Dunklin
School District
Baseline Assessment
Feedback Report
****

April 3, 2014

Professional Services Provided by the
Excellence in Missouri Foundation

Contents

April 3, 2014

Mr. Stratton:

It is my pleasure to provide the culmination of our work with your organization to conduct a Baldrige-based baseline assessment for Dunklin School District. The nature of the engagement is represented in the attached document.

Our focus has been to introduce your organization to the Baldrige performance excellence model through an organizational self-assessment. This process included an overview to your Senior Leaders and category owners/assessors, sharing the history of Baldrige and of EiMF (the Excellence in Missouri Foundation), and providing a high level introduction to the seven interrelated and interdependent categories of Baldrige: Leadership, Strategic Planning, Customer Focus, Measurement, Analysis and Knowledge Management, Workforce Focus, Operations Focus, and Results.

In addition, we trained your organization's category owners/assessors to conduct category-specific interviews with Senior Leaders, and to conduct "Walk Around" interviews with random employees in all locations within the District, both Certified and Classified. Feedback obtained through this interview process provides the basis for the findings in this report.

The attached report includes Key Themes identified from the feedback review, as well as detailed reference to specific Baldrige items, comments and observations, and related priority levels for associated strengths and opportunities for improvement. Based on analysis of these comments and observations, we have provided recommendations associated with the items identified as higher priority.

While this important piece of work is complete, we are prepared to continue to support you as you wish. Please let us know if we can answer questions as you address priorities and implement recommended actions, or if there is any other assistance we can provide. Many baseline assessment clients engage us to facilitate their Strategic Plan development and implementation as a result of baseline assessment findings as our Strategic Planning framework aligns directly with the Baldrige Criteria and also includes web based software to facilitate the strategic planning and organizational review process. Please feel free to reach out to us if we can help in any way.

It has been our pleasure to work with you and we look forward to hearing about your progress. Please let me know if there is anything we can do to further assist.

Sincerely,

Bob Dorste

Bob Dorste, MBA, CLF
Performance Consultant
Excellence in Missouri Foundation

Dunklin School District – Data Gathering Information
Leadership Team Interviewed
- Stan Stratton – Superintendent
- Michael Golden – Assistant Superintendent
- Christa Weber – Early Childhood Director
- Tom Moreland – Special Education Director
- Sherri Lindquist – Elementary Principal
- Debbie Killingsworth – Elementary Assistant Principal
- Brian Johnson – Middle School Principal
- John Crabtree – High School Principal
- Rob Bradshaw – High School Assistant Principal

Assessment Teams
Category One – Leadership
- Lisa Kraus
- Sue Sharp

Category Two – Strategic Planning
- Gail Jones
- Renee Richardson

Category Three – Customer Focus
- Amanda Anderson
- Stephanie Ellis

Category Four – Measurement, Analysis, and Knowledge Management
- Kimberly House
- Lindsey West

Category Five – Workforce Focus
- Steve Copeland
- Shannon Sack

Category Six – Operations Focus
- Jill Kleffner
- Kara Wampler

DUNKLIN SCHOOL DISTRICT - WALK AROUND INTERVIEWS CONDUCTED

	Taylor Early Childhood		Pevely Elementary School		Senn Thomas Middle School		Herculaneum High School		Central Office		Bus/Maintenance Shed	
	Certified	Classified	Certified	Classified	Certified	Classified	Certified	Classified	Certified	Classified	Certified	Classified
Category One: Leadership	3	3	11	3	4	3	6	2	0	3	0	8
Category Two: Strategic Planning	7	4	7	5	4	1	7	5	0	1	0	3
Category Three: Customer Focus	2	1	19	5	2	1	4	2	0	1	0	5
Category Four: Measurement, Analysis and Knowledge Management	3	1	11	3	5	1	5	1	0	1	0	4
Category Five: Workforce Focus	5	2	9	3	5	4	8	4	0	1	0	10
Category Six: Operations Focus	5	5	10	4	3	3	4	5	0	2	0	8
Building Totals	25	16	67	23	23	13	34	19	0	9	0	38
Dunklin District Totals	267											

Feedback Report Overview

The feedback report that follows is the outcome of a Baldrige Baseline Assessment facilitated by the Excellence in Missouri Foundation for the Dunklin School District. The purpose of the assessment was to provide a baseline evaluation of the District using the Malcom Baldrige National Quality Award Criteria. Categories 1 through 6 were the focus of the assessment with Criteria questions selected at the Overall and Basic Criteria levels. These categories are evaluated in the Baldrige model for the existence of systematic processes, for systematic deployment of the processes, process improvement, and integration of the processes throughout the organization. The focus of this baseline assessment was in the areas of approach and deployment. The outcome of the assessment was the identification of strengths and opportunities for improvement and a baseline score.

The comments are intended to identify the maturity of the organization using the Baldrige Criteria and provide a baseline for future comparison. The scores were identified using the scoring system prescribed by the Baldrige model. It is important to note that the maximum score an organization can achieve in each of the categories in this baseline assessment is 45%. Therefore, a typical scoring filter consistent with "school" scoring is not appropriate and should not be applied. The scoring for the Dunklin School District ranges from 0% to 15% across the six categories, which isn't uncommon for organizations in the beginning stages of adopting the Baldrige model.

Key Themes

Strengths

- **Student-Centered Culture** – The Dunklin School District (DSD) demonstrates student-centered excellence as a key focus area. Feedback from Certified and Classified employees described an environment where it is very common for employees to expend discretionary effort to ensure student needs are met. For example, a common thread in "Walk Around" interview feedback was the responses linked to student achievement. In addition, the District is undertaking several initiatives focused primarily on student achievement, including: Common Core, technology, Network for Educator Effectiveness, transitioning to MSIP 5 standards, and Professional Learning Communities. There is an opportunity to more actively engage Classified employees in the student-centered culture, reinforcing their awareness, as well as linking their roles, responsibilities, and performance to student achievement.

Opportunities for Improvement

- **Organizational Communication** – While the Senior Leadership team uses a variety of methods to communicate with the organization including email, meetings, phone calls, and building visits, "Walk-Around" interview responses revealed a lack of two-way approaches to communication. The District is in the midst of several important initiatives including Common Core, technology, Network for Educator Effectiveness, transitioning to MSIP 5 standards, and Professional Learning Communities, which will require understanding, participation, and support from employees. While the District uses a variety of communication tools to interact with the community, there was little evidence of two-way communication. Most communication methods described outbound communication only. In addition, internal feedback indicated opportunities to increase the effectiveness of communication. An example was how few people were aware of the respective status of existing committees.

- **Strategic Planning/Organizational Performance Review** – Historically, the organization has used the Comprehensive School Improvement Plan framework as its primary planning model. It gathered data from a variety of internal and external sources, reviewed results/trends, obtained School Board direction, and cascaded the plan via objectives through several committees and the schools/buildings in the District. However, the current approaches do not include critical Strategic Planning components, for example: current and future Core Competencies, Work Systems, Strategic Advantages, Challenges, and Opportunities, and a concise, long-term Vision Statement. Although some employees offered descriptions of how the strategy was deployed within their respective buildings, Senior Leaders described planning inputs/elements versus a planning process, per se. There is evidence of opportunities to pursue a more robust Strategic Planning Process and ensure the entire organization understands the development, deployment, and monitoring of the plan.

  Following the development of a systematic approach to strategic planning that can be used each time strategic planning is conducted, an organizational measurement and review system should be established to ensure review of organizational performance is directly tied to the organization's strategic plan. While there are several measures for academic achievement, there is an opportunity to align the organization's measures to fully encompass all areas of the District. Without measures of outcomes of the areas supporting student achievement, an optimum cohesive model is not achieved.

- **Stakeholder Needs Identification** – DSD has a variety of methods used to communicate to key internal and external stakeholders. However, there are opportunities to improve segmentation, analysis, and correlation of this information. Little evidence was provided through multiple feedback methods conducted that linked listening methods to correlated, systematic approaches to student programs and services. In addition, effectively defining stakeholder engagement could contribute to aligning stakeholder listening methods and developing targeted action to stakeholder engagement. There may be an opportunity to analyze some examples of successful program and initiative implementation (for example, the technology rollout) which can be reviewed to identify how information was gathered, what information was used, and how it correlated to successful outcomes, and to leverage best practices to target future initiatives and contribute to favorable outcomes. In addition, the District can take advantage of established collaborative relationships with other school districts to leverage successful methods and approaches. Feedback revealed opportunities to use stakeholder needs to better align curriculum.

- **Workforce Engagement** – Although the District has a very qualified and dedicated workforce, including Certified, Classified, and Administrative personnel, there is no common, measureable definition for workforce engagement. There is evidence, on an anecdotal evidence basis, that the majority of personnel are engaged. However, there is a significant opportunity to better define workforce engagement, thus allowing the organization to develop and align professional development, process management, performance measurement systems, and reward and recognition systems to desired behaviors.

- **Operations Focus** – There are several opportunities to introduce systematic approaches and standardization for program, service and process design, and work processes. Senior Leaders did not provide a consistent description of process design and process management for the organization. A systematic approach for process design may increase the effectiveness of a better aligned curriculum. There was no evidence provided describing how processes were managed or how to implement an idea. There was evidence of inconsistencies between buildings, within buildings, and between Certified and Classified employees. Introducing systematic approaches

may allow the organization to validate best practices and leverage them more effectively across the organization.

Assessment Feedback

Category 1-Leadership

Strengths

Item Number	Baldrige Comment	Supporting Information	Priority
1.1a(2)	Dunklin School District fosters a culture and environment which emphasizes high standards for legal and ethical behavior. Senior Leaders understand that they must model ethical behavior. The District is proactive in seeking legal advice on issues as opposed to reacting to legal issues after the fact.	Although significant evidence was provided to support the emphasis on high legal and ethical standards, there are opportunities to establish and ensure systematic approaches as responses varied widely regarding how ethical issues were addressed (or specific protocol for addressing ethical issues) for individuals, ensuring defining ethical behavior and consistency.	High
1.1a(3)	**Dunklin School District has created a workforce culture that is expected to deliver a positive experience for students. In addition, the District is developing an environment for innovation, as evidenced by the Baldrige initiative and the recent investment in technology across the District and aligning resources and processes to support these efforts.**	**Senior Leaders and "Walk Around" feedback consistently reflected an organizational focus on student achievement, and an organization-wide commitment to the District's technology initiative.**	**Key**
1.2a(1)	The District exhibits effective fiscal accountability through its bid and expenses review processes, and leveraging professional development within the organization. This has resulted in a strong reserve balance for the District. In addition, fiscal responsibility represents a strong stewardship role in a community currently experiencing economic challenges.	Senior Leadership feedback reinforced that the Superintendent takes a personal role in managing the District's finances. The District maintains credibility with the community when it exhibits responsible stewardship.	Medium
1.2c	The District sponsors or manages numerous programs designed to support the community directly and indirectly. Short-term and long-term planning recognizes the socio-economic challenges of the community, students, and families. For example, the district is ensuring all students have breakfast, as well as conducting the Friday backpack program.	"Walk Around" interview responses provided numerous examples of programs the District is involved in which provide direct or indirect support to the community. This is a communication, awareness, and marketing opportunity to support engagement efforts.	Medium

Opportunities for Improvement

Item Number	Baldrige Comment	Supporting Information	Priority
1.1a(1)	Although the District has established Vision, Mission, and Values/Beliefs, as documented in its Key Factors/Organizational Profile, leadership interview feedback reflected an opportunity to ensure these elements are effectively communicated, aligned, and deployed through the leadership system to the workforce and key stakeholders.	Leadership feedback responses explained organizational development and deployment of the CSIP plan as opposed to an organizational understanding and alignment to the organization's Vision, Mission, and Values/Beliefs. This will be explained further in Category Two.	High
1.1a(3)	The District does not have a fact-based, systematic evaluation and improvement process for improving the effectiveness of its key processes and daily operations. For example, there is no process to support improvement of the approaches for development of future organizational leaders, creation of an environment for agility, or creating and balancing value for all stakeholders. Determining the effectiveness of the daily operations and key processes implemented may allow the District to allocate resources appropriately to increase organizational sustainability and performance.	This comment ties directly to creating a sustainable organization. While the District is showing a focus on the improvement of operations, there is not a foundational framework to allow the organization to improve the work it is doing in a way that is systematic and understood by all. The implementation of a PDSA (Plan, Do, Study, Act) framework would be an effective approach and could use the extensive research and turnkey approaches developed by other school districts to implement.	High
1.1b(1)	**While the Senior Leadership Team uses a variety of methods to communicate with the organization including email, meetings, phone calls, and building visits, feedback from the "Walk-Around" interviews implied a lack of two-way approaches to communication. Descriptions of organizational communication processes reflected one way communication and an opportunity for more frequent and consistent communication regarding performance progress. Increasing the opportunities for employees to provide feedback and ask questions may increase confidence in Senior Leaders and employee engagement.**	**"Walk-Around" interview feedback implied the communication method was a "trickle-down" approach while implying a lack of two way communication methods with the leadership team. Some feedback expressed a desire to engage with the Senior Leaders with some comments expressing a desire to have Senior Leaders visit and observe the work they are doing in the classroom.**	**Key**
1.1b(1)	There was limited evidence that Senior Leadership takes an active role in motivating the workforce to reinforce high performance. For example, the reward and recognition approaches do not lead to work processes that	It was clear during the interviews that Senior Leaders participate in employee recognition events. However, there is a lack of a systematic approach to reward and recognition that encourages and recognizes employees to focus on	High

	systematically pursue ever-increasing levels of overall organization and individual performance, including quality and innovation. The development of an approach may allow the District to reflect the value of its workforce in accomplishment of the organization's strategic plan, ensure staff satisfaction and engagement, and enhance organizational learning.	organizational priorities as established in the strategic plan and organizational measures, and to exceed performance expectations. This opportunity for improvement also impacts employee satisfaction, and therefore ties to the feedback in Category Five.	

1.2a(1)	DSD does not have a systematic approach to succession planning for Senior Leaders. Developing such a plan may allow the District to capitalize on its future leader programs, support organizational sustainability, and deliver on its mission.	Succession planning is a significant factor that could lessen the impact of the loss of key individuals by allowing the District to plan for mitigating strategies in advance of the loss of key leaders. In addition, with a lean senior staff, effective succession planning could provide short-term "bench strength/depth."	Medium
1.2a(2)	While District Leadership conducts individual performance reviews with the Superintendent and the Leadership Team, there is an opportunity to improve the effectiveness of the reviews by ensuring the reviews are based on the expectations as established in the strategic plan and needed organizational measures. Ensuring alignment between organizational expectations established as a part of the Strategic Planning Process and the evaluation of Senior Leaders could support a higher level of organizational performance.	There was no evidence provided of a connection between overall organizational measures and leadership evaluations. There is an opportunity to improve the process currently used to drive a higher level of performance and Senior Leader satisfaction.	Medium

Category One Score: 15%

Category 1-Leadership Recommendations

1.1a(1) Development and Implementation of Approaches to Establish and Deploy Cohesive Vision, Mission, and Beliefs (Values) Throughout the Organization- There is much opportunity to strengthen the approaches to the establishment of the Vision, Mission, and Values/Beliefs connected to leadership review of organizational and individual performance. This recommendation will be further expanded in Category Two as there is significant opportunity to fully adopt the Baldrige principles to include the establishment of a Baldrige-based strategic plan as well as an organizational performance review process.

1.1a(3) Development and Implementation of an Organizational Performance Improvement System- This recommendation is tied to requirements for Category Six as well and addresses the need for a systematic approach used by the organization to evaluate and improve the District's leadership approaches, daily operations, key and supporting processes. The implementation of a PDSA (Plan, Do, Study, Act), framework would be an effective approach and could use the extensive research and turnkey approaches developed by other school districts to implement. This approach could be based on best practices already developed and widely available and would be easy for employees to understand and use.

1.1b(1) Senior Leader Communication-Dunklin School District has a significant opportunity in the area of two-way communication with District employees. The District is in the midst of several important initiatives including technology, MSIP 5, Common Core, Professional Learning Communities, Network for Educatorl Effectiveness, and Professional Development Committees which will require participation and support from employees. Leadership should increase contact with and visibility in departments and buildings. An approach to consider would be the Studer Group Rounding approach first developed for the healthcare sector, but with applicability in the education environment. One of the advantages to using this approach is the extensive amount of documented processes and tools available, which could allow Senior

Leaders to implement the approach more efficiently and effectively. At a minimum, additional methods for enhanced communication with the workforce should be considered. A key theme has been written to emphasize the importance of this topic as an opportunity for improvement.

Category 2-Strategic Planning

Strengths

Item Number	Baldrige Comment	Supporting Information	Priority
2.1a(2)	Dunklin School District is creating an environment supporting innovation as evidenced by the dedicated resources and support to the District's technology initiative. The District has exercised an intelligent risk by identifying a strategic opportunity and investing resources to support it.	This category is one of the organization's most significant opportunities for improvement; however, it would be a disservice to the organization to not recognize the work completed by the organization to exercise intelligent risk and be an innovator in the region through the technology initiative.	High

Opportunities for Improvement

Item Number	Baldrige Comment	Supporting Information	Priority
2.1a(1)	**The District uses the CSIP planning tool for strategic planning. Although the District spent the last year developing key components of the CSIP plan, including input from parents and staff, many key stakeholders were not included in the process and key elements of a Baldrige-based Strategic Planning Process were not included. There is an opportunity to leverage the processes used to develop a robust Strategic Planning Process that can be repeated in future strategic planning cycles, providing the opportunity for cycles of improvement each time the process is used.**	**Interview feedback reflected limited participation in the organization developing the CSIP plan. In addition, although deployment appears consistent to the building level, evidence indicates there is not a systematic approach to ensure consistency between buildings and within buildings. The process is missing important components such as involvement from the staff and an external view and feedback from customers, suppliers, and partners. There is an opportunity to leverage the work completed to develop a more robust process that will better meet the needs of the organization.**	**Key**
2.1a	**While the District has worked for the last year on developing its CSIP plan, many required Baldrige elements are missing. Current and future Core Competencies, Work Systems, Strategic Advantages, Challenges, and Opportunities, and a Vision Statement appear to be a few of the elements that were not addressed in the CSIP planning**	**Leadership feedback consistently revealed multiple missing elements in the plan. There is an opportunity to pursue a more robust and effective Strategic Planning Process as the key element leading the organization's direction and evaluation of performance.**	**Key**

	process. Development of responses to the required elements could support the development of a strategic direction that can be used as a way to unify the organization toward a focused strategic direction.		
2.1a(3)	**There was no evidence provided that a process was used to identify Strategic Challenges, Advantages, and Opportunities. These key elements should be the basis of the plan's strategies and action plans using the advantages as positive factors assisting with overcoming the Strategic Challenges. Strategic Opportunities are connected to innovation and intelligent risk taking as articulated in Category 1. Further evolution of the SWOT work could serve as a way to prioritize strategic initiatives and allow the District to focus strategic planning efforts.**	**There was no evidence of how strategic focus areas were prioritized for tactical work.**	Key
2.1a(3)	There was no evidence the CSIP plan development included an analysis of the organization's ability to execute the strategic plan. The development of the workforce impact of the strategic plan can allow the organization to focus on the most significant impacts of the plan if the organization is resource constrained. In addition, the development of an analysis of workforce impact can help avoid missing key commitments due to a lack of resources needed to execute the plan.	This area is frequently a contributing factor to misunderstanding of the expected execution scope of the strategic plan. If the resource load is not identified as a part of the strategic plan, committing to delivery of the plan is simply a guess or a hope of delivery. Fact based analysis of contributing success factors can increase the likelihood of success in execution of the strategic plan.	High
2.2a(1,2)	There was no evidence to support that a process exists to develop and deploy tactical action plans at the organizational level. Individual buildings have processes for developing action plans and building level plans, but there is limited evidence of systematic approaches from building to building. Development of a systematic approach to developing, deploying, and implementing action plans could ensure effective and efficient completion of tactical action plans.	Leadership feedback revealed very limited approaches at the organizational level and multiple (sometimes inconsistent), approaches for development of tactical action plans. The progress of the organization's CSIP plan has not yet resulted in fully addressing these criteria requirements. Significant opportunities exist to address this item.	High
2.2a(3,4)	The District has not yet developed an	Although leadership feedback indicated	High

	approach to Resource Allocation and Workforce plans in support of its Strategic Planning Process. Development of these processes could help ensure financial and human resources are available and assigned to support the District's strategic plan.	these items were considered, it was unclear if consideration was at a detail level which would provide a high confidence level of deployment success.	
2.2a(5)	**It is unclear if the District has developed a set of measures to track the achievement and effectiveness of the organization's action plans. Development of measures would allow the organization to identify areas needing focus and ensure organizational alignment between performance and the strategic plan.**	**The District has not yet developed a cohesive set of measures to provide evaluation of performance at the strategic and tactical level.**	**Key**

Item Number	Baldrige Comment	Supporting Information	Priority
2.2a(6)	The District has not yet developed an approach to implement action plan modifications if business needs require a change in focus. Development of this element as a part of the evolution of the strategic plan could provide an important element of flexibility and agility in addressing the strategic plan.	The District's CSIP plan does not appear to have addressed potentially needed strategic plan modifications.	High

Score: 5%

Category 2-Strategic Planning Recommendations

2.1 Development and Implementation of a Process to Deliver a Robust Strategic Planning Process-
This comment connects to a recommendation in Category 1 about leadership identification and modeling of strategic priorities and to a recommendation in Category 4 about establishment of an organizational review and measurement system. Dunklin School District has a significant opportunity to improve performance across multiple categories with the adoption of a more robust Strategic Planning Process, the strategic planning components, and the development of an organizational performance review system based on a robust strategic plan. A key theme has been written to emphasize the importance of this topic as an opportunity for improvement.

2.2 Action Plan Development and Deployment-The development of systematic approaches to ensure successful implementation of the District's strategic plan will be an important element to include in the development of a Strategic Planning Process for the organization. The feedback in the above comment identifies several elements that should be included in the action plan process. It is recommended these areas be included in the improvement efforts.

Category 3-Customer Focus

Strengths

Item Number	Baldrige Comment	Supporting Information	Priority
3.1a(1)	The District solicited and used parent input to update the Parent Portal. This is consistent with and supports the District's emphasis on increased technology. There is an opportunity to replicate this input solicitation approach to other areas to increase stakeholder engagement and enhance program and service offerings.	Most feedback from Senior Leaders regarding methods used for obtaining student and customer feedback represented a variety of communication methods, but were inconsistent, anecdotal and did not represent a systematic approach to obtaining information. There is an opportunity to identify what worked with Parent Portal, validate the effectiveness, update the process and investigate if that can be leveraged to other listening methods.	High
3.2a(1)	In addition to researching other high-performing school districts, DSD has been proactive in identifying opportunities to provide specific program and service offerings aligned	Multiple sources of feedback identified/recognized the District's efforts to offer programs and services designed to meet specific student and community needs. It is critical that	High

	to current economic challenges in the community. Specific examples include the District student breakfast program and the Friday Buddy Backpack program.	these needs are properly assessed and quantified in order to identify resource needs and priorities as well as identify funding program opportunities.	
3.2b	The District fosters a strong administration/faculty/student/parent relationship environment. Evidence was provided that identified the goal of engaging students throughout the student life cycle and earning their trust.	There is an opportunity to develop a systematic approach to relationship management, as this may contribute to attendance goals for the District.	Medium

Opportunities for Improvement

Item Number	Baldrige Comment	Supporting Information	Priority
3.1a(1)	**Although some Senior Leaders identified multiple methods of soliciting and obtaining student and customer feedback, no evidence was provided that explained how this feedback was translated into actionable information. Other feedback described multiple methods of outbound communication, but very little evidence was offered which described effective methods of obtaining useful information, or how this information is used to impact decisions or actions. Several examples were offered describing specific communication methods which could be made more effective by capturing and acting upon stakeholder feedback.**	**Some Senior Leaders' responses appeared to emphasize what methods were used as opposed to describing how feedback translated into action. No feedback was offered explaining how interactions were systematic or the interactions vary by segment or student life cycle. In addition, other than anecdotal references, no Certified staff described how feedback translated into improved program and service offerings or classroom instruction.**	**Key**
3.1a(2)	MSIP requirements include listening to former students. Although the District performs this on an annual basis as required, no evidence was provided describing a systematic approach as to how the feedback is used or how the method is reviewed for effectiveness.	This was a detailed question for all Category 3 Senior Leader interviews. Some leaders explained that the former student survey was conducted, but no one described what was done with the feedback.	Medium
3.2b(1)	**Although Senior Leaders and "Walk-Around" interview feedback explained that attendance at events such as parent/teacher conferences is used as an engagement measure, no evidence was offered describing a systematic approach to how the organization determines student and other customer satisfaction and engagement.**	**No evidence was provided through feedback documentation which offered a description of how the District determines student and other customer engagement.**	**Key**

3.1b(3)	No evidence was provided supporting DSD having a systematic approach to determine student and other customer dissatisfaction. The development of an approach may allow the District to identify items that lead to dissatisfaction, allowing the District to address dissatisfaction through targeted communication/management of expectations, or ensuring resources are dedicated to items which contribute to student and customer satisfaction.	Senior Leader and "Walk-Around" feedback reflected a consistent response that sources of student and customer dissatisfaction is generally unknown and unaddressed.	Medium
3.2b(2)	Senior Leader and "Walk Around" interview feedback disclosed an inconsistent variety of methods to handle complaints. Explanations appeared to differ between schools and within schools. Although this may be codified in the District's employee handbook, there was no evidence offered which provided criteria for escalation or how complaints were aggregated and analyzed for root cause/common causality. A systematic approach may eliminate the source of several complaints and allow much needed resources to be dedicated to other program and service offerings.	Senior Leader and "Walk-Around" interviews did not provide any feedback or evidence that complaints are analyzed and root causes for complaints are identified, addressed, and eliminated. In addition (and this will be identified in Category 5 as well), there was significant feedback that represented a perception that the district, with some exceptions, generally "sides" with parents regarding complaints, without basing responses/corrective action on facts. There is a general perception that some parents feel they "can get by with whatever they want."	High

Category Three Score: <u>5%</u>

Category 3-Customer Focus Recommendations

3.1a(1)-Listening to Students and Other Customers-Dunklin School District has a significant opportunity in the area of listening to students and other customers. Senior Leader and "Walk Around" feedback described a perception that feedback is solicited from several sources but seldom translates into specific plans or action. This perception could be addressed with establishing and validating expectations and soliciting feedback to confirm expectations were met. An effective Strategic Planning Process would identify how student and customer feedback quantifies and qualifies certain opportunities, would provide segmented insight as to program and service requirements, and would close the loop by comparing feedback to the original feedback. In addition, more immediate feedback mechanisms would identify and address opportunities sooner, thereby managing perceptions on a more proactive basis. An immediate area of need identified is capture and act upon stakeholder feedback to improve communication effectiveness, possibly resulting in a systematic communication protocol.

3.1b(1)-Student and Other Customer Satisfaction and Engagement-It is critical that student and other (key) customer satisfaction and engagement is qualified and quantified. Without properly defining these elements, it will be extremely difficult to effectively ascertain if the District's programs and services are meeting student, parent, and community needs while meeting regulatory requirements. There is a significant opportunity to distinguish between stakeholder wants/desires/convenience and needs.

3.2a(2)-Student and Other Customer Support-Some individuals described the effectiveness and satisfaction associated with the Central Registration and Food Services programs and processes. The District would benefit from analyzing how these programs became effective and identify opportunities to leverage these best practices with other processes and programs throughout the District.

Category 4-Measurement, Analysis, and Knowledge Management

Strengths

Item Number	Baldrige Comment	Supporting Information	Priority
4.2b(1)	The District has a systematic approach to the management of organizational data and information to ensure accuracy, integrity, reliability, timeliness, and security for the data that is currently being collected. A dedicated technology department ensures these key elements are in place and working effectively. Numerous programs and systems have been migrated to better support and more secure storage on the internet from formerly being server-based.	Feedback reflected confidence in the work in the area of data management. While it is not clear if the current approach meets all data needs for the organization, there is confidence in the progress made so far and in the direction the organization is going.	Medium

Opportunities for Improvement

Item Number	Baldrige Comment	Supporting Information	Priority
4.1a(1)	**Although the organization tracks performance against required regulatory measures and a few other measures identified by the District leadership (such as student performance, school improvement plan, and attendance data), there is not a systematic approach to the selection, collection, alignment, and integration of data and information to track performance at the daily operations, tactical, or strategic level. There is not a formal measurement system currently in place to track progress against the CSIP plan and therefore this type of information is not currently being used to support organizational decision-making, continuous improvement, or innovation.**	**Leadership interviews feedback revealed an opportunity to develop a systematic approach to measuring the organization's performance at the tactical, strategic, and daily operations levels. This comment connects directly to the comments in Categories 1 and 2 about the development of a strategic plan and measurement of organizational performance.**	**Key**
4.1a(2)	There was limited evidence of systematic approaches for selecting and using important comparative information to support decision-making and ongoing improvements that are fully deployed throughout the organization.	Leadership interview feedback revealed an opportunity for improvement in approaches for decision-making based on data. In addition, comparative information collection is primarily based on	High

		the information most accessible, rather than the best fit for the data needed. There was some evidence that comparison information is used based on information available from DESE and like-sized School Districts, but the leadership interview feedback did not reveal the use of this data consistently or systematically.	
4.1a(3)	DSD does not have a defined approach to ensure the effective collection and use of complaint data and information. Developing such an approach may lead to a more student-centered culture, support of operational and strategic decision-making, and innovation.	Development of a more systematic and robust process could provide valuable information that could be used to improve the experience of interacting with the District.	Medium
4.1b	**The District does not currently have a systematic approach to review organizational performance and capabilities. Key organizational performance measures have not yet been identified and organizational performance reviews have not yet been established based on requirements developed in the strategic plan (both strategic and tactical). Development of a slate of organizational measures and an associated performance review system would allow the organization to focus on performance against the most important metrics.**	**The leadership interview feedback revealed a significant opportunity to identify key organizational measures and review performance based on those measures. This comment connects to comments in Categories 1 and 2 and is a key improvement opportunity.**	**Key**
4.1c(1)	The District does not have a systematic approach to identify departments or buildings that are high performance or have best practices. Development of a systematic approach could provide important information that could be used to improve performance across the organization.	Senior Leader and "Walk Around" interview feedback revealed that there are some ad-hoc approaches for identifying best practices, for instance at grade levels within a building and through state testing outcomes. There are also limited approaches to share across buildings, but evidence reflects a lack of proactive and systematic approaches.	Medium
4.1c(3)	As the organization does not have a systematic approach to the review of organizational performance, there is also not an approach to use the performance review findings to develop priorities for continuous improvement and opportunities for innovation. This comment ties to the recommendation in	This comment provides further dimension to other comments about the opportunity to further improve strategic planning and organizational performance review. Once these elements are in place, there is an opportunity to systematically apply continuous	Medium

	Category 1 to implement a PDSA (Plan, Do, Study, Act) type of approach to performance improvement, which could also be used to improve performance review findings once an organizational performance review process is implemented.	improvement methods to the results of the organizational reviews.	
4.2a(1)	The District is able to use MAP result outcomes to identify approaches and share knowledge across the District, but all other approaches are informal and lack a systematic focus. There is an opportunity to improve approaches to ensure a systematic and effective approach and establish a vertical/student-cycle alignment to share knowledge across the organization and across the buildings.	Senior Leader and "Walk Around" interview feedback indicated there is an opportunity for improvement in this area.	Medium
4.2b(4)	Although the District technology team has migrated most key programs to an internet environment, no evidence from Senior Leader or "Walk Around" interview feedback described an effective technology Disaster Recovery Plan. In the event of a disaster, it is critical information recovery procedures are implemented. The recovery of critical district records and information require processes which will need to be tested to ensure they will meet the needs of the organization.	No evidence was provided that described a technology Disaster Recovery Plan or similar protocol.	High

Score: 0%

Category 4-Measurement, Analysis, and Knowledge Management Recommendations

4.1a Selection, Collection, Alignment and Use of Data and Information for Decision-Making-The District has a significant opportunity to develop organizational measures to use to evaluate the performance of the organization. There is a key opportunity to select performance measures at the strategic, tactical, and daily performance level to ensure organizational performance is being evaluated in alignment with the expectations established by District leaders and the District's strategic plan. This recommendation connects to the recommendations in Categories 1 and 2 to further enhance the organization's strategic plan.

4.1b Performance Analysis and Review-The District has not yet established an organizational performance review process, which would be dependent upon the selection of organizational measures based on the District strategic plan. This recommendation should be implemented after the strategic plan has been enhanced with the improvements identified in Category 2 and after the performance measures have been identified. Development of a robust organizational review process will allow the organization to focus consistently on the organizational performance elements with the most significant impact to the District's strategic plan.

Category 5-Workforce Focus

<u>Strengths</u>

Item Number	Baldrige Comment	Supporting Information	Priority
5.1a(1)	The District assesses workforce capacity needs by using multiple sources to project enrollment at different levels. Capability needs are based on state standards and job description requirements.	Senior Leaders' feedback was consistent in this area. Exceptions will be identified in Opportunities for Improvement.	Medium
5.1b(1)	Consistent evidence was provided describing safe and secure working and learning environments at all the locations in the District, including secure access and incentives for maintaining a safe, accident-free workplace. Providing a safe work environment supports focus on student-centered priorities.	Most Senior Leaders offered multiple descriptions of elements and methods in place to ensure a safe work and learning environment. There was feedback that identified opportunities to introduce stronger processes for buzzer entrance systems.	High
5.1b(2)	DSD supports its workforce with a generous and competitive overall compensation package which includes full health benefits, a wellness program, a stipend program for Certified and Classified employees, and a professional development program..	Senior Leaders' interview feedback was consistent and thorough in this area. Many recognized the organization's need to be competitive in this area.	High
5.2c(1)	The District's learning and development system supports the student-centered culture. In an effort to leverage District resources, it is common/standard practice for staff to participate in targeted development opportunities and serve as an internal subject matter expert to teach peers within their respective teams. In addition, staff participate in annual ethics training. Retired staff are primary resources to serve as substitute teachers when applicable.	"Walk-Around" interview feedback reinforced this with a few exceptions or qualifications.	High

<u>Opportunities for Improvement</u>

Item Number	Baldrige Comment	Supporting Information	Priority
5.1a(1)	While the District employs a variety of methods to determine workforce capability and capacity needs, the capacity estimates appear to be generally short-term in focus as opposed to a long-term focus supporting strategic objectives to	Leadership interview feedback described demographic-based and Special Education-based methods for estimating capacity needs. The timeframe described in these methods appeared to have a one to two year horizon.	High

	deliver or support program and service offerings. In addition, there appears to be an immediate need to address IT support capacity and capability.		
5.1a(3)	Although the District fosters a strong student-focused culture, only anecdotal evidence was provided linking how the organization manages the workforce to support student and other customer outcomes. No evidence was provided describing how the District capitalizes on its Core Competencies. There is an opportunity to develop approaches systemically correlating work accomplishment directly to desired student and customer results.	In both Senior Leadership and "Walk-Around" interview feedback, no concrete examples or descriptions were provided that identified a systematic approach that linked work accomplishment to academic results.	Medium
5.1a(4)	The District is currently implementing a number of major initiatives, including Common Core, MSIP 5, Networks for Educator Excellence, Professional Learning Committees (PLC), and the technology program. However, it is unclear how these programs have been integrated at a District, building, and classroom level, and how the workforce has been effectively prepared to handle these changes. There is an opportunity to determine the level of understanding throughout the District to ensure Certified and Classified resources are adequately aligned and prepared to support these initiatives.	No evidence was provided in Senior Leader or "Walk Around" interview feedback which illustrated or supported an interrelationship and/or prioritization among the initiatives. It is unclear if the organization or individuals understand (visually) the interdependencies between the initiatives and the respective alignments to program and service outcomes.	High
5.2a(2)	**Although most Senior Leaders characterize the organizational culture by open communication, "Walk Around" interview feedback represented conflicting views. A systematic approach to internal communication may confirm understanding of key initiatives while providing valuable insight to building and District-level decisions, resulting in a more engaged workforce.**	**"Walk-Around" interview feedback described inconsistencies between buildings and a perception of Central Office that communication is often one way. This implies that Central Office gives the impression of considering multiple viewpoints but possibly discounts them. In addition, this perception was shared at the building-level as being the same at some locations, as well. In general, feedback implied that the Early Childhood Center felt left out of organizational communication.**	**Key**
5.2a(3)	There was no evidence offered of a systematic approach or confirmed correlation of how the District's workforce performance management system supports high performance and	Feedback gathered during the "Walk-Around" interview process consistently reinforced that the current performance management process does not support product and service offerings objectives	Medium

	workforce engagement. Responses indicate the current performance management system is not an accurate indicator of teacher and staff performance. There is an opportunity to better align the District's performance appraisal system to high performance, desired behaviors, and positive student outcomes.	in the academic area.	
5.2b(1,2)	**It is unclear how the District defines and assesses workforce engagement. Without a systematic approach and clear definition of workforce engagement, it is difficult to effectively measure and improve this area. An established engagement system would improve resource alignment and optimize discretionary efforts by faculty and staff.**	**Although some leaders offered anecdotal evidence of workforce engagement, "Walk-Around" interview feedback did not provide evidence of an understanding of workforce engagement or described any organization measures for workforce engagement.**	**Key**
5.2c(2)	Although the District has a strong commitment to professional development, primarily for Certified employees, there is little evidence confirming the effectiveness of the professional development. A systematic approach including targeted application and formative assessment would improve alignment between professional development efforts and desired student outcomes.	Senior Leader and "Walk-Around" interview feedback did not describe how professional development was proven effective.	High

Category Five Score: <u>15%</u>

Category 5-Workforce Focus Recommendations

5.1a(3)-Work Accomplishment and 5.2a(3)-Performance Management-Although there is anecdotal evidence of beginning development in these areas, there is a significant opportunity to ensure specific work accomplishment/goals are definitively aligned to student outcomes and faculty understanding is validated. In addition, a performance management system must consider all aspects of long-term and day-to-day performance management (as the formal performance appraisal system is a summative approach). The same efforts for formative assessment in education can be applied to formative assessment for performance management and professional development application. It should be noted that Classified staff must be included in all workforce alignment. The vast majority of evidence provided illustrated that workforce systems are prioritized primarily around Certified employees.

5.1a(4)-Workforce Change Management-This is one of the most significant opportunities for DSD. There is a possibility, observed in the education sector, that frustration, and mental/emotional/physical exhaustion is often associated with all staff trying to balance the variety of needs of the current initiatives. It would be beneficial to call a "time out" to determine the level of understanding around the initiatives and to develop a macro "wiring diagram" representing a visual map of how the initiatives are

interrelated/interdependent, and the associated objectives, roles, responsibilities, and expectations throughout the students' educational cycle in the District. This would also support transitional requirements between early childhood, elementary, middle school, and high school programs.

5.2c(2)-Effectiveness of Learning and Development-The District invests a significant amount of funds and resources in professional development. However, no current measurements were cited for training satisfaction or effectiveness. The District can ensure professional development effectiveness by identifying specific/targeted applications in the classroom, to be applied within a specific timeframe, with tested/validated formative assessment tools to confirm effectiveness and contribution to improved student outcomes.

Category 6-Operations Focus
Feedback Comments

Strengths

Item Number	Baldrige Comment	Supporting Information	Priority
6.2(a)	The District is aware of its fiscal challenges and there is evidence of awareness across the organization. In addition, the superintendent plays a very active role ensuring cost control procedures are in place and followed. Evidence was provided that supports this protocol is followed at the building level as well. The result is that the District has achieved its goal for reserves levels. This establishes credibility with the community regarding the District's focus on responsible stewardship and supports the credibility of current and future funding requests.	Senior Leader interview feedback was consistent in this area. There is a separate Opportunity for Improvement for this item.	Medium
6.2c(1,2)	Senior Leaders provided consistent feedback describing numerous systems in place to ensure safety and emergency preparedness. These include Security Resource Officers, ALICE intruder training, the use of safety maps and flipcharts, conducting emergency and fire drills, medical and allergy management, color-coded parent pickup, the Alert Now system, and flagging Infinite Campus for legal issues.	Senior Leadership and "Walk-Around" interview feedback with Certified and Classified staff provided consistent feedback regarding the existence and effectiveness of safety and emergency preparedness.	High

Opportunities for Improvement

Item Number	Baldrige Comment	Supporting Information	Priority
6.1a(1,2)	**There is a lack of evidence of a systematic approach for program, service, and process design. Although Senior Leaders provided descriptions which differed, the majority of Senior Leaders stated DESE and DoE regulations represented the main requirements. Evidence provided described inconsistent feedback as to curriculum development and participation, roles and responsibilities associated with the process. A consistent understanding of this key work system across the District could improve alignment and engagement.**	**Senior Leadership responses to questions related to these criteria varied significantly. "Walk-Around" interviews asked the priority of key work processes. The responses were inconsistent and there was no systematic approach or criteria described to prioritize work or tasks at the classroom level. There was evidence of priorities at the building level, but no basis or criteria were evident.**	**Key**
6.1b(1)	There is a lack of evidence of a systematic approach for process implementation and key performance measures. Currently, there is no statistical relationship between work processes and outcomes. Although some key indicators were described (attendance, graduation, standard test results), no evidence was provided supporting alignment. Standard key process and in-process measures could ensure consistency and alignment across the organization, between buildings, and within buildings.	Some Senior Leaders offered MSIP requirements as key performance indicators (attendance, graduation, etc.). No Senior Leaders or Certified staff described key process or in-process measures.	Medium
6.1b(3)	There is no evidence of a formal process improvement methodology adopted by the District. However, anecdotal evidence of informal process improvement was described by some Senior Leaders at the team or department level in schools. A formal process improvement methodology, such as PDSA (Plan/Do/Study/Act) could provide a consistent approach across the organization, in addition to providing a standard framework which could support leveraging best practices sharing, and be taught as a scientific approach for student application.	This describes one of the highest leveraged tools for problem solving and related results. This is identified in related comments in Category 2 and Category 4.	Medium
6.2a	Although the District exhibits strong fiscal planning and management, there is a specific concern regarding physical security for technology assets. Several instances were cited where safeguards are not followed and/or standards may not	Several instances were identified describing a variety of issues in different buildings regarding the security of iPads and other technology hardware assets.	High

	exist. There is potentially significant financial exposure (insurance claims/rate increases), especially if similar safeguards are not being followed in other areas in the District.		
6.2d	Although the District has adopted several initiatives that can be described as innovative (Professional Learning Communities, iPads, etc.), there is evidence that innovation management could be improved by testing for validation prior to full implementation. This approach would reduce rework, reduce cycle time, and align resources for desired outcomes.	No evidence was provided that confirmed testing for qualitative and quantitative validation is taking place.	High

Category Six Score: <u>15%</u>

Category 6-Operations Focus Recommendations

6.1a-Program, Service, and Process Design-Similar to the recommendation for 5.1.a(4), there is an opportunity to visually map out the major initiatives and how program, service and process design will meet and support those requirements. This can be performed at multiple levels, reinforcing respective roles and responsibilities, and related performance measures at the District, building, and classroom level, providing a "line of sight" for everyone in the organization. Likewise, this can provide a visual to reinforce targeted professional development, classroom application, formative assessment, and performance management directly linked to student outcomes.

6.1b(1,3)-Process Management-This is related to and complements the recommendation for 6.1a. Process management represents the micro level "how to" implement the program, service, and process design. 6.1a represents the design and development phases, while process management represents the delivery phase. Similar to design and development, key process measures and in-process (formative) measures will reinforce desired behavior aligned to desired results. This may require formal training. A simple tool, like Montgomery County Public School District's IGOE (Inputs, Guides, Outputs, and Enablers) chart could standardize and simplify this approach. An additional resource to consider is GOAL/QPC's Memory Jogger for Education.

Key Factors—Dunklin School District

Baldrige Definition of Key Factors: The Key Factors describe the most important elements of the organization. They are typically used in bullet fashion to provide an overview of the most important descriptors of the organization.

Organizational Environment

- The District was established in 1965 resulting from the joining and reorganization of Herculaneum, Pevely and Horine School Districts.
- The District is comprised of approximately 21 square miles in the east central portion of Jefferson County. It is approximately 30 miles south of St. Louis on I-55.
- It is the 7th largest school district in Jefferson County.
- The District offers Prekindergarten through Grade 12 public school education.
- Instructional programs include special education, gifted, ELL, foreign language, career education, dual credit courses for juniors and seniors, and fine arts programs.
- All students K-8 have PE every day.
- All high school students are issued a MacBook Air laptop computer
- Free breakfast is provided to all students and in the early childhood and elementary building this is provided in the classroom

Vision, Mission, and Values:

Vision: Dunklin R-V will be a nationally recognized school district that is highly regarded for the achievement and character of our students and the excellence of our people, programs and learning environment

Mission: Educating today for a better tomorrow.

Values = Beliefs

1. Excellence is expected – Accept the Challenge!
2. The District is accountable for educating and challenging every student.
3. Education includes the academic, social, emotional and physical growth of every student.
4. Quality instruction is essential to the academic achievement of every student.
5. It is critical for the District to make data-driven decisions.
6. Diversity enriches the educational experience for all.
7. Communication and collaboration among students, staff, family and community are essential to the district's success.
8. A safe and respectful environment is imperative for learning.
9. Appropriate resources and school facilities are necessary to provide high-quality educational programs and services for students, staff and the community.
10. Healthy students will achieve at a higher level

Core Competencies:

- Respect-Treating everything and everyone with value.
- Responsibility-Doing what we are expected to do and accepting the results of our actions.
- Integrity-Doing the right thing even when no one is watching.
- Compassion-Showing care and concern for others.

Workforce Profile:
- The District has 127 certified employees.
- Teachers having an average of 10.6 years of experience.
- 20.4% of teachers have an advanced degree.
- The District has 96 Classified employees.

Assets:
- Facilities include 1 high school , 1 middle school, 1 elementary, 1 early childhood center, 1 administrative building, 1 maintenance building, and 1 bus garage
- The District has over 1000 computers and iPads.
- Every certified employee is issued a laptop computer.
- Every high school student is issued a laptop computer.
- K-8 grade levels or subject areas share a cart of laptops or iPads.
- The elementary and middle school building each have one computer lab.
- All classrooms K-12 have Promethean Boards.

Regulatory Requirements:
- The District must meet the requirements of the Missouri Department of Elementary and Secondary Education.
- The District must meet the requirements of Federal Department of Education for programs such as special education and Title programs.
- The District must meet other state and federal department/program requirements such as school lunch program, ADA, Family and Medical Leave Act, Fair Labor Act, sexual harassment, Children Internet Protection Act, Section 504, Internal Revenue Service, state and local taxes, state retirement, workers compensation, and OSHA.
- The District must also follow board policies.
- The District must follow requirements of property and liability insurance company.
- The District must comply with local jurisdictions including fire marshal, city building codes, and county health department.

Organizational Relationships

Organizational Structure:
- The governance system begins with a seven member elected Board of Education. Each member serves a three-year term.
- The board employs a Superintendent of Schools who reports to and is evaluated by the Board of Education.
- Six administrators report to the superintendent. They include: 1 assistant superintendent, 1 special education director, 3 building principals and 1 building program director.
- Four directors – transportation, food service, facilities, and technology, also report to the superintendents.
- Assistant principals, counselors, librarians, and teachers report to their building principal.
- Classified staff report to the their director and/or if they work in a school building the building principal.

Customers and Stakeholders:
- The District has identified students, parents, patrons, staff and community as key stakeholders.
- The District has experienced a change in demographics over the past five years with free and reduced lunch population increasing from 37% to 55%.
- The District has also seen an increase in mobility of students and ELL students.

Partner	Role
Parents	Volunteers, resources, support, engagement in students' learning, classroom support
Parent Organizations	Resources, support, work groups
Higher Education	Dual credit and dual enrollment courses, support, highly qualified teachers, studio school
Herculaneum Police Department	SRO for buildings in Herculaneum
Teacher Organizations	Advise superintendent, professional responsibilities of certified staff, meet to discuss salary and benefits

Suppliers and Partners:
- The District teachers' organization is CTA.
- Classified employees do not belong to a formal group but meet with the administration on matters including salaries and benefits.
- The District has parent organizations at all buildings. All but the high school has a parent organization for the entire school. High school has a band booster organization.
- The District has a partnership with Jefferson College for dual credit classes, articulated courses, and technical school.
- The District has a partnership with University of Missouri-St. Louis to serve as a studio school at the elementary building for their student teachers.
- The District has a partnership with Doe Run Company to provide energy savings projects at the high school such as solar panels.
- The District has a partnership with the City of Herculaneum to provide a School Resource Officer.
- The District uses many vendors to provide supplies and materials. Local vendors are given a preference.

Organizational Situation

Competitive Environment:
- Within the school district boundaries there are no private schools but in the county there are 10 private schools.
- There are 11 public school districts within the county with parents selecting homes based on the school district.
- Missouri allows parents to home school their children without any restrictions.
- The District has seen an enrollment increase of over 200 students the last six years

Competitive Changes:
- Over the past five years the percentage of students qualifying for free or reduced meals has

increased from 37% to 55%.
- The last two years the District has seen an increase of English Language Limited Students.
- The District has also seen an increase in students classified as homeless the last three years. The number classified has doubled from 30 to over 70 students listed as homeless.

Comparative Data:
- Comparative data is available through the Missouri Department of Elementary and Secondary Education. This data includes an Annual Performance Report, state testing data, graduation rates, attendance rates, teacher salaries, teacher years of experience and demographic information.
- ACT state and national comparative data are available.

Strategic Context:
- The District currently has an attendance difference and achievement gap on state assessments between students that qualify for free or reduced lunch and those that do not.
- The District has an achievement gap on state assessments between males and females.
- Over the last four years the District has lost over $11 million in assessed valuation which has required the tax rate to increase and created some budget difficulties.
- The District currently has 40 employees that work over 30 hours a week that do not receive District provided health insurance. With the implementation of the ACA this will be an increase of over $300,000 to the budget if the District provides this benefit.

Performance Improvement System:
- The District currently has a new Comprehensive School Improvement Plan that was developed over the past year with the input of parents, teachers, staff, administrators, and school board members. The plan is a five-year plan that is reviewed annually.
- The board currently received program evaluations on 26 programs from the administration.

Glossary of Key Terms

Core Competencies—The term "core competencies" refers to your organization's areas of greatest expertise. Your organization's core competencies are those strategically important capabilities that are central to fulfilling your mission or provide an advantage in your marketplace or service environment. Core competencies frequently are challenging for competitors or suppliers and partners to imitate, and they may provide a sustainable competitive advantage.

Core competencies may involve technology expertise, unique service offerings, a marketplace niche, or a particular business acumen (e.g., business acquisitions).

Governance—The term "governance" refers to the system of management and controls exercised in the stewardship of your organization. It includes the responsibilities of your organization's owners/shareholders, board of directors, and Senior Leaders. Corporate or organizational charters, bylaws, and policies document the rights and responsibilities of each of the parties and describe how your organization will be directed and controlled to ensure (1) accountability to owners/shareholders and other stakeholders, (2) transparency of operations, and (3) fair treatment of all stakeholders. Governance processes may include the approval of strategic direction, the monitoring and evaluation of the CEO's performance, the establishment of executive compensation and benefits, succession planning, financial auditing, risk management, disclosure, and shareholder reporting. Ensuring effective governance is important to stakeholders' and the larger society's trust and to organizational effectiveness.

Stakeholders—The term "stakeholders" refers to all groups that are or might be affected by an organization's actions and success. Examples of key stakeholders might include customers, the workforce, partners, collaborators, governing boards, stockholders, donors, suppliers, taxpayers, regulatory bodies, policy makers, funders, and local and professional communities.

Strategic Advantages—The term "strategic advantages" refers to those marketplace benefits that exert a decisive influence on an organization's likelihood of future success. These advantages frequently are sources of an organization's current and future competitive success relative to other providers of similar products. Strategic advantages generally arise from either or both of two sources: (1) core competencies, which focus on building and expanding on an organization's internal capabilities, and (2) strategically important external resources, which are shaped and leveraged through key external relationships and partnerships.

When an organization realizes both sources of strategic advantage, it can amplify its unique internal capabilities by capitalizing on complementary capabilities in other organizations.

Strategic Challenges—The term "strategic challenges" refers to those pressures that exert a decisive influence on an organization's likelihood of future success. These challenges frequently are driven by an organization's future competitive position relative to other providers of similar products. While not exclusively so, strategic challenges generally are externally driven. However, in responding to externally driven strategic challenges, an organization may face internal strategic challenges.

External strategic challenges may relate to customer or market needs or expectations; product or technological changes; or financial, societal, and other risks or needs. Internal strategic challenges may relate to an organization's capabilities or its human and other resources.

Workforce—The term "workforce" refers to all people actively involved in accomplishing the work of your organization, including paid employees (e.g., permanent, part-time, temporary, and telecommuting

employees, as well as contract employees supervised by the organization) and volunteers, as appropriate. The workforce includes team leaders, supervisors, and managers at all levels.