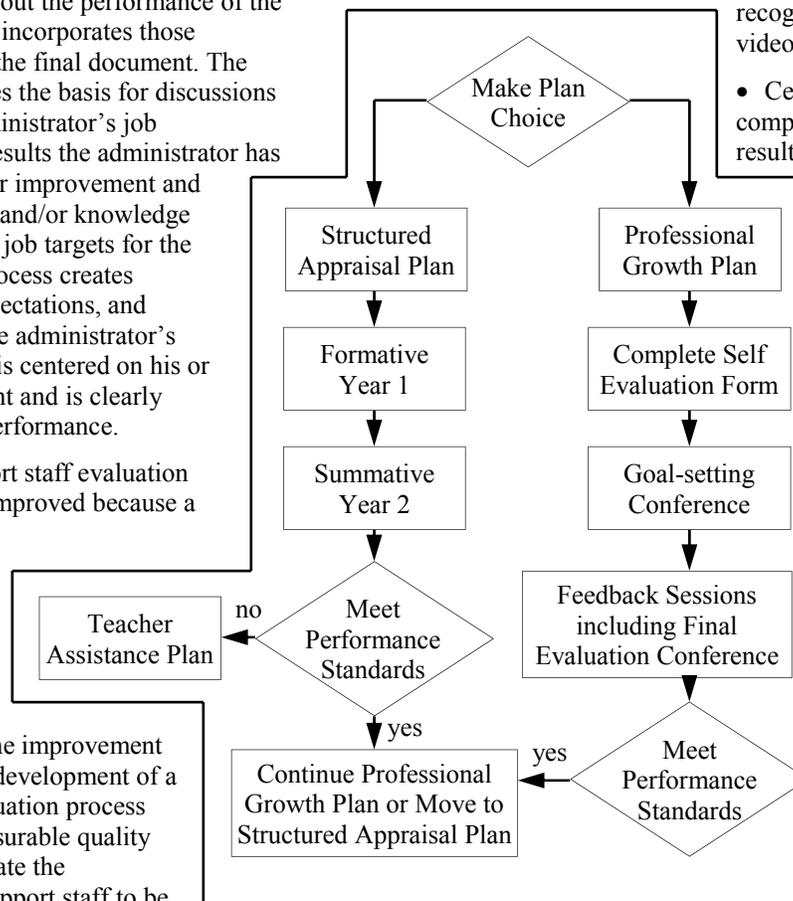


Figure 5.1-3 Flow Chart for Evaluation

Other incentives staff value include staff training programs, opportunities to present inside and outside D15, site visits within and outside D15, local and national conference attendance and presentations, voluntary job transfers, tuition waivers, and study group meetings. Specifically, these incentives are aligned to help staff develop the knowledge/skills, attitudes, and motivation to achieve the student performance targets.

5.1c(1) Hiring and Career Progression Characteristics and skills needed by potential faculty and staff are determined job descriptions and, for teachers, by the Illinois Professional Teachers Standards (IPTS). Job descriptions are continually updated to reflect the skills, knowledge, and responsibilities the position requires. The IPTS has been adapted by D15 staff to define the specific behaviors new teachers must master by the end of their second year of employment in all eleven standards. These behavior descriptions are then aligned with hiring practices, the induction program, and staff development opportunities.

5.1c(2) In February 2002, the Department of Personnel and Human Services asked each employee hired during the last three years how they learned about openings and what attracted them to D15. The data identified three major sources used to find information about openings in D15, the D15 Internet site being one of them. At the top of the list for attracting new hires were D15's reputation and the salary and benefits package. Besides Web site job posting, personnel department representatives attend approximately 11 job fairs each year. These specific job fairs, from past experience, have been the best avenue for finding top quality candidates. A brochure given to potential hires describes the D15 teacher induction/mentoring program and the benefits package. This recruiting process, supported by D15's reputation, has resulted in a pool of approximately 1,500 potential teacher candidates each year.

After an initial paper screening, each potential hire is given a structured interview. An extensive criminal background check is conducted on all new employees. All new employees participate in an extensive orientation so that they understand the culture of D15 and job performance expectations.

In order to reduce cycle time for principals to access applicant files, D15 moved to a Web-based system for receiving and retrieving applicant information. The program will search all applicants and provide the principal with the applications for those who qualify. As a result, both time and copying costs are saved, and applications are available immediately after an applicant submits it on-line.

5.1c(3) The leadership succession process for senior central office leaders follows a six-phase process. The first phase is to confirm the vision for the future of D15 and the major challenges it will face in the next four to five years. The second is to put into place a selection process designed from superintendent and board input. The third phase is the superintendent and board coming to consensus about the criteria for selection, and the fourth phase is conducting the search, always on a national scale, to find the best candidate for the position. The fifth phase is a broad scaled interview process to identify the candidate that best exemplifies the core values of D15, believes

in the mission and key goals, and best "fits" into the existing culture. The last phase provides for overlapping start and stop dates so that newly appointed leaders can spend on-the-job time with the current position holder in a coaching arrangement, ensuring a seamless transition.

Helping staff achieve their job goals and career objectives is very important to D15. A comprehensive staff development plan is available for all staff members, including support staff. For those building assistants and assistant principals who are looking to move into leadership positions within D15, a year-long new leaders training program has been designed and developed to help aspiring leaders understand the leader's role in a high-performing organization. The superintendent and cabinet members, with principal participation, facilitate the program. D15 is the only district in the state and likely the nation to offer an executive coaching experience to aspiring new leaders and first-year principals. The external coach meets monthly with each leader in a confidential conversation about professional or personal issues that challenge leadership performance. The goal is to provide every opportunity for new leaders to be successful in their leadership positions where high performance is an expectation.

5.2 Faculty and Staff Learning and Motivation

5.2a(1) Faculty and Staff Education, Training, and Development Continual improvement requires systems designed to support and encourage opportunities for employee growth and learning throughout D15. In order to ensure that all staff development activities support D15's strategic plan, direct links between staff development activities and the six key district goals are established. All staff development activities in D15 must be aligned to these six key goals and the student performance targets if they are to be supported by D15. Each staff development initiative is assessed to determine the alignment between it and district goals. (See Figure 5.2-1)

5.2a(2) D15 has placed a greater emphasis on teacher induction in response to recent adjustments in Illinois teacher certification laws, and to address one of D15's challenges described in the Organizational Profile.

A full-time teacher induction facilitator/trainer who has NBPTS certification coordinates the induction/mentoring program and works closely with the personnel department in the development and application of a four-year curriculum, which corresponds to the state's four-year probationary period. The curriculum is based on mentoring program standards for the Mentoring and Leadership Resource Network of the Association for Supervision and Curriculum Development, and incorporates separate tracks for beginning teachers and experienced teachers new to D15. The curriculum is designed so that at the end of four years, new teachers will be well prepared to seek NBPTS certification if they so choose. Each new teacher is matched with a mentor teacher for one year. The mentor teacher is carefully chosen for his/her ability to mentor and has teaching experiences similar to the new teacher's assignment.

A Teacher Induction Advisory Committee helps provide additional direction and evaluates feedback from new teachers and mentors to enhance and refine both the new teacher and mentor facets of the program. For example, the five-day induction

Key Goals	Staff Development Activities (2002-03)
21st Century Skills	<ul style="list-style-type: none"> Principal’s Training Teachers on quality tools applications (4 hours) Drama, visual, and fine arts training (32½ hours)
World-Class Achievement	<ul style="list-style-type: none"> Language arts adoption (294 hours) ELL (37 hours) Special education (53 hours) FLIP, KIP (9-12 hours) Math, Math coaches (38 hours)
Connected Learning Environment	<ul style="list-style-type: none"> LV Web page design (43 hours)
Safe, Caring, and Orderly	<ul style="list-style-type: none"> Blood-borne pathogens (1 hour) Safety updates (3½ hours)
High-Performing Staff	<ul style="list-style-type: none"> Assess2Learn (44 hours) Study Island (38 hours) EDW (38 hours) Classroom as a System (4 hours) Mentor/New Teacher (60 hours)
Aligned & Integrated Management System	<ul style="list-style-type: none"> Six Sigma (3 hours) <i>What Works in Schools</i> (9 hours)

Figure 5.2-1 Staff Development Activities (2002-03)

training program agenda has been improved each year based on feedback. New agenda items include a session on professional ethics, an expanded technology overview, visits to demonstration classrooms in all subject areas, and an expanded balanced literacy overview explaining specific literacy strategies.

See 5.1c(3) for leadership development practices.

5.2a(3 and 4) The current staff development process at D15 was designed and implemented after benchmarking several national organizations considered best-in-class for employee development systems. These benchmark sites included school districts who were recognized for the National Awards Program for Model Professional Development, key findings described in the APQC best-in-class report, and those who have best implemented the National Staff Development Council Standards for Staff Development.

Ongoing district-level staff development needs are identified through four primary methods:

1. Yearly review of the Strategic Vision 2005 Key Goals and Strategies by D15 leadership team to analyze progress and to determine priorities for staff development activities.
2. Yearly reviews of improvement opportunities and operational definitions found in each School Improvement Plan to determine priorities for staff development activities.
3. Quarterly reviews of progress and analysis of results by groups such as the SCC, CAC, ESPA, SEIU, and individual building staff development teams.
4. An end-of-year review by senior leaders to identify areas for growth and improvement.

Building-level staff development activities are aligned to the

goals found in each SIP. Building staff development committees design activities and expend resources based on their contribution to achieving the goals of the SIP. Significant district resources are provided for these activities as part of the shared decision and site-based budgeting processes.

Staff development is delivered through a number of modalities; workshops, professional library resources (books, videos, training packages), conferences, benchmark visits, and training using the D15 video distribution system.

The state of Illinois recognizes D15 as a certified provider of continuing education serving our employees and the employees of other districts. Professional development information for all D15 offerings must be aligned to the student performance targets or board goals. D15’s Professional Development Web site communicates all offerings, availability of courses, and the ability to register for on-line training.

5.2a(5) Figure 5.2-2 shows the process used in D15 to reinforce knowledge and skills that are learned during workshop and training activities. After a workshop is offered, the teacher or staff member identifies one of three tracks to reinforce and apply knowledge and/or skills learned, independent study, whole-faculty study groups, or a reading group. These tracks merge during sharing sessions with other teachers and staff members to extend and refine what was learned and what results were achieved during application. Content coordinators usually facilitate study groups and sharing sessions or department managers facilitate support staff sessions.

5.2a(6) This year, a total of 294 hours was dedicated to staff development for literacy programs. This included professional development by district and outside staff, as well as study groups in school buildings.

Participants in all training sessions completed an evaluation form that assessed the value of the training to implement the new literacy program. The information was used to make adjustments to future training.

Evaluation of the training done for the intervention programs consists of feedback surveys immediately following the training, as well as observations from ongoing coaching. When coaching results indicate an area of need, additional training is delivered.

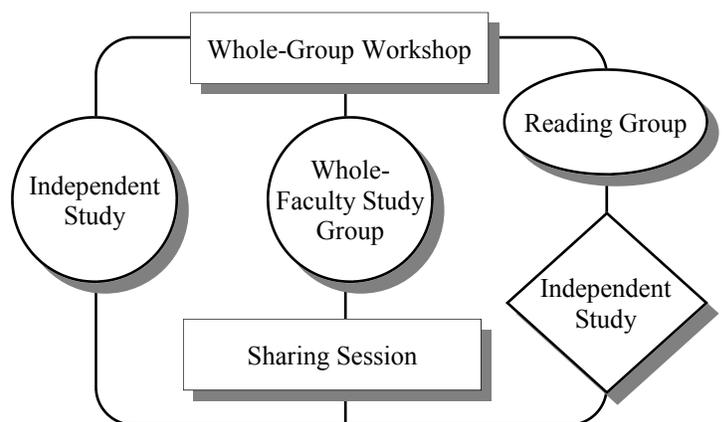


Figure 5.2-2 Process Used to Reinforce Knowledge and Skills Learned During Workshop and Training Activities

Each study group does a self-evaluation at the start of each meeting. Teachers self-report their reflections on what was discussed the prior month and how this was implemented in their classrooms. The focus of the self-evaluation is on what worked and how it impacted student performance.

Independent study is part of the teacher professional growth plan which is a form of staff development. After independent work, the teacher and administrator meet in a sharing session to review examples of work and ideas developed during the independent study. There are usually two to three of these meetings during the year so that a continuous dialogue is established that focuses on new knowledge and/or skills learned and how that is applied to improve student performance.

Support staff training is evaluated by participants using standard evaluation forms and plus/deltas. Plus/deltas have been proven effective for ongoing training of all staff because delta suggestions are incorporated in future improvements of the training design.

5.2b Motivation and Career Development Staff members are encouraged and motivated to be high performers by involving them in significant decisions about their work environment and in curriculum, instruction, and assessment issues. The “what” to do is clearly defined by the D15 mission, key goals, and student performance targets. Staff has considerable latitude about “how” to achieve the mission. School-based decisions give professionals the ability to exercise their professionalism and work together to accomplish significant goals for all students.

Formal strategies that teachers and staff say develops and utilizes their full potential include the ability to go to conferences and present their ideas and achievements, NBPTS opportunities, the teacher performance review process, benchmark visits to other schools, and staff development activities.

Informal strategies include recognition that highlights teacher accomplishments, celebrating successes of a group of teachers or staff (for example, a pizza party for custodian customer satisfaction results), personal notes (the superintendent has sent more than 350 to staff this year), verbal praise, and “pats on the back.”

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a (1 and 2) Work Environment The work environment for teachers in D15 is one of the best in the nation. D15 teachers rate their working environment as safe and secure (97 percent) and clean and well maintained (91 percent). In 1987, the community, by a two-to-one margin, passed a \$64 million bond issue, supplemented by \$30 million in Health/Life Safety funds to renovate or rebuild each school in D15. Every school in D15 is now a beautiful environment in which to work, is asbestos free, and meets all Americans with Disabilities Act requirements. School administration and staff annually set priorities for work environment improvement. Most preventive maintenance is completed over the summer without interruption to working and learning environments.

All state and federal work environment requirements are monitored and kept current (See 1.2a). D15 coordinated training programs in the areas of first aid, CPR, self-defense, and correct lifting and climbing procedures help staff provide safe

care and prevent accidents for themselves and others. To further address safety issues, D15 purchased equipment such as lifting belts for maintenance employees, stepladders for each classroom, walkie-talkies for monitoring large areas such as playgrounds, and security systems that require access through identification. In August 1999, the D15 Safety Committee and all building crisis teams refined plans and procedures. Standard policies and processes designed to safeguard our schools and their occupants are now in place across D15. D15 uses safety videos for classroom teachers, distributes safety bulletins, reviews all accident claims, and visits other school districts to benchmark safety programs. Other safety and work environment enhancements include:

- Bus evacuation training twice a year for students.
- Disaster drills.
- Training and policies on playground safety, and safe and orderly movement throughout the building.
- Regular inspection of all buildings for safety and environmental issues.
- Playground supervisors have two-way radios and first-aid fanny packs for emergencies.
- Physical education teachers and other employees receive instruction in CPR.
- All schools are secured and have visual monitors at the main door.
- Districtwide emergency radio system.

With telephones on every teacher’s desk, a teacher can immediately report a problem and get a rapid response. This includes 911 calls.

D15 considers safety of utmost importance; consequently, this priority is evaluated by the safety committee on a continuous basis, resulting in immediate attention to supporting the well-being of employees and students.

5.3b(1) Faculty and Staff Support and Satisfaction Faculty and staff requirements that affect well-being, satisfaction, and motivation is listed in P.1-1. These requirements are determined through the listening and learning activities listed in 3.1-1.

5.3b(2) The compensation package for employees in D15 includes both salary and fringe benefits which consist of health, dental, and vision insurance, portable life insurance, disability insurance, workers’ compensation, unemployment insurance, retirement incentives, Medicare, sick leave, bereavement, personal leave, family medical leave, and annual flu shots. D15 offers financial planning seminars, 403(B) options, and is the only district in the state to offer a 457 plan. Senior Exchange participants receive a free physical and TB test, and a Medicare supplemental insurance stipend. Recent changes in the collective bargaining agreement were in response to feedback from employees for new programs. An example includes tuition reimbursement for teachers. A committee of employees designed the procedures for implementing the program that will be evaluated during the first year of implementation to determine if changes are needed. Benefits added for all employees include direct deposit of paychecks and long-term care insurance that can be purchased by any employee.

In addition, D15 offers staff services through the Employee

Assistance Program (EAP). Staff members use this program for a broad range of personal issues and concerns, which might affect their personal life and, therefore, job performance. The consultation and referral service is free to D15 employees and their immediate family members. It is made clear to employees that they remain anonymous when using this service and that accepting treatment will not endanger their job or career.

Staff members have multiple opportunities for recognition through such events as employee of the month, *News From Our Schools*, the employee recognition program, tenure reception, mentor teacher reception, and *Check This Out*.

5.3b(3 and 4) The Conditions of Teaching Survey results

6.0 Process Management

6.1 Learning-Centered Processes

6.1a(1) Learning-Centered Processes In order to address parent requirements for a world-class education and student requirements to be satisfied with school and be enthusiastic about what is learned and how it is learned, the three key learning-centered processes that can best address those requirements have been determined to be curriculum, instruction, and assessment. The basic priorities of the first two key goals of 21st century skills and world-class achievement have been translated into student performance targets. (Figure 1.1-1) The D15 student performance targets anticipated the No Child Left Behind (NCLB) federal legislation by two years. Meeting or exceeding the student performance targets means that D15 students would have exceeded NCLB requirements. Three foundational skill areas—literacy, math, and science—are critical to achieving those targets. D15 curriculum defines the content to be taught in these three areas, the instructional process helps teachers teach the curriculum to students, and formative and summative assessment measures how successful the curriculum and instruction processes are in helping students to meet or exceed targets. A requirement of all curriculum is that it is aligned with state standards and organized in a logical sequence. An instructional requirement is that a focus on differentiated instruction address individual student learning profiles, developmental (readiness) levels, and interests.

Our curriculum frameworks for the three foundational skill areas—the balanced literacy framework, the inquiry model for science, and the math investigative approach guide instruction. Using the balanced literacy, inquiry, and investigative approaches maximizes student learning and reduces the necessity for reteaching. The use of quality tools by students and teachers in the classroom, flexible grouping, math manipulatives, science kits, and the Space Shuttle program are instructional examples that promote differentiated, hands-on, active, engaged learners across all curriculum areas.

6.1a(2) Curriculum, instruction, and assessment requirements were determined by using research, the professional content standards, the Illinois standards, D15 learner statements, employee needs and expectations, benchmarking, best practice, data analysis, student needs and expectations, stakeholders' needs and expectations, employee capability to deliver the program, and government regulations and guidelines. The key

indicate D15 teachers generally enjoy their work, are enthusiastic about what they do, and feel they are treated as professionals. (See Figures 7.4-12–15) This information helps to judge employee well-being and satisfaction with their work environment. The Shared Decision-Making Survey also indicates staff well-being, satisfaction, and motivation. Department and program satisfaction surveys are used to collect and analyze satisfaction information from non-certified staff. All staff well-being, satisfaction, and motivation results are aligned to the high-performing staff goal. This means that priorities and resources are focused on issues that need the most improvement in order to assure that all staff is satisfied and motivated to perform to their best potential.

requirement is that these foundational learner-centered processes create the necessary conditions for a quality of teaching and learning that achieves the student performance targets, therefore achieving the key goals of acquiring 21st century skills and world-class achievement

Curriculum requirements are defined in the written CFPM Curriculum Development Plan. For example, state and local requirements include correlates with BOE goals and includes collaboration with other agencies; community needs include a system for disseminating information to the community and comprehensive stakeholder input; student requirements include high interest materials and adaptable to different learning styles; teacher requirements include research and best practice based, meets needs of all students (special education, gifted, ELL, at-risk), integrated technology, and extension and remediation provisions.

The D15 instructional process flow chart begins by identifying standards to be taught and then assesses students' skill levels before beginning the design of the lesson/unit. Students are then brought into the process to help determine the relevance of learning this content and to suggest ways to learn the content and maintain enthusiasm. When teachers design the lessons or unit of study, strategies that address individual differences are incorporated into the design, such as differentiated instruction and active learning activities. The teacher teaches the lesson/unit, determines if students have mastered the standards and district learner statements, re-teaches those students who did not achieve the standard, provides extension activities for students who achieved mastery, and monitors student enthusiasm for learning.

Figure 6.1-1 displays the process for designing instruction and monitoring progress for identified at-risk students. This process was an improvement developed last year to assist teachers and administrators in their efforts to make sure all students in D15 meet or exceed the student performance targets.

Assessment is the third key learning-centered process. Instruction is guided by diagnostic, formative (in-process), summative, and self-assessment. D15 follows The Princeton Review core beliefs about accountability, developing tests, and formative and summative testing. Accountability means D15 measures what we say is important to achieve, that data be collected only if it is useful for improving programs and practice, and that flexibility and choice is built into the system. Test development

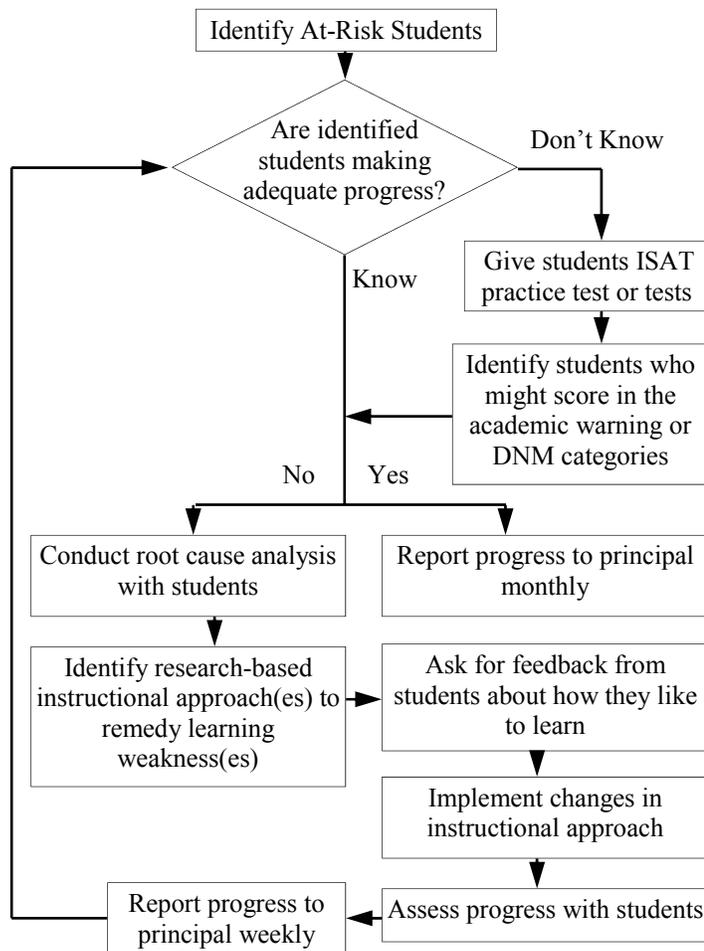


Figure 6.1-1 At-Risk Process Flow Chart

means a test should measure what it says it will measure (validity), it consistently measures the same variables over time (reliability), and is unbiased. Both formative and summative testing should be used for determining student progress and a “balanced” perspective of student progress is measured using both measurement approaches. These guidelines are used in the CFPM process when assessment approaches are designed and developed.

Assess2Learn, an online assessment tool, is one approach use for formative assessment. Assess2Learn is an improvement based on teachers need to know more about how well students are progressing immediately and at the same time, reduce the data management load. This is an example of the CAC, one of the interrelated communication group members, identifying a need, piloting possible solutions, and making a decision about which service will provide on-line assessments. The Iowa Tests of Basic Skills (ITBS) and the Illinois Standards Achievement Test (ISAT) along with unit tests developed by teachers are used as summative assessments. Teachers ask students to assess instructional strategies and techniques through plus/deltas, fast feedback forms, and learning/enthusiasm charts. Teachers use this feedback to improve or change instructional approaches. Teachers collect in-process data and analyze it as the basis of their instructional decisions. Daily, weekly, and monthly formative assessments guide teachers in making instructional decisions that enhance student learning.

Targeted staff development is provided for new curriculum, instruction, and assessment adoptions. New teachers receive staff development designed to address their needs during the induction process. Classroom observations and coaching are part of our mentoring program. Administrators are involved in staff development activities designed to enhance their role as instructional leaders. Program assistants receive training to support classroom instruction. Training is delivered by language arts coordinators. Length of training is between 9 and 12 hours. Both English language and ELL program assistants are trained at the same time. Program assistants involved in the reading intervention programs receive ongoing training and support from coaches who are reading specialists. Best practice is shared via the LV. Teachers use ideas for learning activities from the LV where successful strategies to use with various student segments are posted. Elementary grade-level team meetings and junior high team meetings are held weekly to discuss individual student differences in learning styles and rates. A focus of every faculty meeting is sharing what works with different types of students.

6.1a(3) The Cross-Functional Process Map (CFPM) is the main process used to design and deliver all new curriculum, instructional, and assessment programs requiring BOE approval. The CFPM design and delivery process was initiated through our partnership with Motorola, Inc. A Motorola senior trainer and trainers from the Siemens Corporation in Germany trained a group of teachers and department staff on how to reduce cycle time and improve delivery using the mapping design. The process asks project leaders to compare an “As Is” process flow chart with a “Should Be” flow chart and determine if improvements are needed. A new curriculum development process was the result of the initial CFPM training. This improved design and delivery process has been applied to the development of a new elementary literacy program increasing effectiveness and efficiency and reducing cycle time to two years from design to delivery. CFPM results in a consistent and viable integration of curriculum, instruction, and assessment at all grade levels (Figure 6.1-2).

An analysis of EDW data and student enthusiasm and student satisfaction data, grade level articulation, stakeholder needs and expectations, and teacher feedback through the Curriculum Advisory Council (CAC) is used to determine if the current curriculum, instruction, and assessment designs have the capacity for supporting students in meeting or exceeding the student performance targets.

For example, the department of instruction received teacher satisfaction feedback that suggested there was too much curriculum content to teach in one year. To determine what the gap was between the current and “right” amounts of curriculum content, the Mid-Continent Research for Education and Learning audited D15 curriculum for each subject at each grade level. Their audit addressed time and articulation issues. From their report, a 50-75 percent reduction of content at each grade level was recommended. The improvement theory was that each curricular content area could be reduced by that amount and that content overload comments by teachers would decrease and student achievement would not suffer. 7.1 student performance data and 7.4 satisfaction results verified that theory.

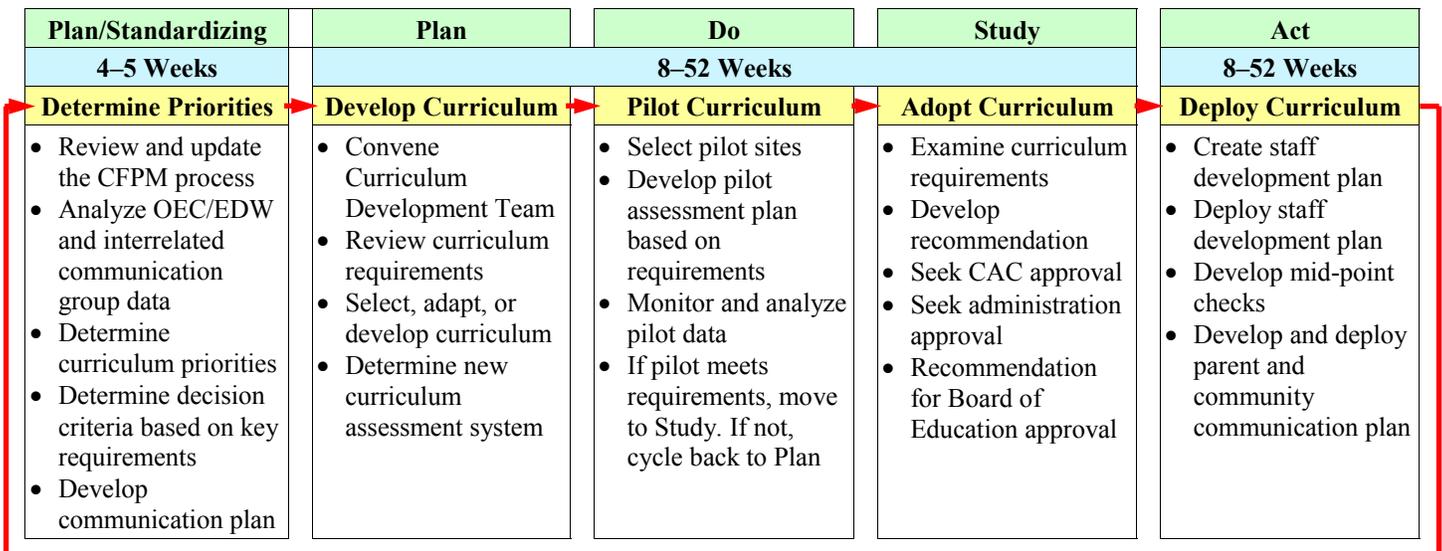


Figure 6.1-2 Cross-Functional Process Map for Curriculum Development and Deployment

6.1a(4 and 5) A systematic process for controlling and improving the CFPM is built into the design, development, decision-making, and deployment steps. Process owners follow the CFPM flow chart and all day-to-day management measures as well as longer term measures are programmed into the process. (Figure 6.1-3)

The CFPM process, as is true for all processes, measures process performance based on the ability of the process to produce products (or services) that meet or exceed requirements and standards. The process owner is responsible for continuously measuring process performance and for initiating improvements to the process when performance is not meeting requirements and/or standards. A PDSA is developed if the improvement needs are incremental and benchmarking is used if a more radical improvement strategy is needed. Improvements in this, and other processes, are agenda items for interrelated communication group meetings. Improvements and/or new processes are also posted on the LV.

6.2 Support Processes

6.2a(1) Support Processes Key support processes are determined to be those that support students as they become world-class learners. Key support processes include accounts payable, purchasing, transportation, technology, central stores, food service, custodial, and maintenance services.

6.2a(2-6) Support services identify the key requirements their customers need and expect of the service, determine measures to assess gaps between customer needs and expectations and current levels of performance, describe the standards or targets the service should meet, and identify strategies service managers use to manage and track service performance and needed improvements. (Figure 6.2-1)

Support process improvement uses the same approach described in 6.1a(4-5). At the beginning of the cycle of improvement, a meeting between the support process leader and the quality team is held to assess current performance in relation to targets established in the department’s operational definitions. As gaps are identified, the quality team assists the department leader by facilitating the development of a PDSA improvement cycle to close the gap. This process starts with a discussion about current quality characteristics and the collection of data found in the department’s operational definitions. These are checked for relevancy and their usefulness in helping the department maintain or improve services.

The identified gaps in service quality are then addressed by developing a PDSA improvement cycle. Included in that discussion is the identification of benchmark organizations. Specific processes where benchmarking information can be used to create improvement ideas are identified and incorporated into the PDSA improvement cycle.

Learner-centered Process	Requirements	Measures	Standards	Control Strategies
CFPM	<ul style="list-style-type: none"> 13 state and local requirements 3 community requirements 9 student requirements 15 teacher requirements (all requirements specified) 	<ul style="list-style-type: none"> Degree that identified SPT measures for subject are met or exceeded Level of student enthusiasm for learning CAC satisfaction Administrator satisfaction Board satisfaction 	<ul style="list-style-type: none"> Meets or exceeds state curriculum standards Meets or exceeds local, community, student, and teacher requirements 	<ul style="list-style-type: none"> CFPM flow chart checklist Communication system checklist Measuring cycle time form Benchmarking flow chart checklist Curriculum format templates CFPM evaluation checklist

Figure 6.1-3 CFPM Management Matrix

Community Consolidated School District 15

Support Process	Requirements	Measures	Standards	Control Strategies
Student Transportation	<ul style="list-style-type: none"> On-time delivery Bus conduct notices Bus accidents 	<ul style="list-style-type: none"> On-time delivery is tracked daily by route by nontransportation staff Bus conduct notices are recorded monthly Bus accidents are recorded monthly Employee satisfaction survey Benchmark other services 	<ul style="list-style-type: none"> State school code mandate Customer—staff, parent, and student expectations and satisfaction 	<ul style="list-style-type: none"> Daily monitoring of on-time delivery and accidents Monthly monitoring of conduct notices and employees' satisfaction
Food Service	<ul style="list-style-type: none"> Provide meals that meet nutritional guidelines Provide meals that meet constituent approval Provide meals that are cost effective 	<ul style="list-style-type: none"> Computer analysis of all meals served Monthly tracking of meals served and participation National School Food Service Institute benchmark survey Student sampling Informal meetings with students Inspections by state and local officials Benchmark other districts 	<ul style="list-style-type: none"> Federal and state mandates Board goal to meet fiscal responsibility Customers—student and staff satisfaction New product evaluation 	<ul style="list-style-type: none"> Daily, weekly, or monthly monitoring of all measures Staff meetings to review data
Accounts Payable	<ul style="list-style-type: none"> On-time payments to vendors Accurate payment amounts Efficient payment structure 	<ul style="list-style-type: none"> Track and graph number of checks processed on monthly board reports Results of annual audit and management letter Feedback from state on required reports Benchmark other districts 	<ul style="list-style-type: none"> Board policy Auditor and ISBE requirements Audit and reports to state 	<ul style="list-style-type: none"> Weekly and monthly monitoring of measures Staff meetings to review data
Purchasing	<ul style="list-style-type: none"> Secure quality products with fast delivery at the lowest price Process purchase orders in a timely manner 	<ul style="list-style-type: none"> Track the number of annual bids Track the number of formal quotes Track and graph the turnaround time it takes to process purchase orders Benchmark other districts 	<ul style="list-style-type: none"> Federal, state, and local school board policies Obtaining competitive quotations on all appropriate items not formally bid Constituents' needs 	<ul style="list-style-type: none"> Weekly and monthly monitoring of measures Staff meetings to review data
Technology Infrastructure	<ul style="list-style-type: none"> Network reliability Service cycle time Customer satisfaction 	<ul style="list-style-type: none"> Network reliability is recorded daily and summarized monthly Service cycle time is recorded daily and summarized monthly Customer service is recorded at the time of the repair and reported monthly Benchmark other school districts 	<ul style="list-style-type: none"> Board goal Instructional program Customer—staff, parent, and student expectations 	<ul style="list-style-type: none"> Daily, weekly, and monthly monitoring of measures Staff meetings to review data
Central Stores	Delivery of materials: <ul style="list-style-type: none"> On-time delivery In-stock items Accurate deliveries 	<ul style="list-style-type: none"> Tracking delivery data Cycle times Biannual surveys to determine customer satisfaction Benchmark other districts 	<ul style="list-style-type: none"> Constituent needs and expectations 	<ul style="list-style-type: none"> Weekly and monthly monitoring of measures Staff meetings to review data
Custodial	To provide clean and safe buildings that meet: <ul style="list-style-type: none"> Life safety standards Health standards Customer satisfaction 	<ul style="list-style-type: none"> Annual and semiannual inspections by local officials Staff inspection Customer satisfaction surveys Benchmark other districts Benchmark national standards 	<ul style="list-style-type: none"> State and local codes District standards Customers—students, staff, and community 	<ul style="list-style-type: none"> Weekly monitoring customer satisfaction Weekly and quarterly monitoring measures Staff meetings to review data

Figure 6.2-1 Support Process Flow Chart (continued on next page)

Support Process	Requirements	Measures	Standards	Control Strategies
Maintenance	Maintain district property through: <ul style="list-style-type: none"> • Preventive maintenance • Emergency repairs • Modification of program spaces • Life safety standards • Local, state, and federal code compliance 	<ul style="list-style-type: none"> • Semiannual inspections by fire marshal (local) • Work order tracking • Local inspections • State inspection (life safety) • Benchmark with other districts • Benchmark national standards 	<ul style="list-style-type: none"> • Work order requisition forms • Life safety codes • Federal and state codes • Customers—students, staff, and community 	<ul style="list-style-type: none"> • Weekly and monthly monitoring of measures • Staff meetings to review data

Figure 6.2-1 Support Process Flow Chart (continued from previous page)

The PDSA improvement cycle that is codeveloped by the department leader and the quality team is brought to the staff by the department leader and validated through discussion. Staff suggestions are recorded and suggested changes in the PDSA improvement cycle are made during the meeting. Those suggestions, if agreed to by the department staff, are incorporated into a revised PDSA plan.

Two to three times during the year, the superintendent calls a meeting with all department leaders. The purpose of the meeting, as quoted from the last invitation, is to “spend our time together reviewing improvement projects, how you used the PDSA improvement cycle, and most importantly, the results you achieved. If the improvement approaches utilized by you

and your staff would help others refine their use of PDSA, please bring copies to share. I am especially interested in improvements related to your operational definitions, with what other organization or program you compare yourself, and who you benchmarked this year.” These meetings are opportunities for each department to share their progress and to learn from other departments. Conversations have created cross-functional cooperation and process improvements. As an example, in 2002 leaders from the departments of business and transportation discovered how working together on a PDSA could improve the satisfaction of transportation employees regarding concerns they had with payroll.

7.0 Organizational Performance Results

7.1 Student Learning Results

7.1a Student Learning Results D15’s mission is supported by key goals, which define the community’s expectations for D15 and its 19 elementary and junior high schools. The Student Performance Targets define what our stakeholders consider necessary to prepare students for a future in which most of them will work at jobs that currently do not exist. Student performance results below indicate progress toward mission-related factors and achievement of our goals.

Student Performance Target: 21st Century Skills: Accessing & Understanding Information—Understanding to what degree students access and understand information is determined by aggregating media resource circulation data, using the CEO Forum STaR Chart as an educational technology profile, and comparing student-to-computer ratio.

According to the American Library Association, the recommended number of school library books per student is 20. It rates any school with 17+ as excellent which is the highest rating. D15 has 20 school library books per student. In addition, students have access to hundreds of books in classroom libraries. As of May 2003, annual circulation information reveals that D15 students read an average of 49.25 books a year. Our community library circulation information reveals that patrons read an average of 17.39 books.

The CEO Forum’s STaR Chart reports each school’s level of effectiveness in integrating technology into the teaching and learning process. Two D15 schools were at high tech level, 14

schools were at mid tech level, and 2 schools were at low tech level.

To determine the quality level of D15’s ability to provide resources for accessing and understanding information, we compare ourselves to the top ten technology school districts in the nation. D15 has a student-to-computer ratio of 2.6:1 with the top 10 national average reporting at a level of 3.7:1.

District 15’s 90-percent goal that measures **Oral and Written Communication and Comprehensive Reading and Understanding** are reported in Figures 7.1-11–18.

Reasoning, Problem-Solving, and Critical-Thinking—Understanding to what degree students use logical-reasoning, problem-solving, and critical-thinking skills is determined yearly by analyzing the use of reasoning and problem-solving tools in the classroom. This is important because our business stakeholders have identified that preparing students for the workplace of the 21st century is a key expectation. The “Number of Tools Used” column in Figure 7.1-1 represent tools used in classrooms during any given week. Principals track information on the use of tools in classrooms and report 93 percent of D15’s classrooms use tools. Compact for Quality schools report tools are being used in approximately 50 percent of their classrooms.

Figure 7.1-1 displays the usage of tools by students to reason, solve problems, and think critically.

Human Relations—Understanding to what degree our students demonstrate the values of human worth, dignity, and respect as they work together with others is determined by surveying our

students. Figure 7.1-2 displays yearly student survey results. Analysis of trend data revealed that setting an organizational goal of respecting one another was not enough. Lack of active participation by students in improving

Reasoning, Problem-Solving, and Critical-Thinking Tools	Number of Tools Used
Expand Thinking	222
Gather Ideas	735
Group Ideas	323
Connect Ideas	324
Sequence Steps	229
Draw a Picture of Data	399
Track Facts	272
Get Group Consensus	149
Solve Problems and Make Decisions	314

Figure 7.1-1 Use of Reasoning, Problem-Solving, and Critical-Thinking Tools

academically or socially successful. As a result of these interventions, in 2002-03 there were 124 suspensions, a 52-percent reduction. For the two schools holding Saturday School there was an 85-percent and 56-percent reduction of suspensions.

Life Skills—D15 believes it is important for all children to have adequate levels of activity and fitness. D15 uses the FITNESSGRAM from the Cooper Institute for Aerobics Research to measure aerobic capacity, muscular strength, endurance, and flexibility for Grades 2–8. The FITNESSGRAM uses criterion-referenced standards to evaluate fitness performance. This is the level of fitness that offers some degree of protection against diseases, which result from sedentary living. The year 2002 was a pilot year for this program. Figure 7.1-4 displays aerobic capacity by age and meeting/exceeding the healthy fitness zone. The Cooper Institute indicates that 65-75 percent meeting is an excellent score. The 9-year-old females were the only group not meeting this target for the mile.

Extracurricular offerings and student participation are also considered indicators of life skills as measured by physical fitness and the arts. D15 offers students the opportunity to participate in 196 clubs, 45 musical groups, and 132 sports-related activities. In 2002-03, 50 percent participated in clubs, 20 percent participated in musical groups, and 25 percent participated in sports-related activities. (Figure 7.1-5)

Student Performance Target: Second Grade Reading—No Child Left Behind (NCLB), reauthorization of the Elementary and Secondary Education Act (ESEA) mandates school districts demonstrate that all children be able to read on grade level by the end of grade three. This mandate is to be accomplished by 2014. D15 defined parameters that every student entering kindergarten in D15 will read at or above grade level when completing second grade by 2005. Iterations of improvement in D15's early literacy intervention program included standardizations of KIP, FLIP, and SAIL which resulted in 84 percent of second graders reading at grade level in February 2003 on the Iowa Tests of Basic Skills (ITBS). (Figure 7.1-6)

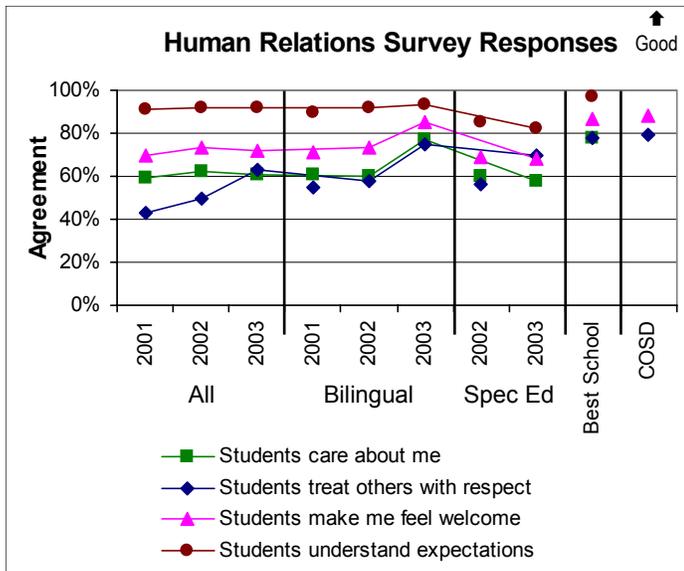


Figure 7.1-2 Human Relations Survey Responses

respect levels was identified as the barrier. Schools that chose to focus on student satisfaction as a goal realized the greatest gains in respect levels.

In 1996-97, D15 suspended 258 students. As a result, two interventions were designed and implemented—Saturday School and the

# of Students	Exited to:
22	High School
11	Special Education Program
20	Assigned School
7	Moved
3	Parent Refusal

Figure 7.1-3 Second Chance Exit Results

Second Chance Program, which is a placement in D15's alternative school to ensure students' academic success and develop human relations skills to successfully reenter their home schools. Over seven years, 72 students have participated in this program. Currently, there are twelve students in the program. Figure 7.1-3 shows information for those students who have exited the Second Chance Program. Of the three students whose parents refused services, none have been

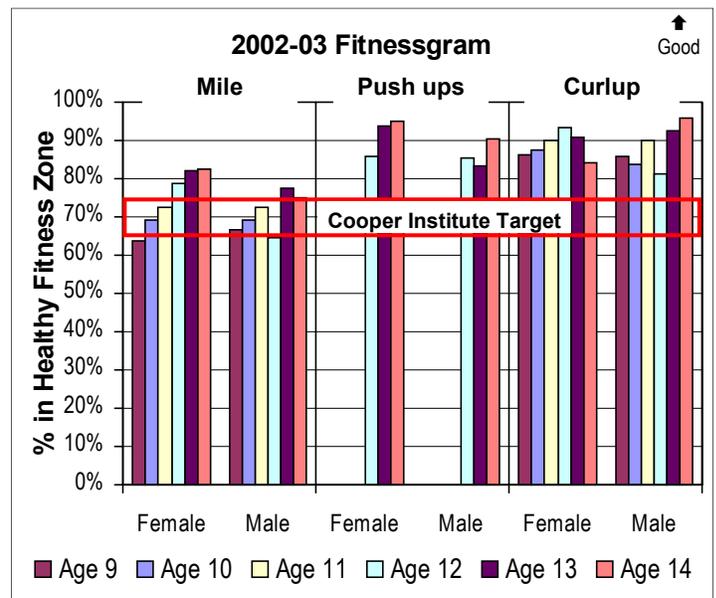


Figure 7.1-4 2002-03 Fitnessgram

	2001-02		2002-03	
	Extra-Curricular Offerings	Student Participation	Extra-Curricular Offerings	Student Participation
Clubs	191	7,868	196	6,398
Musical Groups	45	1,888	45	2,579
Sports Groups	71	2,508	132	3,202

Figure 7.1-5 Extracurricular Offerings & Participation

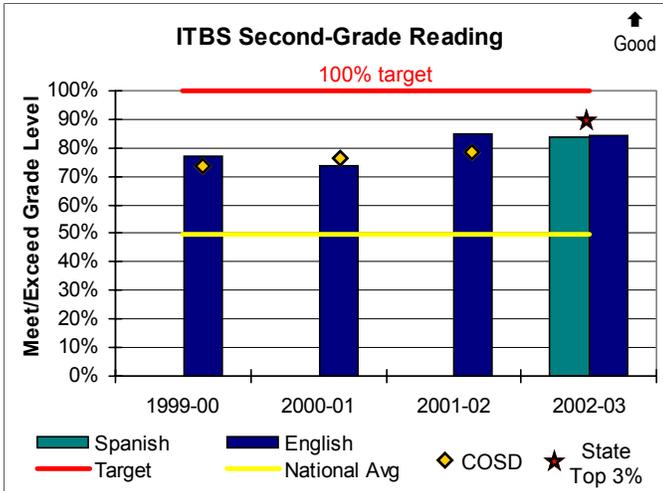


Figure 7.1-6 ITBS Second-Grade Reading

In order to comparatively track ELL students in reading by the end of second grade, a native language reading assessment was used. SABE, a nationally normed achievement test designed for Spanish-speaking students, was administered for the first time in spring 2002. Of students tested, 58 percent scored at or above grade level in reading and writing. After an analysis of this baseline data, parallel early literacy intervention programs immediately began. In 2002-03 the Logramos, which is a standardized achievement test comparable to ITBS in Spanish, was administered. Eighty-four percent scored at or above grade level in reading.

For both KIP and FLIP random samples of entire grade-level populations is assessed. Students who score one standard deviation below the mean of the random sample qualify for services. Past test results over the last three years (Figures 7.1-7-10) indicate that students in both the random and qualifying groups made significant gains in reading. Students who qualify are closing the reading gap with their grade-level peers.

For students not meeting the second-grade target in February 2003, IEPs were designed and delivered and these students were evaluated again in May. An additional 8 percent of students were reading at grade level, bringing the total percentage to 92. An additional 11 percent of ELL students were reading at grade level, bringing the total percentage to 95. A neighboring school district without our challenging demographics had two of their four elementary schools meet their 90-percent goal.

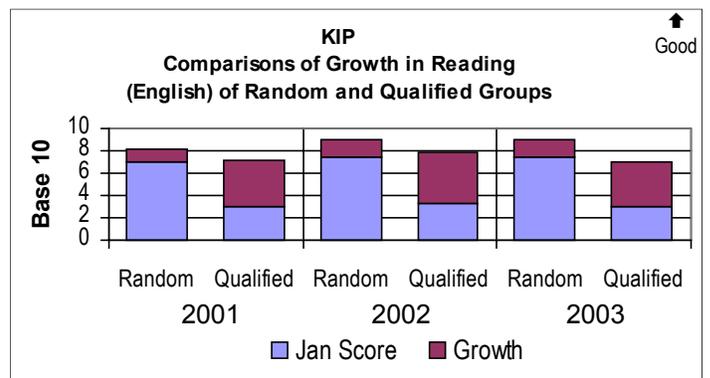


Figure 7.1-7 KIP—Comparisons of Growth in Reading (English) of Random and Qualified Groups

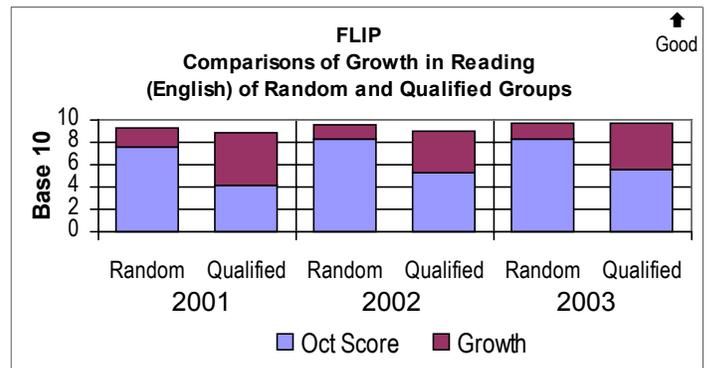


Figure 7.1-8 FLIP—Comparisons of Growth in Reading (English) of Random and Qualified Groups

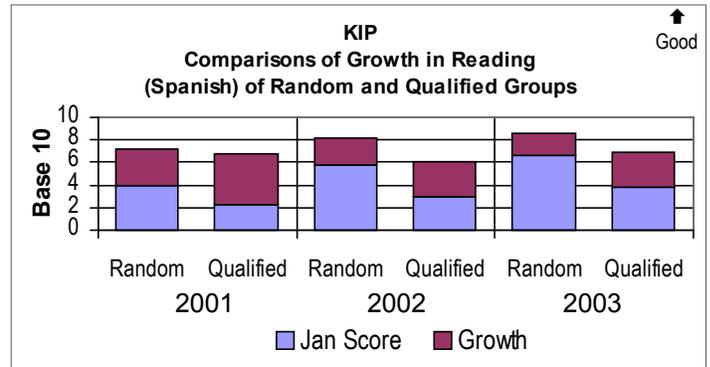


Figure 7.1-9 KIP—Comparisons of Growth in Reading (Spanish) of Random and Qualified Groups

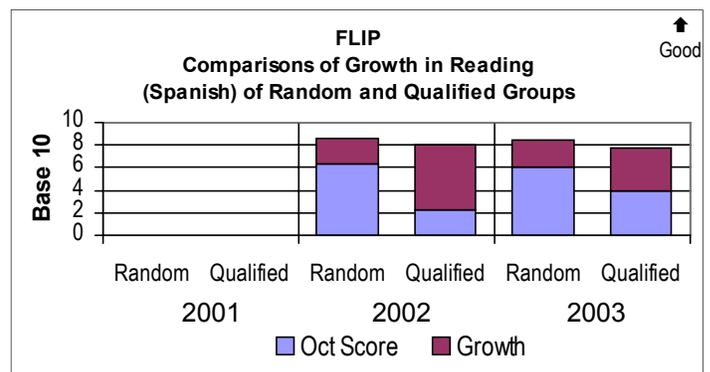


Figure 7.1-10 FLIP—Comparisons of Growth in Reading (Spanish) of Random and Qualified Groups

Student Performance Target: 90-percent Goal by 2005—

The Illinois Learning Standards define what Illinois citizens believe all students should know and be able to do as a result of their public schooling. With standards driving D15’s continuous school improvement process, ISAT assessments are quality indicators of students’ progress. Our 2002-03 state assessments will not be available until August 2003.

Trend ISAT scores are tracked for third, fifth, and eighth grades in the areas of reading, math, and writing. Fourth and seventh grades are tracked in the areas of science and social science. D15 is reporting data of the percentage of students meeting and exceeding standards in the areas of reading, math, and science (Figures 7.1-11–18). These were the priority subject areas identified by stakeholders when the Strategic Vision 2005 was developed and are the mandated testing areas in the NCLB legislation. After sharing our 2001-02 Baldrige Feedback Report with our stakeholders, they clarified their expectations in the areas of student achievement. These included that they expected D15 to rank in the top 25 districts in the state, which is the top three percent. The comparative adjacent school district is a K-8 district with a similar number of ELL students. D15 has a greater number of Hispanic students. CLSD has a greater number of Asian students. In the areas of math and science D15 compared itself to the district in Illinois that earned the highest score in the world in science as well as the sixth-highest score in mathematics on the TIMSS test.

D15 also measures the 90-percent goal by looking at trend ITBS scores. D15 expects students to perform at or above grade level (fifth stanine or above) on ITBS assessments. ITBS is a

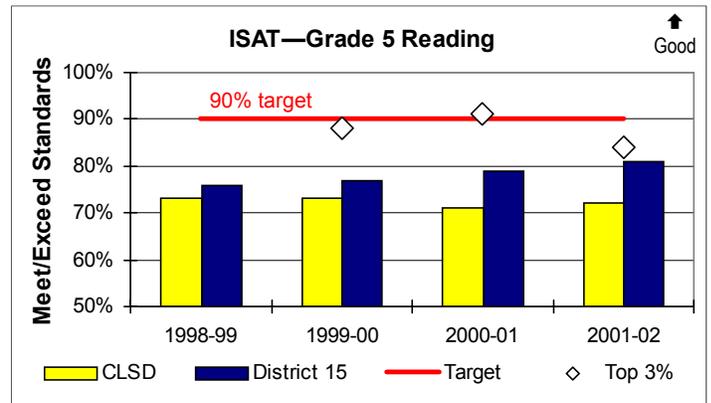


Figure 7.1-13 ISAT—Grade 5 Reading

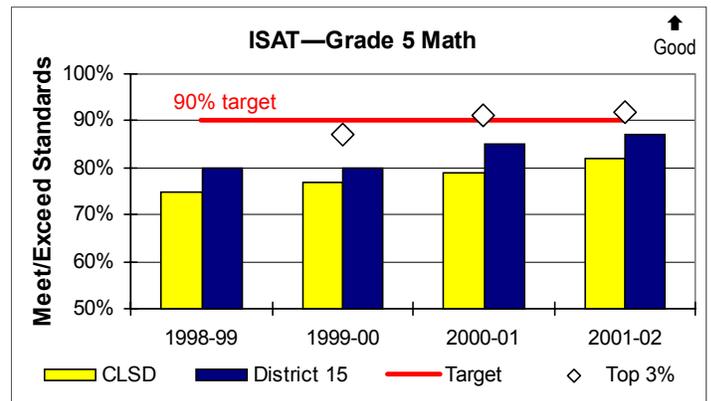


Figure 7.1-14 ISAT—Grade 5 Math

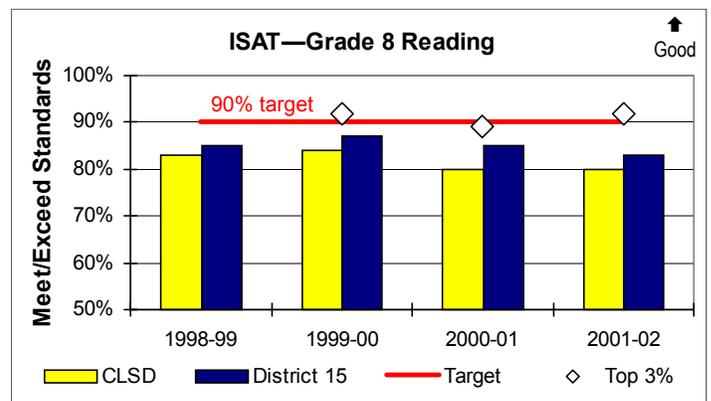


Figure 7.1-15 ISAT—Grade 8 Reading

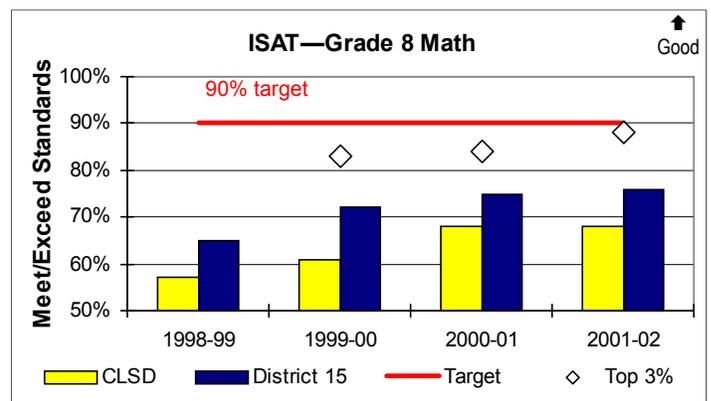


Figure 7.1-16 ISAT—Grade 8 Math

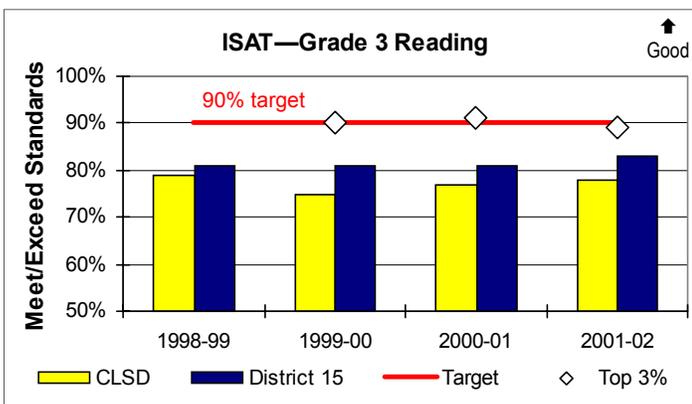


Figure 7.1-11 ISAT—Grade 3 Reading

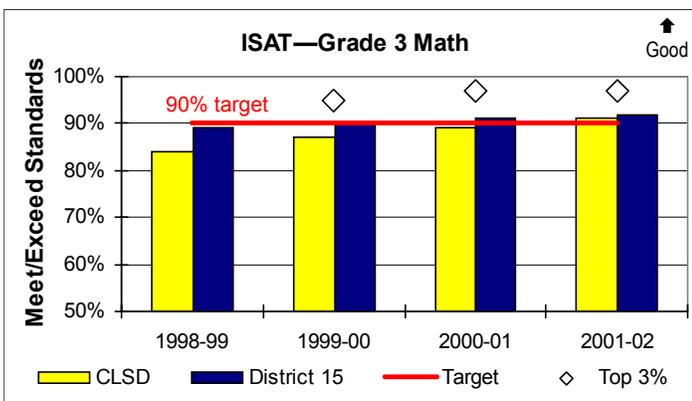


Figure 7.1-12 ISAT—Grade 3 Math

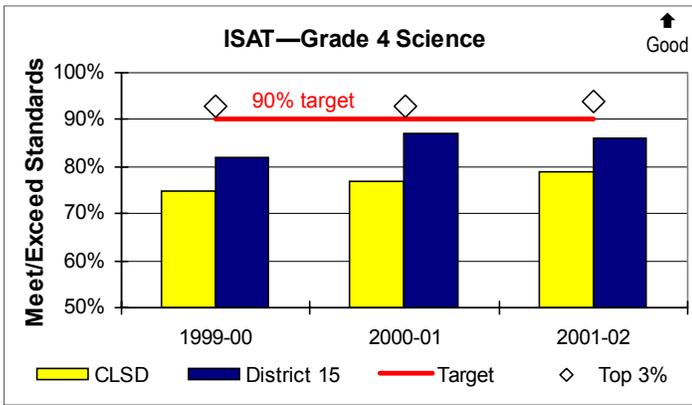


Figure 7.1-17 ISAT—Grade 4 Science

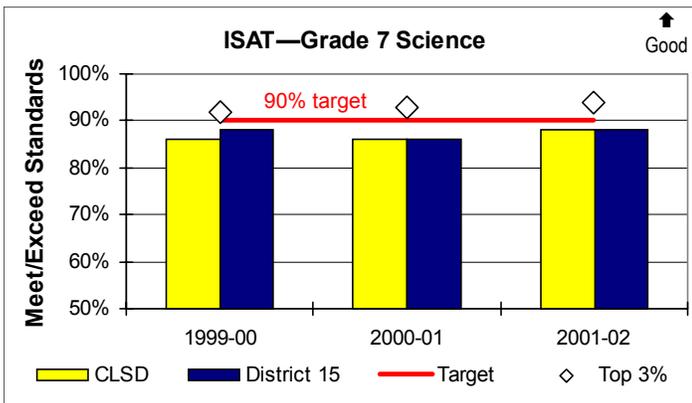


Figure 7.1-18 ISAT—Grade 7 Science

nationally normed assessment given in Grades 2, 4, 6, and 7 with results reported for reading and math. Grade 2 Spanish students take Logramos. Figures 7.1-19–20 display results for reading and math. Figure 7.1-21 gives the same information for second-grade Spanish-speaking students. D15’s comparison is the percentile rank from the TIMMS district. D15’s percentile ranks are 84-93. ISAT data are analyzed in a similar fashion. D15 thinks stanines give more accurate information to make instructional decisions.

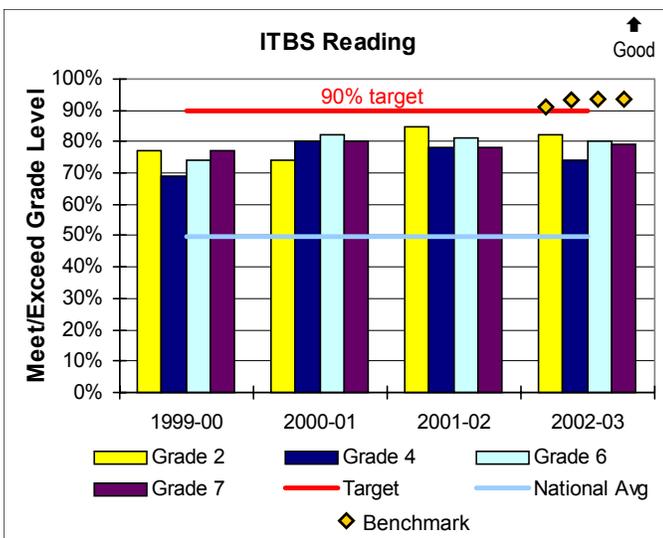


Figure 7.1-19 ITBS Reading—Percentage of Students at or Above Grade Level

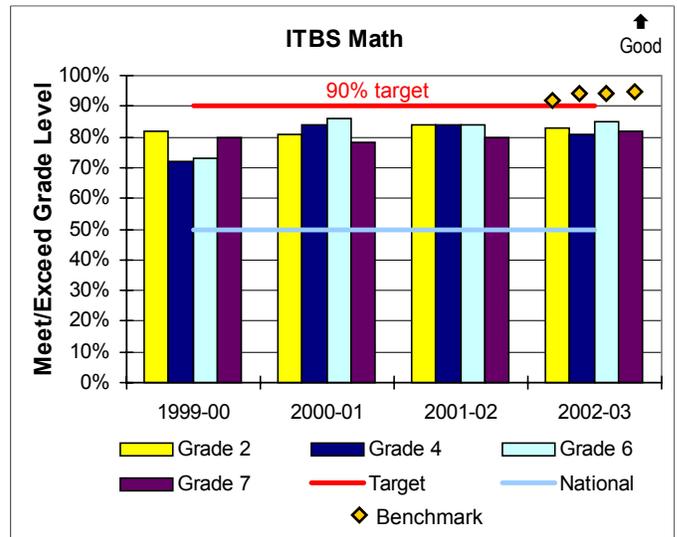


Figure 7.1-20 ITBS Math—Percentage of Students At or Above Grade Level

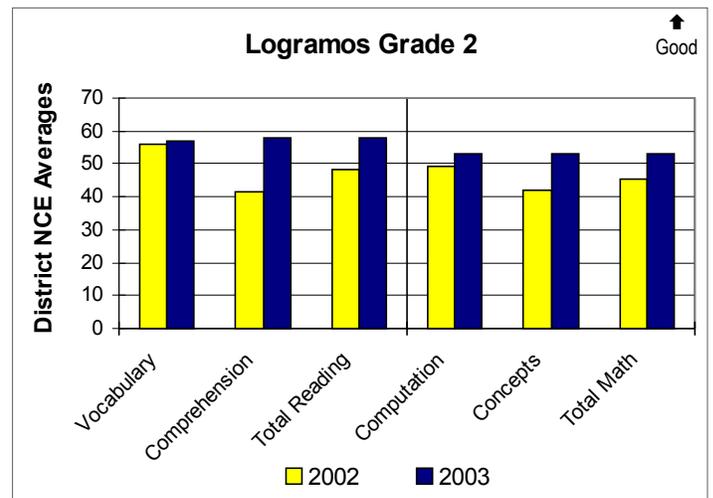


Figure 7.1-21 Bilingual Second Grade NCE

ITBS NCE scores are one factor used in determining eligibility for the national Blue Ribbon Award. Schools applying for this award must show sustained high achievement that is at least one-third standard deviation above the mean, which is an NCE score of 57+. Six D15 schools have received this honor to date with eight additional schools that meet or exceed the eligibility criteria. One school’s application is pending for the new NCLB Blue Ribbon.

Student Performance Target: No Significant Differences by 2005—Data are segmented by student groups to determine areas of significant gap in student achievement. ISAT results displayed in Figures 7.1-22–29 are for reading, math, and science. By using the EDW, D15 can now rapidly identify at-risk students needing strategic or intensive interventions in order to meet or exceed grade-level standards.

Figure 7.1-30 depicts overall how D15 compares to CLSD and the state. In 2001-02 out of the 78 different grade-level testing areas and demographic group combinations, D15 outperformed CLSD in 60 out of 78 instances (77 percent), and outperformed the state in 75 out of 78 instances (96 percent).

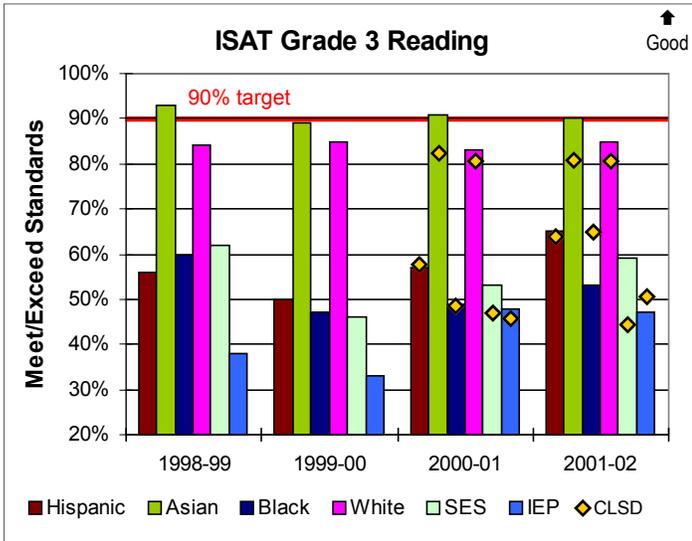


Figure 7.1-22 No Significant Difference, Grade 3 Reading

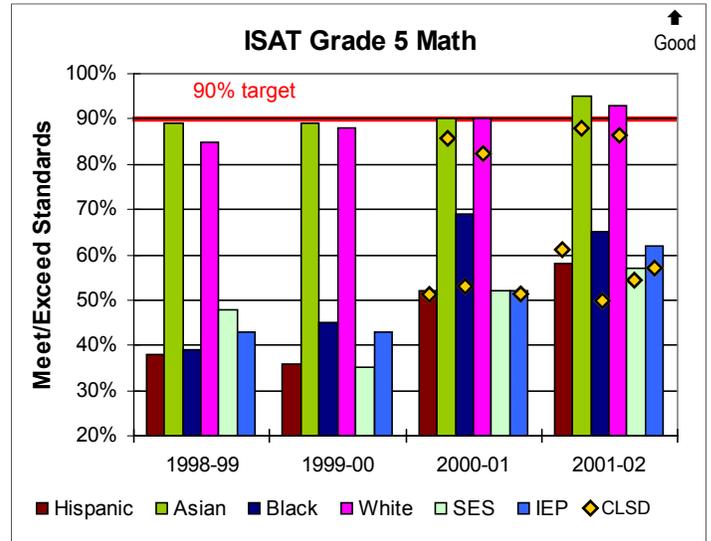


Figure 7.1-25 No Significant Difference, Grade 5 Math

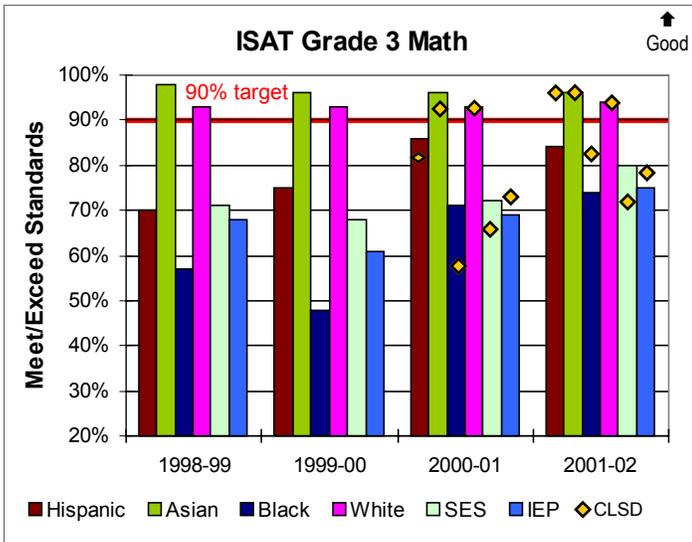


Figure 7.1-23 No Significant Difference, Grade 3 Math

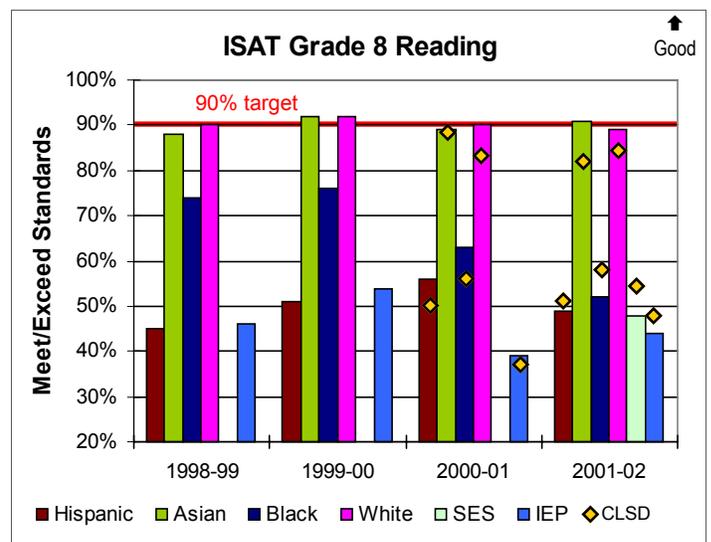


Figure 7.1-26 No Significant Difference, Grade 8 Reading

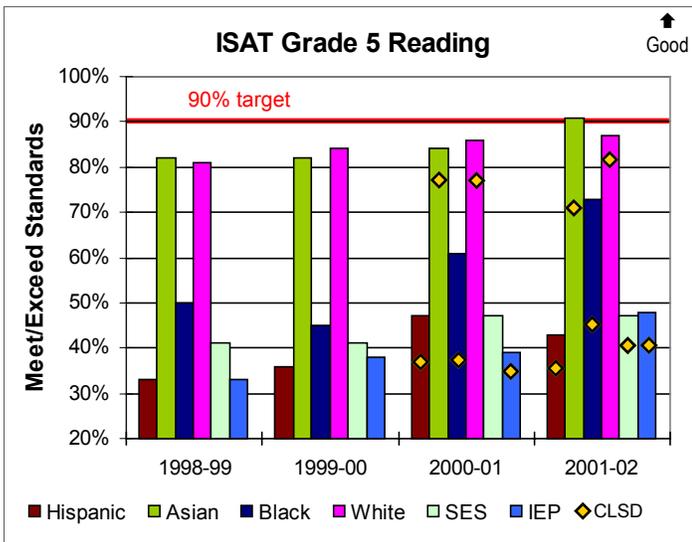


Figure 7.1-24 No Significant Difference, Grade 5 Reading

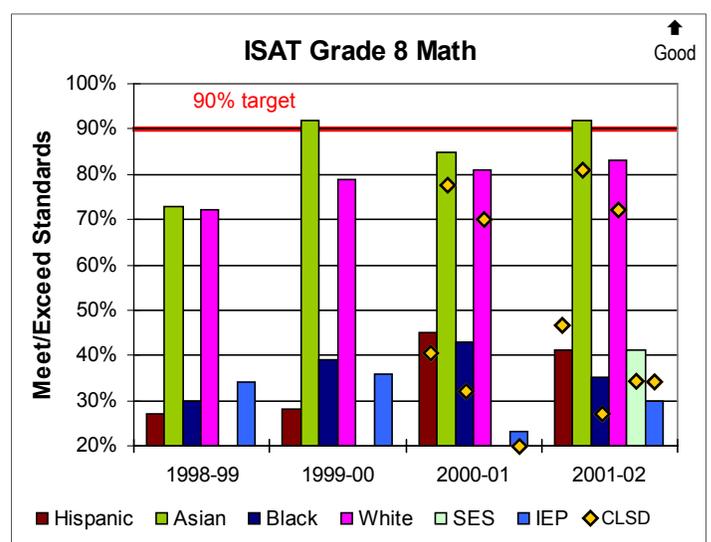


Figure 7.1-27 No Significant Difference, Grade 8 Math

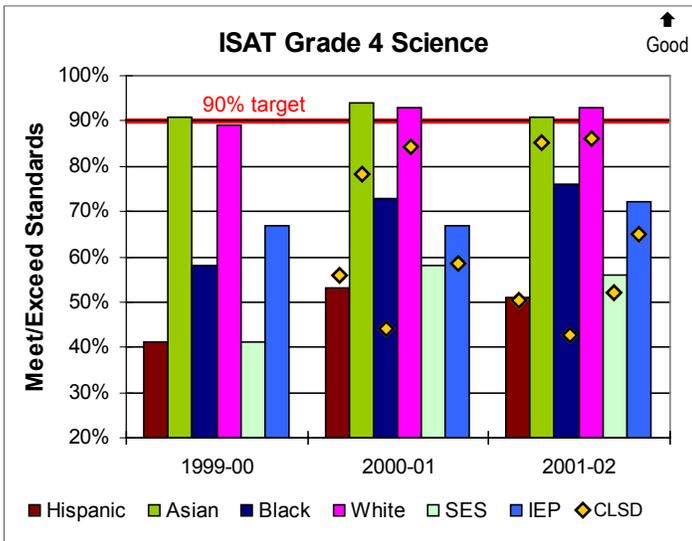


Figure 7.1-28 No Significant Difference, Grade 4 Science

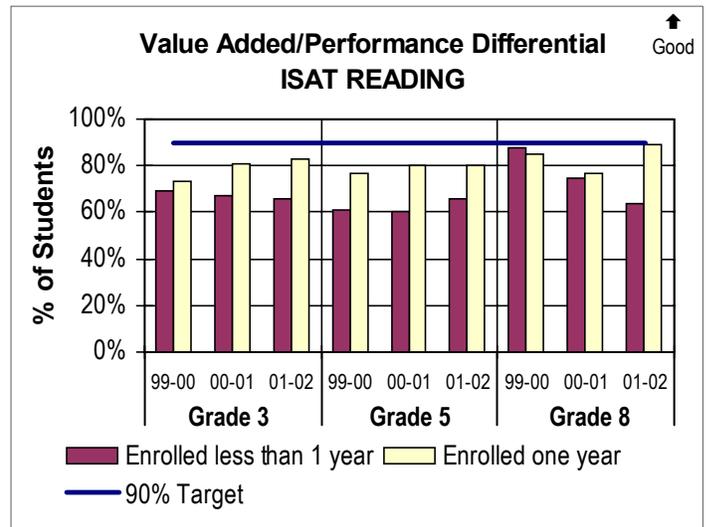


Figure 7.1-31 Value Added/Performance Differential ISAT Reading

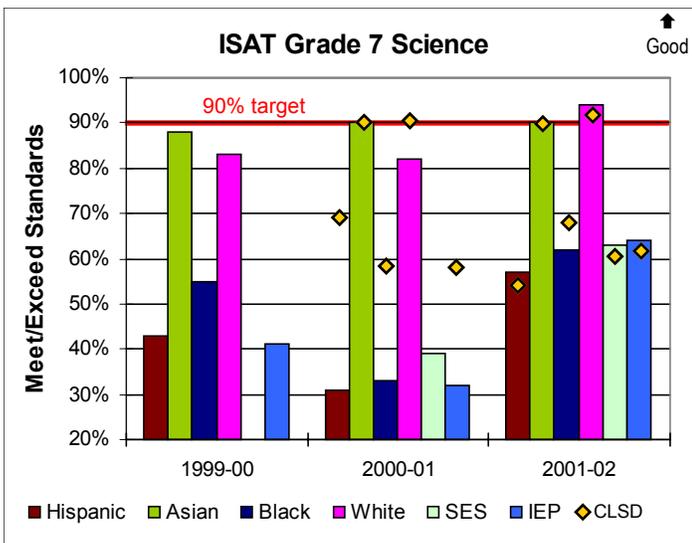


Figure 7.1-29 No Significant Difference, Grade 7 Science

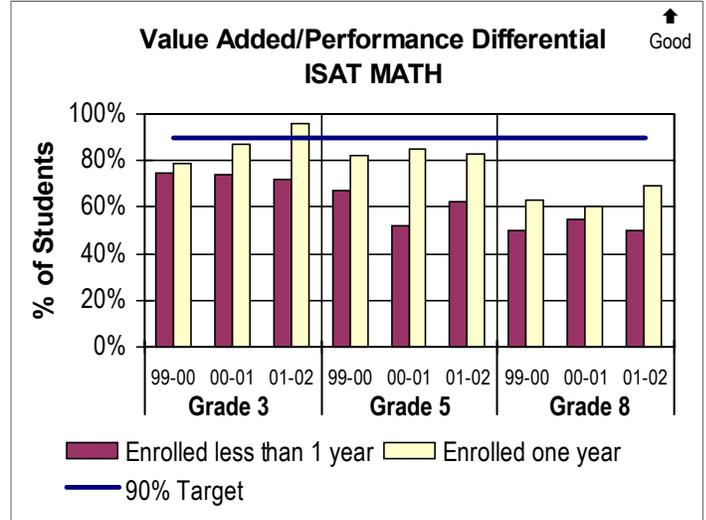


Figure 7.1-32 Value Added/Performance Differential ISAT Math

	Grade 3	Grade 4	Grade 5	Grade 7	Grade 8
D15	14	10	15	9	13
CLSD	4	2	3	3	6
D15	18	12	18	11	16
State	0	0	0	1	2

Figure 7.1-30 Demographic Group Performance Comparisons

Value Added Results—Figures 7.1-31–33 displays ISAT results by grade and subject showing how many more students exceed or meet state standards after they have been in D15 for one year. As many as 33 percent more students who have been in D15 for a full year are outperforming those who have been in D15 for less than a year. D15 has added programs like Read 180 to address new students’ needs.

Figure 7.1-34 shows the growth a cohort of students (same

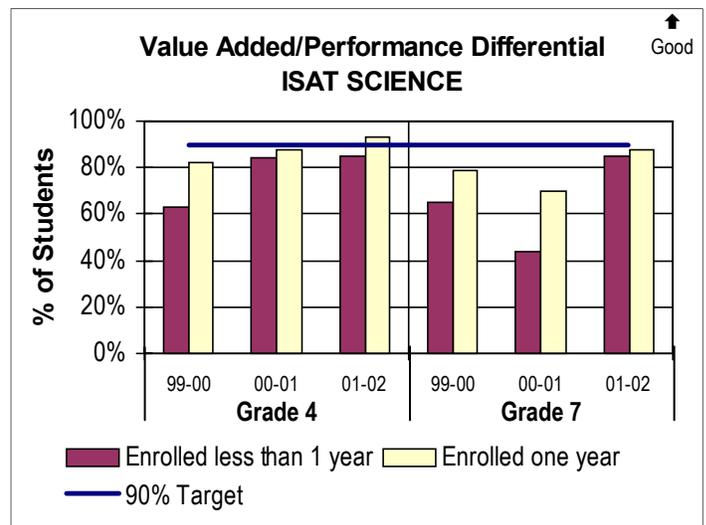


Figure 7.1-33 Value Added/Performance Differential ISAT Science

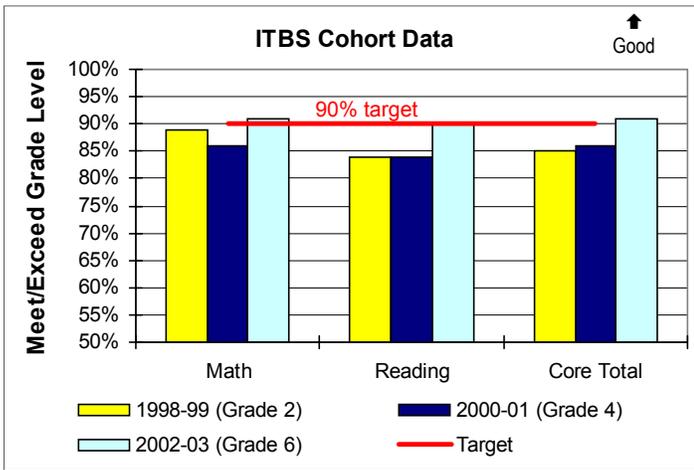


Figure 7.1-34 ITBS Cohort Data

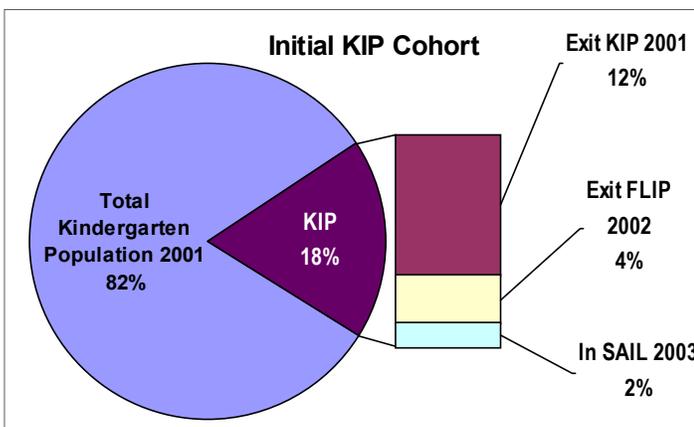


Figure 7.1-35 Initial KIP Cohort

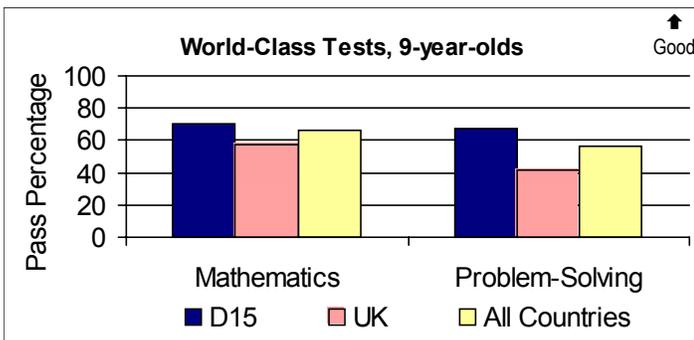


Figure 7.1-36 World-Class Tests, 9-year-olds

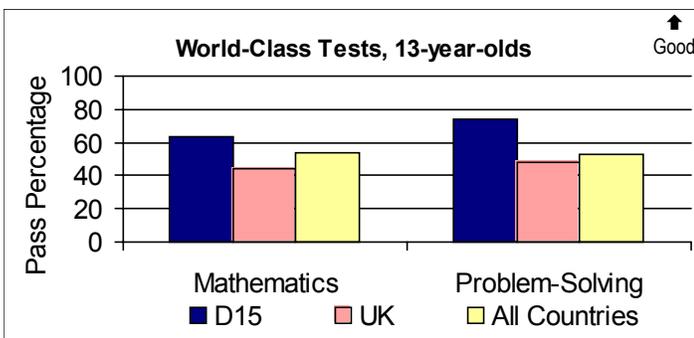


Figure 7.1-37 World-Class Tests, 13-year-olds

students over time who have been in D15 for second, fourth, and sixth grades) made in reading, math, and core total on the ITBS. Not only are more D15 students meeting or exceeding grade level standards, but are also maintaining their gains throughout their educational years. If students stay in D15 for four years, they achieve D15's targets.

Figure 7.1-35 depicts success of a cohort of students qualifying for D15's early intervention program in 2001. Of the 18 percent or 127 original students in KIP, only 18 students or 2 percent were still in need of intervention services at the beginning of second grade.

Strategic Goal: World-Class Learning—A sampling of D15's gifted population in fourth and eighth grades participated in the first cycle of World Class Tests in 2001-02 in mathematics and problem-solving. This test will serve as the benchmark for comparing students against best in the world. Figures 7.1-36-37 show D15's instructional system is competitive with school systems in England and the other three countries (Australia, Hong Kong, and New Zealand) participating.

7.2 Student- and Stakeholder-Focused Results

7.2a(1) Student- and Stakeholder-Focused Results Understanding to what degree students are satisfied with their school is determined by surveying students in Grades 3-8 and holding numerous focus groups. D15 compares student satisfaction with local suburban K-8 CLSD and benchmarked a Baldrige winner.

As a result of segmenting student satisfaction data, D15 learned that no significant difference existed in satisfaction levels between subgroups of students. (Figures 7.2-1-2) A plus/delta to determine the reason for scores dropping found the number one reason being cancellation of field trips, which was a safety and budget issue.

Students identified they are satisfied most with the school being safe and secure, making them feel welcome, offering help when needed, being clean, and rules being understood. Students identified respect from other students and levels of caring from other students as areas where they were most dissatisfied.

Over three years of deploying improvement efforts and tracking and sharing data with students, respect levels for the schools focusing on this goal increased from 15 to 43 percentage points. The average for D15 increased 20 percentage points.

D15 surveys parents to determine satisfaction with their child's school, specifically the educational programs offered. D15 compares itself to a similar in demographics out-of-state district

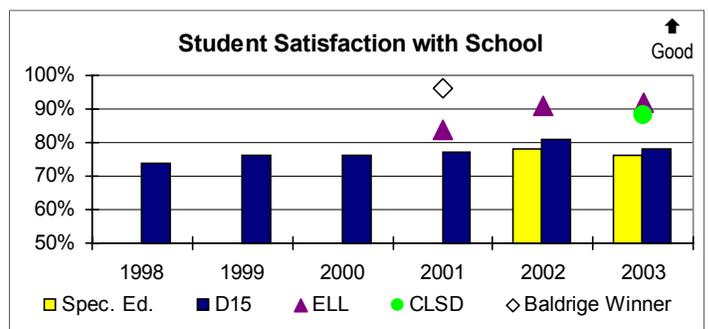


Figure 7.2-1 Student Satisfaction with School

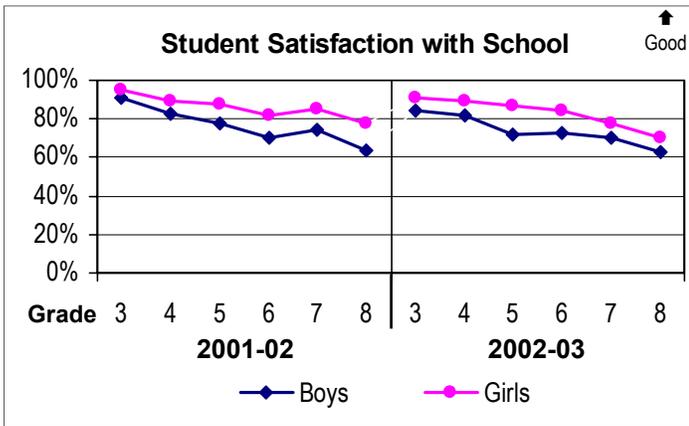


Figure 7.2-2 Percent of students satisfied with school

that asks similar questions. Figure 7.2-3 shows data segmented by parents of ELL, parents of special education students, and parents of all students to identify areas of satisfaction/dissatisfaction that may be program specific.

As a result of two PDSA cycles addressing on-time arrival, March 2003 on-time arrival rates reached 99.2 percent. (Figure 7.5-12) Special education parent satisfaction has remained high with a 93-percent satisfaction level in 2002-03.

Overall satisfaction of parents declined this year as a result of a change in our survey process that increased the sampling size to ensure the confidence level was at 99 percent. This year we had a return of 4,775 respondents. Data previously was collected through PTA general meetings versus a mailing to all parents, electronic voice polls, and telephone sampling all of which were not felt to be scientific enough to make accurate conclusions. We also randomly survey 100 regular education parents, five ELL parents, and 21 special education parents monthly by

Satisfaction with Educational Programs	00-01	01-02	02-03	COSD
Parents of All Students				
Satisfied with program	97%	97%	86%	89%
Satisfied with high standards	95%	91%	88%	87%
Satisfied with quality of education	95%	95%	89%	NA
Satisfied with world-class education	89%	91%	79%	NA
Parents of Special Education Students				
Satisfied with child's progress	89%	91%	92%	NA
Satisfied with challenging curriculum	87%	85%	84%	NA
Satisfied with special services	91%	91%	93%	NA
Parents of English Language Learners				
Satisfied with child's English Literacy progress	NA	93%	81%	NA
Satisfied with challenging curriculum	NA	80%	84%	NA
Satisfied with ELL services	NA	95%	86%	NA

Figure 7.2-3 Satisfaction with Educational Programs

phone. This data gave us a satisfaction level of 95 to 99 percent. We now have five choices including one of no opinion. In many cases we have 1/3 to 1/4 of survey participants marking this choice. We plan to drop this option next year since it offers no information to us from which to learn. D15 believes this will give a more accurate picture of satisfaction levels. This will also be in line with the way the CLSD collects their data. (Figure 7.2-3)

In 2000, ELL parents perceived curriculum and instruction lacked the rigor that was evident in the curriculum for monolingual students. As a result, revisions in curriculum for ELL students were made to mirror curriculum improvements and interventions for monolingual students. In 2001, after reviewing feedback from ELL families, it was determined that the ELL school placement process needed improving. By using PDSA, a new ELL school placement process was designed to ensure that ELL students no longer were required to transfer between schools to continue in the ELL program. Figures 7.1-9–10, 21 reveal student performance results from these two improvements.

Understanding to what degree parents and students are satisfied with safety and security in their schools is determined by surveying parents and students yearly. Figure 7.2-4 shows student satisfaction with safety and security at school. Analysis of student trend data in 2000, indicated students felt safe and secure in school with improvement needed in safety to and from school as a priority. As a result, D15 became one of a few to install video monitors on all buses. As a result, disciplinary notices reporting student disruptive behavior on buses has decreased 67 percent this year with 9,625 students riding buses twice a day.

In 1999, installation of security systems in buildings was completed and visitors are now required to ring for admission, sign in, and wear identification badges. What once was considered good practice in providing safe schools was no longer good enough with world events changing what it takes to be safe and secure while learning.

D15 tracks and analyzes student accident information which has shown a decrease in accidents and improved response rate when accidents occur. Figure 7.2-4 displays accident data seg-

	97-98	98-99	99-00	00-01	01-02	02-03 to May
Student accidents	433	582	656	548	476	372
Percentage of students who have had accidents	3%	5%	5%	4%	4%	3%
Major accidents	57	77	81	76	44	41
Percentage of students who have had major accidents	0.5%	0.6%	0.6%	0.6%	0.3%	0.1%
Student perception of safety & security	80%	79%	84%	82%	87%	84%
COSD					86%	78%

Figure 7.2-4 Student Accidents and Perception of Safety

mented by major accidents. Major accidents are defined as injuries such as fractures and severe lacerations. The 41 represents 0.1 percent of the total student population which is a decrease from 81 or 0.6 percent in 2000 as a result of safety committee PDSA improvements.

Analysis of parent satisfaction with school safety and security is segmented by all parents, ELL parents, and special education parents (Figure 7.2-5). Since 1998, satisfaction levels reported for all parents have increased from 80 percent to 93 percent for all parents in 2003. The Gallup Poll reports that 35 percent of suburbanites report that safety is a serious problem in their schools. Special education and ELL student percentages have dropped. We are renovating the special education building and students are spread throughout D15. ELL students are in their first placement throughout D15. This was done so they would have a permanent placement that could consistently address their IEPs throughout their first- through sixth-grade education.

Student attendance and truancy are indirect measures of student satisfaction and are displayed in Figure 7.2-6.

Junior high principals conduct focus groups and survey a sample of ninth-grade students at feeder high schools to determine how satisfied students are with the education they received at their D15 junior high schools. Figure 7.2-7 indicates ninth-grade students' percent of satisfaction with D15. Based

upon ninth graders' suggestions, the writing program at the junior high has been revised.

D15's students go to two local high schools. Articulation meetings are held between these two schools and D15. Both high schools are recognized by the U.S. Department of Education as Blue Ribbon Schools. ACT scores are significantly above state averages and rank among the highest scores in the state. These two schools have a 98-percent graduation rate with 100 percent of their students coming from D15 schools.

D15 surveys the community and businesses, two other key stakeholder groups, to determine their satisfaction with D15 to retain the confidence and loyalty. Feedback is collected quarterly at DACEE by collecting information on "What satisfies you and what dissatisfies you?" The feedback is recorded, and dissatisfiers or improvement opportunities are discussed. This data is fed back into the strategic planning process. Our community and business partnerships identified strategic challenges (See P2.b). Stakeholders have given us a 95 percent or better rate of satisfaction. The 2002 national Gallup Poll reports 47 percent of respondents were satisfied with their community school.

Understanding satisfaction of our stakeholders also includes knowing areas and degree of dissatisfaction. Complaints are received via the D15 hotline, the Web site, and complaint scenario cards completed by principals monthly. A total of 30 topic areas were collected during the 2002-03 school year. No significant trends of repeated complaints were determined.

7.2.a(2) Student Performance Target: Enthusiasm—In order to measure the student performance target of student enthusiasm, D15 annually surveys all students to determine enthusiasm at each grade level for all subject areas. D15 considers this data not only an assessment of stakeholder needs and expectations, but a measure of satisfaction and perceived value. Data displayed in Figures 7.2-8–10 are for reading, math, and science. D15 selected as a comparison a California school district that has been collecting student enthusiasm data since 1993.

Analysis of trend data revealed that setting an organizational goal of enthusiasm for learning was not enough. Lack of active participation by students in improving enthusiasm for learning was identified as the barrier in 2000-01. As a result, a new requirement was established in the SIP process that all schools must address student participation in improving either student enthusiasm or satisfaction. Due to collecting monthly leading indicator information and making more timely adjustments, enthusiasm has doubled in upper grades over the past four years.

D15 monitors perceived value of our district's schools and special programs by examining the grade parents would assign to their school (Figure 7.2-11) and the percentage of parents who would recommend D15 schools and programs to their friends. Figure 7.2-12 shows positive referral data segmented by parents of all students, parents of special education students, and parents of ELL students. The national Gallup Poll reports 20 percent of parents would recommend their school to a friend. D15 has no 2003 data for all parents because this question got left off of the survey.

To understand loyalty and persistence of D15's stakeholders,

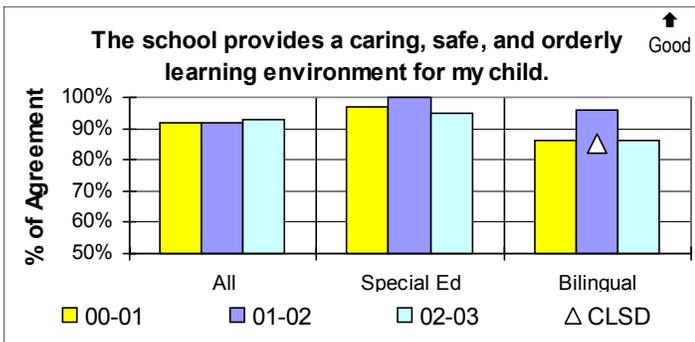


Figure 7.2-5 Parents Perception on Safety

Student Attendance	98-99	99-00	00-01	01-02	02-03
D15	95.4%	95.5%	95.9%	95.7%	95.9%
D15—Truancy	0.1%	0.2%	0.1%	0.2%	0.1%
CLSD	95.8%	95.6%	96.2%	96.0%	94.8%
CLSD—Truancy	0.2%	0.1%	0.0%	0.0%	0.0%
State	93.9%	93.6%	93.9%	93.7%	94.0%
State—Truancy	2.3%	2.3%	2.4%	2.2%	2.0%

Figure 7.2-6 Student Attendance and Truancy

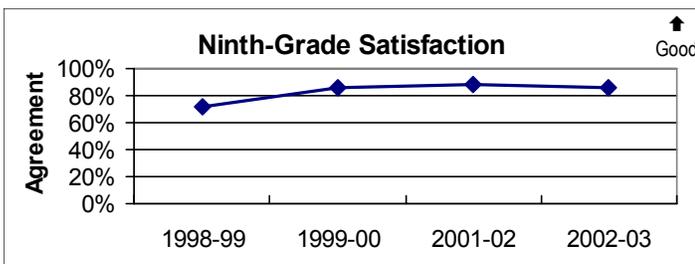


Figure 7.2-7 Ninth-Grade Student Satisfaction Results

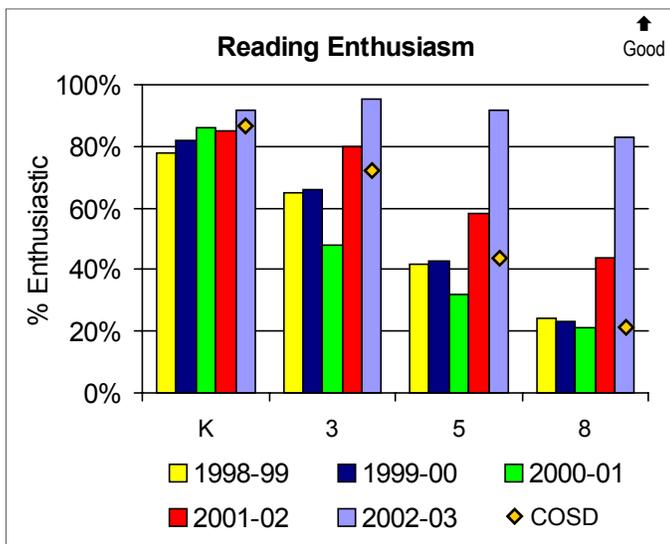


Figure 7.2-8 Reading Enthusiasm

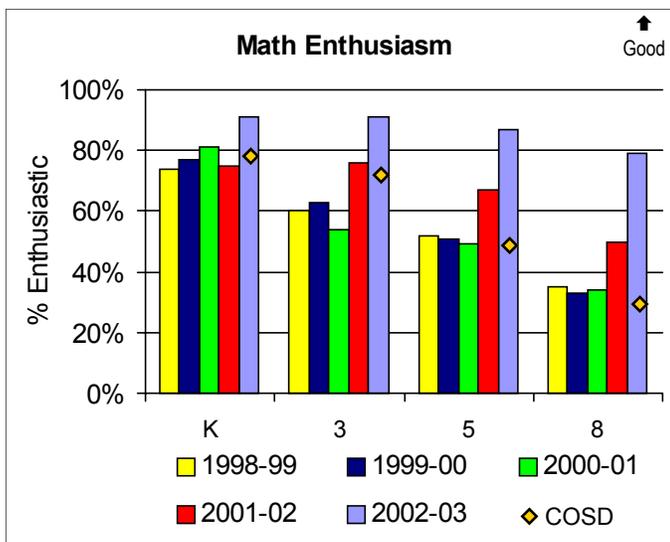


Figure 7.2-9 Math Enthusiasm

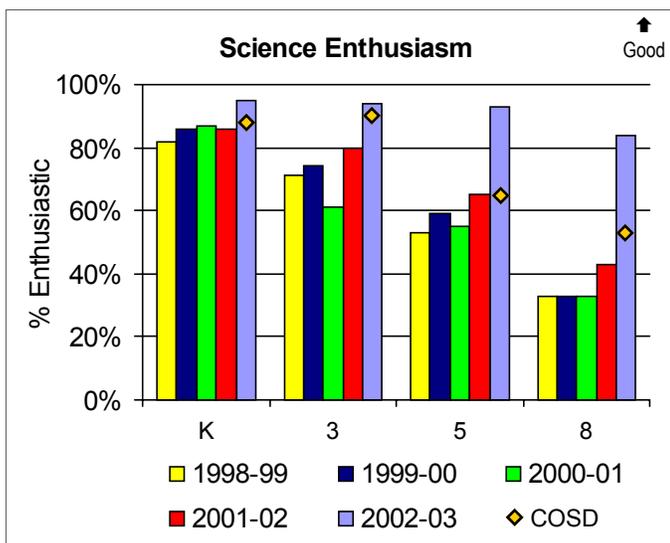


Figure 7.2-10 Science Enthusiasm

enrollment, withdrawals, and reenrollment information is tracked yearly (Figure 7.2-13). This information is important in

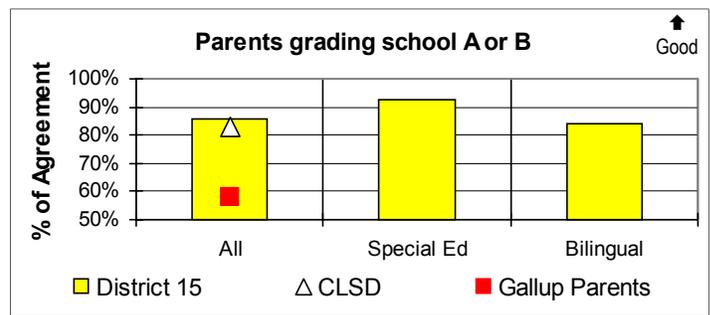


Figure 7.2-11 Parents Grading School A or B

Positive Referrals	00-01	01-02	02-03
Parents of All Students			
Would recommend District 15 schools	94%	99%	NA
Parents of Special Education Students			
Would recommend special education program to a friend	90%	91%	94%
Parents of English Language Learners			
Would recommend ELL program to a friend	NA	94%	84%
Gallup Poll			
Would recommend school to a friend			20%
COSD			
Would recommend school to a friend			89%

Figure 7.2-12 Positive Referrals by Parents

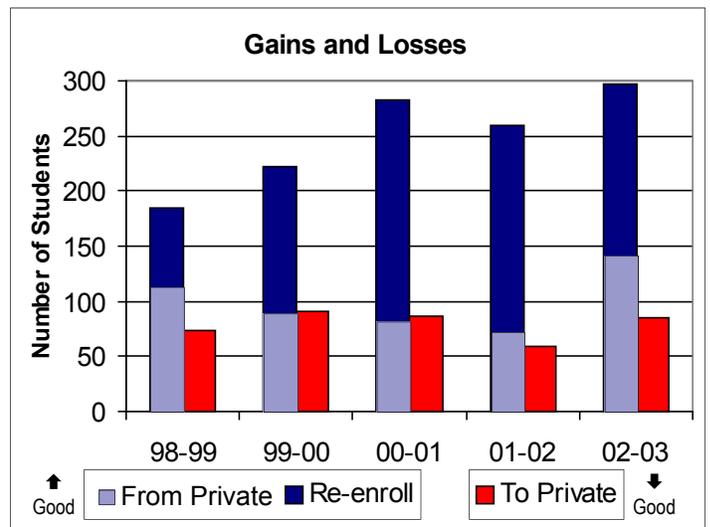


Figure 7.2-13 Gains and Losses

predicting trends and patterns of satisfaction and dissatisfaction. Over the past four years, the percentage of students leaving D15 to attend private schools has decreased, while 79 percent more are enrolling from private schools.

7.3 Budgetary, Financial, and Market Results

7.3a(1) Budgetary, Financial, and Market Results Along with academic performance excellence, our stakeholders have identified using property taxes efficiently and maintaining fiscal integrity as vital to our long-term success. With uncertainty in state and federal support, D15 needed to establish a mission-

Community Consolidated School District 15

critical priority to effectively manage financial resources without compromising the quality of education students receive. As a result, the BOE established Board Goal Five: "Become a world-class educational system that maintains fiscal integrity and reserves and pursues outside funding opportunities."

Figure 7.3-1 shows the expenditure per student of D15 to an adjacent district in the northwest suburbs as well as the average of 115 school districts in the Chicago metropolitan area.

D15 has been able to maintain a high level of pupil expenditures within the confines of local and state regulations without having to return to the taxpayer for additional tax support.

Figure 7.3-2 compares the D15 tax rate with a comparable school district. D15 has not had to seek a tax rate referendum since 1986. D15 continues to seek as much state and federal assistance as possible. State and federal revenue sources comprise approximately 19.3 percent of D15's annual revenue.

Figure 7.3-3 shows state and federal revenue comparisons.

Despite the use of reserve capital to fund projects, D15 has

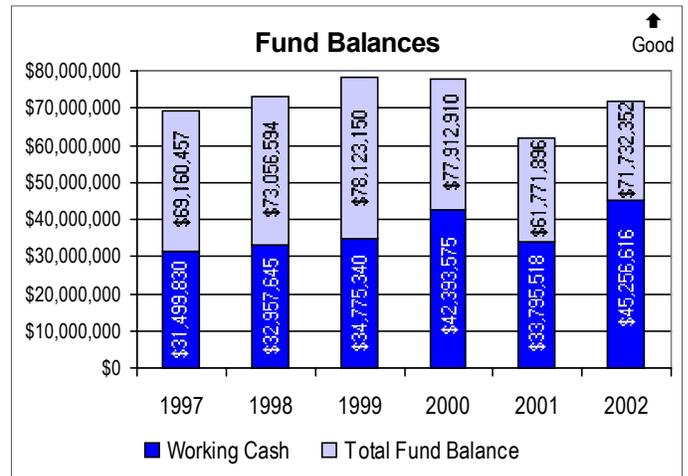


Figure 7.3-4 Fund Balances

been able to maintain its reserves at a high level. Figure 7.3-4 shows the total fund balance from 1997 to present. Through prudent fiscal management, D15 has been able to maintain this high level of reserves while funding significant projects.

D15's reserves have been affected significantly by tax refunds to property owners (commercial, industrial, and residential) who have successfully appealed their property assessments. Since October 1999, D15 has refunded \$16,998,805 of tax collections to property owners. Many of these refunds are for property assessment objections dating back to 1991 and before. Presently, there is no provision in the state statute to reapportion these refunds back on the tax rolls, thus, a reduction in current revenue occurs for each respective fiscal year. Figure 7.3-5 shows the refunds for each of the past four years.

In an attempt to alert the public about the financial trouble of school districts, in 2003 the Illinois State Board of Education (ISBE) developed a financial profile of all school districts in Illinois. The new ranking of the profile is as follows:

3.54—4.00	Financial Recognition
3.08—3.53	Financial Review
2.62—3.07	Financial Early Warning
1.00—2.61	Financial Watch

The financial profiles developed by ISBE places little weight on a district's reserves and considerable weight on D15 operating expenditures as compared to operating revenue. D15 received a profile score of 2.65 placing it on the Financial Early Warning

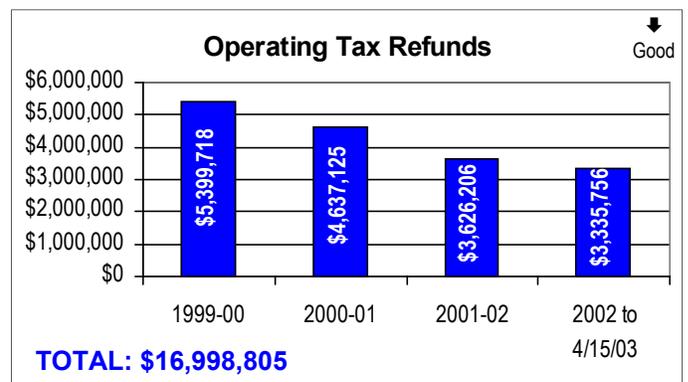


Figure 7.3-5 Operating Tax Refunds

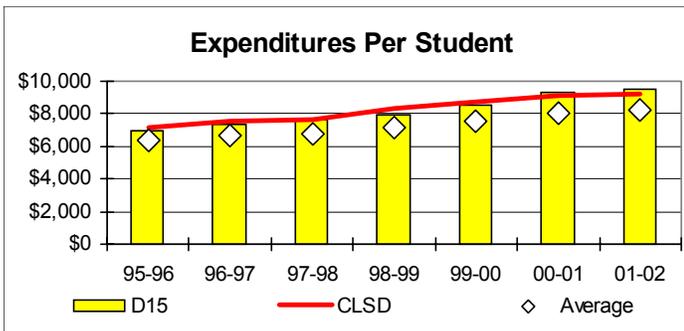


Figure 7.3-1 Expenditures Per Student

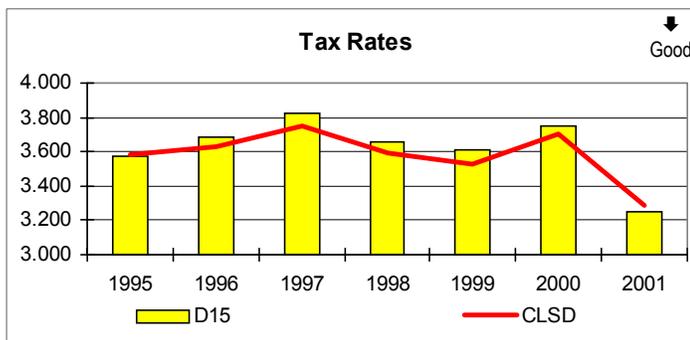


Figure 7.3-2 Tax Rates

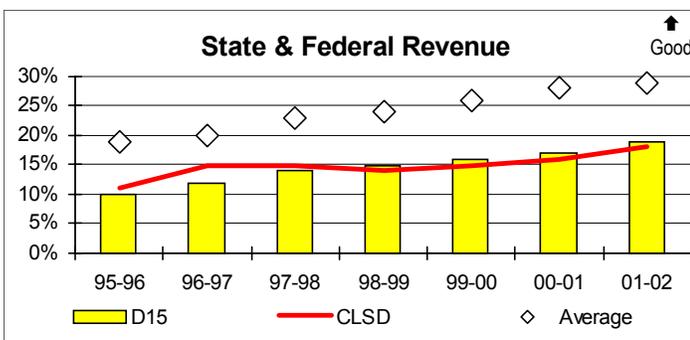


Figure 7.3-3 State and Federal Revenue Comparisons

list for the reporting period ending June 30, 2002. The profile does not recognize transfers of reserves as revenue. If reserves were included, D15 would be at the high end of the Financial Review profile. If D15 were allowed to keep the tax refunds that were legitimately collected, D15 would be in the Financial Recognition profile.

The long-range financial plan of D15 projects that a tax rate referendum will be needed for the first time since 1986. As a strategy for cost containment purposes, D15 has made a critical review of all expenditures. Looking to our core values, D15 used two basic criteria to make the cuts: furthest away from an impact on classroom instruction and increasing department efficiency. This resulted in budget cuts totaling \$3,224,300 in fiscal year 2003 and \$4,223,600 projected to be made in fiscal year 2004.

D15 has submitted its annual budget and annual financial reports for external review and always received the highest rating, an “excellent.” (Figure 7.3-6.)

7.3a(2) Figure 7.3-7 shows comparative information from neighboring K-8 school districts and the state on the costs per student and the percentage of all students in Grades 3-8 who have met or exceeded standards on the ISAT assessment. D15 student performance results are the highest of all four comparisons. Of the three comparative school districts, D15 provides the greatest value per dollar per student. Using the data in Figure 7.3-7, for the state to achieve the same percentage of overall student performance as D15, it would require an expenditure of \$10,926.67 per student. For every percentage point of performance, it costs D15 \$111.93 versus the state’s average expenditure of \$130.70 per percentage point of performance.

D15 has captures 90.2 percent of the market share of the total number of students within its boundaries.

Financial Awards		
Meritorious Budget Award	Association of School Business Officials International (ASBO)	Earned first in 1995 to present (2002)
Certificate of Excellence in Financial Reporting	Association of School Business Officials International (ASBO)	Earned first in 1993 to present (2001)
Certificate of Achievement for Excellence in Financial Reporting	Government Finance Officers Association of the United States and Canada	Earned first in 1996 to present (2001)

Figure 7.3-6 Financial Awards

	Market Performance		
	Operating Cost Per Student	Overall ISAT Student Performance	Cost Per Percentage Point Performance
D15	\$9,358	83.6	\$111.93
District A	\$9,240	77.5	\$119.23
District B	\$9,118	76.9	\$118.57
District C	\$8,406	68.7	\$122.36
State	\$8,195	62.7	\$130.70

Figure 7.3-7 Market Performance

7.4 Faculty and Staff Results

7.4a(1) D15 is committed to creating and maintaining a team-based culture to increase collaboration and communication within and across work groups (Figure 5.1-1–2).

D15 designed the collaborative environment in response to staff suggestions. When surveyed, staff was asked an open-ended response question on opportunities for improvement. In 2000, there were 197 opportunities with 35 communication and collaboration opportunities. In 2001, 163 responses with 28 for communication and collaboration. In 2002 there were 149 and in 2003, 55 opportunities for improvement but communication wasn’t mentioned.

Our goal of developing a high-performing work force that demonstrates satisfaction with their jobs requires understanding what it takes to retain quality teachers. Based on the preliminary definition in the No Child Left Behind (NCLB) law, 100 percent of the classes in D15 are taught by highly qualified teachers. Figure 7.4-1 shows the turnover rate for certified staff and includes the number of certified teachers replaced each year due to retirement, demand for new positions, and mobility. Mobility is defined as other employment, leave of absence, relocation, dismissed teachers, childcare/domestic responsibilities, disability, and return to college for further education. Figure 7.4-2 indicates D15’s turnover information. The most recent Department of Labor statistics on turnover rates for the 12 months ending August 2002 indicate an annual rate of 10.3 percent in the government sector. D15 shows a 5.5 percent turnover rate for the period of August 2002 through April 2003.

D15 asks all employees leaving to complete an exit questionnaire. In the last three years 143 exit questionnaires were received with 29 respondents indicating they were dissatisfied. Reasons given for dissatisfaction include location, salary, stress, and difficulty with supervisor. Information from exit questionnaires is analyzed with the supervisor and assistant

Certified Staff Turnover	98-99	99-00	00-01	01-02
Retirement	8	16	4	42
Mobility	91	88	88	89
D15 Turnover	12%	13%	11%	13.6%
All Public Schools in U.S.	20%	20%	20%	20%

Figure 7.4-1 Attrition Rates for Certified Staff

Employee Turnover	Total Staff	Aug-Oct	Nov-Jan	Feb-Apr
Educational Support Personnel	434	24	12	2
Custodial/Maintenance	136	4	5	1
Transportation	176	4	4	1
Food Services	58.5	5	0	1
Nurses	22	2	0	0
Teachers	839.3	13	0	0
Administrators	68.2	1	0	0
Student Services	53.3	1	0	0
Others	112	8	9	0

Figure 7.4-2 Employee Turnover

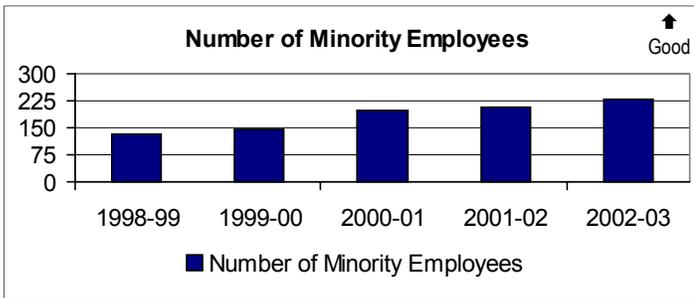


Figure 7.4-3 Number of Minority Employees

superintendent for personnel to determine root cause or patterns.

The number of minority employees hired has shown an increase every year since 1998-1999 as shown in Figure 7.4-3.

We currently have minority staff represented in each of the major job

classifications in D15 as shown in Figure 7.4-4. The average years teaching experience for certified staff per school ranges from 10.72 to 17.27.

7.4a(2) A high-performing workforce strives to meet the highest standards for educators nationally. Figure 7.4-5 show D15's results on national board certification. In the fall of 2002, 14 teachers in D15 received their National Board for Professional Teaching Standards (NBPTS)

certificate. The total number of teachers in D15 who have successfully completed certification is 48. Chicago is the only school district in Illinois with more nationally board certified teachers. The number of NBPTS certified teachers in other CLSDs range from 0-19. D15's results have been directly impacted by the effective support system put in place to assist teachers in this process.

D15 continues to have a very high "pass" rate for teachers who apply for National Board of Professional Teaching certification. Fourteen out of 19 schools have at least one National Board Certified teacher on the staff and more than half the schools have two or more National Board Certified teachers on the staff.

Teacher orientation and follow-up new teacher workshops are required as conditions of employment. Satisfaction with

Job Classification	Number of Minority Employees
Administration	6
Custodian/Maintenance	34
Food Services	6
Support Staff	70
Teachers	89
Transportation	25

Figure 7.4-4 Number of Minority Employees by Job Classification

District 15 National Board Certified Teachers		
Year	# of Submissions	# Certified
94-95	2	2
96-97	1	1
97-98	4	4
98-99	4	3
99-00	3	3
00-01	24	21
01-02	18	14
02-03	15	Pending
TOTAL D15		48
TOTAL CLSD		0-19

Figure 7.4-5 National Board Applicants

training for both certified and noncertified staff is rated on a five-point scale with results in Figure 7.4-6. In 1999, feedback from new teachers indicated more time was needed for orientation beyond the three days offered. Beginning in 2000, a five-day orientation program was introduced. In 2002, program changes included more open times for working at the buildings and scheduling the orientation earlier in August based on feedback received in 2001. Feedback in 2002 resulted in program changes extending the range of experience for novice teachers and differentiating the requirements for their mentors.

Attrition is determined by percent of teachers that are new to D15 who leave D15. Figure 7.4-7 shows the continuous decrease in attrition, which D15 attributes to the mentor training refinements made as a result of five PDSA cycles. The CLSD has a 20 percent attrition rate for first-year teachers.

D15 offers an extensive selection of professional development for all staff. Figure 7.4-8 displays hours of training offered by D15 to each employee group. Based on teacher feedback that said D15 should focus on one area of improvement at the district level, D15 limited the staff development offerings in 2002-03. The majority of staff development was delivered at the school level by principals who were trained as trainers on

	1998	1999	2000	2001	2002	CLSD
Certified	40%	61%	99%	87.5%	100%	95%
Non-certified				89.7%	95%	NA

Figure 7.4-6 Satisfaction with New Employee Orientation Program

	96-97	97-98	98-99	99-00	00-01	01-02	CLSD
Percent Attrition	19.5%	13.9%	12.7%	11.7%	8.5%	6.2%	20%

Figure 7.4-7 Attrition Percentage for First-Year Teachers

Training	Total Hours of Training	
	2001-02	2002-03
All Certified Staff	1,784	1010
Special Education	43	53
ELL	48	63
Mentor/New Teacher	75	60
Mentor/New Administration	9	9
Directors/Coordinators	15	33
Administration	45	57
Substitute Teachers	5	10
Board of Education	44	21
Program Assistants	43	47
Transportation	11	19
Maintenance/Custodial	82	61
Food Services	45	63
Technology Department	182	213
Wellness/Financial	18	14
Secretaries	9	4

Figure 7.4-8 District Training for All Employee Groups

classroom systems. Principals and department directors also held whole-faculty study groups. (Figures 5.2-2)

In response to a substitute teacher shortage in 1999, D15 began a training program for individuals who did not hold education degrees or a regular teaching certificate. D15 advertised the program throughout D15 in order to attract individuals who qualified for a substitute teaching certificate without holding a bachelor's degree in education. The result has been a continuing increase in the number of substitute teachers working in D15 for each of the last four years. Figure 7.4-9 shows the growth in number of substitute teachers over the past four years. D15 purchased a training program for substitute teachers, *Recruiting & Training Successful Substitute Teachers* developed by the University of Dayton and published by Corwin Press. The program was extensively field tested in Michigan and Ohio prior to distribution. During the 2002-03 school year, D15 conducted two-day training sessions for 56 individuals who have signed up to work as substitute teachers in D15.

Since 2001, there have been four teachers placed on a Teacher Assistance Plan with specific goals to improve their classroom performance. This plan is designed to provide intensive assistance to teachers who do not meet performance standards identified in the Teacher Appraisal Plan Handbook. Feedback is provided to these teachers every six weeks during one school year with performance ratings assigned in January and April. Half of the teachers on an assistance plan have corrected their deficiencies and have been returned to the regular teacher evaluation cycle. The other two teachers have been removed from their full-time teaching positions.

Since 2001, employees have had opportunities to receive training to qualify for promotions within D15. Night custodians fill in for head custodians when they are absent due to illness or vacations so they can learn the job duties and gain experience independently handling the daily operation of a school. D15 has a New Leaders training program in which building assistants and assistant principals gain knowledge and skills to make them successful school leaders when vacancies for principal positions occur. Sixteen of our 19 principals have come from within D15. Training videotapes have been previewed for use in inservicing new program assistants. This training will cover what to do on the first day, working with certified staff, dealing with special needs of students, and working with regular education students. Program assistants and clerical assistants are able to learn about D15 so they have a competitive edge when applying for vacant school secretary positions. Figure 7.4-10 indicates the success rate of internal applicants obtaining promotions within D15.

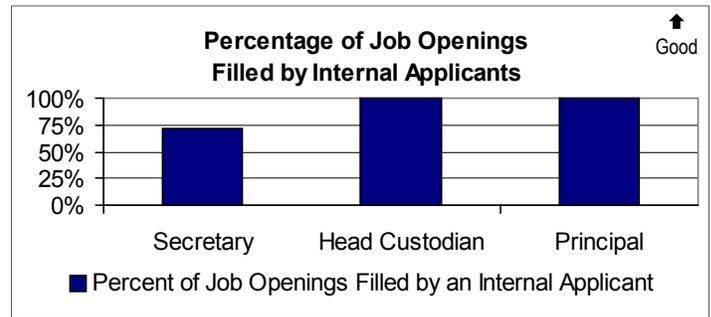


Figure 7.4-10 Employee Promotions

7.4a(3) D15 demonstrates commitment to creating and maintaining a positive and productive work environment in numerous ways. The Safety Committee, with the assistance of an outside consultant, routinely reviews all accident reports and makes recommendations for training and purchase of equipment for employees in order to reduce accidents. These improvements contributed to the increase in staff perception about safety and the decrease in the percentage of staff accidents as shown in Figure 7.4-11. The teachers experienced the highest incidence of accidents of any employee group in D15 as a result of the need to restrain severely handicapped children in their classrooms. Each year D15 conducts restraint-training seminars (CPI) for all staff who work in classrooms where children need to be restrained on a regular basis.

D15's insurance broker, who administers 45 districts' workers' compensation programs, supplied comparison information with customers most similar to D15. The drop in days lost is due to D15's new Return to Work Program. People with restrictions are given light duty assignments so they are contributing but often in a different area.

D15 annually surveys all staff to determine how well D15 is meeting their needs and expectations. An indicator of faculty and staff well being is job satisfaction. Figure 7.4-12 displays

Staff Safety Results					
Number/Percentage	99-00	00-01	01-02	02-03 YTD	2003 CLSD
Number of staff	1747	1920	1934	2026	2216
Percentage of staff who had accidents	9.7%	5.8%	5.9%	2.6%	7.6%
Total amount of claims	\$758,188	\$438,056	\$428,669	\$290,915	\$648,337
Workers' compensation claims	170	112	114	53	168
Claims with lost time	56	24	33	8	5
Staff perception on safety	91%	95%	95%	97%	NA

Figure 7.4-11 Staff Safety and Workers' Compensation Claims

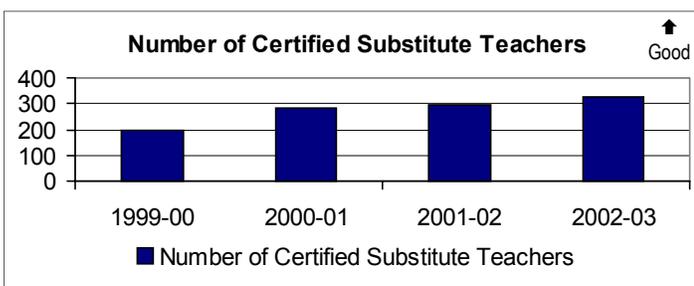


Figure 7.4-9 Number of Certified Substitute Teachers

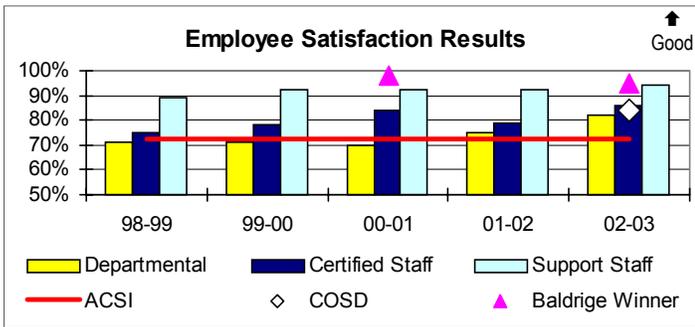


Figure 7.4-12 Employee Satisfaction Results

satisfaction data segmented by employee group. All groups showed an increase in satisfaction from the 2001-02 school year. Certified staff level of satisfaction exceeds the ACSI and COSD averages. Trend data for certified staff that are gathered from two surveys each spring shows increased levels in conditions of teaching, shared decision-making and job satisfaction as shown in Figure 7.4-13. COSD score is for satisfaction only. Figure 7.4-14 shows teachers satisfaction results over three years according to years of experience in D15.

A new law in Illinois requires teachers to complete 120 hours of continuing professional development units (CPDU's) over five years in order to renew their teaching certificates. The program is administered by a local professional development committee (LPDC) comprised of teachers and administrators in D15. Survey results indicate 96 percent of the teachers are satisfied with the support that they receive in creating their certificate renewal plans and claiming credits.

Figure 7.4-15 shows staff perceptions on work conditions in D15. The results for 2002-03 indicate an increase in six out of the seven categories for certified staff, an increase in three out

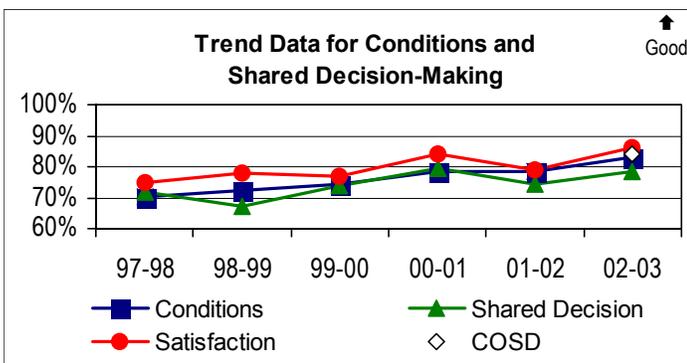


Figure 7.4-13 Trend Data for Conditions and Shared Decision Making

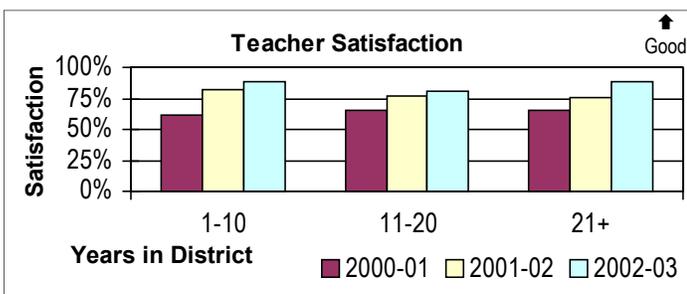


Figure 7.4-14 Teacher Satisfaction by Years in District

Perception on Work Conditions	99-00	00-01	01-02	02-03
Certified Staff				
Received help and support	86%	88%	88%	91%
Staff development helps me improve	64%	72%	72%	71%
Professional treatment	78%	84%	84%	87%
Received recognition	65%	68%	68%	73%
Effective communication	58%	64%	67%	74%
Participation in decisions	74%	80%	75%	79%
Collaboration/teamwork	NA	77%	74%	80%
Support Staff				
Received help and support	92%	91%	89%	95%
Staff development helps me improve	82%	82%	80%	82%
Professional treatment	88%	88%	87%	90%
Collaboration/teamwork	70%	85%	86%	85%
Department				
Received help and support	NA	72%	76%	80%
Staff development helps me improve	70%	59%	62%	75%
Professional treatment	63%	68%	70%	74%
Received recognition	54%	59%	67%	69%
Collaboration/teamwork	74%	73%	75%	81%

Figure 7.4-15 Staff Perceptions on Work Conditions

of four categories for support staff, and an increase in the five categories for departmental staff.

Each year the SCC recognizes employees for exceptional service extending beyond the person's normal job expectations as show in Figure 7.4-16. This award is unique because it is a result of peers recognizing the achievements of their colleagues. Numbers of recognized employees depends on the number of nominations each year. In addition, each month the BOE recognizes staff who have achieved special honors in the community, state, and nation. Additional district celebrations include mentor recognition, tenure celebration reception, retirement breakfast, secretary appreciation luncheon, and recognition day held on the final day of school where accomplishments of schools, teachers, and staff are highlighted for everyone to hear.

D15 is committed to developing lifetime fitness programs for students and staff. D15 has state-of-the-art fitness equipment and workout rooms in all junior high facilities that can be used by all staff before and after school. Over the past four years, 1,834 employees took advantage of no-cost flu shots, and 176 in 2001 and 182 in 2003 participated in the biannual wellness-screening program.

D15 offers an excellent salary and benefit package to its employees and their families. D15 employee out-of-pocket

	98-99	99-00	00-01	01-02	02-03
SCC Awards	152	248	178	259	264

Figure 7.4-16 SCC Awards

costs for health care are half of what employees in a comparison local school district pay. In addition to health care coverage, D15 employees pay the same or less for vision care and prescriptions than the comparison local school district. Teacher salaries at seven different steps on the salary schedule indicate teachers receive higher compensation than the comparison local school district as shown in Figure 7.4-17.

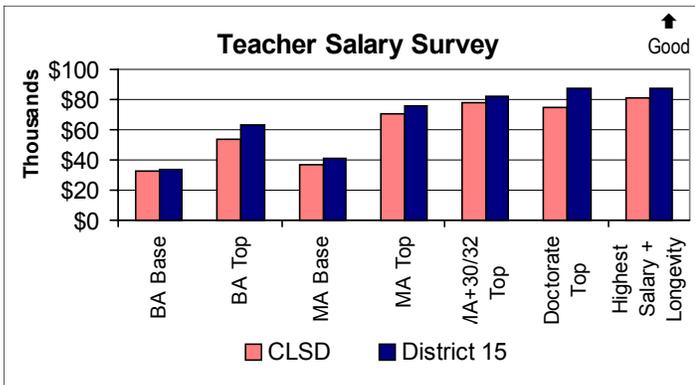


Figure 7.4-17 Teacher Salary Survey

Seven hundred two employees belong to the credit union which is located in the ESC.

D15 has had only two labor grievances during the past five years as compared to the most recent data on a Baldrige winner, which has a rate of four grievances per year. We attribute this small number to the strong relationship that has been established between senior leadership and the association membership. As issues arise throughout the year, authority is given to those managing the complaint process to determine what must be done differently at the lowest possible level to remain on course to achieve our goals while improving employee satisfaction.

D15's annual staff attendance rate for employees is excellent with the average for all employee groups at 96.8 percent. The range by employee group is 94.6 to 99.4 percent. Absences include sick days, personal days, and absence without pay days. For the past eight years, departments have tracked attendance as a measure of employee satisfaction.

7.5 Organizational Effectiveness Results

7.5a(1) Organizational Effectiveness Results Figure 7.5-1 illustrates D15's capacity to improve student performance as a result of their programs. The charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for all grades and subjects tested.

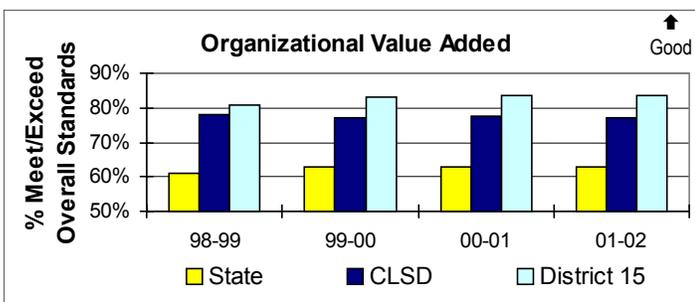


Figure 7.5-1 Overall Illinois Standards Achievement Test Performance

D15's special education programs service 13.8 percent of the total student population. Representatives from ten school districts have benchmarked D15's special education programs over the past two years. Over the last three years, D15 has had seventeen students enroll from other districts for special education services. D15 has been fully approved by the state of Illinois since 1996 to operate special education programs for students with every known disability from mild to severe and profound.

Figure 7.5-2 displays exit rates for D15's special education program and Figure 7.5-3 shows exit rates for our ELL program. With the ultimate purpose of placing students in the least restrictive environment, D15 is committed to identifying accurate, appropriate, and measurable goals that are rigorous. These goals have resulted in gains in student learning from 10 to 20 percentage points over the past four years as measured by the ISAT (Figures 7.1-22-29).

Prior to the NCLB mandate, D15 demonstrated its commitment to all the community children by providing intervention services to children from birth to age three. This is a strategy D15 uses to prepare their youngest students for future educational success.

D15's preventive English and Spanish KIP, FLIP, and SAIL reading intervention programs have resulted in improvement in instruction for all students. D15's second-grade student performance target holds teachers accountable for calibrating their instruction so fewer and fewer students are in need of interventions. In 2001, 9.7 percent of kindergarteners qualified for KIP, and in 2003, 6.8 percent qualified. In 2001, 15.8 percent qualified for FLIP, and in 2003, 9.9 percent qualified. D15 was the national winner for the Leadership for Learning Award presented by the American Association of School Administrators (AASA) for D15 reading intervention programs.

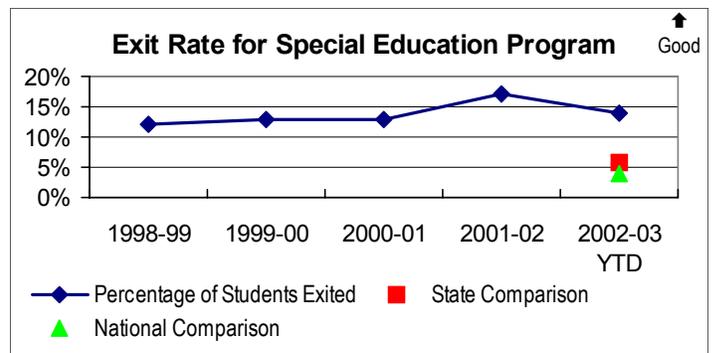


Figure 7.5-2 Exit Rate for Special Education Program

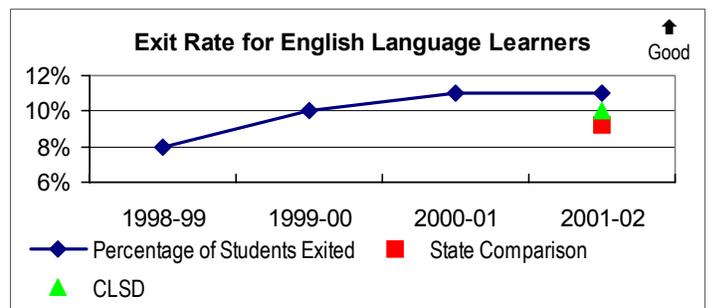


Figure 7.5-3 Exit Rate for English Language Learners

The **SOAR to Success** program services students in Grades 3-5 who are not reading at grade level. Normal expected growth for this population would be one year. All students gained more than a year's progress. Third graders gained an average of 1.75 years, fourth graders 1.87 years, and fifth graders 1.81 years for the last three years. From one year to the next there is about 30 percent fewer students needing intensive help. For example in 2000-01, 112 fourth graders were in SOAR. In 2001-02, 77 fifth graders qualified. This is an impressive result considering this program primarily services new students to D15. Figure 7.1-35 confirms that less than two percent of the students in our system since kindergarten need further interventions by second grade.

Read 180 is a computer-based intervention program servicing students in three junior high schools and students in Grades 5-6 in five targeted elementary schools. Figure 7.5-4 illustrates NCE growth for this year.

Assistive technology ensures that all students have the tools they need to communicate and learn. In 2003, 1,050 students were identified as needing some technology or software to assist them in learning. D15 has 1.5 full-time assistive technology specialists who provide support to students, parents, and staff to ensure that technology use is appropriate, efficient, and effective.

World-Class Learning Opportunities—Educational opportunities for D15 students extend outside school walls, into the local community, and beyond into the state, the nation, and the world. D15 students received first place in the Illinois Math Counts competition and have advanced to the national competition. D15 students advanced from state winners to the world competition of Destination ImagiNation. Seven percent of D15 students received perfect scores on the national WordMasters Challenge competition and 43 percent received an outstanding rating. Sixty-three percent of D15 students received perfect ratings at the Illinois Grade School Music Association state contest. D15 students were selected to represent the state of Illinois at the National Youth Awards presented by the National Energy Education Development Project (NEED) in Washington, D.C. D15's Science Olympiad team received the Best in the Nation Award. Forty-one percent of our students in Grades 7 or 8 received Outstanding Project or Outstanding Paper awards at the State Science Exposition. D15 was among the top schools in the state and international Knowledge Master open competition.

Connected Learning Community—Figure 7.5-5 illustrates that as far as educational benefits 15 schools fall in the mid tech

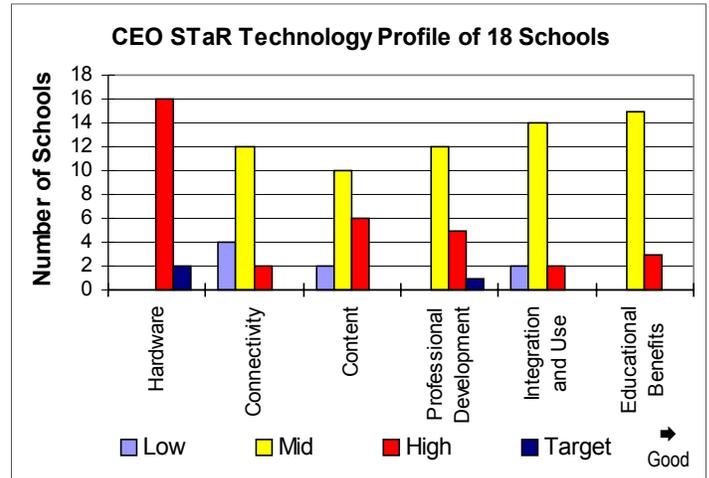


Figure 7.5-5 Technology Profile of 18 Schools

level and three schools in the high tech level. This has resulted in improved higher-order critical thinking with access to multimedia content; mastering basic skills through drill and tutorial software; accessing Internet resources; and communicating with others. This has also resulted in teachers gaining skills in Web design. Figure 7.5-6 is an example of D15's responsiveness to stakeholder expectations. Parents requested the use of teacher Web pages as a means of communication on assignments. Three years ago, five teachers had Web pages. This year, 521 teachers have Web pages.

Figure 7.5-7 is another example of responsiveness to parent needs. D15 and the local park districts work together to offer D15 families the Children's Activity, Recreation, and Enrichment (C.A.R.E.) program. This is before- and after-school care for those students with working or community-involved parents.

D15's Internet site is a key portal for all stakeholders to access information relative to D15's key goals, strategies, and initiatives. From January to November 2002 there were 7,084,955 hits to D15's Web site. The three most popular Web pages on the D15 site are job openings (16,450), career opportunities (16,419), and D15 schools (15,331). The most frequently downloaded files are school menus (809) and the D15 *Share-*

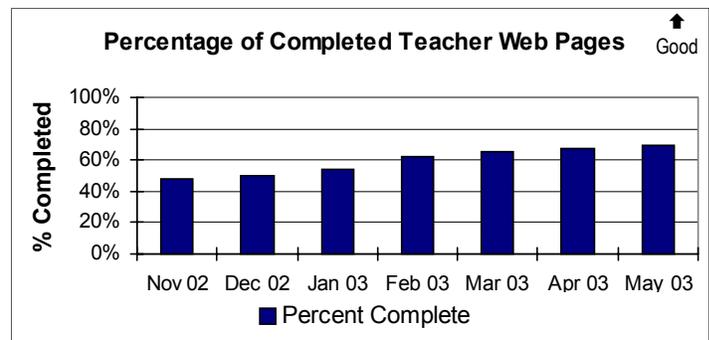


Figure 7.5-6 Percentage of Completed Teacher Web Pages

C.A.R.E. Participation	98-99	99-00	00-01	01-02	02-03
All students	642	650	660	670	660

Figure 7.5-7 C.A.R.E. Participation

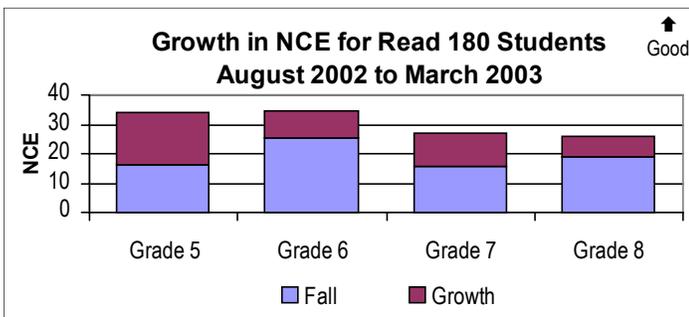


Figure 7.5-4 Growth in NCE for Read 180 Students, August 2002 to March 2003

holders' Report (610). D15's site is attracting world visitors from more than 20 different countries with Canada, Australia, and United Kingdom the most frequent. This is also another vehicle D15 uses to invite issues and concerns to be brought forward.

Communication technologies throughout D15 provide equal access to information for students and staff. Each school has at least one daily live broadcast via production centers that are run by students. D15's production center provides ongoing access to D15's Channel 44 where approximately 150 pictures of school-based activities are posted daily. In 2002-03, 45 original video productions related to curriculum implementation, training, and school highlights were created.

Building usage—100 percent of D15 buildings are used after school, evenings, and weekends for various activities including 69 Boy Scout troops, 73 Girl Scout troops, five park districts, private and parochial school activities, college classes, sports groups, religious groups, neighborhood groups, NWSRA camps, PTA, League of Women Voters, musical groups, and many various activities run by community businesses. Exterior grounds can also be used during off-school hours. D15 facilities and grounds use is free because of an intergovernmental agreement with the park district. A use fee is charged others just to recoup custodial costs.

As described in Category 1.2, mutual benefits of the Senior Exchange Program include providing tax relief to seniors and a wealth of work experience and expertise in their respective fields to D15 schools. Figure 7.5-8 displays the continued success of this intergenerational program.

7.5a(2) Effectiveness and efficiency of support programs are evident when examining cycle-time reductions as shown in Figure 7.5-9. All of these processes have involved iterations of improvement.

Figure 7.5-10 depicts how the number of downtime incidents for network have decreased this year. D15 prides itself on technology service response time. Compared with a Baldridge winner, D15 is 80 percent faster. Figure 7.5-11 shows how the technology user satisfaction has increased with the improvement of network reliability and the reduction in technology service time. D15 demonstrates cost containment efficiency when compared to the National Top Ten Technology Districts. D15 has 2.6 to 1 students per computer and the top ten average 3.7 to 1. However, the top ten average 46 technical support people to seven for D15.

In 2000, principals identified that late buses impacted valuable

learning time and were a barrier to achieving D15's mission. Through the PDSA department improvement plan, the transpor-

Process	From	2003
PDSA development time	2-4 weeks (2000)	1 day
PDSA training	6 days (2001)	4 hours
SIP requests for information	1 or more days (2002)	Instant on-line availability
Requesting curriculum updates	2-3 days (2001)	Instant on-line availability
District committee minutes	1 week or more (2001)	Instant on-line availability
Missed buses	Couldn't return	Within 15 minutes
Routing buses for new student	2 weeks after student registers	Upon registration
Technology service time	33 days	24 hours
Purchase order processing	3.07 (1999-00)	1.31 days
Central stores delivery process	4.86 days (2001)	3.38 days
Maintenance work order process to complete request	2 years to a month (2000)	6.6 days
Absence reporting system	4 weeks	Instant on-line availability
Teacher candidate resumes	2-3 days (2000)	Instant on-line availability

Figure 7.5-9 Examples of Cycle-Time Reduction

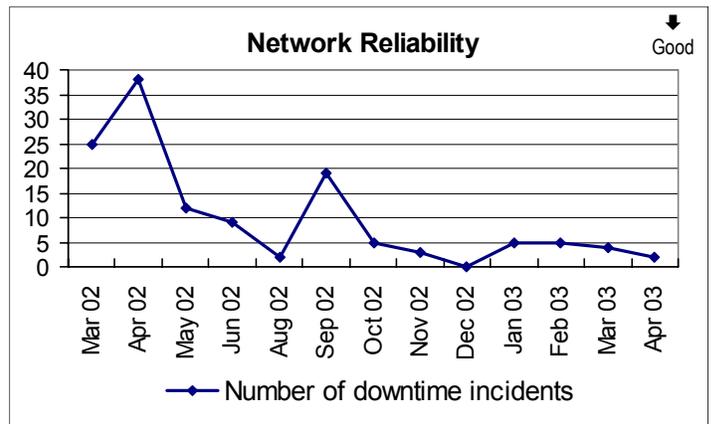


Figure 7.5-10 Network Reliability

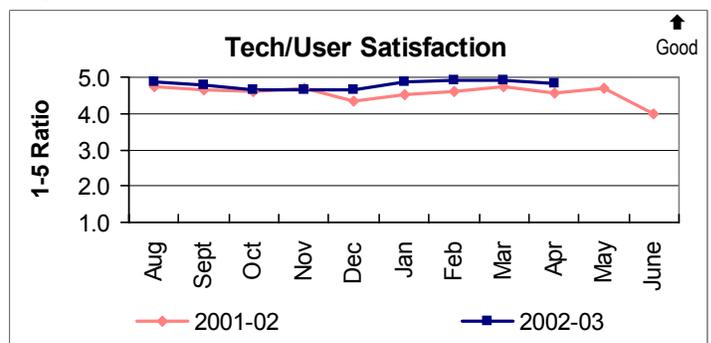


Figure 7.5-11 Technology Service Time in Average Hours

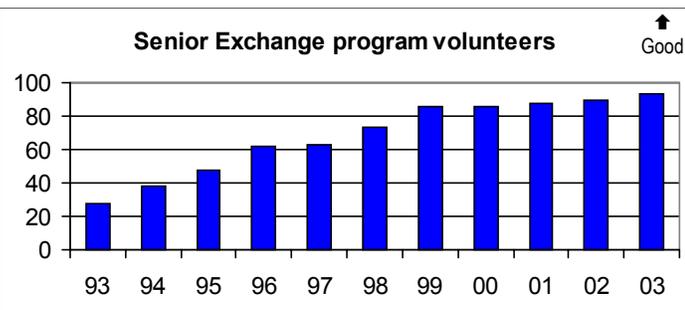


Figure 7.5-8 Senior Exchange program volunteers

tation department identified root cause (length of route and number of students assigned to routes) and developed an improvement theory based on adjusting these factors and implementing new technology now available for tracking buses. On-time delivery improved (Figure 7.5-12) for regular education students from 89 percent in October 2000 to 99.21 percent in March 2003. For special education and kindergarten students, on-time delivery improved from 90 percent in November 2000 to 98.44 percent in March 2003. Accidents (Figure 7.5-13) decreased from 32 in 1997-98 to 14 in 2002-03.

D15's commitment to caring for students is built on the belief that if basic needs of students are not met, learning will be impacted. Healthy People 2010 is the prevention agenda for the nation designed to identify the most significant preventable threats to health. Increasing to 50 percent of the proportion of schools that have a nurse to student ratio of at least 1:750 is one of the targeted objectives in Healthy People 2010. The current nurse to student ratio in D15 is 1:600.

A key need and expectation for employees is to work in a healthy, well-maintained school climate. D15 surveys (Figure 7.5-14) all employees about the cleanliness and maintenance of their workplace. They express a 90-percent satisfaction level.

A D15 core value is to continuously improve which means regular cycles of planning, execution, and evaluation are used to reduce cycle time. The number of days to turn around purchase orders has gradually reduced over time (Figure 7.5-15).

7.5a(3) Continual improvement begins with a clear understanding of the current system performance levels to identify leading and lagging indicators and then periodic checks to determine progress. D15's leadership team performs these checks as an

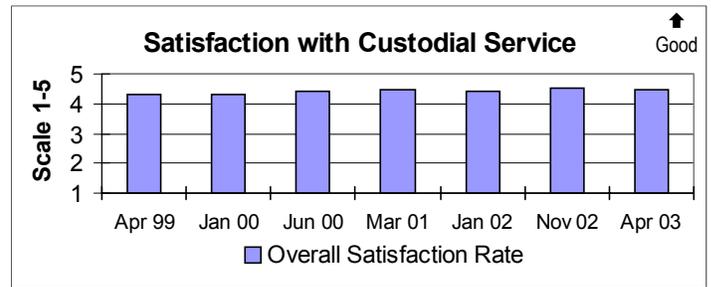


Figure 7.5-14 Overall Satisfaction with Custodial Service

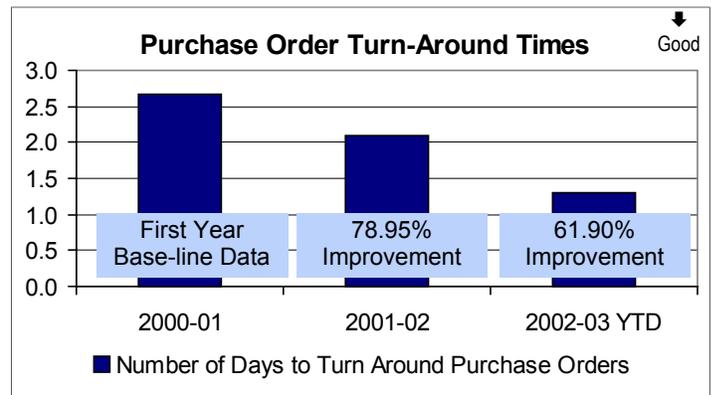


Figure 7.5-15 Purchase Order Turn-Around Times

evaluation of D15 as a learning system to identify strengths and key opportunities for improvement. The information from the self-assessment (Figure 7.5-16) leads to improvements in the system (Category 1.1c(1)).

The online OPPS (Figure 2.1-2) includes key goals and corresponding action plans. Leadership can see at a glance the percentage of action plan steps which are completed as well as current performance as it relates to set targets. D15 has done a self-assessment over the last three years of its district learning system. Figure 7.5-17 displays the average percentage of action plans completed for each key goal as of April 2003. The two most significant areas of growth are leadership and strategic planning. The reduction in Category 7 numbers is due to the difficulty in finding comparative data. P.2a(3) shows D15's current performance.

CFPM is the key process for curriculum and instructional

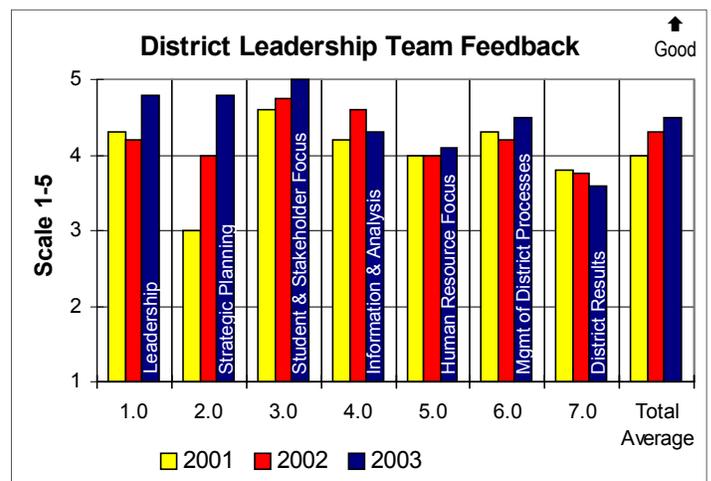


Figure 7.5-16 District Leadership Team Feedback

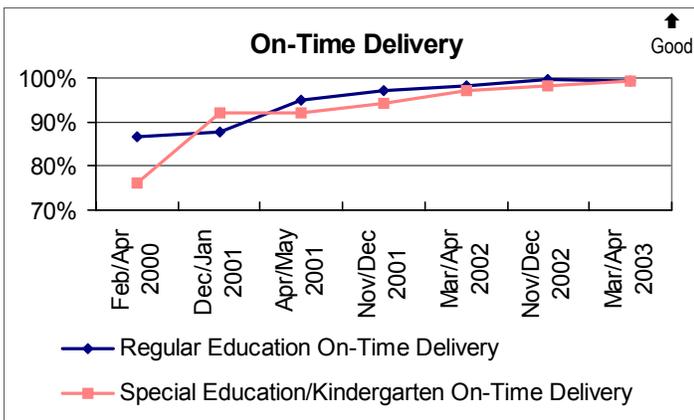


Figure 7.5-12 On-Time Delivery

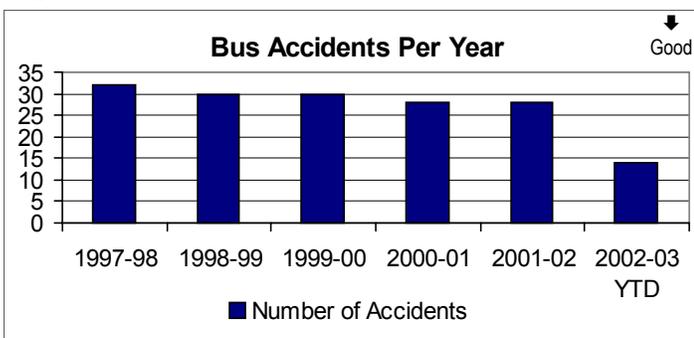


Figure 7.5-13 Bus Accidents Per Year

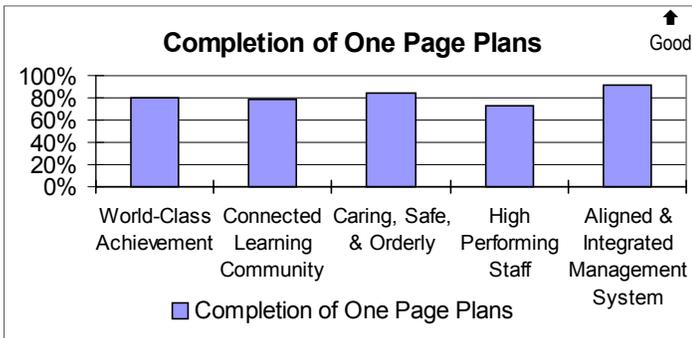


Figure 7.5-17 Completion of One Page Plans

design and delivery. The most recent application of the CFPM process was the design, development, and implementation of our new Language Arts program. Team members critiqued the deployment process, and 95 percent felt it worked as designed, and four specific needs for improvement were identified. These critiques occur after the CFPM process is applied as part of the control strategies process managers use to systematically evaluate the process and make continual refinements.

D15 believes that its volunteers (Figures 7.5-18) are one of the most important assets and a strategy that directly links to successful strides in meeting district and building strategic goals. In order to estimate the added value these volunteers contribute to D15, D15 calculated the number of volunteer hours times the average hourly rate of pay for program assistants for 2002-03. As a result, the hours represent a \$1.66 million dollar contribution of services to D15.

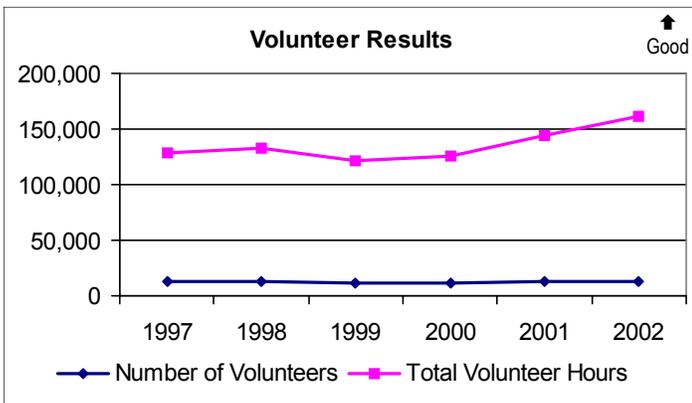


Figure 7.5-18 Volunteer Results

7.6 Governance and Social Responsibility Results

7.6a(1) D15 uses an external auditing agency to ensure fiscal accountability. The external auditor’s report found D15 in conformity with accounting principles generally accepted in the United States of America. The audit included a review of each major fund, respective changes and financial position for the year, and aggregate remaining fund information. D15 has submitted its annual budget and annual financial reports for external review since 1993. These documents have always received the highest rating, an excellent. The awards for district finances are shown in Figure 7.3-6. Each year the buildings receive a budget based on projected enrollment. D15 has established monthly internal audit procedures for imprest and petty cash building funds and monitors the collection of student fees.

7.6a(2) Many states have been found lowering their testing standards in recent months seeking to avoid the penalties that the federal law imposes on schools whose students fair poorly on standardized tests. D 15 established the student performance targets to ensure that content is not diluted and a high expectation for all students is maintained.

D15 established test security protocol for both state and national assessments. Training is provided to administrators to ensure integrity is upheld. Administrators review test security protocols yearly.

D15’s EDW went through an extensive data cleansing process to ensure results reported were accurate and reliable. There are three levels of security access to the data in the warehouse including exploratory for building-level administrators and department heads, mastery for the school improvement facilitator, and metric specialist for data managing. These levels of security are necessary to ensure confidentiality while providing reliable information upon which to make decisions.

Assess2Learn was chosen as a strategy for developing reliable leading indicators for student achievement results. Item analysis revealed Assess2Learn was the most closely standards aligned electronic testing program available that met data security specifications.

All employees and students agree to and sign an acceptable use and access agreement policy document before using D15’s networks. D15’s acceptable use agreement policy for its networks is monitored through an outside vendor. Several students and two staff members have lost network privileges due to acceptable use violations. An Internet filter is in place to protect students and employees from inappropriate Web sites and e-mail. Internet safety information is provided to students, parents, and staff in D15’s parent handbook and on D15’s Web site.

A comprehensive audit by the Illinois State Board of Education concluded that D15 is in compliance with all state and federal rules and regulations. All D15 buildings meet the requirements of the Americans with Disabilities Act.

The ISBE Special Education Compliance audit found that D15’s special education procedures and paperwork were error free. D15’s positive record regarding compliance with special education rules and regulations is the result of its training program and a thorough review of every case study by the coordinator of diagnostic services for the past ten years.

The public shows confidence in our BOE members. The average time spent as an elected BOE member for D15 over the past 25 years is 7.5 years showing that board members are consistently reelected. There have been no violations of the Board of Education Code of Conduct and no staff violations of ethical practices as stated in board policy in at least 18 years. Criminal background checks are done on all potential employees.

Evidence in stakeholder trust in D15 is measured through two questions on annual surveys: Would you recommend D15 schools to a friend? (Figure 7.2-12), and What grade would you give your school? (Figure 7.6-1).

7.6a(3) D15 school buses meet federal school bus compliance regulations. Noncompliant vehicles are never used. State law

What grade would you give your school?	1989	1991	1995	2003
D15	87%	95%	96%	86%
Gallup Poll	57%	48%	49%	58%
COSD				86%

Figure 7.6-1 What grade would you give your school?

requires bus drivers complete a pre-trip inspection form, bus safety inspections completed at a state certified safety lane every six months or 10,000 miles. In addition, the Illinois Department of Transportation completes unannounced vehicle inspections. D15 buses meet all requirements established by the regulatory agencies.

D15’s transportation department also meets all federal and state mandates pertaining to employee fingerprinting, drug testing, licensing, permits, and physical examinations. The driver’s handbook contains all employee behavior expectations and requirements. Safety meetings are held three times per year. Parents and students are provided safety information through brochures, parent handbook, and Web site. Buses are purchased meeting federal and state guidelines. Required brake inspections and safety inspections are completed within the mandates. Bus maintenance is tracked monthly. The department participates in a national program called Fleet Watch. Drivers report suspicious activity in our neighborhoods to local police departments.

The Regional Office of Education conducted its routine compliance visitation. In the summary report it stated “The district schools are maintained at the highest standards of excellence. In the course of my visit it was obvious that pride is taken by the staff to provide a healthy and safe learning environment. In addition, the exteriors of the school buildings are well maintained and present a positive image to the community. The district’s mission statement is ‘To produce world class learners by building a connected learning community.’ Anyone visiting District 15 and having the opportunity to observe the academic process, would come away with the thought that the district’s mission statement is being fulfilled every day.”

Food Handling Establishment Inspections are conducted by Village of Palatine (Figure 7.6-2) usually 2-4 times per year. One hundred is the highest rating a restaurant or food-serving facility can receive.

D15 uses Green certified materials with no toxicity wherever possible and has been certified as an asbestos-free learning and work environment. There have been zero complaints in the last three years filed with OSHA and EPA. One complaint was filed in 2000 with EEOC.

	2000-01	2001-02	2002-03
Kitchen One	96, 93	99, 97, 99, 98	100, 95, 97, 100
Kitchen Two	99, 100, 98	98, 99	97, 100, 95
City of Palatine Avg.			87

Figure 7.6-2 Food Handling Establishment Inspection Report

7.6a(4) Employees: D15 continues to be one of the largest contributors to the United Way of Palatine, Rolling Meadows, and Inverness. The annual campaign is conducted throughout D15 each year during November. Trend data on contributions for the last five years are shown in Figure 7.6-3.

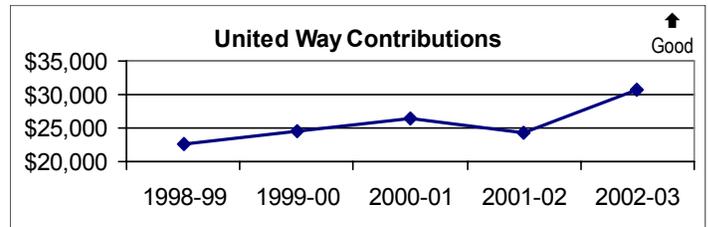


Figure 7.6-3 United Way Contributions

Not only is D15 committed to NCLB in achievement, but it is committed to NCLB for medical care. The AI Hoover/PTA Health Fund serves the health needs of D15 students who are unable to obtain needed medical care. The fund was established from employee and PTA donations. D15 partners with local physicians, dentists, ophthalmologists, optometrists, and hospitals to provide the necessary services.

Our administrators contributed 1,560 hours volunteering on 48 local committees. This is equivalent to 38 weeks of 40 hours per week contribution to community service.

Students: Service learning by students is a priority in helping all students learn what it takes to be a good citizen. D15 students have provided labor to apartment complexes and homeless shelters to help by repairing, painting, or cleaning. Chorus groups visited senior citizen homes in addition to making over 800 place mats, 1,235 valentines, 45 painted Halloween pumpkins, and actively participated in the Senior Buddy Program.

Schools participated in collecting eye glasses, making quilts for children in hospitals, making donations or having fund-raising events for various charity organizations in our community or nationwide organizations such as Leukemia Society, Ronald McDonald House, Make-A-Wish Foundation, Adopt-A-Family, Therapy Dogs, and American Heart Association. During the past school year the students in D15’s 19 schools collected more than \$62,572 for charity.

D15 conducts food drives in support of local agencies providing assistance to our neediest community members. Contributions are impressive filling a school bus, truck, 23 shopping carts, and 102 boxes. Students also helped needy and homeless families of either the individual school community or of the surrounding community. Over 150 coats, 125 bags of assorted clothing, 100 pair of mittens, 230 pairs of gym shoes, 80 Halloween costumes, and 2,000 books were collected to share.

Critical to helping D15 students understand world events this past year, focus shifted from supporting our local community to extending help and support for service men and women abroad. Money was collected for medical supplies, more than 600 letters were sent, and a sign was made to decorate a plane that flew troops to Kuwait City.