

Rocky Mountain



Performance Excellence Application
September 5, 2015



LEARN | WORK | LEAD

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1. Applicant

El Paso County School District 49
Preferred: School District 49
AKA: Falcon School District 49
10850 East Woodmen Road
Peyton, CO 80831

2. Highest-Ranking Official

☒Mr. ☐Mrs. ☐Ms. ☐Dr.
Name Peter Hilts
Title Chief Education Officer
Applicant Name School District 49
Telephone No. 719-495-1100
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Peyton, CO 80831

3. Application Contact Point

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Applicant Name School District 49
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4. Alternate Application Contact Point

☒Mr. ☐Mrs. ☐Ms. ☐Dr.
Name Brett Ridgway, Chief Business Officer
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Email bridgway@d49.org

3. Applicant Status *(Check one)*

Has the applicant officially or legally existed for at least one year? ☒Yes ☐No

4. Award Recognition/Sector Designation *(Check one)*

- ☐ High Plains
☐ Foothills
☐ Timberline
☒ Peak Performance

Criteria sector being used: *(Check one)*

☒Education ☐Healthcare

☐ Business/Government/Non-profit

**If you are unable to answer any questions or answer any questions "No,"
please call the Rocky Mountain Excellence Program Office at (303) 893-2739 before submitting
your form.**

5. Size and Location of Applicant

- a. Total number of:
- employees (business/nonprofit)
 - faculty/staff (education) **2070**
 - staff (health care)
- b. Number of sites in: Colorado **25**
Wyoming
Montana
Other
- c. If some activities are performed outside the applicant's organization (e.g., by a component of the applicant, the parent organization or its other subunits), will the applicant make available sufficient personnel, documentation, and facilities to allow full examination of its operational practices for all major functions of its worldwide operations?
☐ Yes ☐ No ☒ Not Applicable

6. Agreements

- a. In the event the applicant qualifies for an award, will the organization accept an award at a lower level than for which it applied? For example, if the organization applied for a Timberline, would it accept a Foothills?
☒ Yes ☐ No
- b. In the event the applicant receives an Award, can the applicant make available sufficient personnel and documentation to share its practices at the Annual Rocky Mountain Performance Awards Conference?
☒ Yes ☐ No
- c. In the event the applicant qualifies for an award, will the organization agree to be photographed, video-taped, and/or recorded and sign a mutually agreeable release to allow Rocky Mountain Performance Excellence to promote its products/events utilizing the organization's name, logo, and/or employees ?
☒ Yes ☐ No
- d. Rocky Mountain Performance Excellence employs an online software program to improve the productivity of its examiners. This program is provided to Rocky Mountain Performance Excellence by the Alliance for Performance Excellence (the Alliance), a nonprofit organization of state and local quality award programs. The Alliance has licensed this software from its copy right holder, Shaw Resources. The agreement between the Alliance and Shaw Resources requires that applicants to Rocky Mountain Performance Excellence waive their right to bring suit against the Alliance and/or Shaw Resources, their licensees, agents, or assigns and releases the Alliance and/or Shaw Resources, their licensees, agents, or assigns from any claims, action, or losses arising from use of the software in conjunction with evaluating the document submitted by the Applicant.
By submitting this Intent to Apply, the applicant waives its right to bring suit as defined above.
☒ Yes ☐ No

If you are unable to answer any question or answer any question "No", please call Rocky Mountain Performance Excellence Program Office at (303) 893-2739 before submitting your form.

7. Supplemental Sections *(Check one.)*

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

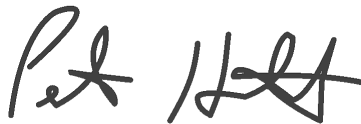
☒ The applicant has: (a) multiple performance systems that support all of its product and/or service lines; and (b) products or services that are essentially similar in terms of customers/users, technology, types of employees, and planning.

(If the second option is selected, briefly describe the differences in the products and/or services covered in terms of differences in customers, technology, types of employees, and planning. The Application Contact Point will be asked for more information if necessary.)

As a school district, we support multiple performance systems related to student performance (standardized and local assessments) staff performance (segmented into four workforce groups) and organizational performance (school accountability and accreditation.) We also authorize and oversee five charter schools which operate under similar, but distinct, performance systems.

8. Signature – Highest-Ranking Official

I certify that the answers provided are accurate. I understand that at any time during the Award Process cycle, if the information provided was inaccurate, my organization will no longer be eligible for the award and will only be eligible to receive a feedback report.



July 6, 2015

Signature Date

Peter Hilts

Printed Name

If you are unable to answer any questions or answer any questions "No," please call the Rocky Mountain Performance Excellence Program Office at (303) 893-2739 before submitting your form.

Intent to Apply Package Check List

1. Intent to Apply Form:

a. Have all questions been answered completely?

☒ Yes ☐ No

b. Is the Intent to Apply Form signed by the Highest-Ranking Official?

☒ Yes ☐ No

2. Fee:

Is a check or money order included for the \$125 or \$50 High Plains nonrefundable Intent to Apply fee made payable to:
Rocky Mountain Performance Excellence, Inc.

☐ Yes ☒ No

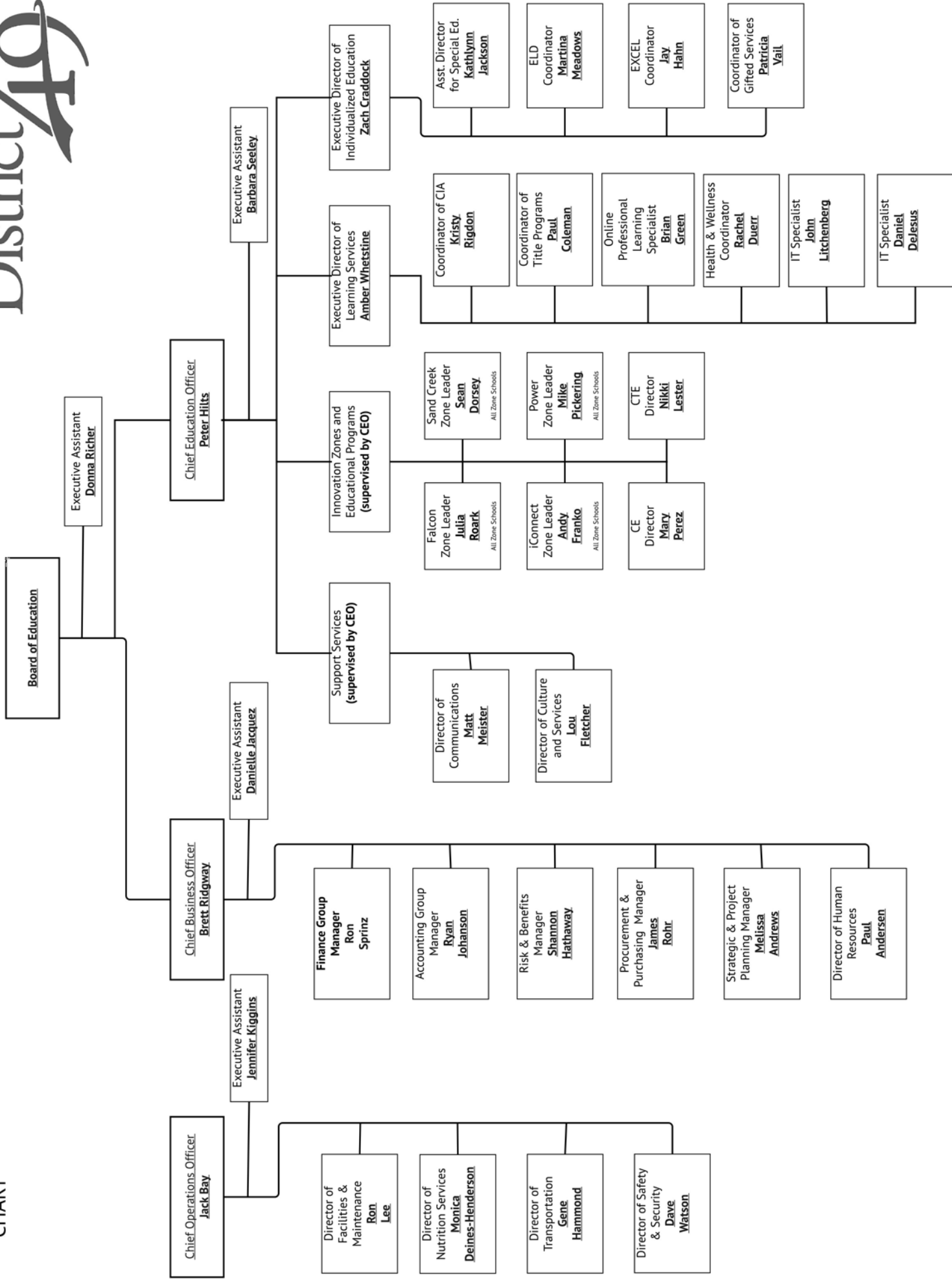
Do you wish to use a credit card for the letter of intent fee above and/or the application itself?

☒ Yes ☐ No

If yes, RMPEX will contact you for credit card information.



ORGANIZATIONAL CHART



49 Pathways

Our brand for individualized education programs in secondary schools

504 ----- §504 of the American's with Disabilities Act

A plan of accommodations developed by teachers and parents to ensure that every student has access to the full curriculum

A**AAR ----- Annual Academic Report**

After the Colorado Department of Education releases statewide academic data, the leadership team develops an annual academic report that is presented at the next board work session

A-AR ----- After-Action Report

In some cases this acronym is used to define an after action report when we have had a significant safety or security incident at one of our schools

ACT----- American College Test

The ACT is one of two nationally normed college admissions test. It is the test commonly used in Colorado because it is required by the state Department of Education

Action Plans

As one step in our strategic planning process, leaders and others develop implementation plans to link specific activities and programs to strategic objectives

AD----- Active Directory

An underlying technology that registers network users with a login and password so that they can access district network resources

ADA ----- Americans with Disabilities Act

Federal legislation that requires public entities including school districts to provide appropriate accommodations and modifications to ensure that students with all sorts of disabilities are able to benefit from educational programming

Admin

A colloquial abbreviation for administration or a user with elevated access rights to a computer or network system

AE-----Alternative Education

A federally defined program of education for students who meet one of several categories that place them at high risk for not proceeding or completing their educational program

AEC -----Alternative Education Campus

In Colorado, an alternative education campus is one where at least 95% of the students served meet the characteristics of at least one high-risk category

Aha! Network

In District 49, we have branded our professional development services and programs as a regional resource for licensure, evaluator training, and all types of adult learning. The name of our network is an allusion both to the learning epiphanies that students regularly experience as they encounter new material, and the joy that teachers gain when seeing students progress past a difficult educational challenge

AIMS Web

Assessment tool primarily used to track student growth in reading, math and writing from students receiving special education services

Alio

A user-facing interface to our purchasing and billing financial system

Alpine Achievement Systems

A data warehousing application that aggregates, displays, and cross references academic data from a variety of local state and national assessments

Amplify

This software product is a suite of tools that assess, track, report, and archived information about individual and groups of students

AP-----Assistant Principal

Although most commonly referred to as assistant principals, there are times in our secondary schools when the role of an AP is called a dean or athletic director

Applitrack

Our system to post job positions, receive application materials, track hiring processes, generate personnel requisitions, capture material gathered from reference checks, generate personnel reports to the state department of education, and distribute necessary updates to all employees

ASPIRE

A system of assessments aligned to both Colorado academic standards and norms to national performance levels

ATS ----- Applicant Tracking System

A system within Applitrack which we use to monitor data about our candidate pool

AUA ----- Acceptable Use Agreement

All users of district networks and technologies sign this document to indicate that they understand the expectations and responsibilities of using districts technologies

B

Backpack Budgeting

A colloquial label for weighted student funding conveying the concept that individual students represent a budget resource, and that budget resource should travel with the student to the various schools, programs, and services that support that student

BLR----- Banning Lewis Ranch

A very large development on the eastern boundary of the city of Colorado Springs which is developing rapidly into a mixed use neighborhood projected to grow to more than 8000 homes

BLRA----- Banning Lewis Ranch Academy

A K-8 charter school serving more than 750 students located in Banning Lewis Ranch

Beacon

Assessment system that provides in eternal, intermediate measures of student academic performance with rapid feedback to enable appropriate interventions and modifications to student-centered programming

Big Rocks

The informal and commonly used name for our district's strategic priorities, derived from the metaphor espoused by Stephen Covey in his book *The Seven Habits of Highly Effective People*

Blended School

A school where mechanisms of teaching and learning include both traditional physical classrooms as well as digital resources such as online learning classrooms, cloud-based assessment systems, and other methods that allow teachers and students to work in flexible configurations

Bloomboard

One of the state-approved systems of evaluation for administrators and teachers — used in the Sand Creek Zone

BOCES -----Board of Cooperative Educational Services

In order to purchase resources and higher itinerant employees more efficiently, schools and districts of schools may collaborate as a formal entity known in Colorado as a BOCES

BOE

Board of Education, also “The Board” or “Board”

BOY -----Beginning of Year

A sequence of assessments administered during the first month of the school year to determine levels of student performance

BR -----Big Rocks

The informal and commonly used name for our district's strategic priorities, derived from the metaphor espoused by Stephen Covey in his book *The Seven Habits of Highly Effective People*

Bronto

A software tool that allows our communications department and other educational leaders to create and deliver customized messages with rich media content and automatic tracking of read and response rates

BRS-----Big Rocks Survey

An annual survey presented to our students and other customers designed to gauge how well did the district is progressing on meeting the objectives and commitments embedded in our strategic plan

C

CAP -----Center for American Progress

A national advocacy organization that has developed a report on educational return on investment

CPC -----Capital Planning Committee

A team of educators, parents, and community representatives who set district priorities for facility design development and utilization

CKH-----Capturing Kids Hearts

A proprietary program delivered through the Flippen Group that trains educators to establish and sustain a positive learning environment in classrooms and schools

CASB -----Colorado Association of School Boards

A statewide advocacy organization providing legal, tactical, and legislative support to school boards and school executives

CASBO ---- Colorado Association of School Business Officers

A statewide peer group of school finance leaders

CASE ----- Colorado Association of School Executives

An umbrella organization of school administrators including superintendence, and samples, business officials, public relations leaders, instructional technology leaders, and directors of personnel departments

CBO ----- Chief Business Officer

CC----- Cultural Compass

CCHE ----- The Colorado Commission on Higher Education

CCS----- Colorado Computer Support

A primary supplier of information technology services, especially those related to network infrastructure and the acquisition, configuration, and deployment of new technologies

CD----- Communications Department

CD BOCES---Colorado Digital Board of Cooperative Educational Services

Most of the BOCES in Colorado are organized around traditional geographic school districts, but this organization is specifically designed to support online schools, so it has no geographic boundaries. District 49 is a founding member of this organization.

CDE ----- Colorado Department of Education (K-12)

CDHE ----- Colorado Department of Higher Education (Postsecondary)

CDCSC----- Center for Disease Control and Prevention Worksite Health ScoreCard (CDCSC)

CE----- Concurrent Enrollment

A program that permits and funds students to enroll in college courses to receive simultaneous high school and college credit

CEO ----- Chief Education Officer

Charter School

A public school governed by a board of parent and community representatives and operated under a contract (charter) with a local school district or the state authorizing institute

Choice Enrollment

A basic principle of public education in Colorado which allows parents to enroll in any school district subject to minimal limitations on space availability and proximity

CIA -----Curriculum, Instruction, and Assessment

A common acronym for both position descriptions and program descriptions across our schools and zones

Citizens

Members who reside in our community, and may pay taxes, vote, and express requirements and expectations about public education

CKLA-----Core Knowledge Language Arts Curriculum

A system of curricular, instructional, and assessment materials and approaches used across many district elementary schools

CMAS -----Colorado Measures of Academic Success

The third generation of statewide academic assessments used to assess student and school performance in accomplishing the Colorado Academic Standards

COALT -----Colorado Alternative Assessment

A differentiated system of assessments for students who may need specific accommodations

CE -----Concurrent Enrollment

A program that allows high school students to enroll in college courses, both on their natural high school campus as well as at institutions of higher education and receive both transcript and college credit as well as transcript in high school credit toward graduation simultaneously

COO-----Chief Operations Officer

CORA-----Colorado Open Records Act

The Colorado equivalent of the national Freedom of Information Act this statute permits public review of most public documents

CPC -----Capital Planning Committee

CRS----- Colorado Revised Statutes

The collected laws and regulations that constitute the rule of law in Colorado

CS Gazette

The Colorado Springs Gazette is the primary newspaper in the community, providing daily reporting on matters of community interest, including educational performance and other developments

CS Independent

The Colorado Springs Independent is an alternative publication that provides a broad range of community perspectives with an overt to complement mainstream reporting and analysis

CSAP ----- Colorado School Accountability Program

The first generation of statewide assessments of students' and schools' progress toward meeting Colorado academic standards

CSPD ----- Colorado Springs Police Department**Cultural Compass**

The visual representation of our organization's values and principles—divided into an inner ring describing how we treat each other, and an outer ring describing how we treat our work

D

D11----- Colorado Springs School District 11

The largest school district in the Colorado Springs metro area is situated immediately west of District 49. A key competitor of District 49

D20----- Academy School District 20

Located immediately northwest of District 49, this is the second largest school district in the Colorado Springs metro area. A high performing district academically and a key competitor of District 49

D49----- School District 49

The applicant.

DAAC ----- District Accountability Advisory Committee

School district accountability advisory committee comprised of parents, teachers, administrators, and community members which shares fiscal responsibility with district board of education. The committee advises the BOE on adequacy and efficiency of educational programs, UIP reviews, safety, and financial expenditures

DAS-----District Assessment System

The collection of common assessments delivered at prescribed times to monitor student achievement and growth and to inform instruction and intervention

Dashboard

A feature of software tools that serves as the collection point for process output information.

DBS-----Data Business System

Vendor of point of sale system for student meal services

DF-----Director of Facilities

Reports to COO and oversees maintenance of D49 campuses and buildings

DHS -----Department of Human Services

El Paso County department structured around protecting children and other vulnerable citizens.

DIBELS-----Dynamic Indicators of Basic Early Literacy Skills

An assessment designed to monitor the acquisition of early literacy skills in students from Kindergarten through 6th grade

DIS-----Data Information Systems

Collection of computer software programs that monitor and share data

DMS-----Data Management System

Software that facilitates monitoring and management of one or more informational databases

DPF-----District Performance Framework

CDE framework measuring educational performance on defined indicators and measures

Dravet Syndrome

A rare and catastrophic form of intractable epilepsy that begins in infancy; also known as Severe Myoclonic Epilepsy of Infancy (SMEI)

DSS -----Data Security Standard

A device or system for allowing computers on otherwise separate networks to communicate, subject to configured constraints. In many respects a guard is like a [firewall](#) and guards may have similar functionality to a [gateway](#).

E

EA----- Executive Assistant

Supports BOE or chief officer, performing research, communications, correspondence, and office management functions

EAP----- Employee Assistance Program

Benefit program offered by D49 intended to help employees deal with personal problems that might adversely impact their job performance, health, and well-being

EEO----- Equal Employment Opportunity

Equal employment opportunity is employment practice where employers do not engage in employment activities that are prohibited by law. It is illegal for employers to discriminate against an applicant or employee on the basis of race, age, color, sex, religion, or national origin

EIES ----- Evans International Elementary School

D49 elementary school in Sand Creek Zone

EPC----- El Paso County

El Paso County, located in the south central region of Colorado, is a mix of urban, suburban, and rural communities with about two-thirds of the population residing within the city of Colorado Springs. El Paso county has an estimated population of 663, 519 (2014).

ELA----- English Language Arts

Literacy standards for preschool through twelfth that describe what students must know and be able to do to be successful in college and careers

ELD----- English Language Development

Educational program designed to meet the needs of the ELL to focus on language acquisition.

ELL----- English Language Learner

A student who has a primary language other than English and is acquiring English as a second language at school.

ELM----- Expertise Leadership Management

Highly skilled leaders working/leading in their areas of expertise (e.g. Finance, Education, Operations).

ELT----- Education Leadership Team

Senior leaders in the D49 education office and school principals

EOY ----- End of Year

Frequently used in reference to the final benchmark assessment of an academic year, e.g. DIBELS.

EPCSO -----El Paso County Sheriff's Office

The law enforcement agency serving unincorporated areas of El Paso County. A key partner of District 49, EPCSO has school resource officer in Falcon Zone.

eSchool

Internet based system we use for employees to report an absence management and secure a substitute.

ESEA -----Elementary and Secondary Education Act

Title I ("Title One"), a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the US Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families.

ESP -----Education Service Provider

For-profit or non-profit organizations that contract with new or existing public, charter, or private schools to help them implement comprehensive reforms.

ESP -----Educational Support Personnel

Designation we use to refer to the category of employees who serve in support roles, including paraprofessionals, nutrition services, transportation, custodial and others; all ESP positions are non-exempt

F

FCBC

A consortium of home builders in District 49. Members of this key collaborator contribute \$1500 for each house built to provide financial support for the success of District 49.

FERPA-----Family Education Rights and Privacy Act

Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FESoT-----Falcon Elementary School of Technology

An elementary school located in Falcon Zone.

FHS-----Falcon High School

The high school located in Falcon Zone.

Flippen Group

Educator training and leadership development organization.

FMLA-----Family Medical Leave Act

Federal law requiring covered employers to provide employees job-protected and unpaid leave for qualified medical and family reasons

FMS----- Falcon Middle School

The middle school located in Falcon Zone

FLSA ----- Fair Labor Standards Act

Federal law establishing minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local governments

FTE ----- Full-time Equivalent

Term used to quantify in budgeting in reference to either students/enrollment or employees/staffing

FZ ----- Falcon Zone

Encompasses geographic feeder patterns of FES, MRES, WHES, FMS and FHS

G

GADS----- Google Apps Directory Sync

Google Apps Directory Sync is a utility that automatically adds, modifies, and deletes our users, groups of users, department groups, shared contacts, and calendar resources in Google Apps to match our organization's directory server

GAFE----- Google Apps for Education

Google Apps is a core suite of communication and collaboration applications that allow students and staff to work from any device on documents and projects

GE ----- General Education

Prepares students in grades K-12 for postsecondary success in college or careers. GE includes advanced programs such as Advanced Placement and International Baccalaureate

GOAL ----- GOAL Academy

District 49 blended learning high school in iConnect Zone. Serves more than 3000 students across Colorado

Graduation Rate

Publically available on-time (4 year) graduation rate. It is calculated by taking the number of graduates and dividing by the number of students eligible for graduation

Graduation Requirements

Criteria set by local boards of education that specific academic requirements to earn a high school diploma

GT----- Gifted and Talented

Students identified as having ability at or above the 95th percentile in language arts and/or math

H

HA -----High Availability

High Availability refers to a system or component that is continuously operational for a desirably long length of time. Availability can be measured relative to "100% operational" or "never failing"

Hanover Research

Market research firm since 2003 providing expertise and transformative insights that drive growth, efficiency, and improved outcomes

HBA-----Housing and Builders Association**HEAR -----Higher Education Admissions Requirements**

Colorado Department of Higher Education entry requirements for students planning to attend any of Colorado's public four-year colleges or universities

HHFKA-----Healthy, Hunger Free Kids Act

The Healthy, Hunger-Free Kids Act of 2010 is part of the reauthorization of funding for child nutrition (see the original Child Nutrition Act)

High-Risk

A student that is less likely to transition successfully into adulthood and achieve economic self-sufficiency

HIPAA -----Health Insurance Portability and Accountability Act**HMS-----Horizon Middle School**

D49 middle school in the Sand Creek Zone feeder system

Home School Support

Resources and education programming delivered to assist families choosing to homeschool children. Falcon Homeschool Program is an important component of D49's portfolio of schools

HQ-----Highly Qualified

As defined in No Child Left Behind, a highly qualified teacher must hold a bachelor's degree, be fully certified as defined by the state department of education, and be able to demonstrate subject area competence in any core subject taught

HR -----Human Resources

Refers to the department that serves the district strategy in the areas of talent acquisition, compensation and performance management

I

I-Observation

Teacher and principal evaluation system used in the Power Zone

ICA ----- Imagine Classical Academy

A K-8 charter school in iConnect Zone

ICAP----- Individualized Career and Academic Plan

Process of communication career and college resources to students and parents to assist them in learning how to discover student interests, plan intentionally and build pathways to success after high school. D49 ICAP counselors and advisors work with students in grade levels 6-12

IDEA ----- The Individuals with Disabilities Education Act

A four part piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.

IE----- Individualized Education

The portion of D49's education program, not included in the general education menu (special education and gifted and talented) to address the unique needs of every student.

IEP----- Individualized Education Plan

Created for every child receiving special education services. Kids from age 3 through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP. The IEP addresses each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP

IM----- Interim Measure

An assessment given periodically throughout a school year to determine growth and achievement

iNACOL --- The International Association for K-12 Online Learning**Incident Command**

The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

Independence Institute

A non-partisan, non-profit public policy research organization

Individualized Pathways

Through 49Pathways and ICAP advising, students will engage in meaningful conversations to map out individualized academic and experiential educational pathways of courses, including postsecondary options, job shadows, capstone projects, and internships, leading towards students' postsecondary goals

Infinite Campus

Student information system, stores demographic information as well as recording other student information such as attendance, discipline incidents, etc

Innovation

A new method, process, idea or significant change to an existing method, process or idea to advance and improve performance

Innovation Zone

One of three geographical feeder systems in D49 or a zone comprised of charter schools, online/blended learning schools and alternative learning campuses. An innovation zone has flexibility in executing the district's strategic plan. Educational philosophies, areas of study that are emphasized, and how financial resources are allocated are all different between the autonomous zones

Interim Measures

An assessment given periodically throughout a school year to determine growth and achievement

ISP-----Internet Service Provider

Internet Service Provider. A for profit-community partner that supplies a sustainable connection to the world wide web

IT -----Instructional Technology

Instructional technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application

ITA -----Instructional Technology Analyst

A field technician who has the skill to resolve hardware and software related issues rapidly, decreasing the amount of instruction time lost

ITMP-----Instructional Technology Master Plan

Guiding plan to maintain and replace digital devices dedicated to delivering the educational program in D49

ITS ----- Instructional Technology Specialist

Education office team member dedicated to supporting devices used to deliver the education program in District 49

iZ ----- iConnect Zone

Consists of charter and non-traditional schools, BLRA, RMCA, SSAE, GOAL, IIR, PPSEL and PLC

J**JAMF**

Computer systems management software designed to minimize downtime by giving users the tools to be self-sufficient.

K**K----- Kindergarten**

The first year of school. D49 includes both half day and full day Kindergarten classes.

KPI ----- Key Performance Indicators

A key performance indicator (KPI) is a metric used to evaluate factors that are crucial to the success of a process or series of processes

KSA----- Knowledge, Skills and Abilities

Refers to the attributes required of a candidate to perform a job effectively; may include capabilities gained through education, service, or training

L**Learn, Work, and Lead**

A guiding principle of D49 and a reference to the third rock (Best District) of the strategic plan. The concept is used to describe multiple processes in the organization, including the strategy and culture of continuous improvement

LEX----- Literacy Excellence

A program at OES that coordinates the entire school schedule around interventions for students supporting D49s primary literacy initiative

Lexia

A literacy intervention program

LMS ----- Learning Management System

software applications for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) education courses or training programs

LS ----- Learning Services

Part of the education office focused on curriculum, instruction and assessment.

M**Mastery**

Complete understanding demonstrated by a student prior to moving on to learning increasingly rigorous skills and content

MGP -----Median Growth Percentile

Derived using the Colorado Growth Model, provides a measure of student learning on the state assessment. Statistically, statewide, like-performing students are grouped and the median amount of growth is computed. From there, individual students are assigned a growth percentile, which assess their degree of growth, with 50 being the median or average.

MLO -----Mill Levy Override

A **mill levy override** is money generated from property taxes that support the general operating budget of District 49.

MOY -----Middle of Year

Commonly used to refer to the middle of the year assessment window for interim measures

MRES-----Meridian Ranch Elementary School

An elementary school in the Falcon Zone feeder system.

MS -----Milliseconds

A millisecond (ms or msec) is one thousandth of a second and is commonly used in measuring a packet of data's travel time on the Internet.

MTSS -----Multi-Tiered Systems of Support

A comprehensive system of academic and behavior supports/interventions for students that are not showing the same level of progress as their peers

MYON

A digital library with multimedia supports, real-time reporting and assessments, and reading/writing tools.

N**NACEP ----National Association of Concurrent Enrollment Programs**

Founded in 1999 by 20 institutions of higher education, NACEP developed and adopted a national set of quality standards applicable to concurrent enrollment partnerships between institutions of higher education and secondary education. These quality standards, adopted in 2002, cover five categories:

curriculum, faculty, students, assessment, and program evaluation. 92 concurrent enrollment programs have earned NACEP accreditation. NACEP has become a national forum for the sharing of best practices, research findings, and discussions of state policy.

NSBP ----- National School Breakfast Program

Provides funding assistance to states to operate nonprofit breakfast programs in schools and residential childcare institutions.

Negative Factor

Starting in 2009, in order to make across-the-board cuts from all districts, the Colorado General Assembly added a new “budget stabilization” or “negative factor” to the School Finance Act formula. The negative factor is an annual adjustment used to reduce the funding to schools so that actual funding meets a target. The negative factor has been increased each year.

NIMS ----- National Incident Management System

A consistent nationwide approach for Federal, State, local, and tribal governments; the private sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

NSLP ----- National School Lunch Program

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

NTO ----- New Teacher Orientation

Multi-day on-boarding process for new teachers in the district.

O

OES----- Odyssey Elementary School

An elementary school in the POWER Zone feeder system.

OFI

Opportunity for improvement.

Online School

Non-traditional school that delivers instruction online utilizing tools such as online assessments, webinars, and learning management systems.

OS-----Operating System

A system software that manages computer hardware and software resources and provides common services for computer programs. The operating system is an essential component of the system software in a computer system. Application programs usually require an operating system to function.

OU -----Organizational Units

A system for defining a common container of users with an attribute that belongs to a group, such as a school or department. Used in active directory and Google directory.

P

PARCC -----Partnership for Assessment of Readiness for College and Careers

Multi-State consortia formed to develop an assessment based on English Language Arts and Math Common Core State Standards (which align with Colorado Academic Standards).

Parents

A key customer of the district.

PC-----Personal Computers

Windows based machines

PCI -----Payment Card Industry

The Payment Card Industry Data Security Standard (PCI DSS) is a proprietary information security standard for organizations that handle branded credit cards from the major card schemes including Visa, MasterCard, American Express, Discover, and JCB.

PD-----Professional Development

Training including conferences, workshops, and courses in person and online that develops staff to improve performance

Peak Partners Initiative

BOE approved initiative to increase community engagement, specifically from business leaders, to inform about the district and build grassroots, neighborhood level support for D49

PL-----Primary Literacy

D49 initiative to improve literacy achievement in kindergarten - third grade

Planning Retreat

Yearly retreat for BOE and chief officers of D49. Part of the systematic approach to strategic planning of the district.

PLC----- Patriot Learning Center

Alternative learning school in iConnect Zone

process and offer a tool for principal self-reflection, goal setting and ongoing professional growth

PLCs----- Professional Learning Communities

Model which provides structured time for teachers to discuss student learning and share instructional practices with each other

Primary Literacy

D49 initiative to improve literacy achievement in kindergarten - third grade

PLT ----- Principals' Leadership Team

Team of leaders at a school comprised of assistant principals and other school leaders.

Pro-Tech

Classification of non-instructional positions that support various facets of the district's operations; Pro-Tech positions are classified exempt.

PM ----- Progress Monitoring

Assessments used to frequently monitor acquisition of skills and objectives.

Process PACE

District 49's standards-based process improvement process (Performance Ascending to Continuous Excellence)

PP BOCES--Pikes Peak Board of Cooperative Educational Services

Cooperative entity between schools in the Pikes Peak Region allowing shared resources to deliver education services

Proficiency

Measure which define students as being on target for mastery of standards at their perspective grade-level

PPCC----- Pikes Peak Community College

Primary institution of higher education for concurrent enrollment partnership. PPCC has three main, full-service campuses and one location, the Creekside Success Center (CSC), providing classroom instruction to D49 secondary students and adult learners. CSC is strategically located within one city block of Sand Creek High School, affording unique and convenient access to postsecondary opportunities.

Progress Monitoring

assessment of students which is frequent, typically every 5-10 days to ensure that students are on track to meet learning benchmarks

PPEA ----- Pikes Peak Education Association

A Pikes Peak region affiliate of the Colorado Education Association.

PZ-----Power Zone

A traditional geographic feeder pattern of schools including: RVES, SES, OES, SMS, and VRHS

PPR ----- Per-Pupil Revenue

The amount of state funding a school district receives for each student utilizing its educational programs and services. Amount is based on a complex formula.

Q**QA -----Quality Assurance**

Review process designed to ensure accuracy of data or adherence to prescribed process

PPR ----- Pikes Peak Region

A multi-county area surrounding Pikes Peak. Generally accepted to include El Paso, Teller and Fremont counties

R**RANDA**

Randa Solutions, Inc. contracted with CDE (Colorado Department of Education) to design COPMS (Colorado State Model Performance Management System) an online teacher evaluation system

PPSEL----- Pikes Peak School of Expeditionary Learning

District 49 charter school in iConnect Zone

RE -----Resident Expert

A District 49 team member with particular knowledge and skill in an area of program or service

PQS ----- Principal Quality Standards

CDE outline of the knowledge and skills required of an excellent principal. They are the core of the principal evaluation

ReadyOp

Collaborative communication tool used by D49 to send, monitor and manage safety and security data

RES ----- Remington Elementary School

District 49 elementary school in Sand Creek Zone.

RMCA----- Rocky Mountain Classical Academy

District 49 charter school in iConnect Zone.

RTI

Systematic structure for providing intervention or acceleration for students not achieving at their potential

RVES----- Ridgeview Elementary School

District 49 elementary school in POWER Zone.

S

SA ----- Summative Assessment

A type of assessment given at the culmination of a year, or end of a unit of instruction.

SAC

Person responsible at the school level for coordinating state assessments.

SAC----- School Accountability Committee

Committee comprised of parents, teachers, and community members which provides input to the school's principal on the school's budget and instructional program

Safe2Tell

Anonymous reporting system for students, parents and to report any threatening behaviors or activities endangering themselves or someone they know.

SBD ----- Student Biographical Data

Data commonly collected during the administration of state assessments to include student demographic data and data used for determination in accountability calculations such as “continuously enrolled in the school” or “continuously enrolled in Colorado.

SCC-----Sand Creek Campus

In the 2015-2016 school year, Sand Creek High School is instituting a Schools and Pathways model focused on a School of Design, a School of Advanced Academics, a School of Business, and a core Freshman Academy. Within each school, students follow determined course pathways to college and career or create a program of study in support of their individual career and academic plan (ICAP).

SCCI -----Strategy and Culture of Continuous Improvement

Two phase continuous cycle of process improvement in D49. The innovation and transformation phases both comprise cycles of learning, working and leading. The strategy guides successful small scale innovations being deployed to the district and beyond.

SchoolDude

Workflow process management system used by the Operations Office for work order submittal, monitoring and tracking of performance.

Schoology

D49 learning management system (LMS) that allows the creation, management, and sharing of content and resources.

Schoolview

Publicly available section of CDE website that publishes district and school data to include population data, finance data and performance on state assessments

SchoolWires

Web vendor and service provider for the District 49 family of responsive design websites on the D49.org domain.

SCHS-----Sand Creek High School

A comprehensive public high school located along the Power's business corridor on Falcon D49's western boundary with CSSD11. SCHS offers a choice of academic (International Baccalaureate, Advanced Placement, concurrent enrollment) and career (engineering, broadcasting, design) development programs to approximately 1300 students.

SCZ---- Sand Creek Zone

A traditional geographic feeder pattern of schools including: EEIS, RES, SRES, HMS and SCHS.

SDMS -----Student Data Management System

Software system to manage student data including demographics, attendance, behavior and grades. Also called a student information system. Is also a data management system used by Nutrition Services Department to track student lunch participation

SEAC-----Special Education Advisory Committee

SEAC provides District 49's Board of Education and special education administration with a staff, parent and community perspective regarding the needs of students receiving special education services

SES -----Stetson Elementary School

An elementary school in the POWER Zone feeder system

SHIP----- School Health Improvement Plan

Developed by all D49 schools in conjunction with the Unified Improvement Plan to promote student, staff and community wellness

SIP ----- School Improvement Plan

The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan.

SL ----- Senior Leader

A principal, director, executive director or chief officer in D49. Responsible for making sure all programs and processes align with the strategic plan and foster the ideals of the cultural compass.

SLA ----- Service Level Agreement

A service-level agreement is a part of a contract where a service is formally defined. Particular aspects of the service - scope, quality, responsibilities - are agreed between the service provider and the service user.

SLG----- Senior Leadership Group

A portion of the senior leaders assembled for a specific purpose

SLT- Senior Leadership Team

The entirety of the senior leaders in D49

Smartsources

Software system to collect and track data related to health policies and practices in D49 to assess and improve school health.

SMES----- State Model Evaluation System

Colorado's teacher and principal evaluation model; all school districts adopt the SMES or seek approval to use an alternate evaluation system.

SMS----- Skyview Middle School

District 49 middle school in POWER Zone feeder system.

Social Contract

An agreement made between team members to guide work together. Part of the Flippen Group work with senior leaders in 2012. This social contract played a role in the creation of the cultural compass.

SP -----Strategic Plan, the Five Big Rocks

Based on a Stephen Covey metaphor: Trust, Community, Best District, Portfolio of Schools and Every Student guide District 49 decision making and planning.

SPED-----Special Education

Federally, required specialized programming for students with a designated learning disability

SPF

a simple email-validation system designed to detect email spoofing by providing a mechanism to allow receiving mail exchangers to check that incoming mail from a domain comes from a host authorized by that domain's administrators.

SRES -----Springs Ranch Elementary School

District 49 elementary school in Sand Creek Zone.

SRO -----School Resource Office

Colorado Springs Police Department Officer or El Paso County Sheriff Deputy assigned to a District 49 zone of schools. SROs assist with school security and improve school culture through engagement with students and staff.

SRP-----Standard Response Protocol

A critical ingredient in the safe school recipe is the uniform classroom response to any incident. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

SSAE -----Springs Studio for Academic Excellence

D49 100% choice school focused on online and blended learning. Students have access to academic support for their online courses in a 21,000 square foot academic campus.

SSM -----System Support Manager

Individual with primary responsibility for a data system. This responsibility could include ongoing maintenance, database development and/or staff training on the system in question.

SSP -----Specialized Service Professionals

CDE's designation for licensed non-instructional professionals, such as audiologists, occupational therapists, physical therapists, counselors, nurses, psychologists, social workers and speech language pathologists.

Staff

Term used to refer to workforce members generally; may refer to departments, offices, employee groups or all employees of the district

Standards

The benchmarks of quality and excellence in education such as the rigor of curricula and the difficulty of examinations. See Colorado Academic Standards.

Student-Based Budgeting

Allocation of dollars to zones/schools based on the number of enrolled students, where each student receives a funding "weight" based on need.

Students

Key customer of District 49 formally using the educational program and support services the organization provides.

SWAAAC-- Statewide Assistive Technology, Augmentative and Alternative Communication**SY ----- School Year**

July 1 through June 30. Coincides with District 49's fiscal year.

T

TABOR

Colorado tax payer bill of rights.

TCAP

Transitional Colorado Assessment Program. Based on Colorado Model Content Standards and used for SYs 12-14. Assessment once the CMAS and PARCC assessments were available

TeachBack

D49 provides graduate level tuition scholarships to teachers interested in earning a college level professor credential, authorized by PPCC department chairs. Teachers must have a master's degree in their content area or any master's degree plus 18 graduate level credits in their content area. In exchange for this scholarship, teachers must commit to repaying the district's investment towards tuition assistance by teaching district-approved concurrent enrollment courses to district-qualified concurrent enrollment students. Teachers must teach back 2-4 semesters of concurrent enrollment courses depending on the number of graduate level credits financed by the district

Teachers

Staff members responsible for directly providing key educational services to small groups of students

Team Leadership Model

District 49's matrix management structure. Three chief officers with unique areas of expertise replace the traditional school district superintendent management model

Title I

Federal Grant Program which supports schools with a high percentage of free and reduced lunch

Title II

Federal Grant Program which supports schools to increase highly qualified teachers

TQS-----Teacher Quality Standards

State-defined standards for teachers that outline the knowledge and skills required of an excellent teacher; they are the core of the evaluation process and offer a tool for teacher self-reflection, goal setting and ongoing professional growth

Transformation

Second phase of SCCI where school or zone processes are deployed on a district scale to increase performance

Trello

Online Project management software, used primarily by IT staff and Senior Leadership Team

TtT-----Train the Trainer

A model where inexperienced instructors receive coaching and mentoring from experienced teachers or facilitators

U

UIP -----Unified Improvement Plan

The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan

USDA -----United States Department of Agriculture

Many USDA regulations impact nutrition services operations

UTM-----Unified Threat Management

Evolution of the traditional firewall into an all-inclusive security suite able to perform multiple security functions within one single system

V

VRHS -----Vista Ridge High School

District 49 high school in POWER Zone

W

WAN -----Wide Area Network

A wide area network (WAN) is a telecommunications network or computer network that extends over a large geographical distance.

WHES ----- Woodmen Hills Elementary School

District 49 elementary school in the Falcon Zone feeder system

WSCC ----- Whole School, Whole Community, Whole Child Committee

Committee helping to deploy the Center for Disease Control Whole School, Whole Community, Whole Child model of a unified and collaborative approach to learning and health in D49

WSF ----- Weighted Student Funding

See student based budgeting.

Wunderlist

Online tool that allows supervisors to delegate and assign tasks to subordinates

Z

ZIA -----Zone Innovation Assembly

ZL ----- Zone Leader

See Zone Leader/Superintendent

Zone Autonomy

Educational program and budget decisions are made to best serve the unique needs of the innovation zone, while still meeting the strategic goals of the district

Zone Leader/Superintendent

Oversees educational program and budget decisions of one of four District 49 innovation zones. Reports to CEO to ensure decisions align with district's strategic plan

P ORGANIZATIONAL PROFILE

P.1 Organizational Description

P.1a Organizational Environment

District 49 (D49) is a public school district located on 133 square miles in the shadow of Pikes Peak. D49 spans eastern Colorado Springs and an unincorporated area of El Paso County known as Falcon. As our logo represents, the peak is our landmark inspiration and a pathway toward peak performance unifies our communities. Students and other customers choose from our portfolio of schools designed to meet the unique educational needs of every student.

Figure P.1a



Key Organizational Characteristics of District 49

Key Factors	Major Elements
Programs and Services	<ul style="list-style-type: none"> Special Education English Language Development Gifted and Talented General Education (College and Career Prep) Alternative Education Professional Education
Customer Segments	<ul style="list-style-type: none"> Students Parents Staff Citizens
Workforce Segments	<ul style="list-style-type: none"> Professional-Technical (Pro-Tech) Education Support Professionals (ESP) Teachers Administrators
Challenges	<ul style="list-style-type: none"> Citizen and Voter Distrust Community Disengagement Inferior Reputation Divergent Academic Expectations Graduate Readiness
Advantages	<ul style="list-style-type: none"> Necessity Breeds Innovation Strategic Planning Process Expertise Leadership Model Community of Collaboration Pursuit of Peak Performance
Collaborators, Partners, and Suppliers	<ul style="list-style-type: none"> Falcon Community Builders for Classrooms (FCBC) Housing and building Association (HBA) Pikes Peak Community College (PPCC) Colorado Digital Board of Cooperative Education Services (CD-BOCES) Pikes Peak Board of Cooperative Education Services (PP-BOCES) Colorado Computer Support (CCS) US Food
Competitors	<ul style="list-style-type: none"> Academy School District 20 (D20) Colorado Springs School District 11 (D11)
Comparisons	<ul style="list-style-type: none"> Widefield School District 3 (D3) Jefferson County Schools (R1) St. Vrain Valley RE 1J (SVV) Johnstown-Milliken RE-5J (JMR)
Organizational Units	<ul style="list-style-type: none"> Falcon Innovation Zone iConnect Innovation Zone POWER Innovation Zone Sand Creek Innovation Zone
Work Processes	<ul style="list-style-type: none"> Strategy and Culture of Continuous Improvement (SCCI) Process PACE (Performance Ascending to Continuous Excellence) Innovation Transformation

As the fastest growing district in Colorado¹, our enrollment of nearly 20,000 students ranks third largest in El Paso County (EPC) and 14th in Colorado.

District 49 operates in a highly competitive educational choice environment with several larger and wealthier districts along our western boundary. To compete more effectively, we have embraced the Baldrige criteria as our key work process for performance excellence. Our commitment is to improve outcomes for students and other customers by gathering internal and external feedback that guides systematic process improvement. Our mantra is, “performance improvement through process improvement.” By benchmarking our practices against high-performing enterprises in education and other industries, we can see more clearly where we are already excellent and where we have the most need to improve.

P.1a.1 Educational Program and Service Offerings

In D49 we “launch every student to success” by operating a “robust portfolio of distinct and exceptional schools” which make us the “best district to learn, work, and lead.” The key educational program and service offerings are consistent across all schools and programs, while specialized offerings are differentiated among the four zones that constitute our school portfolio. The blends of basic and specialized offerings are tailored to match the educational needs, learning styles, political values and social structures of the distinct communities within each zone. However, both basic and specialized services are delivered through a well-defined suite of processes: curriculum, instruction, assessment and intervention. In District 49, these key programs are implemented differently in each zone, but each zone uses process improvement tools to align and measure performance.

Figure P.1a.1



Key Educational Program and Service Offerings

ALTERNATIVE EDUCATION (AE) programs serve students with one or more high-risk characteristics.
ENGLISH LANGUAGE DEVELOPMENT (ELD) programming serves students with no or limited English proficiency.
GENERAL EDUCATION (GE) prepares students in grades K-12 for postsecondary success in college or careers. GE includes advanced programs such as Advanced Placement and International Baccalaureate.
GIFTED AND TALENTED (GT) programs serve accelerated students with enriched learning activities
SPECIAL EDUCATION (SpEd) services provide personalized support, accommodations, and modifications for students with individualized education plans (IEP's).
PROFESSIONAL DEVELOPMENT (PD) programs provide district and regional educators with advanced training and support.

Because basic learning proficiency is the foundation of all academic performance, we prioritize core instruction in reading, writing, math, and science as our most important commitment. Specifically, we have set primary literacy (reading at grade level by the end of third grade) as the #1 priority for elementary students and schools. Elementary students who demonstrate mastery of basic academic content and skills are able to access

¹ Over the last decade—according to CDE

higher levels and more specialized learning as they matriculate toward graduation and post-secondary success. As secondary students build on a strong foundation, they display increasingly divergent abilities and passions. So, the most important program in our secondary schools is designing individualized learning plans for every student. Through a program called *49 Pathways*, we provide personal and academic advising to help every student identify and pursue meaningful learning.

With nearly 20,000 students, it is not possible for a single school or educational approach to optimize learning for all students. That is why District 49 has embraced its identity as a portfolio district. As the fourth big rock of our strategic plan articulates, we offer a “robust portfolio of distinct and exceptional schools.” Our school portfolio is the overarching mechanism to deliver our educational services and programs.

Figure P.1a.1

**Key Educational Delivery Mechanisms**

ALTERNATIVE EDUCATION CAMPUSES are traditional, online, and blended programs designed to serve students who are at high risk of academic failure from a wide range of defined factors.

Ex: Patriot Learning Center, GOAL Academy

BLENDED SCHOOLS incorporate flexible schedules and multiple modes (physical and virtual) to serve students and families.

Ex: Springs Studio, iConnect Services

CAREER AND TECHNICAL EDUCATION is a suite of programs across multiple schools that prepare students for career success.

Ex: Health Sciences Academy, Project Lead the Way

CHARTER SCHOOLS are parent-governed schools organized around specific themes or models of education.

Ex: Imagine Classical, Pikes Peak Expeditionary

CONCURRENT ENROLLMENT programs allow students to enroll in college courses for dual (high school/college) credit.

Ex: Pikes Peak Community College and CU Succeed

HOME SCHOOL SUPPORT is a structured program to provide curriculum, instruction, and parent support for home educators.

Ex: Falcon Homeschool Program, RMCA Homeschool Academy

LEARNING MANAGEMENT SYSTEMS are cloud-based programs that host online curricula, classrooms, and assessment technologies.

Ex: Schoology, and Blackboard

NEIGHBORHOOD SCHOOLS are conventional, physical schools in a feeder pattern that serves students from defined neighborhoods.

Ex: Falcon Elementary, Falcon Middle, and Falcon High Schools

ONLINE SCHOOLS employ internet technologies to fulfill all traditional school functions of instruction and assessment.

Ex: GOAL Academy, Springs Studio for Academic Excellence

Figure P.1a.2

**Vision, Mission Values, and Core Competencies**

VISION To influence K-12 education as an exemplary district—setting the standard as the best place to learn, work and lead.

MISSION To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

VALUES The organizational values displayed on our cultural compass are a commitment to treat each other in a respectful and caring manner while being transparent and accountable. We value approaching our work strategically, taking creative and innovative risks while being and creating life-long learners.

CORE COMPETENCIES

Strategy and Culture of Continuous Improvement (SCCI)

Industry-leading financial performance

Designation and operation as a district of innovation

Capacity to develop, operate, and authorize a robust portfolio of schools

P.1a.2 Vision and Mission

District 49’s vision, mission and values set expectations that apply to everyone who makes up our organization.

Through the five big rocks—our strategic priorities—district teachers, administrators and support staff are committed to create educational environments where students maximize their learning potential. Further, our cultural compass keeps us on course to meet students’ needs in all domains: academic, social and physical.

Figure P.1a.2

**Strategic Big Rocks and Cultural Compass**

We use these metaphors to tell our story because they communicate essential agreements in a memorable way. The big rocks are the foundation of our strategic plan. The cultural compass keeps us on course with our work and with each other. The climb to excellence reflects the preparation, dedication and perseverance it takes to ascend our national landmark—Pikes Peak. Together, these elements make up our Strategy and Culture of Continuous Improvement (SCCI).

P.1a.3 Workforce Profile

1,500 talented and hard working employees enable D49 to achieve its mission. All teachers and paraprofessionals at D49 coordinated schools are licensed through the Colorado Department of Education (CDE). Employees in District 49 fall into one of four categories; licensed, professional-technical, educational support staff and administration.

Figure P.1a.3

**Key Workforce Segments in District 49**

LICENSED: 807 TEACHERS | 622 Female 185 Male
8 DOCTORAL, 434 MASTERS, 341 BACHELORS

PRO-TECH: 28 Accountants, Analysts, Managers and Engineers
17 Female 11 Male | Ranging from HS Diploma to Masters

ESP: 594 Specialists, Assistants, Therapists, Technicians
477 Female 117 Male | Ranging from HS Diploma to Masters

ADMIN: 77 Officers, Zone Leaders, Directors, Principals
41 Female 36 Male | 6 DOCTORAL, 58 MASTERS, 5 BACHELORS

D49 staff segments have not certified any union or association to represent them. Therefore, D49 has not entered into a collective bargaining agreement with any association. However, some individual staff members associate with the local arm of the Colorado Education Association. D49 has 1,341 employees that have identified themselves as Caucasian and 133 as minority.

P.1a.4 Assets

Along with substantial human capital across the workforce, District 49 maintains physical assets including 20 campuses and facilities as well as maintenance equipment and learning technologies. In total, the value of District 49 real property assets is \$307.3 million. D49 also operates a transportation fleet of 95 busses and 41 support vehicles with a value of \$350,000.

District 49 owns 10,321 computers, laptops, tablets and other peripheral devices such as printers and projectors that support learning in the classroom. District 49 contracts with Colorado Computer Support (CCS) for network and other IT services and support at all campuses. CCS and the SLT manage an upgrade and refresh cycle to maintain technology equity and effectiveness.

P.1a.5 Regulatory Requirements

District 49 operates in an environment that is highly regulated with many prescribed state and federal mandates. Colorado Revised Statutes (CRS) Title 22 sets the framework for most educational requirements, including mandated curriculum subjects, days and hours of instructional time, and operational mandates. National educational policy derives from both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Educational Act (IDEA). Federal workplace regulations, including the Equal Employment Opportunity Act (EEO), the Fair Standards Labor Act (FSLA), the Family Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA) frame D49's role as an employer. The federal laws governing the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP), in addition to Colorado law regulate D49 in providing free and paid for meals to learners.

P.1b Organizational Relationships

P.1b.1 Organizational Structure and Governance System

District 49 is governed by a five member Board of Education (BOE) elected at large to four year terms. The BOE's power is granted and defined by the Colorado Constitution and Revised Statutes. In contrast to a conventional model with a single superintendent, the BOE directly supervises three chief officers, who lead the district's business, education, and operations offices.

The BOE hires and evaluates three chief officers who in turn supervise the Executive directors, program directors, managers and zone leaders. District 49 is organized into four innovation zones that maintain localized autonomy and leadership of the district's mission and strategic plan. The chief officers and their direct reports constitute a 24-person senior leadership team (SLT). The three chief officers lead the SLT and charge all senior leaders to work with and guide their team members to reach our SP goals and carry out procedures to support BOE approved policy.

P.1b.2 Students, Other Customers and Stakeholders

— District 49 has identified four key customer segments: Students, Parents, Staff and Citizens. Key student segments are defined by location, program and grade level. Key student segments include resident students, students who choice into District 49 from around our region and students across the state who attend GOAL Academy or Springs Studio for Academic Excellence.

D49's most significant customer segment naturally clusters into further, significant segments. For example, students from military-connected families have unique expectations and requirements. Students from any of our specialized programs, (including ELD, SPED, AEC, CE) require high compliance with technical specifications set by statute and identified needs. Specialized programs are organized around the specific needs and expectations of these student segments.

Figure P.1b.2



Student, Other Customers, and Stakeholders R&E

STUDENTS require learning environments that are physically and socially safe with authentic learning opportunities and effective preparation for college and careers. Students expect equal treatment, excellent instruction, meaningful assessment and support to secure future opportunities.

PARENTS also require safety and an excellent education. Further, parents expect responsive communication that enhances their ability to support their child's education.

STAFF members require that District 49 provide a productive workplace with clear expectations and necessary resources. They further expect fair compensation: salary, benefits, opportunities for advancement, and respect for their expertise.

CITIZENS express requirements and expectations that, while fragmented, are critical to the district's success. Taxpaying voters expect the district to exercise exemplary fiscal stewardship. Business owners who hire our graduates require skilled and ethical workers. All four stakeholder communities expect honorable and productive contributions to society.

P.1b.3 Partners, Suppliers and Collaborators

To advance our vision and mission, District 49 actively seeks key productive relationships with multiple community agencies and business interests to partner and collaborate.

Figure P.1b.3



Key Partners, Suppliers, and Collaborators



PPCC Pikes Peak Community College is our primary partner for concurrent enrollment.



UCCS The University of Colorado Colorado Springs is a major partner for concurrent enrollment and teacher preparation.



PP BOCES Pikes Peak BOCES is a regional partner which provides specialized programs



CD BOCES D49 is a founding partner of the Colorado Digital BOCES—a statewide entity supporting high-quality online schools.



THE FALCON EDUCATION FOUNDATION is a community organization that hosts events, provides scholarships, and funds school-based strategic innovation.



EPCSO The El Paso County Sheriff's Office places uniformed school resource officers (SRO's) at the high schools in their jurisdiction.



CSPD The Colorado Springs Police Department places uniformed school resource officers (SRO's) at the high schools in their jurisdiction.



SCHOOLGY partners with D49 to provide a learning management system to create online classes, groups, and productivity systems for all customer segments.



FLIPPEN GROUP partners with D49 to provide school culture, strategy, and leadership consulting through their education division.



HBA The Housing and Building Association is an industry partner that funds the Residential Construction Academy at Patriot High School.



CCS Colorado Computer Support supplies technology management services for infrastructure, help desk, large-scale deployment, and consulting projects.



US FOODS US Foods is District 49's major supplier for all nutrition services across the district.



FCBC The Falcon Community Builders for Classrooms is an industry association that collaborates with D49 to fund district facilities as needed.

P.2 ORGANIZATIONAL SITUATION

P.2a Competitive Environment

P.2a.1 Competitive Position

District 49 competes directly with two of its geographical neighbors. Because Colorado allows open school choice, families and students may attend school outside their district of residence. This creates inter-district competition between neighboring districts. Our key competitors—Colorado Springs District 11 (D11) and Academy District 20 (D20) are larger and wealthier districts immediately to the west of D49. District 49 measures a net gain of students from D11 and tracks a net loss of students to D20. In general, District 49 has inferior local resources compared to both competitors but operates with superior financial efficiency. In terms of academic performance, students in District 20 earn better results than those in D49 while students in District 11 earn lower results.

D49 has identified four Colorado districts for comparability across our business, education, and operations units. The four key comparison districts have similar demographic and organizational characteristics to D49, such as the percent of students on free and reduced lunch and percentage of students with special needs.

P.2a.2 Competitive Changes

Key competitive changes in Colorado's landscape of K-12 education include ongoing reductions in state funding along with a significant shift in graduation requirements for all public schools. For D49 specifically, key changes include the proliferation of competitive programs offering concurrent enrollment and the dramatic expansion of our charter school sector to serve high-risk students across the state through GOAL Academy. Although GOAL Academy serves a disproportionately large population of traditionally underserved students (including ELL, High-Risk, teen parents, adjudicated and formerly expelled students) District 49 has embraced that larger community in fulfillment of our commitment to offer all students individualized pathways through a robust portfolio of distinct and exceptional schools.

P.2.a.(3) Comparative Data The Colorado Department of Education provides academic, free and reduced lunch, financial, demographic and workforce data for both competitors and comparative districts. The Colorado Department of Higher Education provides easily accessible college remediation data for D49's competitors and comparison districts. D49 has identified four comparison districts to evaluate academic performance. Comparison districts were chosen because of similar student demographics, from the number of students on free and reduced lunch and in special education programs to the total per pupil funding for each student.

P.2b Strategic Context

D49's key strategic challenges in educational programs and services all relate to meeting the growing and divergent requirements of our students and other customers.

1 Taxpayer Distrust and Funding Support

Beginning in the late 90's, Falcon School District 49 struggled to earn the trust of citizens and voters. As Colorado Springs expanded eastward, Falcon 49 became the fastest-growing district in the state. Explosive growth created enrollment pressures in D49 schools and political infighting. Local media described conditions of "chaos" "turmoil" and "mayhem" as

District 49 endured decades of board infighting, recall elections, and a "revolving door" of superintendents. During that season of turmoil, district voters rejected four facility bond proposals and held local contributions near the bottom of districts in the region. Under Colorado's school funding formula and local tax contribution. District 49 is the second lowest funded per-pupil district in Colorado. D49's key strategic challenge for the workforce is directly related to per-pupil funding too. In the economic downturn that began in 2008, staff wages were frozen for three years. Competitors, D11 and D20, recouped lost steps in compensation scales faster than D49.

2 Disengaged Community Along with the problems of growth and fragmentation, District 49 has struggled to attract consistent levels of community involvement. With residents from three major military installations and developing neighborhoods, high mobility has undermined long-term relationships between residents and the district. Since residential sprawl has far outpaced manufacturing and business development, District 49 has few established private sector partners to supplement the district's efforts.

3 Inferior Reputation in times of turmoil and uncertainty, scandals drive perception. The *Colorado Springs Independent* observed that, "Academically, D-49 actually has performed fairly well" but "eruptions of chaos" and "widely unpopular" and "radical moves" held the district's reputation below performance. The *Colorado Springs Gazette* referred to harassment and discrimination while reporting that, "Turmoil is nothing new in district 49." In a state with open choice, District 49 struggled to attract and retain students who enrolled in neighboring districts with better test scores and superior public standing.

4 Divergent Academic Expectations

In District 49, neighborhoods and communities have widely differing expectations and requirements. Many parents expect the district to prepare students for college acceptance and competitive scholarships. Other families value career and technical preparation or classical education through a charter school. Community and business leaders require a skilled and competent workforce. In this environment, the district is challenged to meet the multiple requirements of students and other customers.

5 Graduate Readiness

The challenges of divergent expectations impact directly on graduate readiness. The critical distinction is that District 49 is helping graduates meet external requirements and expectations of colleges, employers, and service agencies. Preparing graduates to clarify and then pursue their dreams requires us to develop new programs for early college, vocational preparation, and individualized learning. A single lane through education cannot accommodate all students, so we are faced with the task of building individualized pathways.

District 49 leaders have carefully worked to build strategic and cultural advantages in response to our strategic challenges.

1 In response to citizen distrust, the D49 BOE and SLT have made explicit and public commitments to transparent governance and fiscal efficiency. This commitment includes a public pledge not to extend or accept multi-year administrative contracts. These actions build public accountability as a responsive advantage.

2 In response to community disengagement, the district has

invested deeply in systems to amplify and attend to the voice of our customers, such as the BOE student representative, the SEAC, the DAAC, and the Peak Partners Initiative. Deeper interaction with students and other customers is a growing advantage.

[3] To combat our inferior reputation, D49 has set performance improvement as our central focus by committing to performance excellence in each of our three key work processes, learning, working, and leading. By building local solutions through our SCCI and Process PACE, D49 is gaining a competitive advantage and the validation of our community.

[4] Through educational innovation and transformation, D49 is expanding the variety and quality of schools across our portfolio. No competitor, comparison, or neighboring district offers their students a comparable complement of schools.

[5] Under the system of *49 Pathways* we are identifying personalized destinations and customized educational pathways to launch every student to success. We have the advantage of operating the only state-awarded ICAP system in our competitor and comparison groups.

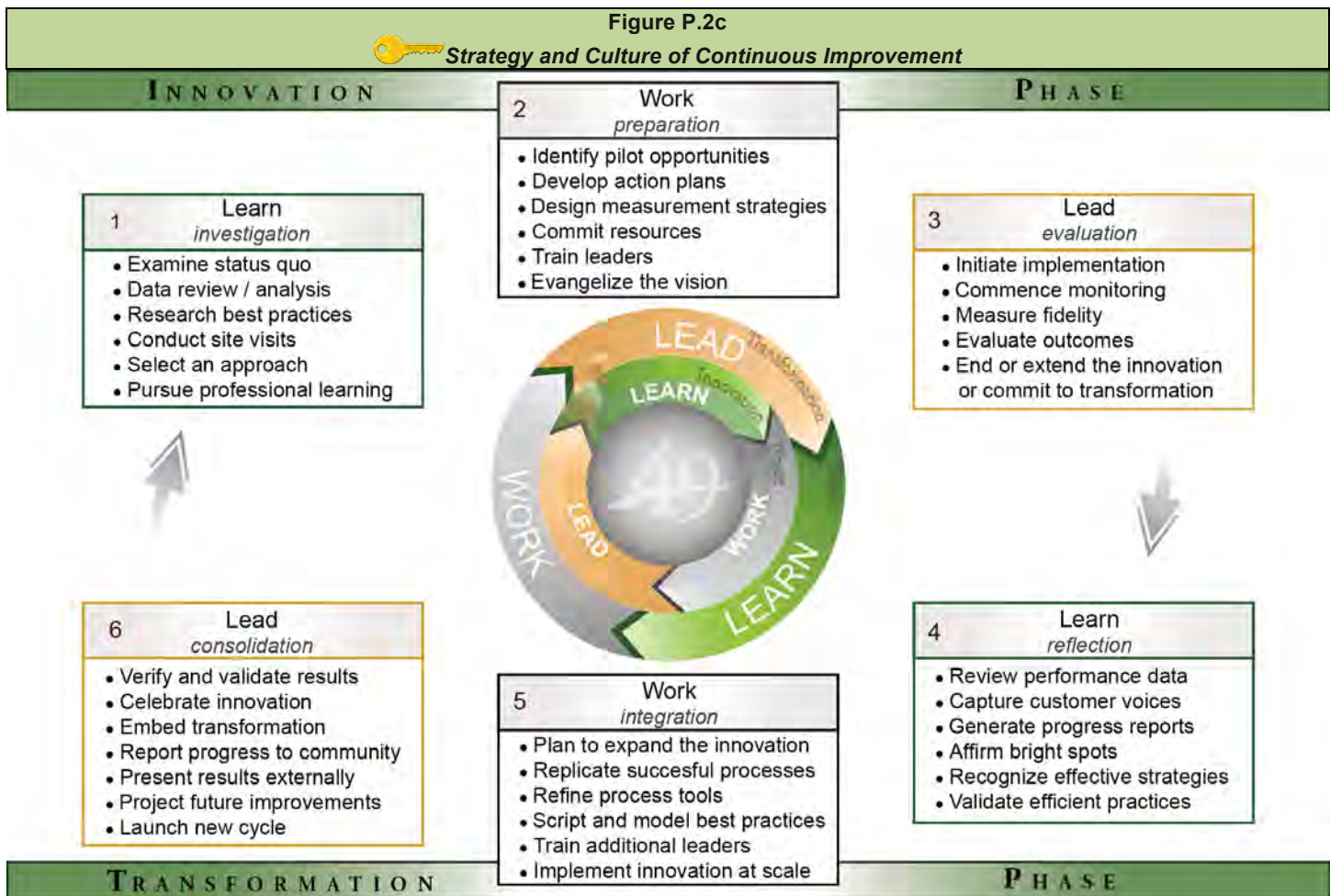


P.2c Performance Improvement

Over the last three years, the District 49 community has renewed our commitment to become an excellent organization. The drive for performance emerged in 2012 as an outgrowth of the innovation initiative and our strategic planning work with the Flippen Group. Along with the big rocks of the strategic plan, we have organized our values and key principles as a “cultural compass” that guides us through ever-higher cycles of innovation and transformation.

In daily practice, the three activities that power improvement are summed up in our desire to be the best district to *learn, work, and lead*. Every day, students, parents, staff and citizens model the importance of these three key behaviors. As a *learning* organization where we *work* to develop *leaders*, it is natural that improvement in our district mirrors the development of our students. That is why we pursue innovation and transformation.

Figure P.2c represents the two phases of our continuous cycle of process improvement. The SCCI begins with an INNOVATION PHASE, where learning, working and leading often takes place on a specific campus, or within one of the four innovation zones. The TRANSFORMATION PHASE includes discussions with the broader community about performance results and projections about expanding the successful innovation. D49’s vision to transform K-12 education often leads to presenting results externally at state and national conferences.



1.0 LEADERSHIP

1.1 Senior Leadership

1.1a Vision, Values, and Mission

1.1a.1 Vision and Values

District 49 embraces collaboration as the most efficient and effective approach to lead the organization. Collaboration unites students, parents, staff, and citizens with a strong sense of purpose and commitment to vision, values, and mission. The district structure integrates collaborative leadership between the five-member Board of Education and the three-member Chief Officer Team. It is quite unique that D49 does not have a superintendent; has not had a superintendent since 2009, and does not intend to return to the ‘superintendent model’ anytime soon. From its beginnings as an unproven innovation to the mature, transformative model in place today, we have learned that having three highly skilled senior leaders working in their area of particular expertise is a key mechanism for stabilizing and strengthening the organization. This structure, dubbed Expertise Leadership Management (ELM) leverages a high degree of consensus about philosophy and ideology among the board and chief officers.

Figure 1.1a.1



Mission, Principles, and BHAG

MISSION To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

CORE PRINCIPLES

- Consider the impact on students in all decision making
- Develop all staff through quality training and feedback
- Intentionally engage the community
- Live out the social contract
- Accountability at all levels
- Lead and Serve with Integrity
- Build relationships and processes that foster diversity in our community

BHAG

Students from District 49 will boldly go where no one has gone before.

Since 2010, D49 has partnered with external consultants—especially the Flippen Group—to guide strategic planning that will align our culture and strategy with the mission statement. Through proprietary processes such as *Leadership Blueprint* and *Organizational Blueprint* D49 has intentionally built leadership and organizational capacity for continuous improvement. As new leaders join the district, (and every third year for veterans) they complete a 360° profile where colleagues provide feedbacks about each individual’s strengths and constraints. This system ensures that every leader is engaged in a personal cycle of innovation and transformation in service of our mission. Although the mission statement has endured for five years, that longevity is not a given. After each new biennial board election, and at annual planning workshops, senior leaders review the mission and purposely align strategic priorities and cultural commitments. As the foundation of our SCCI, our mission statement reflects the community’s desire to work hard and be able to compete and serve beyond our district boundaries. The core principles expressed through our cultural compass light a guiding star; they set guardrails that keep us on course with our community values. Finally, a big, hairy

audacious goal (BHAG²) has become a rallying point for more specific actions and applications of our overall strategy.

Commitment to these ideals is integrated through overall strategies like the SCCI, but also through details like the design of agenda cover sheets for items at each BOE meeting. Every item includes a written statement of the board’s purpose which is: “Board members are dedicated to providing leadership and direction in cooperation with the community, schools, and governing officials to meet the district’s mission.” In addition, every policy and board action must be explicitly linked to one or more of our strategic priorities. That rationale is written into every agenda item and is included in the public packet to show our community how we pursue our mission.

1.1a.2 Promoting Legal and Ethical Behavior

D49 recognizes that effective leadership must also be ethical leadership. While many districts in Colorado—including our competitor and comparison districts—utilize a standard set of board policies to govern their district, it is common for D49 to go farther, often setting a higher standard of responsiveness or transparency. To integrate ethical behavior across our ELM, relevant board policies include: BC—*School Board Member Conduct*; BCA-E1 and E2—*Board Member Code of Ethics*; BCB—*Board Member Conflict of Interest*; and GBEA—*Staff Ethics/Conflict of Interest* are all relevant to this cause. One regulation in particular is designed to exceed the expectations of our community by prohibiting the hiring of a board member for any position with the district for at least six months after that individual finishes serving as a BOE member. This policy is an example of the district being sensitive and intentional in responding to concerns of the community as well as a signal that the board collectively, as well as individual board members desire to hold themselves accountable for their actions.

In another example, the BOE and Chief Officers acknowledged that past practices of “buying out” multi-year superintendents’ contracts had eroded trust with the citizens that fund our district. In response, the BOE and Chief Officers publicly signed a commitment that administrators will not seek, and the board will not grant any multi-year contracts. This essentially makes job performance the sole source of job security. None of our competitor or comparison districts have taken such a principled stand.

Our commitment to exceed expectations is further manifested with another ‘go farther’ policy regarding fiscal health. While state statute requires fund balance to be a minimum of 3% of District revenues, Policy DAC—*Continuing Financial Stability* pushes D49 farther by requiring a fund balance be held in the window of 10% to 11% of District revenues. This self-imposed requirement allows the district to be entirely self-sufficient for cash flow each year (i.e. not borrowing from cash flow loan programs as many districts do) but also requires that funds not be over-accumulated to the detriment of our students’ education experience. In 2014, the Center for American Progress validated our fiscal practices by

² Credit to Jim Collins and Jerry Porras who first popularized this term in *Built to Last*, the book that preceded *Good to Great*.

giving D49 the highest rating in Colorado for educational return on investment.³

Finally, the Board and Chief Officers have made robust evaluation a cornerstone of ethical accountability. While the majority of school boards (including 100% of our competitors and comparison districts) supervise only one employee—the superintendent—and many struggle to complete a meaningful evaluation, the board in D49 conducts three comprehensive evaluations every year. Each chief officer receives a formal 360° review from subordinates, peers and board members, which the board then analyzes to set performance improvement expectations. Each chief officer is assigned a board member liaison to monitor performance, and each officer's goals and expectations are added as an agenda item at a public meeting.

1.1a.3 Creating a Successful Organization

We also create a successful organization through purposeful selection of external experts and consultants for education and leadership. In 2013, D49 deployed the commitment to innovation through a large-group study of Tony Wagner's book *Creating Innovators*. All members of the education staff as well as non-education administrative leaders and board of education members read the book, participated in small-group discussions and attended Mr. Wagner's district-specific presentation via live video streaming.

The spirit of collaboration and appreciation of expertise has let D49 to be highly selective about professional service providers. Over the past five years, D49 has engaged The Flippen Group for guidance and consulting through their products, services, and presentations including *Capturing Kid's Hearts*, *Organizational Blueprint*, and *Leadership Blueprint*. We have also contracted with Hanover Research, a leading business intelligence firm that has shaped our community engagement, communications, and grant-writing efforts. Each of these individual programs support a specific aspect of the district's commitment to educational, business and operational innovation. As specialists in educational development, we recognize that when organizational consultants add their expertise to ours, we can be creative and agile in a way that transcends common practices for most public entities and especially public education.

One of the successful business models we have adapted for education is the cross-functional structure of matrix management. Our unconventional organization is not limited to the transition from superintendents to ELM. Through our innovation zones, we have decentralized allocation of more than 80% of our budget and nearly 100% of educational decisions about curriculum and instructions. The decentralized environment with distributed leadership across a flattened organization chart allows the organization's process and strategy to sustain its own momentum even with changes to personnel. To wit, D49 employed two interim Chief Education Officers

(for one year each) before selecting a permanent officer in 2013. Despite that season of rapid turnover, the district's strategy and process marched steadily on. In fact, D49 has had a normal amount of turnover since initiating innovation and reorganization, but the SCCI endures.

D49's implementation of Matrix Management is a key contributor to our growing success. Our model encourages collaboration to the point of practically requiring it to be successful. The result is a unique dynamic of shared authority and responsibility. To effectively manage that dynamic, collaboration is key. The entire design, then, allows people to simply and completely focus on leading from their strengths while depending on others to support their weaknesses—creating a strong web of expertise that allows for good, quick decision making encapsulated in a most favored condition known as “Organizational Agility.”

1.1b Communication and Organizational Performance

1.1b.1 Communication

Communication of our mission, strategy and culture have been key foci for our organization and have become a sustaining strength of our leadership approach. The district began increasing its investment in communications in 2012 and currently employs a Director of Communications with deep expertise and credibility in our community after many years as a respected television journalist. Under fresh leadership, our communications efforts are growing dramatically away from a model dominated by ad purchases and newsletter development toward a comprehensive approach to engage in multi-directional dialogue with all segments of our market—including every form of traditional, modern, and social media that reaches our students and other customers.

Our district has invested intelligently in communication tools and processes to reach all stakeholders. Performance related to those efforts has been so well validated that our D49 Communications Department has received multiple awards and members of that team present routinely at state and national conferences regarding the approaches and processes we use.

Many of our communications effort are directed by the board and carried out by the Chief Officers and other members of the SLT. In a case of exceeding expectations and requirements, the BOE directed that we go beyond the statutory requirement of audio recordings and archives to video recording and archiving of all board meetings. From there, it was a logical extension to add live video streaming, live tweeting, and interactive web content to more fully engage with our community. Today, any member of our community can watch the board meeting via the live stream, ask questions (via email, Twitter, Facebook or our web page Live Chat), and get a response before the meeting is over. The blend of attentive and responsive communications means we are able to model two-way dialogue in service of our mission and culture.

One of the most potent examples of this strategy is the way we handle communications about missteps or controversy. District 49 has adopted a principle of “transparency over image” that has strengthened our connection with our stakeholders. When Colorado's winter weather interferes with safety, we sometimes decide to delay school or close for the day. Any serious weather condition leads to dozens or hundreds of posts on our district website and Facebook page. Some of those

³ See *Return on Educational Investment: 2014 A District-by-District Evaluation of U.S. Educational Productivity* by the Center for American Progress

comments are simple questions about impacts on schedule. Others are harsh condemnations of the decision or strong praise. As part of our commitment to transparency, we do not filter or curate the comments. Instead, we make a good faith effort to respond to questions, and honor the public's right to disagree with our decisions. As a result, instead of protecting a fragile image through censorship and heavy-handed message discipline, we are building a stronger image as a district that owns its decisions and is willing to take criticism constructively.

Through systems that target messaging based on customer characteristics and preferences, we are able to provide narrative reports, photo essays, and polished video communications to a wide range of district constituencies. For example, in 2015 a zone leader sent out a back-to-school welcome message with text, photos, video, and a link to a short feedback survey. The software enabled our team to send limited reminders about completing the survey to increase our feedback rate and direct students and other customers to valued resources on our website and in other communications channels.

As students and other customers attend our board meetings, stream our video, follow our social media presence or visit our website, one of the major emphases since 2013 has been the recognition and affirmation of excellent performances across the district and community. Through a formalized recognition program branded as *Fantastic 49*, the board seeks out high-profile and low-key but high-performing achievers for public recognition. As a systematic process, the board assembles at 6:00 before every regular board meeting for a 30-minute pre-agenda session to celebrate and honor our students, staff, parents, and citizens for their character and achievements. Those recognitions have included state champion student-athletes but also those who overcame personal challenges to meet fitness goals. They include teachers and students of the year, but also staff who give extraordinary effort to care for our students and grow our community. We have honored Boettcher, Daniels (two highly selective Colorado Scholarships) military academy appointments and National Merit Scholarship recipients, outstanding athletic team accomplishments, and national award recipients for food service worker and state nursing, along with receiving district wellness recognition from the American Heart Association. We have honored musicians, boy scouts, school nurses, cheer team champions, innovative teachers, leaders from the business community and a host of groups and individuals who exemplify our district's appreciation of peak performance. The communications team and other senior leaders work diligently to identify the widest range possible of performances that inspire and unite our community. Among the hundreds of students, staff, and other customers that have been celebrated through *Fantastic 49*, we have representatives from every school, all our zones, every key educational program, every key partner and collaborator, and all of our workforce segments. We illustrate that District 49 is the best place to learn, work, and lead by showcasing the excellent learners, workers, and leaders who choose to make D49 their home.

1.1b.2 Focus on Action

Over the last four years—since launching the innovation initiative that reorganized district operations—our board and senior leadership team have demonstrated commitment to active and constructive leadership. After the election in 2014, the board took the unprecedented action of registering the entire

board and chief officer team (including some members with five or more years experience) for *New Board Member Boot Camp* with the Colorado Association of School Boards (CASB). That single action showed that our entire senior leadership structure is committed to learning and leading from a common understanding of best practices and processes. As a result of that shared learning, we are experiencing high levels of constructive board involvement in district operations.

One board member is an active member of our district's Special Education Advisory Committee (SEAC). Another member acts as a liaison to the District Accountability Advisory Committee (DAAC). Still others represent the district's interests with partners such as the board of the Falcon Community Builders for Classrooms (FCBC) the Colorado Digital BOCES, and by participating in leadership development with our internal and external providers. Board members also participate actively on hiring committees for principals, zone leaders, and senior administrators. Our board delegate to the CASB policy conference actively sought input for items where we might seek the support of our statewide association. At the 2014 delegate assembly, D49 proposed four separate resolutions related to Colorado school law and regulations. All four of our resolutions were adopted with the strong support of the state executive committee.

Board presence in these various operational and developmental settings is not pro-forma. As the leaders who were elected to set and steward our district's vision, board members are best equipped to monitor performance and identify needed improvements when they are active and present where decisions are being made. But our board members do more than just show up—they consistently speak with the voice of our students and other customers by holding district leaders and our activities to a high standard of excellence. When board members and senior leaders meet and work with students, parents, community leaders and educational association, we are much more equipped to balance the expectations and requirement of the diverse market segments we serve. That is why the BOE has formally approved inviting a non-voting student representative to board workshops and meetings. By interacting with students and parents, the board learned that the voice of the student customers was missing from deliberations and decisions. This is just one example where board collaboration with the community has led to board insight and improvement.

As another important example, members of the BOE have been constructive participants in our commitment to innovation as a preferred approach to performance improvement. Beginning in 2010, board members have been active participants in the innovation assemblies and performance reviews that are a central element of our district's pursuit of peak performance.

Per Colorado's *Innovation Schools Act*—the enabling legislation that structures our innovation efforts—the board must engage in initial approval, ongoing monitoring, and a formal triennial review of innovation plans and performance. Because the first set of innovation plans were approved in 2011-12, they came due for a full and formal review in 2014-15. Rather than simply accepting the administration's process and recommendations, the BOE set a higher standard and required the chief officer team to develop a systematic process with tools such as review templates, flow charts, checklists, timelines, and

decision criteria. Rather than accepting an ad hoc effort, the board required that we build a strong process and then use the process to validate performance.

In part because our board expected a thoroughly systematic process, 100% of D49's innovation requests have been approved by the State Board of Education (SBOE). All innovation carries some risk, but through active presence and process guidance, our board and other leaders are minimizing risk and maximizing the performance of new approaches. That is why we are so committed to the SCCI—it keeps us focused on activities that lead to continuous improvement while deemphasizing activity that is not aligned to, or validated by enhanced results.

1.2 Governance and Societal Responsibilities

1.2a Organizational Governance

1.2a.1 Governance System

To provide overall governance for the organization, D49 has a five-member, publicly elected, board of at-large directors who serve four-year terms, with a two-term limit. BOE members are elected by residents every two years (in odd years) in November; staggered with two seats in one election and three seats in the following election, unless an additional seat is open from a resignation. BOE seats are non-partisan and directors do not receive any financial compensation. Because board elections alternate with general (gubernatorial and presidential) election cycles, our board is typically anticipating or responding to developments in the national and state political systems.

Figure 1.2a.1



Key BOE Policies in Governance System

Fiscal Accountability

DBC – BUDGET PLANNING, PREPARATION AND SCHEDULES

Continually plan for the improvement in the effectiveness of the District's operations at all times and to include these plans in the budget preparation process.

ROOT CAUSE ADDRESSED Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

Management Accountability

STRATEGY Ensure all students are career and workforce ready by implementing individualized pathways for students.

ROOT CAUSE ADDRESSED Leaders and teachers haven't yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

Stakeholder Interests

STRATEGY Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.

ROOT CAUSE ADDRESSED Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Educators continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Educators teachers need continued support in understanding how to use data to increase student achievement and growth.

By policy, the BOE strategically deploys a governance system that reviews and achieves fiscal and management accountability, transparency in operations, and protection of stakeholders' interests.

The BOE is accountable to the state and federal government for meeting statutory and regulatory requirements, and to the D49 taxpayers for protecting their interest, all while ensuring delivery of a quality education for all students.

Management accountability is achieved via bi-monthly board meetings. One meeting is a work session to discuss policies, approve SIPs and explore new innovations along with progress updates on projects and new legislation. The other is a business (aka "regular") meeting, taking action to adopt policies and innovations previously discussed at a work session. All BOE meetings comply with the Colorado Open Meetings Law. Notice of meetings is posted on the homepage of D49.org, outside our administration offices and at all schools. Agendas, background information, and minutes are posted on our website. Regular BOE meetings have a public comment, along with live streaming and archives (documents, audio and video) on the D49 website. Emails describing highly relevant BOE actions to key stakeholder groups and media are distributed through the CD after each meeting. BOE members also participate on various district committees including Wellness, DAAC, and SEAC, and are designees to external groups like CASB, FCBC and the CD BOCES. Stakeholders are included in our SIPs development, hiring committees, advisory committees and community forums whenever feasible.

The BOE ensures fiscal accountability and transparency in operations through systemic deployment of controlling policies and processes that provide specifications for budget preparation, handling of expenditures, and account management. The formal budget process begins with BOE "receiving" a proposed budget each May, approving a budget in June, and subsequent reviews at monthly BOE meetings that lead to adoption of the final, amended, budget in January.


BOE policy, CDE, and Governmental Accounting Standards Board (GASB) mandate that an independent external audit be conducted annually, with the findings reported directly to the BOE and CDE. The BOE supports proactive management of finances with processes to ensure accountability in managing D49 assets and debt. The BOE supports proactive management of debt service to take advantage of favorable interest rates and in 2013 refinanced bonded debt to achieve \$170k in savings over two years and in 2015, plans to refinance again to generate another \$1.0mm in savings. In addition, after the public endorsed a November 2014 ballot initiative, D49 refinanced Certificates of Participations to better match long term financial goals with Mill Levy Override revenues and operational needs—freeing as much as \$3mm annually for operational needs that weren't previously available. All transactions involve outside experts for underwriting, legal counsel, arbitrage, etc., and a complete reporting of the transaction is reported to the BOE before and after the security sale date.

D49 has initiated a series of formal processes to ensure the interests of stakeholders are protected. Informal grievance processes are in place throughout the school system to resolve issues at the lowest level possible. However, if the informal process does not work, there is a formal grievance process that can be used to resolve issues. Ultimately, if these issues are not

resolved, they may be appealed to the BOE for its review and decision. Formal grievances are analyzed and categorized to determine patterns. Because the BOE has adopted a set of regulations with timelines, process maps, and decision criteria, the stakeholder grievance process is mature, reliable, and has been validated through multiple, successful applications.

1.2a.2 Performance Evaluation

All three Chief Officers go through a rigorous annual evaluation process with the BOE that is aligned with the goals and performance expectations in accordance with timelines set forth in board policy. All evaluations include peer and staff reviews (an anonymous 360 process), review of measurable performance targets, and goal setting; leading to a final written evaluation and a re-calibration of goals. Those goals are stated publicly, for the record, at the Regular board meeting following the completion of the review. The evaluation period is a calendar year performance rather than a fiscal (school) year; to coincide with BOE elections and, in the event a change is necessary, allow for good transition planning.

BOE member behavior expectations are clearly delineated in BOE policy. Policy outlines specific expectations for their roles, communication with each other, the community, and Chief Officers and staff. At a full-day planning session in late January, the BOE sets annual and long-term goals for the upcoming calendar year. Those goals and initiatives drive the agenda for BOE meetings, define the work of the chief officers, and focus leadership across our ELM and system of matrix management. BOE members also participate in monthly professional development at business meetings, attend educational workshops and are present and contributing delegates at regional and annual conferences such as those hosted by the Colorado Association of School Boards (CASB). To bring their individual learning to a practical level, each board member and chief officer completes a meeting evaluation review form after every BOE meeting to provide feedback on BOE effectiveness. This practice makes each meeting a starting point for a short-term cycle of learning—consistent with our SCCI. 

1.2b Legal and Ethical Behavior

1.2b.1 Legal, Regulatory, and Accreditation Compliance

D49 adheres to systematic compliance and risk management approaches to identify, anticipate, analyze and manage, the district's regulatory, safety, accreditation and legal risks and responsibilities. As part of being the best district to learn, work, and lead, we are making our community the best place to live. Active participation in CASB conferences and workshops increases the BOE understanding of legal changes and fosters appropriate compliance through policy changes. Our membership with CASB allows D49 to have continual information on recommended legal and regulatory changes to policies and procedures in a timely manner to assure full compliance with new laws and regulations.

Through parent, student, and staff surveys, public comments at BOE meetings, and open door communication with stakeholders; D49 anticipates public concerns of current and future programs and services. Public forums, SAC and DAAC are used to gather feedback from stakeholders. Community engagement is an essential part of our Big Rocks strategies and is embedded in all levels of D49. Engaging staff, parents and

the community through focus groups and meetings, in developing School and Zone Innovation Plans, is key to anticipating the impact of academic changes. Collaboration with all stakeholder segments increases the likelihood of success and acceptance of new ideas and action plans.

D49 is systemic in minimizing risk to students, staff and the community. Routine inspections by fire department and The El Paso County Board of Health ensure safety in our buildings and our food service operations. All D49 buses and vehicles are inspected by the Colorado Department of Transportation to ensure regulatory compliance and safety of students. We have partnered with the local law enforcement to have full-time SRO's in our high schools. Conducting lockdowns and fire drills, automated external defibrillators (AED) and cardiopulmonary resuscitation training to staff and students, has created multiple processes that surpass minimum requirements for emergency preparedness. In addition, D49 has adopted the National Incident Management System (NIMS) to ensure that we have common expectations and protocols in the event of a crisis where we have to partner with community agencies and first responders. We have also adopted a distributive communications technology called ReadyOp that is used by city and county agencies so we can be on the same system in real time. Annual safety surveys of staff, students and parents are utilized to proactively respond to safety concerns on campuses. Improvement strategies are implemented if necessary. A Crisis Response Team is in place to address concerns about safety and provide compassionate care when traumatic events affect our students and staff.

As a public entity in an era of budget cuts and limited resources, D49 has embraced a culture of sustainability. Conservation of natural resources is reflected in our transition from natural grass athletic fields to artificial turf at two high schools' athletic fields, as well as increased use of artificial turf in elementary play areas.. Water conservation not only helps the environment but also allows for lower utilities bills diverting more money into the classrooms. The district is sensitive to impacts of climate change on our society and future operations, we have committed to design and build new and modernized schools that meet a minimum LEED Silver rating. This tactic will reduce our district carbon footprint, model good organizational citizenship, and provide an example to our students and other customers of practical, social responsibility. We also stress the benefit of recycling in our curriculum starting in elementary schools and continuing through middle and high school. All buildings in D49 have recycling systems for plastic and paper; and obsolete electronics are recycled through a district-wide facilities program.

1.2b.2 Ethical Behavior

D49 systematically deploys BOE policies, regulations, handbooks and training programs to promote ethical behavior. The BOE has adopted the *Code of Ethics* and *Ethics Policy* to govern actions of its members and employees. Key policies are supported by regulations that spell out specific requirements and procedures to support appropriate behavior. State statutes also regulate BOE roles and ethics.

The HR Director, and Director of Culture and Services, monitor the deployment of ethical training. Promotion of ethical behavior starts with hiring and initial training of staff. As part of the induction program, new employees receive training

regarding high standards, requirements and reporting processes for ethical behavior in all areas of their job. All employees receive the electronic link to BOE policies and sign an affidavit of acknowledgement. Changes to policies are communicated through email and at staff meetings to employees to ensure changing expectations are clearly defined. Volunteers, in addition to new employees, are fingerprinted and must pass a criminal background check to identify and minimize risks to students, staff, and guests. Student and stakeholder safety is a main priority and D49 exceeds requirements for ethical behavior expectations.

BOE Policies dictate when disclosures of ethical violations are required in full compliance with state and federal mandates for reporting any major ethical breach to our stakeholders. The HR Director, and Director of Culture and Services, along with a Chief Officer investigate and respond to cases of ethical behavior problems per BOE policy. Past concerns over racial discrimination among students led to an agreement with the United States Department of Justice (DoJ), that resulted in tracking and reporting of concerns with additional PD for the entire staff. Age-appropriate equality and sensitivity curriculum has been implemented starting in kindergarten through high schools over the last year to shift the culture to a more inclusive and supportive environment. Regular reports to the DoJ have been completed timely with zero violations to the agreement.

1.2c Societal Responsibilities

1.2c.1 Societal Well-Being

D49 values caring for society as part of its responsibility to teach students citizenship; we model these behaviors at all levels of our organization. Teachers, parents, and educators systematically teach the principles of citizenship which are then modeled, practiced, and proactively recognized, at school and senior leadership levels. In elementary schools, Positive Behavior Systems recognize students for good behavior and have decreased negative referrals to the office. At all levels, the implementation of Capturing Kids Hearts © has created welcoming environments focused on the safety and well being of the community of learners. Another Flippin program, Capturing Kids Hearts (CKH) provides a template for respectful relationship building, proactive discipline and student involvement in self managing their learning environment.

The Chief Officers and BOE formally recognize and honor outstanding accomplishments of students, staff and organizations at monthly BOE meetings through the *Fantastic 49* program. By showcasing significant achievements that transcend traditional education D49 expresses its commitment to promoting community involvement at multiple levels from individual to groups to district-wide.

D49 participates in the Harvest of Love food drive held exclusively within area schools. Students are encouraged to bring in non-perishable food donations to help homeless and low-income families in the local area. Springs Studio for Academic Excellence, a small blended-program school, brought in 7,905 pounds of food and was recognized as the Grade Level Winner in El Paso County. Every year, the schools rally around the desire to help less fortunate families during the holidays and students learn valuable lessons in giving back to their community, thus benefiting the society they live in.

The biggest example of this desire is ‘Santa’s Toy Express’, a voluntary program of the district’s transportation department that has existed for 13 years. Santa’s Toy Express raises \$6,000 in donations each year through coordinating themed potlucks that raise roughly \$1,500 each. Employees shop year-round for seasonal discounts and clearances for decorative and serving items to provide 49 exceptional experiences for children from families facing job losses, terminal illnesses, parent deaths and other troubles. Funded by the local community, this outreach to our own students has provided an opportunity for employees to give time and talent to those in need, and our students leave the experience understanding that they are cared for and are a special part of our community.

Finally, all levels of our organization focus on responding to our families in need through support systems designed to identify and resolve issues that surface at home or in the school. We partner with local agencies to provide mental health initiatives, social programs for suicide prevention, support for eradicating hunger, and family wellness. We know that our students cannot learn if they are hungry or worried about their home life, so we respond in kind to help minimize the impact of these issues on learning.

1.2c.2 Community Support

Identifying and partnering with key communities helps D49 support students, staff and stakeholders. Partnerships have been developed with these key communities to strengthen volunteer organizations, incorporate builders and developers, and support improved student achievement. BOE, senior leaders and principals actively participate in and contribute to these key community organizations and partnerships. Our approach is reciprocal and collaborative. We don’t just ask parents to join our school organizations and committees, but we also serve and lead on boards, work teams, and through community agencies.

PTA/PTO groups support D49 at elementary, middle and high schools by bringing parents and community members into schools to volunteer time and expertise in programs like Watch DOGS (Dads of Great Students), as well as safety programs, academic tutoring, and advocacy for parent involvement. Junior Achievement volunteers provide educational programs on topics of entrepreneurship, micro and macroeconomics, and citizenship. Boy and Girl Scout Troops hold meetings in our schools to promote leadership, community service and citizenship.

Because of our proximity to four major military installations, District 49 also has a significant population of students from military-connected families. Many of our staff are veterans, or have a direct connection to active-duty service members. In response, D49 emphasizes outreach to our military communities through programs such as Students-to-Students (StS) that pair students arriving through military transfer with peers who support their transition into a new academic and social setting. In 2014, the U.S. Secretary of Education, Arne Duncan, visited District 49 to recognize and affirm our support for military-connected students as a national model.

D49 has a unique partnership with local builders called Falcon Community Builders for Classrooms (FCBC). It is unique in that builders voluntarily contribute \$1,500 per house built in D49 to the non-profit entity that then supports project needs of D49 schools. The seven-member board has one D49 BOE member and two senior employee leaders of D49, along

with three representatives of the housing and building industry, and one person from a city or county elected position. Since its inception, FCBC has contributed over \$5mm to D49. Their generous donations have provided facilities and facility upgrades that D49 could not have otherwise afforded.

Figure 1.2c.2
Foundation Fund Raising and Grant Awards Per Student

	Funds Raised		Funds Disbursed	
	2012	2013	2012	2013
Falcon Education Foundation		\$2.10		\$1.12
District 20 Education Foundation	\$1.49	\$2.55	\$1.92	\$1.59
Foundation for School District 11	\$.42	\$.83	\$1.06	\$.41

D49 also engages with our community through the Falcon Education Foundation. Established in 1998, FEF conducts independent fundraising events to award teacher grants each year to support new and innovative educational programs. The FEF board includes a representative from the D49 Communications Department. Although our district is smaller than our two competitor districts, our educational foundation generates more financial support on a per-capita basis than D11 and less than D20. FEF support jumped in 2014, as our new CD director and the director of culture and services now serve on the FEF board. Fundraising strategies during an annual awards dinner were improved and actively pursuing scholarship sponsorships in the business community resulted in \$2.53 dollars raised per student and \$2.29 disbursed per learner last year.

2.0 STRATEGY

2.1 Strategy Development

2.1a Strategy Development Process

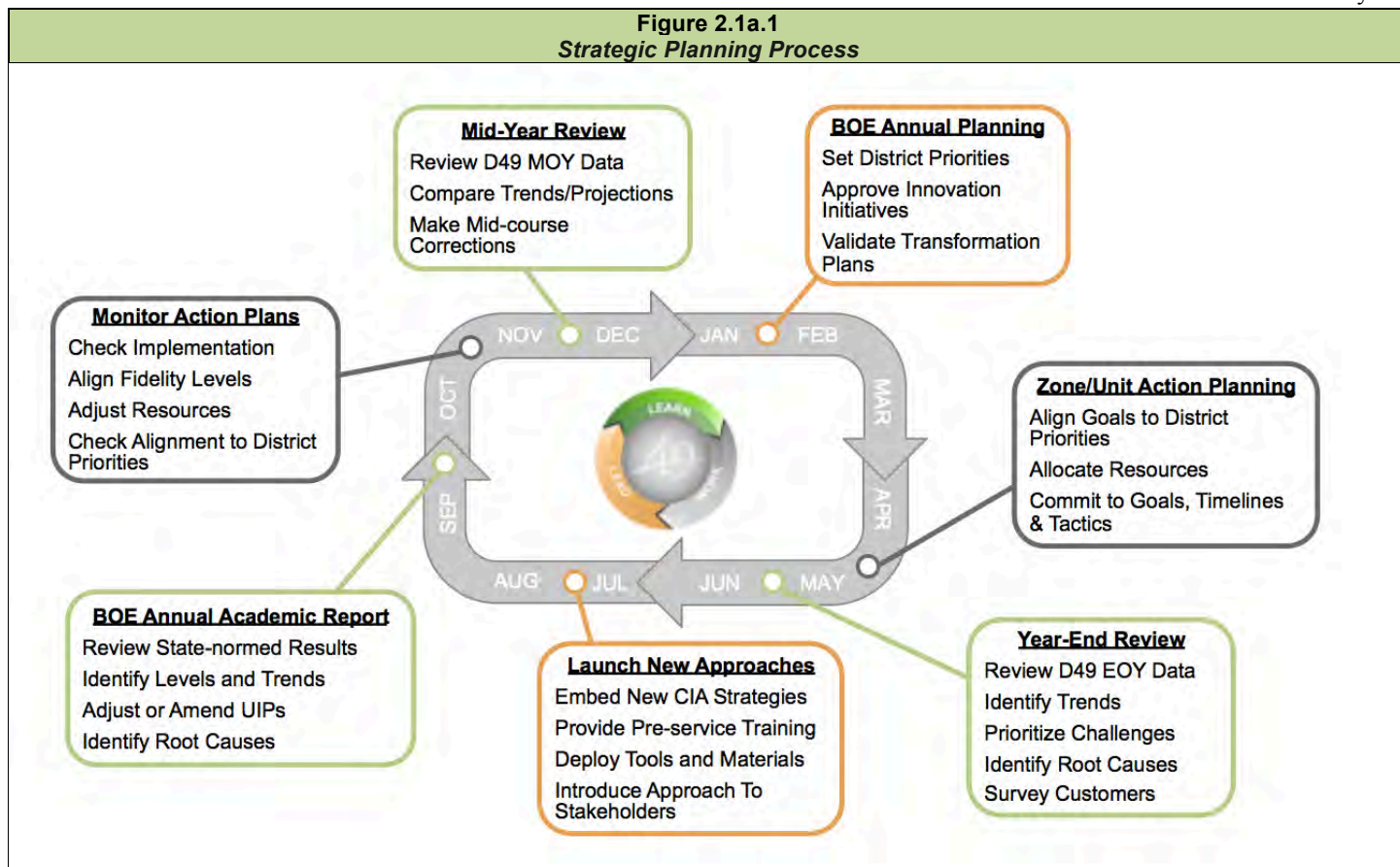
2.1a.1 Strategic Planning Process

Beginning in 2012, D49 launched a Strategic Planning Process (SPP) in consultation with the Flippen Group. In 2013, D49 added the Cultural Capacity Initiative (CCI) to pair organizational culture with organizational strategy. Together, our strategy and culture (SCCI) define the district pathway to continuous improvement.

To execute the SCCI, District 49 initiates cycles of strategic planning that begin each January and end 20 months later with a comprehensive report to the BOE. Throughout the cycle, the SLT along with zone and unit leaders engage in key practices such as regular reviews of progress and purposeful mid-cycle enhancements to improve performance.

The 20-month cycle begins with strategic direction from the BOE and Chief Officers at the beginning of the spring semester. Typically, the BOE and Chief Officers attend the statewide CASB conference in early December. This timing allows the senior leaders to set strategic priorities that are informed by statewide conditions and the most current information about legislative and financial projections. Also, by setting annual priorities for the following school year in January, the BOE is giving district leaders time to develop action plans, pre-position resources, and cultivate understanding and support for new and ongoing priorities.


Leaders put plans and resources in place throughout the spring semester and launch new approaches in July as teachers and students return from break to start the new school year.




Each initiative proceeds through a full year of implementation, monitoring, and revisions to plan before the BOE receives an annual academic report in September. This ensures that new programs are ripe for evaluation and that the BOE has two internal, intermediate measures and at least one external measure in hand to assess first-year levels and trends.


In addition to the general planning process, some specific initiatives—such as reading development in the primary years—embed regular progress monitoring at the beginning, middle, and end of the academic year. In addition, district leaders supplement general plans with enrichments like a literacy camp offered during fall break, spring break, and for six weeks of

summer break. To measure the impact of these programs, district, school, and program leaders compare the performance of students who access the supplement with similar-performing students who did not participate.

To ensure that district leaders incorporate the voice of the customer into our planning process, the district engages in a multitude of surveys and “listening” strategies to collect user perspectives. For example, we conduct our “Big Rocks” survey each spring to gauge how students and other customers rate our performance in achieving strategic objections. In addition, we conduct a survey about our cultural compass , and program-specific surveys for programs such as ELD and stakeholder groups such as the SEAC.

No single leader or functional office can access the complete intelligence of the community, so our SPP depends heavily on contributions from building and teacher leaders as well as the leadership teams in each office.  These planners make up the key participants in our SPP. Members of the BOE and the Chief Officers facilitate the SPP, but input and priorities emerge from the contributions of the community.

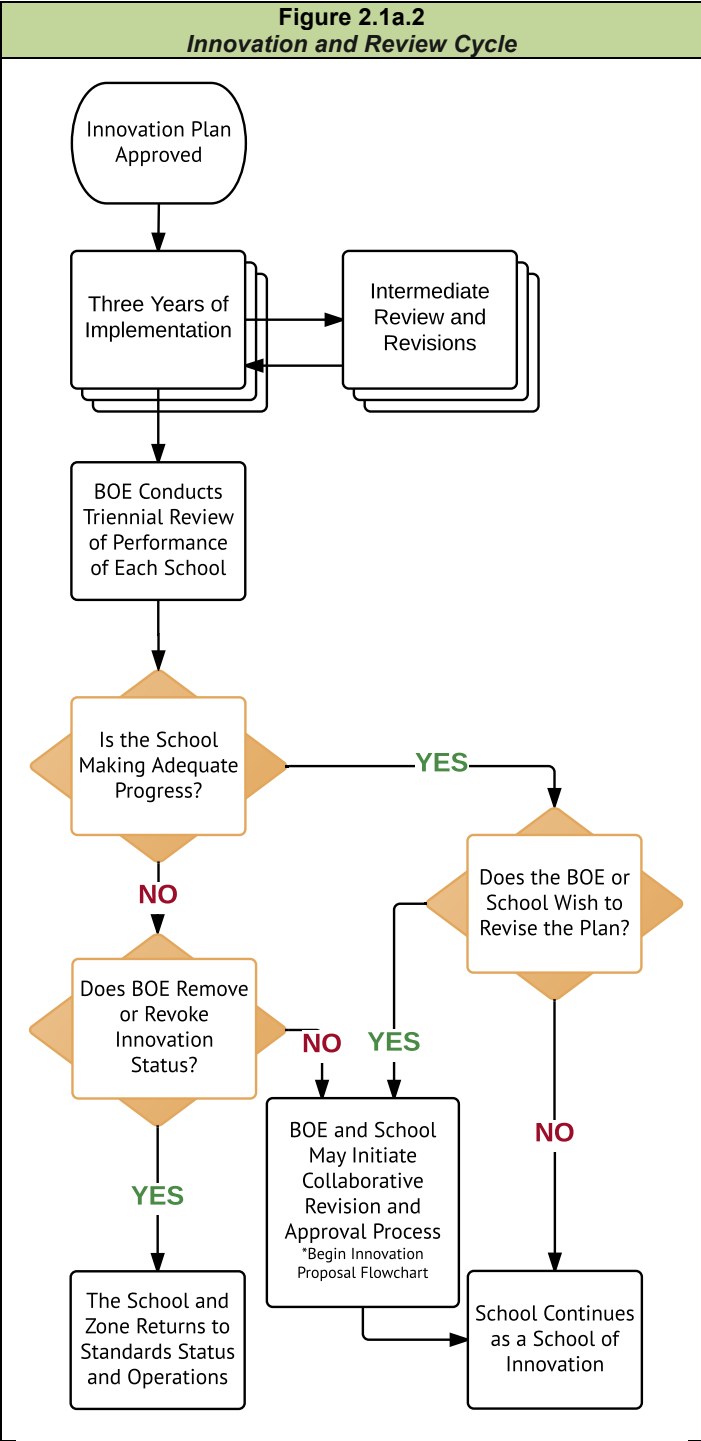
2.1a.2 Innovation.

During every strategic cycle, the BOE and SLT are evaluating, extending, concluding or adopting new approaches. As our SCCI  indicates, we begin with a cycle of innovation. If senior leaders review the efforts and see no progress, they may choose to conclude that initiative. If those leaders see promise, but not enough validation to adopt the innovation at scale, they may commission leaders to invest another cycle of planning and implementation to get more reliable data. If the innovation shows great promise and there are sufficient resources, the SLT may transition from the innovation phase to the transformation phase—deploying the successful innovation across more schools and levels.

Since purposeful, systematic innovation stimulated continuous improvement, District 49 has made innovation a central tenet of our identity and our shared work. Although there are hundreds of examples of micro-innovation in place across district offices, classrooms and work sites, we have set individual schools as the optimal unit of innovation. While our schools can and do aggregate into zones of like-minded or proximate schools, the majority of meaningful innovation has come from a school leader, staff and community who pursued peak performance together.

At the scale of the school, innovation is more formal and requires a longer time horizon. Given the hard-coded annual schedule of the school year, innovators often spend a year planning, and a year in implementation before clear results are even available for students and other customers. This makes the strategic horizon for successful innovation three years. To coordinate the monitoring and reporting efforts of our portfolio of innovation schools, the district has developed process tools such as the *Innovation Recommendation* document that principals can use to present data and other rational for innovation and transformation. The *Innovation and Review Cycle* depicted in Figure 2.1a.2 defines a process designed to make sure our data-driven approach is deployed to every board member and member of the SLT in the same way.

The Innovation Schools Act, passed by the Colorado State Legislature in 2008, provides a pathway for schools and districts to develop innovative practices, better meet the needs of




individual students and allow more autonomy to make decisions at the school-level. The stated purpose of the Act is to provide additional flexibility to schools and districts for the purpose of meeting student needs, and it is the intent of the Colorado Department of Education to interpret the provisions of the Act broadly so as to maximize this flexibility. The Act allows a public school or group of public schools, or innovation zones, to submit an innovation plan to its' local board of education that is designed to increase student outcomes and strategically align the school's resources with their approach to teaching and learning. Once approved, school district boards of education must submit the innovation plans and waiver requests to the Colorado State Board of Education for approval.

CHOOSING THE PATHWAY OF INNOVATION

In January of 2011, The BOE realigned our district into groups of schools organized by geography or educational emphasis. Each zone then began to work with stakeholders to define a unique identity and deploy strategic innovation initiatives for localized education and operations. Many schools and zones used a technique called Visual Innovation Process (VIP) to facilitate sessions about what values and risk tolerance levels should be incorporated into innovation efforts.

VIP, utilized extensively in the film and entertainment industry, is a rapid, inclusive means of brainstorming vision, mission, strategies, and actions into a usable document to guide decision-making with regard to key initiatives. The VIP sessions, combined with inclusive community town halls in each zone comprised of 75-125 stakeholders, resulted in initial strategic plans defining the significant innovations and decision freedoms, such as staffing, curriculum adoption, programming, each zone of schools would pursue as waivers from District policies and Colorado Revised State Statutes. As a result of the strategic planning sessions during the embryonic stages of innovation zones, schools developed innovation plans focused on waivers of D49 Board policies and State regulations concerning curriculum development and approval, calendar, programming, professional development, and tenure. The innovation plans, once approved by the BOE, and the Colorado State Board of Education, serve as a strategic plan, replete with **Specific Measureable Attainable Results-Oriented Time-Bound (SMART)** goals, actions, and strategies, for schools and zones across D49.


2.1a.3 Strategy Considerations


 **BUDGET**—In both our general strategic planning process, as well as the more regulated process of innovation planning, equitable distribution of resources is critical. In the spring of 2011, D49 began implementing Student-Based Financial Management (SBFM). D49 implemented SBFM to equitably fund students across the district, empower schools with autonomy to design staffing plans to meet the needs of students, drive creative innovations serving students, place accountability and responsibility at the school-site level, and increase transparency for all stakeholders with regard to how much money schools receive and how the allocation process best serves students.

SBFM fosters zone and school decision agility to quickly meet the educational needs of students and families. Staffing is allocated across the district based on actual personnel costs - not an average cost as in many other school districts' processes.

Thus, schools are free to use funds flexibly to hire staff aligned with key school, zone, and district initiatives. Moreover, SBFM normalizes certain costs experienced through the implementation of distinct programs and uncontrollable factors from zone to zone. Hence, school sites are supported, in taking intentional risks to implement new programs and approaches to learning. This practice supports innovation by enhancing program decisions with real business intelligence that together result in D49 making 'Informed Decisions'.







To maintain moderate control over budget efficiency, D49 reserves some centralized funds to support the strategic plan and capture economies of scale. For example, D49 is expanding a program of concurrent enrollment in partnership with Pikes Peak Community College (PPCC) in support of *49 Pathways*. During the transition from innovation to transformation, leaders determined that we could better serve our students by centralizing district resources, purchasing a central facility, and then leasing a portion of that space to PPCC as an in-district campus for our students. Further, the business office created a single innovation account to supply and monitor tuition payments for students as we expand the initiative across the district. This facilitates tight oversight and better-informed decisions as the program matures.

 **FOCUS**—In 2012, after experiencing years of leadership turnover and competing initiatives, D49 selected the Flippen Group to help chart a long-term strategic plan complete with goals, actions, KPI's, and outcomes. The Flippen Group, based in College Station, Texas, has a proven track record of success with private and public enterprises by fostering organizational excellence through strategic planning and building strategic leadership capacity. The resulting partnership, organized around complementary processes known as the Organizational Blueprint and Leadership Blueprint became a unifying element in the district's initial recovery from years of chaos and mediocrity. Through that ongoing partnership, members of the BOE, SLT, principals, and multiple stakeholder groups developed a unified vision, mission, and five strategic priorities. The strategic plan is organized around the metaphor of the "Big Rocks" (**Figure 2.1a.3**), popularized by author Stephen Covey in *The Seven Habits of Highly Effective People*. Covey illustrated the concept that if you fill your plans and work processes with trivial details you'll leave no room for what's really important—what he called the big rocks. However, if an organization begins by committing to a limited set of strategic priorities, then all the other details of planning, learning, and working will fit in and support those big rocks.

 **STUDENT PATHWAYS**—As part of D49's unwavering commitment to "Launching Every Student Toward Success" District leaders commenced a deep investigation into Colorado's modern approach to graduation requirements. Through learning at state-level events hosted by CASE, CASB, and CDE, district leaders concluded that the most effective means of launching every student toward success was to amplify the depth and breadth of our Individual Career and Academic Plan (ICAP) implementation. Hence, in the spring of 2014, the education office focused our strategic planning process on the opportunity of re-conceiving student matriculation and graduation. Key stakeholders from every school and zone, including parents, teachers, counselors, administrators and board members

gathered for a full day summit to build common understanding and cast a shared vision for a new era in K-12 public education.


Figure 2.1a.3

 District 49's Strategic Plan – The Five “Big Rocks”	
	<p>The fundamental bedrock is re-establishing D49 as a trustworthy recipient of taxpayer investment. The district's leadership genuinely believes their community members want to support education. However, they want the district to be efficient, to do the right things and do them in the right way. District 49 will work to earn its community's trust, not by telling its patrons that it's trustworthy but by demonstrating it.</p>
	<p>D49 will engage with its community by being present outside district offices and schools, as well as through connecting with local agencies and nonprofit organizations. The district has much to offer, including facilities, insights and professional partnerships in advancing education and strengthening ties with the community. Likewise, District 49 leadership recognizes the community has a great deal to offer in kind to their district, and encourages its</p>
	<p>D49 strives to be the best district to learn, work, and lead. All three of those priorities are critical. To be the best place to learn, D49 must offer different options for diverse students, so learners choose to focus their educational experience around programs and schools best suited for their interests. To be a great place to work, D 49 is committed to attracting and retaining excellent staff members, talented teachers and top administrators. The district is an even better place to work when it's an attractive place to live. District 49 will be the best district for leaders, so that aspiring principals and veteran administrators apply their leadership skills to its opportunities for improvement. When the district is the best place to learn, work and lead, it will attract learners, workers and leaders who desire to be part of District 49, and who will continue to make it an outstanding district.</p>
	<p>D49 will create a robust portfolio of distinct and exceptional schools. It's not enough to have a bunch of different kinds of schools; the district will have high quality, exceptional schools. District 49 strives to offer wonderful schools in all of its zones, schools that are different from each other and superior to the options students might have in neighboring districts and communities.</p>
	<p>D49 will ensure educational experiences are individualized—capable of launching every student toward success. The other strategic priorities all build toward this ultimate outcome: Success is different depending on the type of learner a student strives to become. Through <i>49 Pathways</i>, the district will individualize educational experiences across our robust portfolio of schools – in the best district to learn, to work, and to lead – surrounded by a community that is fully engaged. By customizing learning for every student, and launching them to success, we will retain the trust of the citizens who sustain us.</p>

As a result of that collaborative session, senior leaders initiated *49 Pathways*, a rebranded vision for secondary education. At the heart of *49 Pathways* is our belief that every student should travel down an individualized pathway that leads through competency and skill development to certain success after high school. The essential mechanism that moves students down the path is our commitment to creating viable ICAP's for every student enrolled in D49.

To engineer a system that would align our efforts, District 49 charged a dedicated task force—the Pathbuilders—to lead ICAP

enhancement efforts. The Pathbuilders committed to making the ICAP the center of every student's journey through secondary education. Every aspect of general, special, career, technical, and non-traditional education is accessible on the path of every student. Students may demonstrate mastery of core subjects prior to graduation and concurrent enrollment in college courses is included on many paths. The emphasis on creative, critical thinking, and service learning of International Baccalaureate programs may be included as part of some individualized pathways. Every student's strengths, weaknesses and areas of interest are embraced on the individualized pathway. As District 49 leads every student down a unique journey to success after high school, our graduates demonstrate competency in core subjects and many earn an industry or technical certification prior to leaving our schools.

 **DATA DRIVEN**—Although all strategic planning and decisions are evaluated with regard to their alignment with the big rocks, the motivation for a particular strategic plan is often organic in nature. D49 makes use of a data warehouse, Alpine Achievement Systems (AAS), to harbor and mine vital information pertinent to K-12 student achievement. Alpine Achievement Systems provides school districts with a comprehensive data management solution and useable, state-of-the-art analytical tools. AAS partners with 180 school districts nationwide in data management, integration, and analysis.

Alpine Achievement Systems creates upload specs and reporting for state assessments including PARCC, WIDA-ACCESS, end of course, DIBELS, and state-sponsored ACT, and academic growth. AAS synchronizes and stores data from local, state, and national assessments into a single interface. Alpine uses D49 data to populate expansive displays, reports, and comprehensive student portfolios. AAS offers pre-designed and customizable templates for Student Learning Plans, RTI, 504, ELL, Gifted plans, and many others. This allows teachers to create student plans that are dynamic and actionable, rather than filed away in a notebook. The system allows teachers, principals, and district level administrators to easily view, report, and compare data across multiple data points and sources, and use the data in PLC's across D49 to inform instructional planning and delivery. In a true example of teacher leadership, teacher review of assessment data is often the stimulus to identify organizational challenges and propose innovative solutions. We go where the data and our expert teachers tell us to go.

For instance, the primary literacy initiative was born out of deep concern with regard to flat and/or declining reading scores at the 3rd grade level. After the 2013 Annual Academic Report (AAR) featured a series of flat lagging indicators, illustrated by anecdotes from individual students and teachers, the BOE charged senior leadership with improving primary literacy across the District. Zones and schools set aggressive performance targets and actions through their respective UIP's. Zone and building leaders developed action plans steeped in targeted literacy interventions that aim to make “every student a reader” by the end of 3rd grade. The zone-district collaboration includes district-sponsored literacy camps during fall, spring, and summer breaks, created to meet the challenge of bringing students who read below benchmark level up to a grade-level standard of proficiency.

INFORMED BY CUSTOMERS —In recent years, D49 has increasingly sought to understand our community's requirements and expectations. Through tools such as our Big Rocks Survey (BRS) our cultural compass survey and heighten attention to SAC's and the DAAC, we seek to ascertain the desires of the community with regard to educational programming and outcomes. After losing two school finance elections (in 2010 and 2011) and a mixed result in 2014 (the facilities bond failed, but the operating levy passed), District 49 learned that the members of our community without a direct connection to our school system felt disengaged and unwelcome in our deliberations. We were good at listening to our existing school communities, but not as effective at extending the dialogue to our broader community. So, district leaders engaged in a cycle of reflection, research, and problem-solving to learn more about what highly successful districts do to build community support.

In response to that learning, the BOE, at the 2015 annual planning work session, commissioned the formation of a Peak Partners Initiative (PPI)—an intentional and systematic effort to build deeper relationships in the broader community. Other districts in Colorado have demonstrated the value of intentional engagement with existing community leaders. In the most successful examples, the district provides a systematic introduction to the financial, operational, programmatic, and policy challenges facing the district. The purpose is to discover or create new solutions by engaging community leaders in direct conversations with district leaders.

The most prominent element in PPI for 2015/16 is the D49 Leadership Academy. This endeavor is designed to engage and invest in the district's community stakeholders. Working with local consultants, who bring a long-standing level of credibility and established networks, the Leadership Academy intends to invigorate, inform, include, involve and inaugurate long-term collaboration with individuals who already have a leadership presence in our community. The consultant-leaders are recruiting business operators, military leaders, clergy, executives of non-profit agencies, partners from higher education, hospital administrators, governmental officials and student leaders to form a cohort of informed advocates. The Leadership Academy, conducted over seven topical sessions, strives to ensure that community stakeholders have a sustainable voice that is heard by the district's listening and attentive ears. Designed to be informative, inspiring, motivating and encouraging, all while providing a process for active engagement in the education of young people, this is a major initiative with specific, measurable, and desirable short term, intermediate, and long term goals.

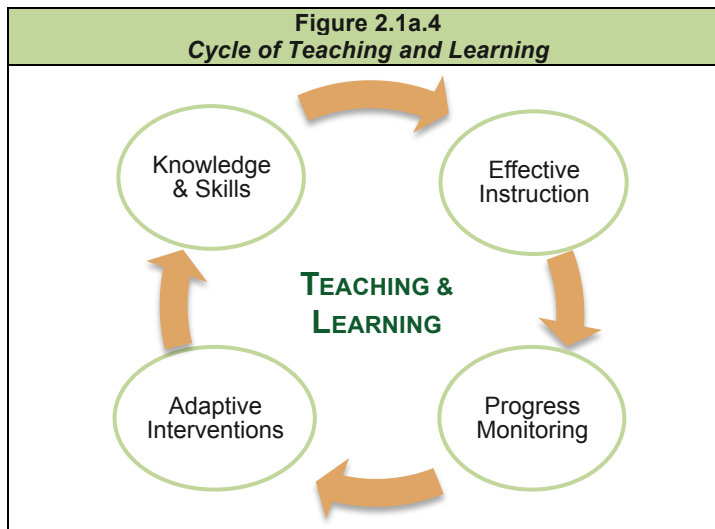
2.1a.4 Work Systems and Core Competencies

In District 49, all three offices exist to support one key work system: the cycle of teaching and learning. Although zones have autonomy in how the cycle is implemented in their respective schools, D49 district personnel provide systemic support and accountability in the pursuit of research-validated best practices for teaching and learning. The cycle (**Figure 2.1a.4**), regardless of the particular zone, incorporates four elements:

Each element in the cycle is structured around one of four key questions:

1. What do students need to know, understand, and be able to do?
2. How do we teach effectively to ensure all students are learning?
3. How do we know students are learning?
4. What do we do when students are not learning or reaching mastery?

Figure 2.1a.4
Cycle of Teaching and Learning



WHAT DO STUDENTS NEED TO KNOW, UNDERSTAND, AND BE ABLE TO DO?

In D49, Colorado Academic Standards (CAS), in all content areas (along with corresponding high school and grade-level expectations), are adopted by the BOE. Learning expectations for all students are identified, organized, and described around college/career ready competencies and the “big ideas” that connect expectations and standards. Curriculum throughout D49 provides a scope and sequence of grade-level expectations organized to comprise a guaranteed and viable curriculum for students - preschool through high school. Zones, all of which participated in Common Core Connection curriculum mapping and lesson planning training, produce curriculum maps to provide tools to assist instructors in planning effective instruction that focuses on the “big ideas” along with the concepts and skills identified in the district's guaranteed and viable curriculum.

HOW DO WE TEACH EFFECTIVELY TO ENSURE ALL STUDENTS ARE LEARNING?

D49's guaranteed and viable curriculum is consistently and equitably taught to mastery across zones. The zones design, communicate, and ensure implementation of instructional frameworks that describe commonly expected, research-based instructional methods that actively, meaningfully, and rigorously engage students in learning. Lessons and units are developed using an inverted design process, along with planned methods, to assess proficiency. Ongoing training, coaching, monitoring, and feedback regarding instructional practices are provided to teachers to ensure effectiveness of instruction to activate student learning. For example, D49 recently launched the “Model Classroom Project.” The project provides video clips and accompanying resources of master teachers, employed by the district, that model high-leverage instructional strategies as defined by noted educational researchers, such as Robert Marzano, John Hattie, and Jim Knight.

HOW DO WE KNOW STUDENTS ARE LEARNING?

A variety of assessment methods and strategies are available and used to continuously measure student learning and inform instruction. Common quarterly assessments developed by Amplify were implemented and administered for similar courses and/or grade levels beginning in the 2015-2016 school year. The district is also administering a battery of standards-aligned assessments to measure student academic growth in English/Language Arts and Math. Zones and schools throughout D49 continually collect and analyze an array of data, such as DIBELS, BURST, and SMI scores, to drive plans for first instruction and tiered interventions.

WHAT DO WE DO WHEN STUDENTS ARE NOT LEARNING OR REACHING MASTERY?

Districts and schools ensure students who do not effectively learn through best-first instruction in their classrooms are afforded multi-tiered systems of support (MTSS) to learn; first within their classroom, grade-level team, and/or department, and then beyond the classroom in a supportive intervention model. School-level teams, including teachers, specialists, and administrators, collaborate to design individual instructional or intervention strategies. All intervention models and programs, such as Sonday and BURST, are research-based and delivered with fidelity to meet students' individual learning needs.

While teaching and learning is the key work system and core competency of D49, the district has gone to great lengths to design and implement a flatter organization in which additional work systems support the work of learners and educators. For example, the Human Resources department is in the midst of actively recruiting diverse, skilled educators from across the country in a concerted effort to increase the achievement of students in our district. In addition, Learning Services is now oriented as a service center at the ready to provide schools and zones heightened support with regard to data management and interpretation, as well as cutting-edge professional development aligned with research-affirmed instructional practices. From the annual cycle of strategic planning to the daily process of monitoring and adjusting, District 49 is strategic about identifying and responding to the needs of students and the expectations of our community.

2.1.b Strategic Objectives

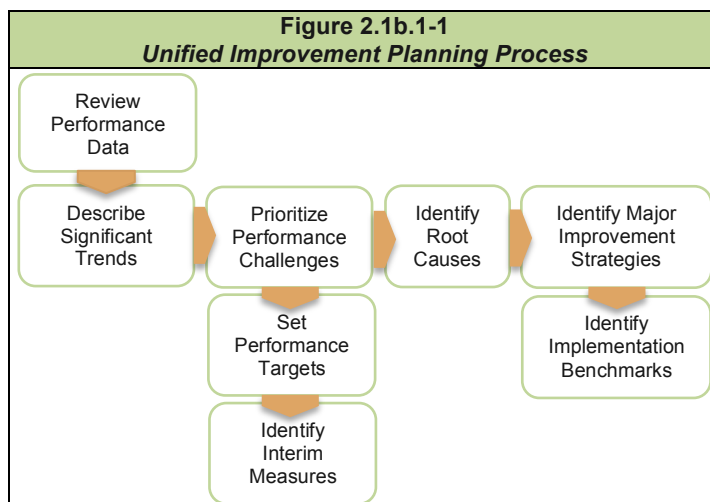
2.1b.1 Key Strategic Objectives

Under a pattern of unified planning with localized implementation, District 49 willingly embraces a longer horizon for high-level planning to empower more rapid-cycle implementation at school sites and in classrooms. By being explicit about strategic priorities and expected outcomes from the district level, we empower our educator-leaders to innovate toward effective solutions. To paraphrase General George Patton, we don't tell people what to do—we tell them what we expect and let them surprise us with their results.

The big rocks provide high-level direction for the long-term vision of the district. Every resource placement, program initiative, and operational decision must align to one or more of the big rocks. Similarly, district leaders have set primary literacy in the elementary schools and *49 Pathways* in the secondary schools as our key strategic objectives for at least a three-year cycle.

To accomplish our strategic objectives while meeting state expectations for transparent planning, school and program

leaders author a district Unified Improvement Plan (UIP), along with aligned school UIP's. D49 and its schools faithfully use the process outlined in **Figure 2.1b.1-1** as a means of continuously improving our implementation of validated teaching and learning strategies.



Planning teams, comprised of district leaders, SEAC members, building leadership teams, the GT Task Force, ELD Parent Advisory Group, and the DAAC gather and organize relevant data generated from a variety of sources as they prepare to plan. Within the unified improvement planning process, data is used to:

- Identify trends and prioritize performance challenges (performance data)
- Determine root causes (process and perception data) of performance challenges
- Set performance targets (federal, state and local performance expectations)
- Monitor progress towards performance targets (interim measures of student performance)
- Monitor implementation of major improvement strategies (process and perception data)
- To effectively engage in unified improvement planning, planning teams will need to access both state-provided and locally available data, such as TCAP, CMAS, ACT, DIBELS, and local common assessments

In D49, data analysis is the foundation of effective planning and continuous improvement. Both state and federal statutes define performance indicators that define data analysis efforts. In combination with associated measures, metrics and annual performance targets, performance indicators are the framework around which D49 improvement planning and continuous improvement are built.

While engaging in unified improvement planning, district and school leadership teams begin by reviewing their current performance and identifying performance trends in reading, writing, and math.

The identification of trends involves analyzing at least three years of data for each performance indicator area. Once the teams have identified performance trends, planning teams prioritize trends they identify as “challenges.” Prioritizing performance challenges is the most critical step in the entire planning process as it sets the tone for each of the subsequent

steps. Last year, in response to our comprehensive review of local and state data, District 49 identified reading, math, and writing as high-priority performance challenges for focused improvement with the following emphases:

READING GROWTH GAPS

Students with disabilities and students needing to catch up to be on grade level are experiencing growth gaps at all grade levels. Economically disadvantaged students are experiencing gaps at the elementary level.

MATH GROWTH GAPS

All student subgroups are experiencing growth gaps with the exception of minority students and English Language Learners (ELL) at the elementary level.

WRITING GROWTH GAPS

At the high school level, all student subgroups are experiencing growth gaps. At the elementary and middle school levels, students with disabilities and students needing to catch up to be on grade level are experiencing growth gaps as well as economically disadvantaged and ELL's at the middle school level.

Root cause analysis involves detecting the underlying causes behind priority performance challenges found in the prior analysis step. Root causes are statements that describe the deepest underlying cause(s) of performance challenges and they become the focus of major improvement strategies. In general, the process for determining root causes can be thought of as a funnel, starting with the broadest thinking possible about causes related to each prioritized performance challenge and systematically narrowing and deepening the collective understanding until the team arrives at a root cause.


Based on the data analysis and identification of priority performance challenges, D49 schools and districts clarify targets that focus improvement efforts for the next two school years. Those targets should be updated based on the most recent performance data. Once annual performance targets are set for the next two years, the district and schools identify interim measures to determine if progress is being made towards each of the annual performance targets.

After setting targets, D49 planning teams develop a plan of action. This step includes identifying major improvement strategies, interim measures, and implementation benchmarks. Planning teams also identify specific action steps required to carry out each major improvement strategy, and to correct the root causes of each of the district or school's prioritized performance challenges.

Implementation benchmarks are the data reviewed to determine if the improvement strategies are implemented as intended. Implementation benchmarks are measures of fidelity with which action steps are implemented, and are monitored by planning teams throughout the school year.

Both implementation benchmarks and interim measures, such as DIBELS, are monitored throughout the year (quarterly by School Accountability Committees) to determine if improvement strategies are being implemented appropriately, and are having the desired effects.

During the 2014-2015 school year, D49, through multiple engagements, developed major improvement strategies (**Figure 2.1b.1-2**) as thoughtful means to address root causes of academic performance that is not meeting expectations.

 Figure 2.1b.1-2 Strategies For Major Improvement	
Primary Literacy	
STRATEGY Commit to an intentional focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3 rd grade.	ROOT CAUSE ADDRESSED Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
49 Pathways	
STRATEGY Ensure all students are career and workforce ready by implementing individualized pathways for students.	ROOT CAUSE ADDRESSED Leaders and teachers haven't yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.
Alignment to Standards	
STRATEGY Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.	ROOT CAUSE ADDRESSED Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth.

2.1b.2 Strategic Objective Considerations

District 49 maintains balance among potentially varying organizational interests and needs by intentionally consulting the published strategic plan while making key decisions such as: program development, significant capital outlay, technology acquisition, talent development

Senior leadership provides district departments and innovation zones defined autonomy to accomplish the strategic objectives/big rocks through site-specific innovation plans, and Unified School Improvement Plans. In other words, the Big Rocks provide scaffolding for zones and schools to explore aligned - yet innovative – practices, in fulfilling strategic objectives.

Like other school districts, D49 is subject to state and federal mandates, such as The Educator Effectiveness Act (SB 191), IDEA, and ESEA. The Big Rocks and innovation plans allow schools freedom to address mandates creatively, yet responsibly. Moreover, D49 and schools develop Unified Improvement Plans as a means of identifying site-specific root causes for performance not at benchmark, as well as developing major improvement strategies designed to adequately address multiple achievement concerns, such as academic growth gaps, postsecondary readiness, and overall academic performance.

D49 considers, and balances, the needs of key stakeholders through a variety of means. In recent years, D49, in response to its competitive environment comprised of neighboring school districts and online educational entities, developed a comprehensive survey given to external and internal stakeholders to gauge their understanding and support of academic programs as a kick-off to D49 Pathways. The results are currently being used to inform strategic decisions concerning program implementation customized for students at all levels. Notably, concurrent enrollment and career/technical education programs outside of our current offerings are desired, not only by staff and students, but our community as well. As a result, D49 is investing significant resources into creating and expanding said programs to our patrons. Moreover, zones are provided the autonomy and responsibility to be responsive to the needs of its stakeholders. Zones utilize storyboarding, open space meeting techniques, and town halls in an effort to not only engage the community, but to ascertain the needs of stakeholders with regard to decision-making input, educational programming, and educational innovation.

2.2 Strategy Implementation

2.2a Action Plan Development and Deployment

2.2a.1 Action Plans

Action plans at all levels are aligned with our strategic priorities and oriented to our cultural compass. Each office has one or more key action plans, which are replicated and localized through the zones, schools, and departments.

The BOE has set a key action plan to implement excellent governance. In the Business Office the key action plan is to optimize fiscal efficiency by increasing informed and agile decision-making across the organization. In the Education Office, the key action plans are long-term commitments to primary literacy and *49 Pathways*. In the Operations Office, the key action plan is tracking performance metrics to optimize key work processes to deliver consistently excellent facilities and services.

From the members of our Board through the SLT to zone, school, and classroom leaders, our commitments to these initiatives are consistent and persistent. Rather than describing our district as a top-down organization where “higher ups” direct activity at the “lower levels”, we have intentionally positioned the board and SLT as a “support team” whose role is to equip the school and classroom leaders who provide direct service to our students and other customers. High-level priorities and direction flow from the back office to the classroom, while operational intelligence and performance feedback flows from the customer back through educators to the administration.

D49 is well aware of the organizational and educational practice of adopting a new set of approaches and objectives every year. Knowing that shifting priorities can undermine and demoralize our workforce and customers, we have intentionally avoided counterproductive disruption. All of the key action plans for senior leaders (board, office, program and zones) are multi-year commitments that will evolve and improve, but will not disappear and be replaced by new fads or impulses.

This inversion of normal authority has become an essential quality of how our district develops action plans. Rather than treating the voice of the customer as a final judgment on our performance, district leaders turn to surveys, focus groups and

input from the SACs and DAAC to begin development of action plans. Within broad parameters from the BOE and SLT, zone and school leaders build localized implementation schedules and strategies as part of the UIP development process.

As customer-facing leaders in classrooms and schools draft preliminary and short-horizon action plans, building principals

Figure 2.2a.1

Key Action Plans and Alignments

BOARD OF EDUCATION The key action plan for the Board of Education is Delivering Excellent Governance	The primary alignments for the Board's key action plan are to Big Rocks #1 and #2—Reestablishing Trust and Community Engagement. Past distrust and disengagement with the district has correlated with board dysfunction and misconduct. By providing stable and excellent governance, the board is reclaiming community trust and inviting productive community engagement.
BUSINESS OFFICE The key action plan for the Business Office is Informed and Agile Decision-Making	The Business Office's key action plan is aligned most closely with Big Rocks #1 and #5. Transparent stewardship is a source of confidence and earned trust, while agile allocations optimize each student's ability to receive the highest benefit from their relative share of PPR.
EDUCATION OFFICE The key action plans for the Education Office (including the four innovation zones) are Primary Literacy and 49 Pathways .	The Education Office's key action plans are differentiated by level, but both plans align with Big Rock #'s 3, 4, and 5. Literacy and individualized pathways support being the best place to learn; while our robust portfolio of schools customize implementation to serve diverse populations of students. Finally, these two educational initiatives launch students to success so they can boldly go set new standards in service and leadership.
OPERATIONS OFFICE The key action plan for the Operations Office is Optimized Processes and Services	The Operations Office set its key action plan in alignment with the Business Office (#3) and the BOE. By ensuring that our facilities are safe and inviting, we give our students and other customers a reason to trust our work. By providing security, safe transportation, and nutritious meals, we give our community the environment they need to learn, work, and lead as the best.

and zone leaders consult with each other and with members of the SLT to ensure alignment and allocate resources. Long-term action plans are set by senior leaders; site-specific and short-cycle action planning begins and ends with school teams and teachers. In keeping with our watch phrase of “centralized planning with localized implementation” zone leaders are critical liaisons—managing alignment and deployment of the strategic priorities.

2.2a.2 Action Plan Implementation

District action plans are deployed through SLT meetings to leaders in each zone and department. Executive Directors, Directors, and Zone Leaders collaborate within their respective to customize implementation as it relates to their responsibility. As more local experts, these leaders know what types of activities and communications will meet the expectations of students and other customers. An example of such an action plan is the district's key action plan related to primary literacy.

The overarching objective at the district level is to disrupt and reverse a trend toward lower proficiency levels after third grade. This objective was deployed to the senior leadership team and the building principals through large group and school-specific meetings. Then, and leader within the educational portion of our district was tasked with localizing the implementation.

In some schools, the action plan for primary literacy included review and selection of new core curricula. In other settings, principals collaborated with teachers to design new schedules that increased the length of literacy instruction. One school reorganized schedules, staffing, and even class sizes to support students with significant, identified reading challenges. No two zones or even two schools pursued the objective in the same way, but all principals prepared a common report to give accountability and comparability around the district.

At the secondary level, principals recognized that setting every student on an individualized pathway to unprecedented success would take a higher degree of personal and technical support than ever before. To make sure that students could collaborate with teachers or advisors outside the school day, all secondary schools adopted some form of technology-mediated system. To ensure effective implementation, those building leaders collaborated with our business office to allocate necessary resources and acquire the best devices at the best price possible. They collaborated with the Operations Office to ensure that system infrastructures such as power, cooling and secure storage were adequate to facilitate needed upgrades. Finally, building leaders collaborated with our key service provider CCS for information technology support for configuration, deployment, and training on the new devices and systems. Even though the action plan was clearly student-centered, the implementation required collaboration and accountability across the entire organization and with our community partners.

From large-scale action planning as described above to same-planning such as that needed to plow sidewalks and carpool routes after a mid-day blizzard, District 49 is becoming more and more expert at using process tools to align, unify, measure and celebrate the excellent efforts of all our workforce and community members.

2.2a.3 Resource Allocation

District 49 has a comprehensive budgeting system structured around standard operating protocols such as the Colorado chart of accounts, generally accepted accounting principles (GAAP) and the requirements of public entity accounting. Within that structure, our Business Office has been innovative and diligent to move as much resource and authority as close as possible to the classroom level. As with the district's strategic plan, this system was founded upon the rock of trust and transparency and is intended to make financial resources more responsive to the requirements and expectations of students and other customers.

The primary source of district revenues is the state funding system that allocates dollars to districts on a per-pupil basis—hence the acronym PPR. Additional sources include local contributions through voter-approved override taxing authority, as well as program fees, grants, rentals, scripted program subsidies, and other small-scale revenue sources. Since budget planning runs on a fiscal year from July 1st through June 30th, allocating resources for action plans is an important part of the spring planning cycle to develop proposals and projections.

In 2012-13, according to the Colorado Department of Education, District 49 collected \$8,580 in general fund revenues per full-time student—making us one of the 10 lowest funded districts in the state. Although this has been a consistent constraint, D49 has refused to yield to self-pity and prototypical apathy around resource availability for education and instead worked stridently to increase efficiency, increase effectiveness, and improve results.

Also in response to timing and resource constraints, District 49 has become nearly fanatical about informed and agile decision-making. Since 2011, central administrative staff and spending have decreased significantly in order to push more funding closer to the classrooms. Centrally chief officers, executive directors and directors oversee the budgets within their departments. The responsibilities for the fiscal management of each zone of schools have shifted to four ZL's and their respective school principals. However, we employ zone leaders to be educational experts, not business specialists; so, we depend on close collaboration with true business experts to make sure zone action plans include necessary clarity about potential financial impacts from potential decisions, so that decision making is measured and intentional. For example, when schools and zones developed formal innovation plans in 2011-2012, the business office conducted a line-by-line analysis of every proposed innovation—to project direct costs and anticipate indirect expenditures or savings.

When the SLT and secondary principals made a commitment to concurrent enrollment as a major element of *49 Pathways*, the business office built a shared budget to project costs for instructors, class fees, textbooks, transportation and tuition. With that projection, educators were able to build a sustainable model that covers instructors, tuition, and fees, but depends on students for the costs of textbooks and transportation. Those principals also made purposeful allocations of the resource of time by reorganizing calendars and bell schedules to facilitate college enrollment and make sure qualified students had travel time to get to and from the college campus. Finally, the principals identified qualified teachers who had the graduate credits needed to instruct college courses. By shifting schedules and teaching assignments, those principals redeployed the resource of human capital to meet our strategic objectives.

When all the localized conversations are complete, the BOE approves new schedules, affirms new staffing models, and adopts an amended budget with input from SACs and the DAAC. These final approvals preserve the necessary time, human, and financial resources to launch action plans and sustain implementation.

2.2a.4 Workforce Plans

In keeping with the key action plans at the district level, each zone, school, and department creates workforce plans to support the district's strategic vision. Even the BOE has a workforce mindset that aligns with the key action plans and our strategic objectives. For example, the BOE is committed to excellence governance. A major fiduciary obligation of the BOE is to understand and approve budgets and the associated allocations and expenditures. To make then more effective in that role, the Business Office focuses on one or two important elements of "budget literacy" at each work session of the board. This ongoing learning makes the workforce of the board more effective at meeting their goal of excellent governance.

For other workforces, the link between action planning and building workforce capacity is just as essential. To support the importance of *49 Pathways*, principals created new roles for teacher-advisors to help each student plan and navigate their individualized pathway to success. That decision required a reallocation of time in those teachers' schedules as well as new compensation for additional customer support responsibilities.

In each program, zone, and school, workforce plans are aligned to the big rocks and to our district's cultural compass.

These plans of action identify and deploy the resources that are necessary for successful implementation. Those same leaders review workforce structures annually to ensure they can best support current and future strategic objectives within each unit's action plan. Additional staff, reduction in staff, staff transfers, and staff training are strategies used throughout each year to ensure our workforce plans meet the requirements of our strategic objectives.

2.2a.5 Performance Measures

Whenever possible, those who oversee our action plans use student data to measure the effectiveness of our implementation efforts. Timelines are created and agreed upon prior to implementation and departments meet with Chief Officers to evaluate progress and determine necessary course changes. Specific implementation strategies may differ between zone and schools based on differences in local community expectations. For example, strategies to increase student learning in a Title 1 school with a large portion of students qualifying for our free and reduced lunch programming may differ from a school with a very low free and reduced lunch population that may have a different level of active parent involvement. While many core underlying strategies will stay the same, there will be differences in the resources and strategies used based on student and community requirements.

The district UIP process ensures continual progress is maintained towards each major strategic objective. Since the plans are written at the individual school level, each building becomes a unit of accountability for addressing the key action plans and meeting strategic objectives. Since UIPs are public documents reviewed by the SACs and the DAAC, this process creates visibility of and accountability for action steps towards each initiative at the building level. The building level UIP process also helps ensure deployment strategies meet the needs of the stakeholders and that the action steps are integrated into current practice. This is where the process of learning, working, and leading integrates with investigating, preparing, and evaluating performance on an ongoing basis.

The key performance measures we use to track our educational action plans are defined in the District's UIP. The district UIP serves as a template and exemplar for each school's UIP development process. District initiatives such as Primary Literacy, *49 Pathways*, and our cultural capacity work are all integrated through required UIP goals at each building that align to these initiatives. These measures include:

- Measuring our effectiveness at focusing on primary literacy through **local DIBELS Achievement Data** (UIP)
- Measuring our effectiveness at increasing academic performance of our students through **performance percentile rankings on state assessment**
- Measuring our success at ensuring all students are career and workforce ready by creating individualized pathways

for students by tracking the number of completed **2yr and 4yr pathways developed for each graduating class**

- Measuring our delivery of relevant professional learning by tracking the number of **district teachers, leaders, and out-of-district colleagues who have taken professional development through the Ah Ha Network.**

For the key action plans developed by the BOE, we track completion rates of learning objectives such as self-assessment reviews after each board session or meeting. We also include board performance as a section on the Big Rocks Survey and.

The Business Office tracks performance through bimonthly reports to the BOE as well as annual audits and external reviews. The Business Office is also collaborating with the Operations Office to integrate contract management metrics and service level performance with our major suppliers and vendors using the dashboard KPI's available in SchoolDude.

Finally, the Operations Office has invested heavily in performance measurement and informed decision-making based on work orders, facility plans, and service levels for transportation and nutrition. By comparing D49 performance against thousands of other school districts, the Operations office can set aspirational benchmarks for excellent service and then measure progress toward achieving those standards.

2.2a.6 Performance Projections

Setting performance projections are a key part to the annual UIP development process. Currently projections are extrapolated from levels and trends in our past performance. Every December zone and school leaders submit school UIPs to the district and include building specific performance projections that align to district objectives and differentiate based on unique building needs. Some projections for SY2015-16 include:

- Increasing the % of students scoring on benchmark from BOY to EOY according to DIBELS Next (UIP)
- Increasing the district's percentile ranking for reading, math and writing achievement as measured by state assessments (UIP)
- Meeting all requirement to attain AMAO 1
- Meeting all requirements to attain AMAO 3

While District 49 is transparent and coherent about action planning, our plans do not always match up closely with our competitor and comparison districts. However, we can make inferences and intelligent calculations based on what other districts are emphasizing in their communications and budgeting work.

For example, we project an increase from less than 30 students in concurrent enrollment (circa 2013) to over 300 students by the fall semester of 2016. Our competitor districts have not announced any marketing plans, approved any new schools, hired any new staff, or entered into any new partnerships with higher education agencies, so we infer that they intend to proceed with the status quo plus minor improvements.

Meanwhile, D49 has approved an early college charter school that will open for enrollment in the fall of 2016-serving 3-400 students in year one, with a projected population of 50 in concurrent enrollment. Meanwhile, we have hired a new district level leader—the Director of Concurrent Enrollment—created and filled a new staff position to teach concurrent enrollment classes, entered into a long-term lease with our local college to

provide classes in a district facility, and engineered systems of college-level advising at all our high schools to support CE as part of the individualized pathway for qualified students. We expect to increase our level of service through concurrent enrollment by more than 1,000% over the same timeframe where our competitors and comparison districts will maintain relatively flat levels of service.

Although our Chief Business Officer shares generously about the advantages of weighted student funding, informed decision-making, and organizational agility, those approaches are not yet common among our competitor and comparison districts. We project this will lead to reasonably similar future performance, perhaps contracting or expanding as pupil counts rise or fall.

In the domain of board performance, we already have an advantageous glimpse into our own future. With two board seats open in November 2015, and only two candidates filed for election, we know that District 49 will not have a contested election for the next two years. This gives us a platform of unprecedented stability and unity at the most foundational level of leadership. While our competitors and comparison districts are already engaged in traditional, adversarial board campaigns, we are proceeding to plan with our directors-elect and incumbent board members.

2.2b Action Plan Modification

Benchmark indicators are used at key points 3-4 times throughout each year to measure the effectiveness of the current plan(s). Senior leaders at the district level are responsible for ensuring each benchmark in the district UIP is attended to in a timely manner. ZL's and building principals are responsible to ensure building UIPs are updated and appropriately modified on a continual basis throughout each year. With each office, zone and program making formal reports to the board on a monthly or quarterly basis, we have multiple opportunities to improve our plans as results indicate.

3.0 CUSTOMERS

3.1 Voice of the Customer

The voice of the customer travels on many frequencies; therefore, District 49 is attuned to multiple means and modes of communication. Our customer segments include students, parents, staff, and citizens, who all have needs that could also manifest as competing demands. The district listens actively to each customer segment so that it can prioritize intelligently and responding effectively to the expectations and requirements of each customer segment.

3.1a Listening to Students and Other Customers

3.1a.1 Current Students and Other Customers

As the largest customer segment, district students require that we are attentive, responsive, and eager to serve student needs. For younger students, especially those in grades K-5, parents serve as an important proxy for the voice of the student. By the time students are in high school, they are very capable and willing to express their own levels of satisfaction and dissatisfaction. In the middle, students range widely from immaturity with silence, to immaturity at volume, to early maturity to precocious wisdom. Given the wide range of communication capacity, it is incumbent on adults across the district to initiate communications and solicit the voice of the student. Fortunately, students are particularly adept at adopting

new forms of communication, especially those that allow them to form social connections with peers and adults. This is especially evident at the classroom level when students continue on-line blog style dialogues that begin during class and continue long after they have left the building. Students often share their frustrations, learnings, questions and opinions, giving us a genuine and organic process for listening to our student customers. Additionally, many of the district's customer interactions over Twitter, Instagram, Pinterest, and chat protocols, are with students. Parents and other adult customers are more likely to use Voice calls, email, and Facebook messaging. Student voice is frequently included in non-technological methods as well, such as through informal lunch gatherings with teachers, by serving on building level committees and in one-on-one dialogues with building leaders, counselors, club sponsors and coaches.

Although listening to the voice of the customer is a shared responsibility among every staff member in the district, we rely on our communications department to build, maintain, and train staff how to use a multitude of communications channels. For example, in 2013 the communications department determined that our website provider could not support the level of updating and interactivity that our community expected and required. So, the communications department initiated a year – long process to convert our web content to a modern provider. The increase in customer traffic to our website and interactivity with content on our website is represented in the results section of this application, but it is testament to the principle that listening to the voice of the customer is the best way to ensure that you understand and meet the requirements of those we serve.

In addition to the innovations that modernized our website, we have evaluated or enhanced virtually every communications method to deemphasize one-directional broadcasting in favor of true dialogue. As **Figure 3.1a.1** illustrates, there are multiple channels that foster on-demand communications with rapid feedback from our students and other customers.















These tools allow the district to actively listen to every customer segment so that the needs of the many are addressed, the needs of the few are prioritized, and the needs of the one are honored in the context of supporting everyone in District 49 with a spirit of equity. As an example of listening with a heart of service, Falcon High School engaged in a long-term conversation with the student, parent, and teacher communities during the 2014-2015 school year. The primary topic was a school innovation called standards-based grading that was a source of significant dissatisfaction and controversy. Instead of shutting down and avoiding the conversation, leaders at Falcon High doubled down on active listening. The principal hosted over ten hours of community meetings. Communications staff created online forums to solicit input and facilitate collaborative discussions about the grading system. Board members and chief officers analyzed data and presented reports at site-based gatherings and regular board meetings. School, zone, and district leaders engaged with students, parents, alumni and staff via Facebook groups and community review sites. The level of engagement was extraordinarily high, and every customer had multiple opportunities to provide their perspective.

Customer input is not always easy to quantify. Some forms of input are anonymous. Other channels may amplify the perspective of the minority who are ecstatic or disgruntled.

Nevertheless, customer input is valuable qualitative data, and we use both quantitative and qualitative data to shape our strategy and culture of continuous improvement.

During the innovation phase, we listen with a heart of service as the district investigates, prepares, and evaluates multisource actionable information (social media, live chat sessions, emails, surveys, letters, phone calls, organizational participation, event attendance, etc.) from our customer segment to challenge the status quo, identify opportunities for action, and initiate our intention-action-outcome chain; “learn, work, lead”. During the transformation phase leaders review performance data, refines and replicates successful process tools, and verifies/validates the results of the intention-action-outcome chain. The transformation phase leads to another innovation phase, which keeps District 49 on a continuous growth vector. Unquestionably, it is District 49’s intention to learn from our customers, take action through our work, and lead honoring our students and other customers with a heart of service.

Figure 3.1a.1
Options to Hear Our Customers’ Voices

	Real-Time	Asynchronous	Text	Image	Video	Personal	Anonymous	Archived	Public	Private
 Telephone	✓	✓				✓	✓			✓
 Email		✓	✓	✓	✓	✓		✓		✓
 Facebook		✓	✓	✓	✓	✓		✓	✓	
 Website Surveys		✓	✓	✓		✓	✓	✓	✓	✓
 Online Forums		✓	✓	✓	✓	✓	✓	✓	✓	
 Live Website Chat	✓		✓	✓		✓	✓	✓		✓
 Text Messaging	✓	✓	✓	✓	✓	✓		✓		✓
 Safe-2-Tell		✓	✓			✓	✓			✓
 Twitter	✓	✓	✓	✓	✓	✓		✓	✓	
 Instagram		✓	✓	✓		✓		✓	✓	
 Pinterest		✓		✓		✓		✓	✓	
 Bronto Emailer		✓	✓	✓	✓	✓		✓		✓
 ReadyOP ⁴	✓		✓			✓		✓	✓	✓
 SAC, DAAC, BOE	✓			✓	✓	✓		✓	✓	

⁴ ReadyOp is a rapid-response system linking phones, radios, school alarms, text and email services with first responders and other emergency services in our community. We use it to alert parents to dangerous conditions or situations in or around our schools and facilities.

3.1a.2 Potential Students and Other Customers

Just as our current students and other customers can share their perspectives through many channels, prospective students and other customers can do the same. The difference is that potential members of our community may not be familiar with our resources and communications efforts. This reality explains our investment in a system of interactive chat response when visitors come to our website. The district invested in LiveChat—a help-desk software structures real-time conversations with web visitors no matter where they are.

Communication is a powerful mechanism that must be actively managed to maximize district outcomes. Dialogue is the goal, therefore active and passive means are employed to both push and pull information within District 49. Actionable information must be gleaned using precise knowledge management practices and multiple nodes of customer segment contact. The district’s website passively displays multilevel information (school, district, community, etc.) for consumption by potential customers. The Live Chat component equips Communication Department and other staff to conduct outreach based on the activity of the web visitor. For example; if a student; or by proxy a parent, has a question about a district program or policy, they could initiate a chat session to gain greater insight. When visitors reach the information page of a particular school, the front office staff can respond to their virtual presence as easily as if a live person walked up to the reception desk.

In one particular example, our enrollment department engaged a potential customer who was about to be transferred to Colorado Springs as part of a deployment with the Canadian military. Through a simple live chat session, we were able to clarify our enrollment processes, answer some general questions about the Pikes Peak region, and build a positive contact that could turn into a multi-year relationship.

Through our practice of live-streaming our board meetings, graduation ceremonies, and Fantastic 49 celebrations potential customers can get a sense of how we live out the cultural compass, valuing each other and honoring our work.

3.1b Determination of Student and Other Customer Satisfaction and Engagement

3.1b.1 Satisfaction, Dissatisfaction, and Engagement

TIMELY RESPONSES—Just as our customers expect us to respond to their needs, we depend on our customers to give us clues and cues about satisfactory actions that will earn their positive response. The communications team collaborates with all necessary district stakeholders (Learning Services, Individualized Education, Security, Culture and Services, Human Resources, etc.) to resolve customer concerns in a timely manner. The communications team is also proactive; if a customer loiters on the district policy page this behavior could indicate a desire to engage with policy, therefore the communication team actively reaches out to the customer to offer assistance. Analogously, letters, phone calls, emails, social media, and district central office face-to-face visits are sources of active actionable information that leads to dialogue and ultimately resolution. All of the aforementioned actionable information does not terminate with the resolution of the customer’s issue, it is used in turn to make decisions about value, cost, and revenue implications of existing and potential

programs as well as establishing improvement goals and prioritizing learn, work, and lead cycles.

SOLICITED INSIGHTS—Many of our responsive communications address unmet needs or frustrations of the moment. When we solicit the insights of our students and other customers, we are attempting to refine our practices and communications to preempt future dissatisfaction. One of our most common tactics is to develop surveys that capture specific intelligence about our performance and presence in the community. By working with partners such as Hanover Research and the Flippen Group along with education associations such as CASE, CASB, The Military Child Education Coalition (MCED) and the National Association for Multicultural Education (NAME), we are able to craft surveys that are much more reliable, valid, nuanced and sensitive to customer perspectives than if we created them on our own.

These surveys as well as conversations, meetings, focus groups, online forums, etc. are the best way we have to understand the requirements and expectations of our students and other customers. Those expectations become key parameters in District 49's listening/learning and customer service strategy. The latter is linked to the district's outlook through the strategic rock of 'trust'; "District 49 will work to earn its community's trust, not by telling its patrons that it is trustworthy but by demonstrating it". The aforementioned demonstration is totally dependent upon the quality of the district's ability to listen authentically with respect to its customer segments. Listening is the catalyst for the learn process of the innovation and transformation phases, therefore it is a key enabler of District 49's organizational strategy. The competing demands of the customer segment can only be mediated if the requirements are well understood. For example, there are parents who are frustrated with the volume of standardized testing, but the state and federal governments require schools to conduct testing as a condition of funding. This is an instance where the customer segment is in opposition with the district's statutory obligation. The parents' grass roots opposition inspired them to approach the district for an opt-out strategy; therefore the district mitigated the situation through issuing a testing refusal strategy that did not take the district out of compliance with state and federal laws. Subsequently the government acquiesced to not hold districts accountable for standardized test refusals; therefore the district's strategy not to sacrifice trust *or* compliance should be counted as a validation of strategic listening.

3.1b.2 Satisfaction Relative to Competitors

Colorado is a school choice state; therefore, students are not relegated to attending a neighborhood school based on the location of their domicile. Hence this is a convenient if general indicator of satisfaction and dissatisfaction with a school district. Another indicator of satisfaction in a choice state is consistent growth on a year-over-year basis. District 49 has a net positive trend for students exercising choice to enter the school district versus students who use choice to leave. Additionally, District 49 has grown consistently for the past several years while adjacent and geographically close school districts have experienced declining enrollments. District 49's portfolio of schools provides a diversity of experiences to engage the interest of students and parents. The four innovation zones within District 49; each with a distinct emphasis, provide

students and other customers more choice than any single district in the state. The latter factor is a competitive advantage that allows the district to offer authentic choices within its own boundaries; this is a unique attribute that currently has no peer. Hence District 49 has the capability to compete with itself and offer our customers choice while enhancing our competitive position in the region.

Given our ability to listen on many channels, District 49 is well positioned to access informal reports of satisfaction relative to other customers. Although social media can be anecdotal, we often observe a preview of patterns of satisfaction, dissatisfaction and confusion and support by monitoring social media. Gossip, rumor, misinformation, and innuendo were once the purview of small local grapevines, which were routinely contained to small pockets of influence. Social media provides any person with the ability to amplify their opinion above the ambient noise level. The use of social media can be a powerful and positive tool despite its potential for misuse. The customer segment has the desire to be heard and seeks empathy and kindred spirits through the use of social media. District leaders and especially the D49 Communications Team monitor and participate actively in social media. Being active online before there is a crisis or public relations challenge enhances the district's credibility when communicating over social media.

Although many non-digital natives perceive social media as a threat, the District 49 Communications Team has a record of success through proactively engaging online. For example, some upset parents felt that the environment of their child's school was not in line with their expectations based on a perceived negative interaction with a staff member. The parents took their grievance to social media rather than choosing to engage with the school's administration. Communications staff were able to engage with the parent and connect them with the relevant Zone Leader. The issue was resolved and the parent used social media to express their satisfaction. Listening with a heart of service allows District 49 to bypass defensiveness, and get to a point of resolution that preserves relationships with our students and other customers.

Just as we are able to track satisfaction about D49, we can also observe and lightly engage with customers and other community members when they opine about their satisfaction with competitors. Since our two competitor districts are in the same metropolitan area, we track their comment threads, Facebook posts, Twitter feeds and other public-facing communications. By way of comparison, District 49's strategy to have a dynamic and highly engaging web presence on Facebook has led nearly 9,300 users to subscribe to our feed by "liking" our page. In contrast, the page of our competitor in District 20 has 1,002 likes. Although we are much smaller than our competitors in terms of student population and overall budget, our media presence is comparable or superior across a range of measures. This allows us to passively monitor and compare levels of engagement and satisfaction.

We also exploit our limited access to internal survey results and data when those items are shared and published through board meetings, public DAAC sessions for other districts, and reports by state and industry agencies that capture satisfaction levels by various means. In the case of student transfers across district boundaries, we have asymmetrical information. We learn from incoming choice students why they choose D49 over

the option; when a student leaves our district, we have no reliable mechanism to gain insights about their reasons for leaving.

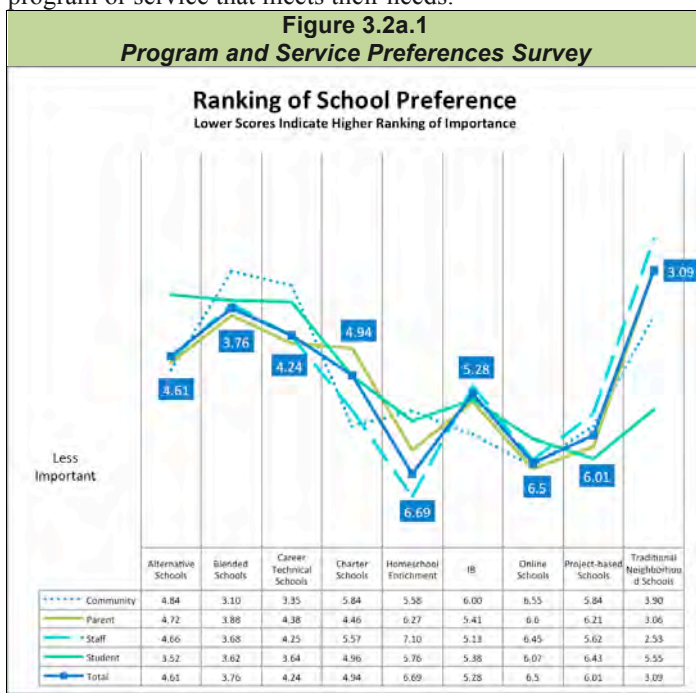
3.2 Customer Engagement

3.2a. Program and Service Offerings and Student and Other Customer Support

3.2a.1 Program and Service Offerings

Districts that only offer one kind of school have difficulty inferring choice other than by proximity and neighborhood affiliations. As a portfolio district with state-leading levels of choice and customization, District 49 has developed personal and technical methods to understand the relative value that students and other customers place on our various school offerings. Three of the most direct methods of understanding customer voice about school preference are school and program choice, school preference surveys, and citizen support in school district elections.

When students and their parents choose anything other than the default option of attending a neighborhood school, that gives us direct evidence that they prefer a specific option. Among our competitor and comparison districts, D49 has the highest number of students entering our district through choice enrollment. Furthermore, we have thousands of students who choose district charter schools, thousands more who choose blended and online schools, hundreds of secondary students in career and technical education, thousands who attend alternative education campuses (AEC's) and many hundreds of families who come to District 49 to support their investment in schooling at home. As the only system in Colorado that hosts a full array of all those programs, District 49 is growing through our commitment to host a robust portfolio of distinct and exceptional schools. With their enrollment applications, student and parent customers are voting with their feet to enter the district and then voting again to choose the specific school, program or service that meets their needs.



The second major channel for the voice of customer preference is through our annual survey of our four customer

segments. By differentiating our survey questions by customer segment (through a technique called branching) we are able to capture fine-grained detail about what are customer segments prefer, and how the preferences of each group compare to each other and to previous years. This allows us to track trends and gaps over time and across populations. **Figure 3.2a.1** illustrates the kind of information we gather from our customer segments and report to our BOE in the context of planning future adjustments to our program and service offerings. Data in the graph displayed (which was presented to the BOE in full size at full resolution), indicated support across all customer segments for rigorous academics, charter schools and schools offering career and technical education.

After hearing the voice of the customer, district administrators and the BOE agreed to authorize Power Technical Early College (PTEC) a charter school designed to offer career and technical programming in a charter school setting with options for concurrent enrollment. By attending to preference of our customers through a formal survey instrument, D49 was able to endorse a single school solution that meets multiple needs expressed by our community.

As a final indicator of customer preference, we hear from citizen voters (a segment that overlaps with staff, parent, and a small number of student customers) during elections when we seek voter support for school facilities or programs. In the 2014 election voters approved (by 60-40%) a measure in support of increased technology and program innovation in the classrooms along with funds for school security and teacher compensation. During the same election, voters rejected (also by 60-40%) a proposal to build additional neighborhood schools along with high school expansions and a charter high school. These results are confounded by other factors such as trust in the district and disinterest in raising taxes, but they do triangulate with other preference data such as choice enrollment, survey results, polling data and anecdotal information from conversations and district meetings.

A school district cannot serve its students if it does not fully comprehend the students' outcomes beyond attendance in the district. College, vocation, and military training are potential outcomes for students completing secondary education, but so are unemployment and incarceration. District 49's continuous improvement process model; learn, work, and lead, assessed the outcomes of previous students and determined that an overemphasis on the college track for students minimized the value of vocational education and other alternative pathways.

The actionable information is being used to implement the district's *49 Pathways* program mission statement; "every student should travel down an individualized pathway that leads through competency and skill development to certain success after high school". Students, parents, and teachers work to develop Individual Career and Academic Plans (ICAP) to tailor a path for successful student outcomes. This process is under the stewardship of the "Pathfinders", a dedicated task force, which was formed to ensure District 49 lives out its commitment to ICAP enhancement efforts. For example, students on a career technical education (CTE) pathway would have deliberate development and experiences that lead to outcomes in line with their ICAPs, and students concurrently enrolled in college courses while in high school would be accomplishing college credit inline with their ICAPs. The *49 Pathways* initiative

ensures that each student develops organically, while receiving core subjects and obtaining technical certifications or college credit before leaving the district. Undoubtedly, learning from the outcomes of previous students allows District 49 to work through ICAPs with current students and provide the leadership that will put the aforementioned students on individualized pathways to intentional outcomes.

3.2a.2 Student and Other Customer Support

As District 49 pursues peak performance, we can measure our progress by how much (quantity) and how well (quality) we support our students and other customers. Through the SCCI, depend on actionable information to devise measurable strategic outcomes. If actions plans do not support our students and other customers segment, then we should judge our efforts at innovation and transformation as unsuccessful.

🔑 Educational program and service offerings are the key interface for students to seek support and district leaders (including teachers, coaches, support staff and administrators) to deliver responsive service. Just as a hospital might provide compassionate personal care alongside technical health services, a school provides personal support and development in the context of educating each child and preparing every student for success. This might look like a military support group at the middle school level, or a leadership training class at the high school. Information about personal supports needed by students may be gleaned from student surveys, counseling program evaluation, bully reporting or individual student interviews. Both Learning Services (LS) and Individualized Education (IE) are primary stewards of this district competency, in partnership with our schools and direct service programs.

Both LS and IE are dually constrained by the needs of the customer segment and the requirements of state and federal legislation. For example, LS is the District 49 intermediary for standardized and locally developed formative and summative evaluations intended to assess student growth and/or growth gaps. The LS data also informs district initiatives like primary literacy, engaging with students to ensure they can read by the third grade to combat the “school to prison pipeline.” Additionally, LS collects data in the form of Unified Improvement Plans (UIPs) from all district schools to directly engage the schools’ administrators with the district’s SCCI 🌐 and comply with state requirements.

Likewise, IE must engage with the customer segment and abide by legislation in an effort to provide equitable services to students across the spectrum of exceptionality. The legislative requirements are very robust and they drive human capital requirements and fiscal decision-making. For both departments, and the schools they serve, we rely on 🔑 key communications protocols including informal (teacher observations, parent reports, educator intuition and more) along with formal assessments of learning needs, psychosocial needs, developmental gaps, giftedness and other exceptionalities to customize interventions and ongoing programming.

For example, cannabis oil is believed to be one of the only effective therapies for treating seizures in children with Dravet Syndrome. This belief caused several out-of-state families to move to Colorado and enroll in D49 once the state legalized marijuana. Students who present with Dravet Syndrome require care around the clock and almost always need a dedicated one-to-one paraprofessional in school settings. As public servants,

leaders in D49 embrace our opportunity to care so well for these students that they attend school in the least restrictive environment. The attendance of Dravet Syndrome students costs several orders of magnitude more than the district’s per pupil cost, so the LS and IE departments must collaborate with the Business Office to ensure we have adequate resources in place to comply with law and more importantly honor the needs of our students and their families.

Although curricular engagement is extremely important, co-curricular engagement cannot be discounted as a success criterion to support District 49’s SCCI. Functions such as human resources, finance, nutrition, enrollment, student information, facilities, transportation, safety, and security are critical supports for District 49’s curricular engagement. For example, Human Resources assessed workforce quality as a key performance parameter to support District 49’s growth, diversity, and retention with respect to human capital. Human Resources widened the district’s recruiting scope from a Colorado-centric practice to a nationally inclusive paradigm; the district joined the American Association for Employment in Education (AAEE) to share best practices and lessons learned with peer-competitors nationwide.

Finance applied a SCCI 🌐 to the distribution of PPR. Their efforts created a system that returns 83% percent of per pupil revenue to support student outcomes while our Colorado peer-competitors are routinely in the low 30% range. Nutrition Services implemented a food handling accountability model Hazardous Analysis Critical Control Points (HACCP) developed by the National Aeronautics and Space Administration (NASA) to improve quality and consistency for student meals. The Nutrition Services team reviews school data and uses the lessons learned to improve practice.

Student information management is the life’s blood of a school district; without it student progress and accountability would resemble chaos. This is an integrated function that requires data from multiple district stakeholders. A PACE initiative was implemented to improve data integrity, interoperability, and the customer segment interfaces. The resulting innovations included a new fee payment system, better human resources integration, and an evaluation of the standardized testing interface.

The Facilities Team purpose built areas in a building acquired by District 49 based on the requirements of staff; stakeholders of the internal customer segment. In addition to the aforementioned improvements made for Central Enrollment, there were areas created for Zone Superintendent use, Preschool program administration and evaluation, Audiology, English Language Development, Concurrent Enrollment, the Expulsion program, and an enclave for developing and monitoring SCCI initiatives. Form follows function and purpose built spaces add value to activities of the human capital employed to perform critical district functions that support the needs of the customers.

Finally, functions such as transportation, safety, and security serve every aspect of the customer segment in a dynamic environment where failure can have immediate catastrophic outcomes. These functions are governed closely by city, state, and national standards, which may cause inconvenience for the customer segment. For example, running response drills for safety and security purposes or using an accountability protocol during transportation requires precise instruction and

implementation. Therefore, to ensure continuity of operations (COOP), drills are conducted, information is collected, routes are tested and outcomes are measured.


3.2a.3 Student and Other Customer Segmentation

In a district positioned to serve many kinds of students across a robust portfolio of schools, customer segmentation is a key work process for delivering exceptional results that meet the requirements and expectations of our students and other customers. In District 49, we segment our students according to the programs they choose, the learning characteristics and interventions they require, and the mode by which they access our programs and services. This means that an English Language Learner (characteristics) might receive language acquisition services (interventions) from our English Language Development (ELD) department while attending a blended (modality) charter school (program choice). The combinations are so varied that we have moved beyond groups or subpopulations to truly individualized education. That is the underlying implication of *49 Pathways* and the commitment to operate a robust portfolio of distinct and exceptional schools. While the resulting data sets are complex and interrelated, they also provide rich opportunities to innovate, compare results, and choose the innovations that advance student performance. For example, many of our district charter schools have significant success at instruction in reading, but our traditional middle schools are much more effective at preparing students for vocational opportunities through career and technical education.

Since we aim to offer student-centered programming and services, we segment the parent population according to the character and needs of the students they entrust to our care. Likewise, we segment our staff population based on their role in providing support (either front office or backstage) or direct academic services to students. We also adjust and emphasize programming in response to the shifts in student preferences and requirements. As District 49 has grown and diversified, we have increasingly served students from varied communities and traditions. That has increased the importance of supporting programs like GOAL Academy and the Springs Studio for Academic Excellence to offer more flexible options to a wider range of students.

3.2b. Student and Other Customer Relationships

3.2b.1 Relationship Management

Because of rapid growth and mobility a D49 student who attends from kindergarten through graduation is a rarity. That means that many of our student relationships begin with a passage through Central Enrollment. Prior to our intentional process improvement efforts, District 49 did not offer a coherent process to guide enrollment activity. After implementing a PACE review  members of the SLT implemented action plans to improve performance and conform more closely with our cultural commitments to treat people with respect and care while being transparent and accountable.


Some of the findings from the process review were that central enrollment operated out of an inadequate facility, offered delayed customer processing, and depended on inefficient work processes. Therefore, action plans were developed to target each factor for improvement. Central Enrollment moved into a purpose-built facility, developed a new customer service process, enhanced their core software, and set new prioritization criteria to streamline application processing. As a result, Central

Enrollment reduced the average enrollment processing time from more than 48 hours to under 24 hours in less than six months. The office also reduced overtime and emergency staffing costs enough to reduce the staffing model by one FTE.

Beyond the entry point of Central Enrollment, District 49 continues to emphasize the importance of brand development and management across all domains of our organization and in the broader community marketplace. Through the efforts of our communications department and the SLT, District 49's identity is fresh and focused. Instead of using fragmented and outdated images across our district, we have deployed a consistent brand identity for all our divisions and domains.

The new identity for District 49 is a critical signifier of the district's resurgence. The way the district is perceived has direct implications for patronage, bond and mill initiatives, and overall prestige—which translates into growth in choice enrollment and responds to one of our strategic priorities. The communications team has developed a comprehensive communications kit with information about the district's approved color palette, logo options, font choices, nomenclature and style guide for writing, photos, and references to the district and its schools.

The district has cultivated positive relationships with local and regional media providers by being more available and more prepared to offer media availability. More importantly, all members of the SLT and BOE are attentive to both promoting positive stories as well as acknowledging and responding to stories that might damage our reputation or confuse our brand. When our performance falls short of expectations in any way, we aim to preserve relationships by being a district that will "Tell the truth; tell it all and tell it fast." By using technologies like ReadyOp and our rapid response distribution list, we keep our responses on message and unified. As a result, the absolute number of positive and informative stories in earned media has grown, and the ratio of positive to neutral or negative reports has tilted dramatically in our favor.

A district that has earned the confidence of its students and other customers—especially staff members—can speak with confidence and clarity in response to tragic news, celebrations, and everything in between.  That is why every decision and communication aligns to our SCCI. The consistent symbolism and messaging distinguish us as a knowable and trusted entity. This traces to the trust rock in our strategic plan—which is the foundation of all our relationships.

3.2b.2 Complaint Management

When we miss the mark and have an opportunity to rebuild credibility, we embark on the key work process of complaint management. A critical component of complaint management resolution is listening, and that competency serves District 49 whether the communication constitutes dialogue or discord. Customer expectations do not fall into neat, perfectly aligned categories; therefore, the district's response cannot rely on prepackaged solutions. Authentically listening to, and learning from, all sources of information (e.g., survey and test data, customer concerns, case studies, etc.) is a necessity when building a world-class student service strategy.

Once process that emerged from a cycle of innovation is our Stakeholder Grievance Process—a systematic methodology for connecting with dissatisfied customers in a tangible, sincere and effective way. It is also a policy-based solution that meets our customers' requirement for a judicious and timely method to

resolve disagreements with individuals or procedures. Policy and regulation KEA outlines what may be grieved, who may use the policy, how it may be accessed, and who facilitates the process. This process allows all customer segments to be heard in an authentic way and further affords a means of relief. A signal characteristic of the new process is that it was specifically designed to invite both staff and community members to seek redress from the district. The grievances must be based on policy and cannot amount to personal attacks, so it is also a mechanism for conflict de-escalation and resolution. The Director of Human Resources and the Director of Culture and Services collaborate to ensure the process is orderly and fair. In the event an investigation needs to be conducted, the facilitating directors may secure an independent investigator to protect the due process rights of all involved.

In 2010, D49 was subject to a formal allegation of racial discrimination filed by parents with the U.S. Department of Justice (DoJ). Beginning in the fall of 2013, D49 commenced a responsive initiative called the cultural capacity initiative.

D49 hired a full-time senior leader charged to develop and initiate a strategy to not only address and satisfy the complaints, but become an organization keenly attuned to the needs of a burgeoning diverse population. Key steps taken in the initiative include:

- Hiring a senior leader with expertise in the field of multicultural education.
- Coordinating efforts and strategy between multiple departments (i.e. Learning Services, Human Resources, Chief Officers),
- Deploying a comprehensive professional learner program for all staff, including a district-wide class conducted via Schoology.
- Implementing *Teaching Tolerance—Perspectives for a Diverse America* a curriculum from the Southern Poverty Law Center
- Hosting community outreach meetings with diverse stakeholders, such as university representatives and the Educating Children of Color board, to refine the district's approach to diversity training and education.

After several years of survey administration, District 49 added demographic categories and a several new items to an existing climate survey to disaggregate data along demographic categories. The survey was given in age-appropriate versions in English and Spanish. The target population for the survey was students at all of the district's coordinated and charter schools; the parents answered as proxies for the youngest respondents in the sample. The results were analyzed and presented to the District's leadership. The principals received their data and submitted their top three strategies for improvement and were asked to determine whether their mitigation strategies should be added to their UIPs. This survey was a direct engagement with the customers in District 49. As a result, an emphasis was put on mitigation of school safety concerns, teaching students more anonymous reporting systems, and the delivery of anti-bullying presentations.

4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

4.1 Measurement, Analysis, and Improvement of Organizational Performance

4.1a Performance Measurement


In order to launch every student toward success, SCCI (Figure P.2c) is deployed consistently throughout the organization to measure, analyze and improve academic and organizational performance. By systematically applying the three phases of SCCI, we learn, work and lead to improve our processes and performance.

4.1a.1 Performance Measures

STAKEHOLDER REVIEW OF DISTRICT PERFORMANCE

As an organization committed to SCCI, we recognize the importance of collecting data that enables problem identification, root cause analysis (LEARN), targeted interventions/data driven decisions (WORK) and evaluation of intervention/program efficacy (LEAD).

Figure 4.1a.1-1

 Data Information Systems (DIS) Operations Office
SCHOOLDUDE Online management program for all IT, and facility maintenance work orders. Allows for tracking of key strategic measures such as time to ticket completion and hours spent on task. Monitors PCs that have been deployed.
JAMF Tracks the deployment of Apple mobile devices (iPads, MacBooks).
GOOGLE DASHBOARD Console tracks and manages the deployment of Chrome based products such as Google Chromebooks and Google Chrome Bases.
MERAKI Cloud-based management console. Reports on the real-time health and connectivity of wireless network access points, as well as wireless network speeds in real-time.
TRANSFINDER PROGRAM SUITE Transportation data programs used for routing of students, excursion/trip requesting/planning/scheduling, and bus stop determination. Presents data via dashboard reporting.
RON TURLEY ASSOCIATES FLEET MANAGEMENT SOFTWARE (RTA) Fleet Management Software records all matters relating to fleet maintenance.
FUEL MASTER Documents vehicle mileage and fuel pumped by vehicle number.
ZONAR Provides GPS locating services and tracks students riding buses.
STUDENT DATA MANAGEMENT SYSTEM (SDMS) Reporting, tracking and database management system. Tracks which school students attend within the district, monitors movement between schools, and transfers student information to a new school
QSP4 Point of sales system that centralizes reporting and management of the meal program that is linked to the SDMS.
PAYFORIT Online payment system links to QSP4 through SDMS allowing families to make payments to student's meal accounts, receive low balance notices and check account activity (items being purchased).
EFORMAT Meal application processing program interfaces with QSP4 for real time updates to student meal status.
DATA BUSINESS BACKOFFICE (DBS) Nutrition Services inventory control program and ordering system.
NUTRAKIDS USDA approved menu planning software that analyzes the nutritional components of recipes to maintain compliance with the Health Hunger Free Kids Act (HHFKA).


As an organization committed to  SCCI, we recognize the importance of collecting data that enables problem identification, root cause analysis (LEARN), targeted interventions/data driven decisions (WORK) and evaluation of intervention/program efficacy (LEAD). We focus on data and measure processes aligned to strategic objectives, with attention to measures that offer cross-agency comparative data, such as state assessment data and data that is nationally normed. A variety of data management systems track daily operations and overall organizational performance (**Figures 4.1a1-1—3**). If leaders identify a need for data that is not routinely and consistently tracked, we either adjust the current data collection array, or do ad-hoc data collection, including form submissions and surveys.

Figure 4.1a.1-2 Data Information Systems (DIS) Business Office	
ALIO	Financial management system used for district-wide budgeting (budgets, accounts payable, accounts receivable, payroll, student activity funds, etc.). System can generate reports and be used to conduct ad hoc analyses.
APPLITRACK	Application tracking system used to organize hiring process, communicate with new hires, and report on HR data such as vacancy tracking, applicant pool depth, and time to fill.
ESCHOOL SOLUTIONS	System used to manage staff absences and substitute workforce. Tracks fill rates, substitute availability, and system actions to identify the fill process and identify hard to fill areas.
NOVATIME/TIMEAWARE	Time clock systems used by district staff to track attendance and hours worked.

Key performance measures are set at the district, zone and school levels. The overall strategic plan, priorities, action plans and key performance measures are set at the district level. Individual zones and schools add additional priorities with associated measures and may raise their goals relative to the district. Unit directors and managers also have the authority and responsibility to identify performance measures for the areas they lead, aligned with district performance measures.

The EO administers the annual Big Rocks Survey (BRS) to collect data from our students and other customers. The BRS is designed to collect opinions and attitudes about our performance on advancing our strategic priorities. Students also take an annual cultural compass (CC) survey designed to assess their experiences with school climate and safety. Additionally, the EO, BO and OO conduct annual cultural surveys designed to measure employee engagement and satisfaction with leadership. Parents are also surveyed at the school and department level to assess their level of satisfaction with specialized programming.

Surveys are administered to all key customers and stakeholder segments through D49.org. Email notifications about the survey are customized for individual segments through Bronto. Stakeholders that don't open the email receive a remailer and stakeholders that open one of the emails but do not click through to the survey are sent a different remailer.




The notification email contains a cookie that allows the communications department to track when an individual stakeholder has taken and completed the BRS.  Cycling

Figure 4.1a.1-3  Data Information Systems (DIS) Education Office	
AHA! NETWORK	Online system for delivery of professional development. Tracks professional learning of workforce.
ALPINE ACHIEVEMENT SYSTEMS (AAS)	Data warehouse for student assessment scores including state-mandated, district-supported and school initiated. Provides performance reports, data visualizations and analytic tools for customers and stakeholders.
BLOOMBOARD, IOBSERVATION, RANDA	Performance management database tracking teacher, special service provider (SSP) and principal evaluation data aligned with the Colorado Principal and Teacher Quality Standards (PQS) and (TQS).
BRONTO	Used by CD to deliver and track segment-specific messages and calls to action. Messages vary depending on customer and stakeholder segment and school/zone affiliation. Responses feed back through the Bronto workflow to deliver targeted messages based on customer engagement with previously delivered messages. Bronto is also integrated with D49.org through tracking cookies. A customer using any "contact us" page will get a follow up email three days later asking if they received the help the needed.
CENTER FOR DISEASE CONTROL AND PREVENTION WORKSITE HEALTH SCORECARD (CDCSC)	Tracks organizational performance annually based on evidence-based health promotion interventions in the workplace.
DISTRICT ASSESSMENT SYSTEMS (DAS)	The district uses a wide variety of assessment tools that have their own data storage/reporting capabilities. To streamline access, data from these individual systems are collected and loaded into the comprehensive online data warehouse, AAS, but the data is also available in the system of origin. (Table 4.1a.1-4)
GOOGLE ALERTS AND ANALYTICS	CD uses Google Alerts to monitor media coverage of all facets of the organization. Analytics measure unique sessions, page views, session time, time per page, entrance and exit pages on the D49.org website.
HOOTSUITE	CD uses to distribute, monitor and participate in Twitter conversations with all stakeholder segments.
INFINITE CAMPUS (IC)	Comprehensive Student Information System (SIS) tracks enrollment, student demographics, transcripts/records, and student discipline.
LIVE CHAT	CD uses live chat to directly communicate with all customer and stakeholder segments on D49.org. Conversations are tagged and used to identify areas of customer service gaps on D49.org and elsewhere in the organization. "Tickets" are created in Live Chat when COM isn't available or for conversations requiring more in depth response. Tickets are also tagged to identify customer service gaps.
SCHOOLVIEW/DATALAB	State-maintained online public databases that includes achievement, growth, demographic, workforce and financial performance data for all schools in Colorado. Provides access to comparative data.
SCHOOLGY LEARNING MANAGEMENT SYSTEM (LMS)	Online learning management platform for online courses for both students and staff. Tracks student progress and archives resources and online discussions.
SMARTSOURCE	Collects and tracks data related to health policies and practices across Colorado School Districts to assess and improve school health.
SPOT OBSERVATION FORMS	Used by the Individualized Education (IE) leaders to monitor instruction, evaluate staff and align professional development efforts in specialized programs.
TRELLO	Project management software that tracks workflow and is used primarily with IT and within and among Senior Leaders (SLs). Allows for project planning, prioritization, task management and completion, as well as facilitating clear communication and collaboration between IT staff and CCS.
WUNDERLIST	Tracks and communicates agendas, project lists and completion status from supervisor to designee.

through a learning phase of SCCI in SY2014-15, work with Hanover Research improved our overall survey and individual item design. We deployed this improved BRS to students, staff, parents and engaged community members as part of the systematic annual data collection cycle.

Figure 4.1a.1-4

 District Assessment Systems (DAS)	
Interim Measures (IM)	
AIMSWEB	Assessment progress monitoring (PM) system that tracks effectiveness of student interventions. Used for 90% of student special education population. Is nationally normed and is used to systematically monitor student progress in alignment with IEP goals
AMPLIFY DIBELS DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)NEXT, DIBELS DEEP, BURST	Assessment system and academic performance database that tracks student benchmark performance in reading and response to administered interventions
AMPLIFY BEACON	Assessment system and academic performance database that tracks student mastery of standards in English language arts (ELA) and math
ASPIRE	Assessment of Post-secondary workforce readiness administered at the high school to gauge mastery of English, math, reading, science and writing
FITNESSGRAM	Nationally normed measures of student fitness.
LEXIA	Literacy intervention and assessment providing ongoing measures of student progress
MYON	Documents vehicle mileage and fuel pumped by vehicle number. Digital library, real-time reporting and assessments, and embedded close reading tools. Tracks students' reading activity and growth at the student, class, building and district level. Provides actionable data on: number and type of books opened and read; time spent reading; completion of book quizzes; results of regular benchmark assessments; and a report that forecasts long-term reading growth
READING PLUS	Literacy intervention and assessment that collects multiple measures related to student literacy
TS GOLD	Multi-dimensional assessment of school readiness for preschool and kindergarten students
Summative Assessments (SA)	
ACCESS	State mandated English Proficiency Assessment for English Language Learners.
AMERICAN COLLEGE TEST (ACT)	Consists of four multiple-choice tests: English, mathematics, reading, and science. The ACT with writing includes the four multiple-choice tests and a writing test.
COLORADO MEASURES OF ACADEMIC SUCCESS (CMAS)	Colorado developed, state-mandated assessments in the areas of science and social studies. Science tests are administered to students in grades 5, 8, and 11. The Social Studies assessment is administered to a sample of students throughout Colorado.
COLORADO ALTERNATIVE ASSESSMENT (COALT)	Science and Social Studies assessment for Special education students for whom the general PARCC assessments is not appropriate.
DYNAMIC LEARNING MAPS (DLM)	USDA approved menu planning software that analyzes the nutritional components of recipes to maintain compliance with the Health Hunger Free Kids Act (HHFKA). ELA and Math assessment for Special education students for whom the general PARCC assessments is not appropriate.
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)	Colorado adopted state-mandated PARCC assessments in ELA and math for grades 3-9.

STUDENT PERFORMANCE REVIEW

The frequency of student assessment tracking varies depending on the type of assessment. Almost all interim measures (IMs) (**Figure 4.1a1-4**) are computer-based and results become available immediately after testing. Most operational systems have real-time reporting capability, so process-owners have up-to-date information. Report-outs to SLs and staff occur typically monthly or weekly.

Teachers and administrators use IMs such as DIBELS, Beacon, AimsWeb, Scholastic Math Inventory (SMI) Scholastic Reading Inventory (SRI) and Aspire, in addition to summative state/mandated assessments CMAS, PARCC and ACT to systematically identify performance relative to academic standards. Educators examine student performance data in comparison to other district schools/zones and state /national norms when available. By identifying areas of strength and concern across grade levels, zones, student demographic groups and the district proper, we provide targeted professional development aligned with the Teacher Quality Standards TQS (**Figure 5.2a.4-4**). ZLs, principals and department leaders monitor the effectiveness of instruction through ongoing evaluation and feedback cycles with teachers.

4.1a.2 Comparative Data

Leaders employ multiple data sets to effectively identify performance measures, monitor trends and drive operational decision-making. Previously, we compared our performance to the six districts nearest to us in proximity. In June 2015, we systematically evaluated the way we select and use key academic comparison data, and identified a need to better monitor our performance in context with districts with similar demographics/funding. Comparison districts are now systematically selected based on like-demographic population districts in our state based on key characteristics including: percentage of students receiving special education services, percentage ELLs, percentage of economically disadvantaged students and percentage of students classified as minorities. Our data team used the publicly available CDE DISH tool to select districts within 10 percentage points of our population percentages. The identified districts and D49 were rank-ordered on the variables as well as total student population, per-pupil funding and the total number of points earned on the district's performance framework (DPF). The average ranking of each district across the variables was compared to D49's and those numerically closest were identified as comparison districts. In addition, two top competitor districts, D11 and D20 were also selected based on choice enrollment movement across our shared district boundaries. We compare academic trend data annually with our comparison and competitor districts to help determine performance level targets.

While D49 has one of lowest per-pupil funding rates in the state, we elect to compare our financial health to the 20 largest districts in population, though it is understood that these districts are not comparable in terms of financial resources. Total local funding contribution is compared with identified area competitors, D20 and D11. Enrollment data is monitored daily for the first month of school, to appropriately plan for staffing and gauge budgetary implications. Lagging and leading indicators are used to project future trends in enrollment to make informed decisions based on data. We also track net

population change through IC. This helps us predict changes in total student count. Our competitors, D11 and D20, typically start the SY two weeks later than D49. We keep this in perspective knowing that we have some new families that may not be aware of our early start date. We also monitor net population and decline of our competitors.

The OO uses data provided by SchoolDude to identify the top 20 (of 6,000) performing organizations as comparisons, tracking operational effectiveness and efficiency. Nutrition Services (NS) compares operational efficiency with the top 20 performing of 181 total programs statewide.

Comparative data results are shared during BOE, ELT, SLT, ZL, principal and DAAC meetings. Comparative data and information is also shared with all key market segments through an annual report notification detailing the demographic, achievement data and financial stability data available on the CDE DISH. Our BOE annually reviews our performance results compared to our competitor and comparison districts to drive strategic planning.

4.1a.3 Student and Other Customer Data

A variety of data are selected, collected, and used to build a more student-focused culture and to support operational decision making in D49. A CC Survey is administered to all students and parents of young students annually to measure perception of safety within schools. Results of this survey identify trends at the district/zone/school levels. BRS is administered annually to students, parents, alumni, community members and staff to gauge satisfaction related to each of our strategic priorities. Safe-to-tell reports are collected and aggregated by the Director of Safety and Security. In SY2014-15, safe-to-tell data reporting was refined to include demographics including gender, race, school, grade-level. All school counselors are trained annually on mandatory Colorado reporting requirements. All reports to notify the Department of Health Services (DHS) are coordinated through school principals and copies sent to the IE office for auditing and compliance purposes. Also in SY2014-15, action plans to improve student-focused culture were incorporated into the Unified Improvement Plan (UIP) to support integration of processes. D49.org, LiveChat and district social media are used to track student and parent complaints on operational effectiveness daily.

4.1a.4 Measurement Agility

Innovation and agility are key attributes of our organizational structure, which ensure our performance management systems can respond and adjust rapidly to internal and external change. The CEO, CBO, and COO each has oversight and expertise in the data management systems (DMS) specific to the areas they lead. In contrast to traditional school districts led by a superintendent, our model minimizes disruptions caused by internal and external change. In addition, each ZL has autonomy to make decisions regarding performance measurement, including the use of student assessment tools, workforce satisfaction surveys, student and parent engagement and satisfaction measurement systems aligned with district strategic priorities. Because of this systematic, distributed leadership and braided autonomy approach, internal and external change impacts are minimized.

The SLT is strategic in efforts to serve on impactful committees at the state and national level related to compliance

and regulation in the field, so that we may anticipate and adapt quickly to new mandates, and inform policy and legislation that may impact our performance. SLs also lead and attend director meetings with regional and statewide representation to ensure that we are knowledgeable about and can anticipate changing trends, regulations and statutory requirements.

D49 has designed a detail-level accounting system to provide for rapid adaptation and response to change. Financial reporting is designed as a reference tool rather than a cover-to-cover read, so that all stakeholders have access to specific zone and school financial information and can consider financial implications quickly. In SY14-15 BO SLs systematically evaluated the detailed accounting of personnel costs with each zone/school. By deploying each phase of SCCI, it was determined that opportunities and risks in personnel costs could be attended to in a shorter time frame. To support organizational change and improvement, a greater emphasis was put into reviewing and analyzing Applitrack data to update zone/school staffing models and budgets. This innovation helped better identify opportunity for funds to be reallocated to better address needs.


4.1b Performance Analysis and Review

Launching every student to success is the key performance priority of D49. To accomplish this, our BOE, the entire workforce, students, parents, and key stakeholders engage in continuous monitoring of our performance, ongoing analysis, adjustment and improvement. The UIP is our key student learning performance and accountability tool, serving as a document to drive data collection and analysis, action planning, benchmarking implementation, reviewing interim measures and reporting annual key performance targets. The UIP is reviewed quarterly by the BOE. State mandated assessment results are annually reviewed, analyzed and assessed in contrast with our comparison and competitor districts. Validity of these performance results is checked against interim assessment results administered internally. The BOE annually reviews and updates the strategic plan and reviews performance progress through analysis of performance results on strategic priorities. The Data and Assessment Team supports other departments across the organization, zones and schools with analyzing data and reports on student performance. These activities are designed to examine the relationship of student academic performance, demographic variables, and impact of participation in specific programs as well as looking at performance in contrast to our comparison and competitor districts.


4.1c Performance Improvement

4.1c.1 Best Practices

Human contact is our key strategy for sharing best-practices across the organization. Resident experts (REs) serve as key consultants within the specific areas they lead. For example, our Data and Assessment Analyst is the RE that supports departments, schools and zones with data presentation, analysis and interpretation. The Executive Director of LS is the RE for professional learning, school-improvement planning, and teacher evaluation practices, while the Coordinator of ELD supports educators with implementing teaching strategies to support ELLs. Each SL serves as a designated RE to model, share resources, and communicate best practices across departments, schools and zones. Figure 4.1b.1 identifies how

 Figure 4.1b.1 BOE Review of Organizational Performance & Capabilities	
	Performance and Capabilities (Purpose, Data Review, Analysis, Assessment and Key Contributors)
Monthly	Education Office Report Provided by CEO; provides data on strategic objectives, accomplishment of actions plans, innovations and outcomes. Budget Reports Provided by CBO; provides data on financial health, including detailed accounting report by department, zone and school. Operations Office Reports Provided by COO; provides data on operational efficiency, effectiveness and strategic outcomes and comparison data.
Quarterly	Unified Improvement Plans (UIP) Provided by CEO to provide organizational and comparison data on student academic achievement, progress toward implementing identified action steps, and interim measure results.
Annually	Strategic Plan Performance reviewed with COs on progress and accomplishment of key measures aligned with strategic objectives reviewed, renewed and adjusted including review of organization and reporting structures. District Accountability Advisory Committee (DAAC) Report Provided by DAAC to include parent satisfaction aligned with five strategic priorities and accomplished accountability initiatives and recommendations for improvement Accreditation Ratings State-generated data reports provided by CEO to review, validate and assess academic performance, safety and financial health of schools and in contrast with comparison and competitor districts. State Assessment Results Provided by CEO to review, analyze, validate and compare performance on CMAS, PARRC, ACT and DIBELS and results in contrast to comparison districts when available. Big Rocks Survey (BRS) Administered to students, parents, staff, alumni and key-stakeholders to gauge satisfaction in five key-strategic priority areas.
3 Year	Innovation Plans Provided by Chief Officers / ZLs to review performance data and impact of approved innovation strategies on student achievement, customer and key-stakeholder satisfaction and organizational effectiveness and efficiency.

high performance is identified and shared across the organization.

In SY2013-14, a learn phase our SCCI  was deployed and a need was identified to incorporate other EO plans into the UIP to improve sharing of best practices across schools and zones. Thus, we chose to begin to integrate School Health Improvement Plans (SHIPs) into the UIP. During a Whole School, Whole Community, Whole Child committee meeting (WSCC) during the 14-15 SY, SCHS shared their data on success with implementing a school-wide health fair for students, families and staff. This year the event is being expanded to include the other four schools in the zone. Best practices are identified for sharing by examining positive results within individual departments, zones and schools. When positive trends, and bright-spots are identified, SLs and REs examine the root causes of the positive effects and share across the organization in monthly meetings as illustrated in (Figure 4.1b.1).

4.1c.2 Future Performance

Key statistical drivers from the best available data-management resources (Figures 4.1a.1-1 to – 4.1a.1-3) are used to project performance. Future academic performance is projected as part of the UIP. We set, monitor and evaluate progress towards attainment of academic targets within the UIP by deploying SCCI. One and two year targets are set annually, considering cohort student data which is tracked within our assessment DAS to more accurately predict and plan for future performance outcomes. In addition to considering cohort performance, we also consider anticipated changes in student population to project future performance. In SY13-14 we acquired GOAL, the state's largest online high school. GOAL is also a designated Alternative Education Campus (AEC) serving a population of 95% or more high-risk students. With this addition to our portfolio, we projected our state assessment scores as well as our district accreditation rating to be negatively impacted. Additional factors considered in projecting academic performance outcomes include; 1) interim assessment results (Figure 4.1a.1-4) 2) school-site visits and instructional rounds and data walks 3) known changes to levels of rigor in state mandated assessments 4) student growth and significant population / demographic changes 5) anticipated impacts of programmatic changes such as implementation dips and spikes 6) staff turnover and changes in placement 7) financial stability.

To improve our ability to project student achievement as measured by PARRC, we systematically evaluated the alignment of our DAS in SY2013-14. In SY2014-15, several new IMs were examined to determine which would improve our ability to measure mastery of standards throughout the year. Through this systematic evaluation, we determined the need for more closely aligned IMs and adopted myOn, Aspire and Beacon as additions to our DAS.

Student count data, roll forward counts, and demographic data along with principal expertise and anecdotal data, are used to project future enrollment projections. Established hardware lifecycle management enables the district to effectively predict the future performance of hardware and budget appropriately for upgrades/replacements/additions. BO projections largely rely on the detailed accounting analysis of each department, zone and school. Monthly budget analysis helps predict help future expenditures and potential cost increases for recurring service contracts, energy consumption and salary changes.

4.1c.3 Continuous Improvement and Innovation

Figure 4.1b.1 illustrates how we use findings from performance reviews at the BOE and SL levels of the organization to develop priorities for continuous improvement and opportunities for innovation. The BOE, CEO, CBO, COO and SLs utilize SCCI to determine progress toward improving key performance measures aligned with the BR strategic priorities, accomplishing identified strategic initiatives, and evaluating effectiveness of innovations. Priorities and opportunities are then deployed through all staff communication including BOE meeting summaries, electronic newsletters, the district website and leadership meetings.

In the spring of 2014, the BOE reviewed with the CEO results from the spring state reading assessment. The BOE and CEO determined a priority need to improve reading test results in grades K-3. Primary Literacy (PL) performance improvement updates have since been standing agenda items during BOE and

EO meetings. This direction provided focus for zones/schools which included site visits to six top performing elementary schools regionally, PD offerings for teachers and principals aimed to increase knowledge of instruction in literacy, initiation of a Literacy Excellence (LEx) program at OES to support students with dyslexia and implementation of intersession READ Camps for struggling students. In SY14-15, MRES implemented a new Core Knowledge Language Arts Curriculum (CKLA) to improve reading scores. After systematically evaluating and comparing results in reading achievement of MRES with other schools, six additional schools in three zones are now implementing CKLA as a core-reading program to improve results.

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Monthly meetings between the ITSs and CCS allows for identification of overall responsiveness to staff needs (IT ticket times), system performance/limitations (network uptime) and identification of issue trends. This information is then used to evaluate the performance of our contracted IT service provider CCS, the allotted staffing patterns, the need for the expansion/improvement of network capacity, and the need to target remediation in areas that are deficient or below expected service levels. After needs have been identified, project plans can be developed and entered into Trello or corrective actions taken to fix identified issues.

4.2 KNOWLEDGE MANAGEMENT, INFORMATION AND INFORMATION TECHNOLOGY

D49's goal of launching each and every student towards success hinges on how well we manage and grow our knowledge assets. Utilizing a combination of knowledge management practices and tools, D49 is able to effectively support all stakeholders with the organizational information needed to be successful. The efforts in this area also help promote our drive to be the best district to learn, work and lead.

4.2a Organizational Knowledge

4.2a.1 Knowledge Management

D49 leverages staff talent/experience, communication tools and technology, in both formal and informal process to manage organizational knowledge. The district recognizes that one of its greatest assets is its staff. To this end, REs, mentors, and train the trainer (TtT) models are critical. Upon hire, a mentor is assigned to support with onboarding each new teacher to the

profession and orient more experienced teachers new to D49 with the district's mission, vision and values. Mentors are also assigned to new administrators. Established mentor meetings and induction process formalizes these relationships and allow for sharing of experiences. TtT is commonly used when onboarding new products/processes. In the cases of the REs, Mentors and TtT, the transfer of information is direct person-to-person interaction. Published reports, documents and plans serve as formal knowledge collection and dissemination. Often, these are the products of working groups consisting of SLs and REs. As an example, the IT master plan (ITMP) serves all stakeholders by informing and clarifying a unified vision for the use of current technology. In addition, the ITMP describes the integrated vision on acquiring and deploying future technology. SLs from the EO, BO and OO collaborate in developing the ITMP and align and update it with the district's goals. Strategic criteria are used to ensure that technology decisions are cohesive, based on true functional needs and also consider the true cost of ownership. Within this document, the hierarchy of technology priorities that support the district's instructional vision is outlined.

Several key technological tools are used for knowledge management and transfer to our internal and external stakeholders. Our district web site was redesigned and launched in 2015. Hosted by Schoolwires and managed by our communications team, the new website is our digital front door and the primary tool that facilitates the transfer of knowledge and information for the district. The website acts as a repository for district information and a central hub that provides links to various digital online tools that service our students, staff, and the community as a whole.

Various online resources (e.g. Aha! Network, Schoology, AAS) also offer a repository for staff knowledge. The information in the electronic sources ranges from raw data, publically available resources, internal tools created for training purposes, and comprehensive professional courses delivered to staff electronically. D49 made the transition to Google Apps for Education (GAFE) beginning in SY2014-15. GAFE provides an integrated suite of digital tools that enable collaborative communication and the sharing of electronic resources and workspaces. Both staff and students were provisioned with Google email accounts used for communication and collaboration and are managed within the district's Google domain console. Each registered user is also provided the Google drive resource. Google drive offers real-time cloud based storage, sharing and editing of electronic documents between staff and students. In addition, GAFE also provides the Google Classroom resource where teachers can augment their learning knowledge management system.

Weekly meetings between district ITSs and CCS are held. During this time, the cloud based Trello tool that is used for task and project management, is referenced and key activities are reviewed. Information is discussed, analyzed and then transferred to the Trello board for monitoring and updating as tasks and/or projects are completed.

4.2a.2 Organizational Learning

In addition to our staff talent, REs, mentors and TtTs identified in **4.2a.1**, our SCCI model ensures that learning is embedded as part of all organizational processes. SCCI is deployed throughout the organization in all offices, at the zone

and school levels. The Learn phase of SCCI systematically supports embedded organizational learning through initial data collection, review and analysis, reporting, awareness building, identification of opportunities for improvement and innovation, while transformational learning takes place during the Lead phase of SCCI, as data is new learning is expanded, replicated and deployed across new schools, departments and zones. Examples of systematic structures that support learning include a three-day new teacher orientation and three all instructional staff professional development (PD) days prior to the start of each school year, scheduled PD days throughout the calendar year, and scheduled professional learning communities (PLCs) time in each school and zone weekly. In 2012, the Power Zone proposed an innovation to increase learning time for staff by revising the school-year calendar to include additional PD days. Since then, other schools and zones sought waivers to the BOE to increase PD embedded within the annual calendar. After systematic evaluation of increased learning due to increased PD, the BOE and CEO directed zones in SY2015-16 to collaborate to create a consistent calendar to support PD. The integration of Schoology LMS has been transformational to how we embed learning throughout the organization. In SY2013-14, the LS team identified a need to expand learning of staff by providing opportunities for online PD, resource sharing, collaboration and archiving. After review and analysis of several potential LMSs, Schoology was identified as the most aligned with our organizational learning needs. Schoology was then piloted on a trial basis from January 2014-June 2014 and implemented district-wide beginning July 2014. Currently, in SY2015-16 Schoology is now used to deploy training to all offices throughout the organization.

4.2b Data, Information and Information Technology

4.2b.1 Data and Information Quality

Decisions based on data can only be as good as the quality of the data itself. System Support Managers (SSM) are responsible for the data integrity of their systems, but often data verification is a shared task and built into on-going job responsibilities. When data issues are identified or additional required, D49 reaches out to contractors and external consultants for additional audits/supports. Also, as a public entity in receipt of government funds, D49 is subject to both state and federal audits, which are conducted regularly.

Assessment data is verified through a variety of processes, including a designated full-time employee (FTE), a data clerk, who ensures the quality of data collected and adherence to documentation and state regulations. Assessment data submitted to CDE undergoes a Student Biographical Data (SBD) process. In this process, file errors are identified by the state and the district has the ability to rectify them. Local assessment data (not subjected to SBD) that is stored in AAS is often screened before uploading. Data analysts review the file for valid data and valid student information, particularly student IDs. Data analysts also have access to the base assessment platforms to conduct ongoing quality assurance (QA). Because of the stringent regulations around data collection and maintenance for ELL and SPED units of the IE division and Title Programs unit of the LS division, these units also have designated data staff, to ensure that all required data and documentation is collected and accurate. The integrity of the financial data maintained by the BO is primarily ensured with

the transparency of reporting. As every office/department/zone/school maintains control of their daily expenditures they have the ability to look at expenses in real time. Additionally, there are staff that oversee specific financial regulations (e.g. grants, purchasing cards) who function as REs and ensure expenses/charges are done in accordance with governing state and federal laws.

A contracted private audit might be initiated in response to an identified issue or concern, or at the implementation phase of a new project/innovation. For instance in SY2013-14, there was some question as to whether we were systematically capturing reliable data on the admissions/eligibility criteria for students enrolling in our AEC program. Consequently, an external consultant was contracted, an audit was conducted, and findings from the audit were used to update processes including enrollment and acceptance documents to improve compliance and accuracy of data. In SY2014-15, an external audit of our GAFE configuration was initiated. The audit focused on four areas, operations and GAFE management, service and configuration settings, security and compliance, and adoption and usage. This audit will be our base line as we continue our services in the future. Our intention of the audit process is to use the data as a reflection of our implementation of GAFE.

4.2b.2 Data and Information Security

D49 takes a multi-level approach to protect the security of collected electronic data and ensure compliance with applicable law such as FERPA and HIPAA. The approach includes expectations placed on staff, overarching protections built into the district network and deployed district wide, and the management of individual systems/databases by SSMs. Additionally, D49 employs Fire King locking cabinets in secured locations to protect paper data and physical access to protected information.

Upon hire, each employee signs an Acceptable Use Agreement (AUA) which governs use of the district network and district devices and cautions against sharing passwords and accessing unauthorized information. All district-issued staff devices are password protected. Training is provided about policies and regulations that apply to the use of sensitive data.

Four hardware appliances are dedicated to network security, which operate in high available pairs (HA) for redundancy in the event of a hardware failure. The HA Fortinet is our unified threat management (UTM) solution for Windows based anti-virus and vulnerability scans, data leak prevention, endpoint control, intrusion prevention, traffic shaping, and Virtual Private Network (VPN) authentication. Our HA Lightspeed is our content filter and provides access to various content categories on the Internet based on user group and permission. A third tier of content filter can be applied via layer seven application control at the individual access points. This feature is used on all student networks.

Active Directory (AD) is used to grant access to the district network and email. Both active directory and GAFE are set to lockout after five failed access attempts. When this occurs, the user's account is immediately suspended and an ITS is notified via email. Resetting locked account passwords can only be performed by designated members of CCS and the ITSs. No passwords can be reset as the result of an email request for security purposes. Staff must provide two confidential verification sources of personal data for a reset to be initiated.

Temporary passwords must be changed by the end user. Also provided is a web-based two factor and password reset link for staff who have configured the service. Wireless guests who access the network are not allowed to communicate with other devices on the network. They are routed directly to the edge of the network for Internet access only and receive content filtering consistent with guest use. Our Organizational Units (OU) in GAFE mirror active directory; however, we separate staff from students and schools from the district to maintain the highest level of granularity when applying settings and policy. Administrator roles are set up to delegate specific administrative (admin.) privileges to either OUs or areas of the admin. console. When granted access, an admin. can perform actions only for the selected OU (including its sub- organizations) and its users. Google Apps Directory Sync (GADS) provisions users and groups automatically by connecting our user directory to our Google Apps domain. This allows us to create, update, disable and delete accounts all from our existing AD environment. These changes are automatically replicated in our Google Apps environment, saving time and streamlining account management.

Our SSMs control the access of their respective systems, independent of AD, which allows them to continually ensure the “need to know” staff have access to systems and to adjust the level of staff access as situations/staff needs change. While SSMs have the ongoing responsibility for managing area specific systems/databases, the decision to initially purchase or onboard a new program requires the involvement of ITSs, who evaluate the potential product on a variety of factors, to include security. In this manner we ensure all programs have built in security features. All cloud-based systems utilize secure socket layer (SSL) Authentication. The SSL protocol secures and authenticates the connection between the customer’s browser and the server ensuring all data transmitted is encrypted. Individual programs also have varying security features. For example, All Data Business System (DBS) servers reside inside a Payment Card Industry (PCI) compliant environment. The Payment Card Industry Data Security Standard (PCI DSS) is a set of requirements designed to ensure that data is maintained in a secure environment. PCI compliance requires periodic review of business practices, software, network, and data vulnerability. Data Business Systems is required to maintain the highest level of PCI compliance.

The security of printed or hard-copy data is also considered in terms of access, maintenance and destruction. While there has been a concerted effort to move away from the need for physical documents, some offices and operations still require the use of hard-copy, such as gathering survey data from parents who may not have internet access, and route books used to document special needs of students on assigned busses. The same “need to know” rule applies and only staff with a legitimate need to protected information have access to it. Secure documents are kept in lockable cabinets. Only staff members requiring access to a particular room or cabinet have an assigned key. For instance, SPED staff have no access to NS offices, just as NS staff don’t have access to SPED data. One notable exception to the locked cabinet rule, are the route books that are stored on busses during business hours and locked office outside of work hours. These books are maintained for

use in student health emergencies and by design, must be immediately accessible.

4.2b.3 Data and Information Availability

D49 works to ensure information availability to both external and internal stakeholders. Information is delivered in a variety of formats, determined by the intended audience, timeliness and security considerations of the individual data element.

As stated previously, D49.org is public and often the first step for prospective parents or students to receive more information about the district. The CD manages the district-wide portion of the website and monitors overall quality and formatting of all pages. Individual departments, zones and schools are responsible for maintaining pages within their subsections. High quality information is fed from the district section to individual sections on school websites. For example, a district level service, such as transportation or nutrition, is fed down to the school sites to best serve all customer segments. A student achievement summary is published annually on the website in a user-friendly format. The CD also manages district social media accounts including Facebook, Twitter, Google Plus and Pinterest. In the event of emergency, or district weather closure/delay, in addition to email notifications and flash-alerts, this information is immediately published to the website and social media platforms. District events, BOE meetings/documents and other district news is published through these different communication channels.

Another source of public data is information housed at the state level and maintained by CDE on their website. The publically accessible tools Schoolview, Data Lab, and DISH have data on all schools and districts in the state. This data encompasses student achievement, student demographics, staffing information, safety, financial performance and accreditation ratings. This data is reported to parents on an annual basis a few months after the close of the reporting year.

For more immediate operational data needs, much of our data is housed in cloud-based assessments that are kept current through real-time processes. Staff are granted access to these systems, based on identified need by the respective SSM. The majority of these programs have ready-built reports, customized visualizations and ad hoc analytic capabilities.

If needed data is not readily accessed through our online systems, or data is needed by an external partner, an individual is able to contact the SSM or RE to supply data in the area of specialty (**Figures 4.1a.1-1 to Figures 4.1a.1-3**). It is also important to note that all district performance information is available through the Colorado Open Records Act (CORA). Upon request, D49 is obligated to supply all data that is not personally identifiable. This includes demographics, workforce data, and achievement data.

4.2b.4 Hardware and Software Properties

D49 ensures that hardware and software systems are reliable, user-friendly, and secure through a combination of support from ITSs, and CCS. D49 employs an internal IT department made up of three FTE including two ITSs and one Instructional Technology Analyst (ITA). To improve teaching and student learning, one ITS focuses on integration of Macintosh OS systems. The second ITS primarily supports assessment software, student hardware and systems implementation. The ITA supports mobile device maintenance and management on MacBook, iPads, and Chromebooks. Additionally, our IT

Purchasing Specialist ensures that all purchased software and hardware are cost effective and meet district needs and requirements.

The issuance and return of staff hardware is overseen by CCS, who initialize and assign devices as well as maintain the inventory, clean and image all devices. Hardware, both that which is designated for staff use and that comprising the infrastructure, is purchased and maintained in accordance with stipulations outlined in the ITMP, which serves to promote cross-system/cross-device compatibility as well as device/system longevity. Technology is issued to staff on a three- year operational lease. This process solidifies our commitment to providing the most relevant and current technology to our teachers by aligning the total cost of ownership to a replacement cycle. After three years the district re-assigns teacher laptops to schools (for student use) and enters into a new lease for staff technology.

All licensed staff use MacBook Air or MacBook Pro laptops to support teaching and administrative work functions. These are separated from a network based authentication system to ensure reliability in the event of network failure. Students use a variety of devices including Apple Macintosh desktops and laptops, Apple iPads, Windows based desktop and laptop personal computers PCs, Chrome OS based Chromebooks and Chrome Bases, and Kindles. Applications are managed by the tools and staff of their respective department. Great care was taken to move the management of application deployment as close as possible to the personnel who benefit the most from it. For iPads in schools, a dedicated teacher has the ability to load and update applications for the students. Chromebooks can have extensions loaded from our Google dashboard for immediate deployment. Staff members are full administrators on their assigned laptops. We encourage them to explore and load applications they feel will benefit them professionally and share the outcomes with staff in PLCs and department meetings. We use JAMF software to monitor the health of all Apple machines. It monitors the health and statistics sending a report or taking action on machines that do not meet our reliability or security thresholds. Bandwidth is actively monitored for peak data usage. All network infrastructure is designed to carry the full amount of our bandwidth from internet service provider (ISP) to client. Our wide area network (WAN) is a 1GB ring owned and operated by Falcon Broadband with two paths back to the data center for redundancy. This contract has a service level agreement (SLA) of no more than 1% jitter or packet loss with a latency never to exceed 45 milliseconds (ms). Critical steps of the SCCI cycle for all aspects of IT are weekly operations meetings and monthly meetings with IT SLs to review project completion and contract performance. During these meetings performance issues are identified, new projects established, tasks assigned via Trello, and project completions reviewed.

4.2b.5 Emergency Availability

To mitigate the impacts of an emergency, our MITP has designated several fail-safes. Each school has its own server, thus isolating the effects of catastrophic events to single points of failure. The backup solution was replaced with a high compression rapid recovery solution from Dell and Vrange in October 2013. The solution allows for fully automated backup processes, rapid recovery, and enhanced backup reporting. These critical servers are backed up daily with the expectation

to restore individual files or entire servers in under an hour if needed. HA is configured across storage and hosts, allowing quick recovery if one system fails. Vrange backup software takes server images and stores them at FHS and VRHS on Dell DR4100 27TB backup arrays. Student data, to include individual assessment platforms and the student data warehouse is maintained by vendors, who have their own system of data backups and mirrored servers.

A service called Backupify backs up all Google data for users. This service ensures that user data in the Google domain can be recovered and restored. Backupify also allows movement of Google resources from an employee who has resigned their position and assigns it to the employee hired to replace them. This eliminates personnel hours spent looking for data from the previous custodian by making it available on the first day of work for the newly assigned staff. The data transfer includes all calendar invites, documents, recurring meetings, and email.

Our wireless network is auto-meshing, in the event one of the access points is not able to connect to the internet, it will connect to the nearest access point and continue providing service to all devices that are currently connected.

D49 utilizes an emergency IT response system for critical IT issues with a dedicated phone number available to district leadership. All district personnel have a distributed model of problem resolution. Mission critical systems that provide communication and learning services are hosted off site and have service level agreement (SLA) of 99.95% or higher with 24/7 monitoring and response. These services include all email, website, learning management, and student information systems.

5.0 WORKFORCE

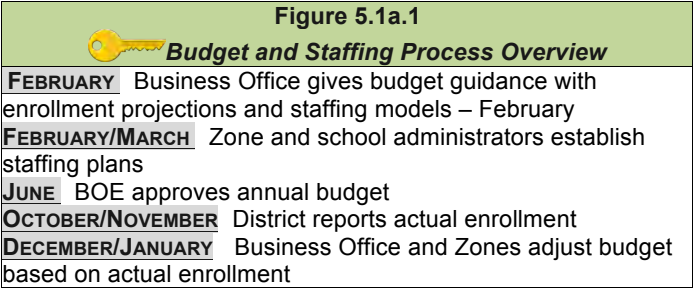
5.1 Workforce Environment

5.1a Workforce Capability and Capacity

5.1a1 Capability and Capacity

D49 recognizes that maintaining a talented workforce is essential to fulfilling our mission and achieving our strategic goals. Therefore, we systematically assesses our workforce capability and capacity needs on an annual basis through a collaborative process (Figure 5.1a.1) by which zone/school administration and district leadership review key factors including strategic goals and priorities; enrollment trends and projections; projected staff attrition; evolving or emerging instructional practices; and resource availability.

Because personnel costs comprise approximately 80% of our annual expenditures, the business office provides close coordination and oversight to ensure that staffing plans are aligned with the overall district budget goals and priorities. Zone and school leaders, though, have the primary responsibility to establish staffing plans based on their goals and priorities for the coming year.



School and zone initiatives drive workforce capability and capacity decisions. Enrollment is a key driver in determining workforce capacity needs. Therefore, we track enrollment closely and put significant resources into developing reliable student enrollment projections. Zone and building administrators rely heavily on enrollment projections for staffing models and for balancing student to teacher ratios.

Occasionally, district-level strategic priorities impact workforce capability and capacity decisions. For example, in 2014-15, the district established primary literacy as a strategic priority in response to disappointing reading results. Given the charge to reverse the trend, principals and ZLs chose an approach and implementation strategy. Leaders determined the knowledge, skills and abilities (KSA) staff would need to be successful. They adapted budgets to ensure funding was available to train school staff (capability) and add support (capacity) where needed to achieve primary literacy goals.

5.1a.2 New Workforce Members

D49 follows a clear recruiting and hiring process to systematically attract and employ high value candidates (**Figure 5.1a.2**). The Human Resources (HR) department partners with administrators to recruit and hire new staff members, and every school and department follows the standard hiring process. We use Applitrack, an application tracking system (ATS), to organize our hiring process steps, including personnel requisition, job posting, application screening, reference checking, job offer and orientation. HR prescreens applicants to determine basic employment eligibility. The hiring administrator facilitates the interview process, makes the final selection and submits a recommendation to hire to HR. HR extends every formal offer of employment in the district and prepares a hiring recommendation for BOE review and approval.

D49 recruits new workforce members via multiple, nationwide efforts, though the vast majority of candidates come from the local market. Local applicants find openings through word-of-mouth advertising or our district web site.

In 2013, we initiated efforts to ensure that our workforce more fully reflects the diverse ideas, cultures, and thinking of our student and other customer communities. HR is coordinating these efforts with our Director of Culture and Services to build an effective recruiting strategy. We now expand our recruiting outside of Colorado. To supplement that effort, we joined the American Association for Employment in Education (AAEE), an organization that helps connect school districts with colleges and universities. We are also working more intentionally with the local military community as a source for talent. To bolster that effort, we attend in-state and out-of-state job fairs to help reach new and different pools of talented teachers and administrators. The annual recruitment season typically begins at career fairs held in March, April and May.

For certain key leadership positions, we also advertise in professional publications such as Education Week and Diversity Recruitment Partners in Education or with associations such as the National Alliance of Black School Educators (NABSE) and the Colorado Association of School Executives (CASE).

5.1a.3 Work Accomplishment

D49 systematically organizes and manages our workforce through the annual budget and staffing process. During the

course of the year, we use ongoing budget reviews to refine how we manage the workforce. For example, when actual enrollment varies from projections, we alter our workforce plans to calibrate our capacity for serving students.

At the zone and school level, principals and ZLs organize and manage their respective workforces based on the strategies, initiatives and needs of the zone or school. Together they evaluate resource needs and organize their workforce. For example, when the Power Zone embarked on an innovation to pilot a Literacy Excellence (LEx) center at Odyssey Elementary School in 2014-15, the building and zone leadership deconstructed several existing positions and created two new *Literacy Interventionist* positions.

When the chief officers consider adding a centralized resource, it is either in response to an expressed need by zone leaders or in consultation with zone leaders. This collaboration ensures that centralized services only expand to solve an identified need and fit with the district's strategic priorities. For example, to ensure a successful launch of 49 Pathways, a key strategic priority, district and zone leaders committed budget resources to fund a concurrent enrollment initiative, immediately establishing capability and capacity to advance this priority. As a result, hundreds of D49 high school students are now taking college classes on our campuses and at local colleges.

We reinforce a focus on students and other customers by using our BR and CC to guide our conversations and decisions. Our approach to work accomplishment is an expression of our empowered autonomy model for shared performance in a decentralized system. It connects resources and efforts more closely to students and student learning. The result is a high degree of natural accountability for actions, decision and results.

5.1a.4 Workforce Change Management

D49 prepares our workforce for changing capability and capacity needs through planning and communication. The strategic planning and budgeting processes enable our leaders to anticipate changing workforce capability and capacity needs. Most change initiatives originate and mature in the zones and schools through staff who are most affected by the changes. Therefore, we rely on building principals and department/program leaders to engage their teams in change initiatives that prepare the workforce for changing capability and capacity needs.

When capability and capacity needs change due to district level initiatives, district administrators invite zone and school voices into early planning conversations. For example, when the district embraced Colorado's new graduation guidelines, the CEO invited key stakeholders, many of whom would be directly impacted by the transition, to a summit to start the conversation. That collaboration produced a framework that the zones and schools used to build their plans. This approach to preparing the workforce has paved the way for successful program implementation.

When launching new programs, initiatives or functions, we often assign responsibilities to existing staff while we evaluate the viability or effectiveness of the new program. When vacancies occur, we evaluate the best use of the resources moving forward. This means we may backfill the position, modify the position, or completely retool the position. These

approaches help us prepare for and manage growth and avoid fluctuations that might otherwise lead to workforce reductions.

5.1.b Workforce Climate

D49 supports the workforce with board policies and regulations that ensure a healthy, secure and accessible workplace. For each major decision or initiative, we expect a justification for how the new approach will make D49 a better place to learn, or work, or lead—or all three.

5.1b.1 Workplace Environment

WORKPLACE HEALTH AND WELLNESS

We ensure workplace health for the workforce in part through Board policy ADF, School Wellness Policy. As part of policy ADF, D49 adopted the *Whole School, Whole Community, Whole Child* (WSCC) model, which is recommended by ASCD and the Centers for Disease Control and Prevention (CDC) as the framework for schools to follow for improving student learning and health. One component of the WSCC model is employee wellness. Our Health & Wellness Coordinator collaborates with our health insurance provider and local wellness vendors to design and deliver programs aimed at improving the health of the workforce.

District-wide employee wellness initiatives are often supplemented by additional offerings at individual schools. During the SY2014-15, offerings included an 8-week online pedometer physical activity challenge, a 6-week Fitbit challenge, a weight management class, a preventive screening and a health risk assessment campaign. We promote wellness offerings through district-wide emails, flyers, school leaders, orientations, and staff meetings.

The district established a Wellness Advisory Council (WAC) that is charged with maintaining the wellness policy and supporting employee wellness initiatives. In addition, each school has a team in place representing all components of the WSCC model including employee wellness. Schools include employee wellness in their School Health Improvement Plans (SHIPs) if this has been identified as an area for improvement by the WSCC team. SHIPs are submitted to the Health & Wellness Coordinator and presented to the Board of Education annually.

In April 2015, the district adopted the CDC's Worksite Health Scorecard, a tool designed to help employers assess whether they have implemented science-based health promotion and protection interventions in their worksites to prevent heart disease, stroke, and related health conditions such as hypertension, diabetes, and obesity. By using this scorecard annually, the district will identify trends and opportunities for improvement and compare our performance with national average worksite scores.

WORKPLACE SECURITY

Workplace security for our workforce is maintained through an effective and comprehensive safety and security program. The district's commitment to ensuring all stakeholders, including students and staff, have safe environments in which to learn, work and lead begins in BOE policy. We budget for and fund a centralized Safety and Security department, which provides leadership and oversight of all security matters in the district.

We ensure workplace security by closely managing building access. Building doors are locked at all times and visitor access to our schools is controlled via "buzz entry" monitoring

systems. HR issues every staff member an identification badge and building access fob. HR sets access privileges for all employees. Employees are required to display the staff ID badge at all times as per BOE policy.

We ensure workplace security by providing a school resource officer (SRO) in each of our three geographic zones. An SRO is assigned to each high school and serves each of the feeder elementary and middle schools. In addition, the secondary schools fund teams of dedicated security officers. D49's Director of Safety and Security (DSS) ensures security officers are trained to perform their duties effectively. In addition, D49 staff receive ongoing training on district and building procedures. This training is conducted through staff meetings, tabletop exercises and monthly drills.

We ensure workplace security for the workforce through our district-wide surveillance program. All buildings are equipped with a robust surveillance system. We also equip all front office and receptionist workstations with "panic" buttons for use by front office staff members in the event of an emergency.

Finally, we ensure workplace security by training employees and conducting drills. The DSS provides the following training to staff in topics such as CPR/ AED, standard response protocols (SRP's), crisis de-escalation (CPI), and threat assessment.

WORKPLACE ACCESSIBILITY

D49 ensures workplace accessibility by complying with laws and regulations concerning accommodation. In the hiring process, we use the job description to inform job applicants about essential job functions and accommodations. When job applicants or current employees need accommodation, we engage in the interactive process to determine effective accommodations. HR's oversight of the hiring and accommodation processes facilitate consistent accessibility across the district.

5.1b.2 Workforce Benefits and Policies

D49 supports our workforce via a portfolio of services, benefits and policies as illustrated in **Figure 5.1b.2**. We strive to keep our benefits affordable for all qualified staff groups and to compare favorably with our competitors in the area of benefits.

We annually benchmark our benefit plans with other school districts to ensure that we remain highly competitive in our regional market. We offer our benefits package to a very large portion of our workforce at rates that all school employee groups can use. We continue working with our health benefits provider to add more attractive and effective wellness benefits.

5.2 WORKFORCE ENGAGEMENT

5.2a Workforce Engagement and Performance

5.2a.1 Organizational Culture


D49 fosters a culture of open communication, high performance and employee engagement by empowering members of our workforce to help make us a better district to learn, work and lead. Feedback from staff in our 2014 BRS indicates we are cultivating a compelling culture. By large margins, staff said they plan to continue their career in D49 and that they would recommend D49 "as a great place to learn, work, and lead."

To foster a culture of open communication, we start by offering a welcoming environment. In the 2014 BRS, nearly 80% of staff members indicate agreement (either "agree" or

“strongly agree”) with the statement that the district has an open and welcoming culture (**Figure 7.3a.2**). We also foster open communication through each supervisor’s meaningful feedback to employees. In a 2014 survey, more than 70% of staff members indicated agreement (either “agree” or “strongly agree”) with the statement that their supervisor provides meaningful feedback to improve performance.

Finally, we foster open communication through our stakeholder grievance policy, which is a formal means of bringing concerns forward for resolution. Adopted in 2014, the stakeholder grievance policy was created to upgrade a previous ineffective staff grievance policy. The former grievance policy did not foster communication or resolution. Rather, it tended to be used to defame others and it often served to escalate conflict, rather than defuse tensions. Realizing the need for an improved grievance process, senior leaders proposed a new process that provides a process facilitator and clearer accountability for all

Figure 5.1b.2

 Workforce Support Benefits and Policies	
SERVICES	EAP, wellness programs
BENEFITS	Health, dental, vision, long term disability, life insurance, and supplemental insurance
POLICIES	BOE policies, employee handbook, school/department staff handbooks

parties. The grievance policy is designed to serve parents, community members and employees. Finally, it includes a feedback component that we will use to measure along the way and improve the process.

We foster and embrace a collaborative organizational culture characterized by an engaging workforce. Staff members are encouraged to be innovators and to contribute their talent and energy to making us the best district to learn, work and lead. For example, two fifth grade teachers at Springs Ranch Elementary School brought an innovation forward to their principal, zone leader, and ultimately the Board of Education, who approved the creation of Innovations Institute. This teacher-led “school” of choice for sixth graders at Horizon Middle School is a scientific, project based problem-solving program using the latest technology. Innovations Institute provides a small class size with intense instructional rigor, focusing on scientific and mathematical practices, while integrating real world writing and reading skills.

Figure 5.2a.4-1

In the past 18 months, workforce members at all levels have participated in Visual Innovation Process (VIP) sessions and on task teams to work on solving problems. Teams are designed to access the diverse ideas, cultures, and thinking of our workforce. As a result (**Figure 5.2a.1**), teams most often are comprised of employees representing a variety of schools or departments.

Figure 5.2a.1
PACE Teams Using VIP

GRADUATION GUIDELINES SUMMIT	School administrators, counselors, district leaders
ESP EVALUATION REDESIGN STORYBOARDING	ESP staff, supervisors, HR
TEACHER COMPENSATION TASK FORCE	Teachers
ZONE SUPERINTENDENT CANDIDATE INTERVIEW TEAMS	Teachers, ESP staff, administrators, volunteer parents, students, board members
INNOVATION PLAN UPDATES/REVISION (MULTIPLE SCHOOLS)	School staff

To foster an organizational culture that is characterized by high performance, we make it a point to praise and promote high performance. Prior to each BOE regular meeting, we take time to recognize individuals, groups and schools for their high performance, contributions and achievements. Fantastic 49 reinforces a culture of high performance by applauding bright spots. Fantastic 49 also ensures that our organizational culture benefits from the diverse ideas, cultures, and thinking of our workforce. These highlights are shared with key stakeholder groups through a targeted Bronto email campaign, customized for key stakeholder segments by the communications department.

Additionally, we foster workforce engagement in our culture by keeping resources, responsibility and accountability as close to the classroom as possible. Consequently, our school leaders are highly invested in the plans, goals and initiatives at the school level.

5.2a.2 Drivers of Engagement

To become the best District to Learn, Work and Lead, a systematic approach to collecting, analyzing and acting upon input from the workforce is deployed to determine the key drivers of workforce engagement. In 2014, a Teacher Compensation Task Force was developed to gain insight directly from teachers, our largest workforce segment on key drivers that would influence staff satisfaction and performance. The Teacher Compensation Task Force’s main goal in 2014-2015 was to develop a fair and honorable compensation model that is affordable with available funds. Through surveys, we’ve added informal additional scheduled planning time to ensure that teachers are prepared for instruction and have time to collaborate with and learn from each other. We accomplish this through the deployment of Professional Learning Communities (PLCs) in each school and on the IE team (GT, SPED, and ELD). The BRS also provides annual insight from all segments of the workforce to determine employee commitment to our organization.

5.2a.3 Assessment of Engagement

D49 assesses workforce engagement through our annual BRS. In addition to this district-wide survey, schools and departments administer surveys that provide insights into employee engagement and satisfaction. In these cases, the zone, school or department leadership determines the key drivers of

engagement and designs survey instruments to assess workforce member engagement. Additional methods used to determine workforce engagement include daily absenteeism rates, retention data and grievance data.


In 2014, D49 received a grant from the CDE to support with deeper analysis of teacher effectiveness data. Through this grant, a consultant was hired to support principals with analyzing the achievement of each educator within their building aligned with the Teacher Quality Standards (TQS). ZLs, and principals meet as an Educator Effectiveness Network Monthly to discuss teacher quality data, develop strategic develop plans and share improvement strategies across the organization related to increasing teacher effectiveness. To assess how D49 supports the on-going and continuous professional growth of our workforce, the Aha! Network provides an electronic survey to evaluate the effectiveness of each professional development course taken.

5.2a.4 Performance Management

D49 49's performance management system fosters high performance and workforce engagement. We systematically evaluate the performance of our workforce members to support high performance and workforce engagement. At its essence, our performance management system motivates adults to learn, work, and lead at ever-increasing levels.

D49 has a longstanding commitment to providing staff with performance feedback. Board policy requires that administrators and supervisors provide written evaluations for staff on an annual basis. Over the past three years, we have initiated revisions to improve evaluation systems for every workforce segment (**Figure 5.2a.4-1**).

BOE policy CBI also provides for an annual evaluation of the chief officers. As D49 evolved and adopted the innovation model, the legacy evaluation process designed for the superintendent model proved ineffective for evaluating chief officers. The former model lacked essential elements of effective evaluation and its associated timeline did not allow for an alignment with outcomes/results. Recognizing this, the BOE and chief officers began work in 2013 to build a better evaluation system, which we implemented in 2014. The new system, summarized in **Figure 5.2a.4-2** is vastly improved in several ways.

 Figure 5.2a.4-2 Chief Officer Evaluation System Improvements	
SY 2014-2015	SY 2014-2015
EVALUATION CRITERIA: Broad, subjective criteria. Limited quantitative measure	EVALUATION CRITERIA: Performance domains aligned with CDE quality standards
PERFORMANCE PLANNING: BOE and chief did not set goals or discuss performance targets	PERFORMANCE PLANNING: BOE and chief agree on performance targets
360/MULTI-RATER INPUT: Did not include a 360 component	360/MULTI-RATER INPUT: Includes 360° multi-rater feedback
BOE PARTICIPATION: Some BOE members participated	BOE PARTICIPATION: BOE members assign ratings and provide evaluative comments
TIMING: Evaluation was due by June 30	TIMING: Evaluation follows natural business, education, and operations cycles

The collaborative process of establishing quantitative performance targets ensures the work of the chief and the evaluation focuses on strategic priorities. The performance

domains align with CDE's quality standards (**Figure 5.2a.4-3**). A multi-rater feedback element adds an important qualitative perspective to the process that the BOE and chief might not otherwise hear. Finally, we aligned the timeline with the business and results cycle for each chief.

Figure 5.2a.4-3 Principal Quality Standards	
Strategic Leadership	Managerial Leadership
Instructional Leadership	Human Resource Leadership
Cultural and Equity Leadership	Performance and Growth
External Development Leadership	

We have expected principals to provide written annual evaluations of teaching and support staff for many years. In 2010, the Colorado General Assembly passed the *Educator Effectiveness Act*, (SB 10-191) changing evaluations for all public school educators. Aimed in part at creating more comparability in teacher evaluation across Colorado's public schools, the bill requires local school boards to implement an approved, licensed personnel evaluation system to link teacher effectiveness with measures of student academic growth. CDE developed a State Model Evaluation System aligned with the new, more rigorous teacher quality standards (TQS) (**Figure 5.2a.4-4**).

Figure 5.2a.4-4 Teacher Quality Standards
TQS1 Teachers demonstrate mastery of and pedagogical expertise in the content they teach.
TQS2 Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students
TQS3 Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.
TQS4 Teachers reflect on their practice.
TQS5 Teachers demonstrate leadership.
TQS6 Teachers take responsibility for student academic growth.

The state required districts to adopt the SMES (or develop an alternative system aligned with the TQS) and begin using the new system in SY2013-14. Principal evaluations blend the effectiveness of a school's teachers along with the principal quality standards.

Consistent with our model of local autonomy, each zone determined whether to implement the SMES or to use an alternative. As a result, we currently use two different systems to for licensed personnel evaluation and expect to add a third system in SY2015-16.


At the start of SY2014-15, we initiated an improvement project to rebuild the evaluation system for ESP. HR solicited feedback from numerous evaluators about the deficiencies of the system the district had been using for several years. Recognizing the validity of the feedback, HR set out to build a better evaluation system. We hosted two storyboarding sessions to gain feedback in a more formal way and from a broader group of stakeholders, including ESP workforce members. This feedback provided a framework for a new evaluation tool, which we developed and implemented across the district in the spring of 2015.

5.2.b Workforce and Leader Development

5.2b.1 Learning and Development System

Our learning and development system systematically supports the development of our workforce. We strive to align PD with the district's mission and strategic priorities and zone/school initiatives. At the same time, we have learned that

school leaders are in the best position to determine PD to support building priority initiatives. Therefore, we employ a shared approach to learning and development system in which the district and zone/school sponsor PD and training.

Learning for D49 workforce members begins in new hire onboarding process during which HR meets with all new workforce members to orient them to D49. We follow this up with training tailored to the position for which a person is hired. To ensure our newly hired teachers start strong, we invest three full days in our New Teacher Orientation (NTO). One day is coordinated at district level and addresses ethics and professionalism and introduces new teachers to our cultural compass , big rocks and strategic priorities. Zone leaders then devote two days to NTO to further introduce them to the zone/school and prepare them to serve students in the zone.

Our operational and support departments provide job-specific training to new hires. We use the performance evaluation system to determine PD needs of the individual and thereby support personal development of our workforce members. The rubric in our teacher evaluation system ensures that performance and development conversations are focused on the organization's needs. Leaders then tailor PD for individuals in accordance with performance evaluation results and school priority initiatives. D49's Learning Services (LS) supports zone/school PD efforts by offering tools, expertise and resources that will benefit broader groups.

Our approach to providing relevant and effective PD is built around our Best District BR and is summarized in **Figure 5.2b.1**. In the learning phase, we perform needs analysis to identify the skills or professional practice the PD will address. In the working phase, we build and deliver the PD. We lead by applying the learning and improving our practice or performance.

Our learning and development system systematically supports the needs of our organization. The Unified Improvement Planning (UIP) Process ensures that training is relevant to the root causes identified at the district and school-levels related to student learning. For example, in August of 2014, we identified that 27% of third grade students were not reading at grade level as measured by our mandated state assessment. The CEO and BOE established a strategic imperative, aligned with launching every student toward success, focused on primary literacy. During SY2014-15, we strategically provided training to principals and teachers on the components of early literacy instruction including site visits to schools outside of our district, including competitor districts that consistently outperform D49.

We have designed our learning management system to support both the needs of the organization and the development of our workforce. During SY2013-14, we gathered input from senior leaders and lead mentors to gain insight in how we could systematically improve our learning and development system for teachers and administrators. We developed the Aha! Network, which provides our licensed staff with access to various websites, resources, and tools to improve student learning. Examples include videos of exemplar teaching, a variety of courses taught face-to face, blended and online to support the various needs of teachers.

To increase our capacity to support teachers through the evaluation process, we sought and received a grant in 2015. We

are using these grant funds to provide PD to evaluators. This is simultaneously supporting the organization's need to effectively evaluate teachers and supporting the personal development of our leaders.



D49 supports the personal development of our workforce members through wellness programming and opportunities that support physical, mental and emotional health (**Figure 5.2b.1-2**).

Figure 5.2b.1-2
Wellness Programming

Coordinated School Health 101	Laughaceuticals
Brain-Based Learning	SPARK K-2 PE Training
Think Like A Thin Person	Best Practices in K-12 PE
USTA (United States Tennis Association) Tennis in Schools	
Healthier US Schools: Smarter Lunchrooms Awards Training	
Mindfulness Based Stress Reduction For Educators	

5.2b.2 Learning and Development Effectiveness

We also evaluate the effectiveness and efficiency of our learning and development system by seeking input and wisdom from experts. For example, in 2014, LS engaged Scantron to conduct a thorough external review of our teacher induction program. We implemented findings from the report to improve our teacher induction program for SY2014-15. In another example, HR asked Hanover Research to develop a survey tool to help assess the new hire and onboarding experience. We implemented the new survey during SY2014-15 and will use it annually to help improve the new hire experience.

We use participant feedback to evaluate the effectiveness and efficiency of our learning and development. Following every training session, we ask participants to complete a survey to provide an evaluation of the training. For example, we learned that NTO participants prefer to have choices for breakout sessions. In response to their feedback, we improved NTO by adding breakout choices this year. We will use this experience to as a model for using feedback to design and implement improvements across D49.

We systematically review the interim and long-term results impacted by the learning provided. For example, we provided PD to support the district-wide primary literacy initiative. We are now monitoring student scores (results) and evaluating the correlation between the PD and student scores.

5.2b.3 Career Progression

We manage career progression primarily through the direct relationship between the supervisor and the employee. As such, management of career progression is decentralized and takes place in the zone, school or department. Across the district, leaders encourage people to explore new responsibilities. For example, teachers often have the opportunity to serve in dean or lead teacher roles in their schools. This benefits the school by adding leadership capacity and it benefits the teacher by supporting career progression.

We also manage career progression through the evaluation process. Professional development plans are embedded in licensed personnel evaluation systems. This provides an opportunity for the supervisor and the teacher to talk about career aspirations and identify steps to move toward career goals.

The district provides some resources to support the work of the zones. For example, the district has established partnerships with various universities. This supports career progression by offering discounted tuition and scholarship opportunities to our workforce. Our principal induction program provides a foundation for aspiring principals; it helps the district achieve some consistency in and supports the career progression of the individual.

Under our current practice, the chief officers and other SLs discuss potential vacancies and identify high potential leaders. At the zone level, there is no consistent practice of succession planning, but there are some exemplars that support specific zone strategies. For example, in the Sand Creek zone, the ZL expects all AP's to become effective instructional leaders. The ZL fosters this by requiring that AP's perform numerous classroom observations and participate in intensive learning teams. The ZL provides the AP's with opportunities to develop and deliver zone-wide PD. Additionally, the ZL meets with zone's AP team regularly throughout the year to help prepare them for the principal role.

In our next phase of development as an organization, we have targeted the practice of systematic succession planning as an opportunity for improvement. We will identify functions and positions where we lack depth or possible successors.

6.0 OPERATIONS

6.1 Work Processes

In District 49, key work processes are organized around our three offices. Business processes ensure efficient and agile management of our district assets and financial resources. Education processes ensure that we deliver optimal learning experiences for all students across a wide range of School and program types. Operational processes provide safe and secure facilities along with reliable services maintain and sustain valuable assets. Since we are a school district, our students and other customers expect educators to deliver most of their value-added experiences. However, all customers require the efficient, agile, safe, and sustaining supports that make education possible. While education services may be more customer-facing, we consider all three offices to be key work centers.


6.1a Program, Service, and Process Design

6.1a.1 Program, Service, and Process Requirements

Because they operate in differing regulatory environments with distinct customer expectations, the three offices emphasize distinct and complementary work processes (**Figure 6.1a.1**).

The ultimate goal of every work process is fulfilling our mission to launch students to success.

Figure 6.1a.1

 **Key Work Processes and Requirements by Office**

	Work Processes	Requirements
Business	<ul style="list-style-type: none"> Budgeting Planning Accounting Payroll Purchasing 	<ul style="list-style-type: none"> Insight/Foresight Efficiency Accuracy Transparency
Education	<ul style="list-style-type: none"> Programming Instruction Assessment Support 	<ul style="list-style-type: none"> Personalized Flexible Accessible Effective Competitive
Operations	<ul style="list-style-type: none"> Facilities Grounds Security Transportation Nutrition 	<ul style="list-style-type: none"> Safe and Secure Welcoming Aesthetically Pleasing Hospitable Sustainable

BUSINESS OFFICE

The business office is a team of REs who serve the district by forecasting, budgeting, accounting, and reporting on the district's fiscal activity. The complementary work processes of budgeting and planning include forecasting future revenue and expense conditions and then creating a financial plan (budget) that guides decision-makers. Because SLs depend on budgets to determine program offerings, the key requirements are insight about in-process budgets and foresight about future budgets. From the board through SLs all the way to the classroom teachers who serve students directly, we rely on the budgeting process for clarity and guidance.

A second complementary set of key business processes includes accounting, purchasing and payroll. Since these processes generate technical communications that must be precise and timely, the major requirements include accuracy and transparency. While students may not be aware of the importance of these business services, they would feel deep impacts if learning was disrupted by a missed payroll submission, lost grant funding or wasteful spending. Business processes function more in the background, but no other district function is possible if the business office doesn't meet requirements and expectations.

EDUCATION OFFICE

The education office brings together administrators, educators, and support staff who represent the expected faces of public education. Customers may not interact with accountants or mechanics, but they understand the roles of teachers, principals, and front office staff. Because of that familiarity, students and other customers express their expectations and requirements with great intensity.

The first key work process in education is programming. Determining the preferences of students (and their parents) informs the kinds of programs and schools the district should operate. Determining the developmental needs of the students informs the specific curricular materials and services the district should provide. Attending to the needs and requirements of the

future (whether learning, employment, service or a blend) also clarifies the expectations of our community customers.

Together, the combination of particular learning plans (curriculum) delivered in particular settings (school) aimed at specific life destinations (pathways) constitute the educational program. Programming the choices that students and parents require is the first key work process of the education office. At the classroom level, teachers don't focus on district-level programming, so this key work process becomes exclusively curricular in the cycle of teaching and learning (**Figure 2.1a.4**).

The second key work process is instruction. All of the careful selection and programming are wasted efforts without effective instruction. For younger students, the parents take a primary role in defining the expectations and requirements of teachers and other educators. As students grow older they transition through sharing expectations with parents till they finally act independently as educational consumers and decision-makers. By tracking which schools attract parent/student choice and which programs within those schools are in the most demand, the education office can quantify the expectations and requirements of students and their parents.

The third key work process for education is assessment. Teaching and learning are complex and abstract phenomena. Students, parents, and teachers depend on assessments to give some concrete measure of whether or not instruction in a specific program is effective. The key requirements for assessment are clarity and efficiency. We have seen tremendous resistance from students and parents to inefficient (time-consuming) assessments if they are perceived as too disruptive. Students, parents and teachers also expect assessments to deliver accurate and timely feedback about student progress.

The final key work process in education is support. Academic support can include interventions for students who are not meeting standards as well as enrichment opportunities who need more rigorous challenges. Support includes interventions, accommodations, advanced opportunities and assistance in competing for selective scholarships, college admissions, and other competitive programs.

OPERATIONS OFFICE

The Operations Office hosts support services that make the district welcoming and hospitable. Those services orient around buildings and grounds, security, transportation and nutrition

When students, parents, or citizens are guests in our district, they expect (and regulations require) that the facilities are safe and sustainable. We expect our schools to be clean and in good repair—free from unsafe physical conditions and secure from potential threats in the community. When the buildings they support are safe, welcoming and aesthetically pleasing, the teams that manage our facilities and grounds are collaborating with our safety and security teams to execute key work processes #1 and #2, managing safe and secure facilities and grounds.

If students use transportation services to get to and from school or to participate in co-curricular activities, then they are depending on the operations team to provide safe and reliable vehicles operated by trained drivers. Students, along with

teachers, coaches, and other program planners, depend on busses to be timely and reliable. They expect drivers to be competent and courteous.

Finally, should a student or guest have a meal at one of our schools, they will certainly expect food that is well-prepared, nutritious, and appealing. Providing food service that can meet those requirements—at the scale of a large-district nutrition department—is the final key work process of the operations office.

6.1a.2 Design Concepts

Although the three offices support divergent key work processes, that reflect intentional design. Just as our ELM model adds value by staffing three expert specialists in senior leadership roles, the structure of our offices is engineered to keep work units aligned to the particular requirements of their domain.

BUSINESS OFFICE

In the business office, data—especially quantitative data—is fundamental. Many of the work performance standards that apply to the business office are set by external conditions. For example, the federal government, state of Colorado and most of our service providers (banking, payroll, retirement systems, health insurance, etc.) do business with District 49 over internet-based data exchanges. In those environments, where information perfection is the standard, the business office uses technology to build error-recognition and cross-checking capacity. Although the technologies are adept at performing mass calculations, REs in the office must still program those systems, monitor their performance, and adjust them as modified requirements and reporting protocols come on line. A supporting work process in the business office is designed to recruit and employ experts who have both the technical savvy to keep technology on line and the interpersonal skills to translate highly technical calculations into terms that non-experts can use to make decisions. At its highest levels of performance, the business office is designed to promote agility and efficiency across the organization through informed decision-making.

EDUCATION OFFICE

Where the business office focuses on data, the education office centers on students. Schools are architecturally and programmatically designed to anticipate and meet the needs of learners across a wide range of abilities and as they grow from small, dependent kindergarten learners through young adulthood in high school. The constant question that drives decisions in the education office is, “What will our students need to be successful?” This means that the education office is designed with a future orientation and a growth mindset. Knowing that information access is a growing currency for personal success, our schools and programs incorporate technology to identify resources, deliver instruction, facilitate assessment, manage communications, and document progress. No aspect of the education office is outside the influence of technology systems. But the most important design consideration for our schools remains the personal connection between students and teachers. Although there are customers other than students and educators other than teachers, the student-teacher relationship is the heart

of education. That means that the education office must hire teachers who have the knowledge and disposition to stay engaged with children as they develop into mature and competent citizens. All of the hiring, evaluation, and compensation systems that populate the education office are designed to attract adults who excel at the business of developing people. They may not have the technical expertise of the business office, but teachers and other educators understand the individual needs of students and they are agile enough to adapt the cycle of teaching and learning for every child.

OPERATIONS OFFICE

If business focuses on data and education on students, then the operations office focuses on environments. From the classrooms they clean to the fields they maintain, the work of operations is to provide optimal settings for all district activity. Whether those settings roll along on four wheels through our transportation department or surround a serving line in one of our many cafeterias, the operations department is designed to make sure students and others are safe, nourished, supported, and able to focus on learning, working, and leading. The operations office is organized around the many regulatory and permitting regulations for safe and sustainable operations of buildings, grounds, vehicles, equipment, and service facilities. When operations reaches peak performance, those functions are utterly reliable, nearly invisible, and fully accessible to all our students and other customers.

6.1b Process Management

6.1b.1 Process Implementation

Across the three offices, we align to ongoing performance measures embedded in each work process as well as reflective measures that look back at patterns and trends. For example, the business office conducts a monthly review of all purchasing card transactions. That review is a check to ensure that P-card users have not incurred illegitimate tax, personal, or fraudulent charges. That review is part of a monthly cycle of oversight and reporting, so it constitutes an ongoing (in-process) performance measure. The business office monitors the number, accuracy, and quality of transactions across the organization. In addition, the purchasing group conducts reflective analysis to measure performance over a longer time span, examining how efficient we are at tracking expenses and processing payments; or what categories of spending are increasing, declining or stable over time. The business office applies dozens of such measures as a part of their normal work to provide precise and insightful fiscal stewardship to inform district decisions.

In the education office, teachers are constantly measuring student engagement and proficiency. When a teacher checks for understanding (informal, formative assessment), it is an in-process measure of the effectiveness of student learning. When the principal walks through the classroom to observe a teacher's use of formative assessment, it is an informal, in-process measure of teaching effectiveness. When those insights are formalized via a written assessment for students or a feedback report to teachers, they become more durable reflective measures that we track over time and aggregate into report cards, summative assessments and teacher evaluations.

OPERATIONS OFFICE

Just as the other offices measure work processes as they unfold, the operations department measures daily service levels such as the percentage of bus routes that are completed on time and without incident. We measure average energy consumption on daily, weekly, monthly and annual timelines to account for patterns of seasonal use and waste or efficiency. Mechanics track maintenance records, nutritionists track food costs, and building managers track safety and maintenance issues through a sophisticated system of work orders and KPI's reported through SchoolDude.

All of the offices work interdependently to increase awareness and decrease response time when any work process falls below expectations and impacts on teaching and learning. The combination of early awareness and rapid responses empower organizational agility to solve problems or seize opportunities as they emerge.

6.1b.2 Support Processes

In a sense, any process that doesn't create a direct interface with students is a support process. That means that much of the business and operations work along with many education processes are support processes. However, since we are a system of schools, "every process is a people process" so how we provide support is always crucial to performing our mission. Like the small town doctor⁵ in *Field of Dreams* who stopped treating illness and started treating patients, we don't maintain the grounds—we give children a place to play. We don't cook meals—we nourish minds and bodies.

For District 49, support processes include anything we do to create and sustain the conditions for excellent teaching and learning. Most key support processes are characterized by: 1) advance planning and 2) careful follow-through. For example, the forecasting and planning it takes to enroll a high school student in college courses takes almost six months of advising and anticipation. Then, formal course registration takes place nearly four months before classes start.


In nearly all cases, our key support processes such as professional development, enrolling students, maintaining facilities, etc. are necessary but not sufficient to deliver our mission.


6.1b.2 Program, Service, and Process Improvement

During the 2013-14 and 2014-15 school years, senior leaders began increasing their emphasis on improving performance across the organization. Emerging from years of flat academic performance, negative publicity and leadership turmoil, the BOE determined to prioritize their own learning while simultaneously raising expectations for executive performance of the three chief officers. One of the signal indicators of this renewed commitment was the board's unanimous attendance at a training session for new board members (referenced in section

⁵ "Moonlight" Archie Graham

1.1b.2). That action led the board to unify around performance improvement at the annual planning workshop in January 2014. Under the direction of the BOE, two chief officers along with two other members of the SLT attended the 2014 Baldrige Regional Conference in Minneapolis. In the Baldrige criteria, District 49 found an existing, validated framework that resonated with the district's ongoing efforts to refine processes and improve performance.

Concurrently with the new BOE and SLT learning, the board began adding performance updates as a standing item on monthly agendas. Each of the three chief officers began transitioning their monthly activity reports to monthly performance reports. To feed the monthly conversation about performance improvement, the board and SLT became hungry for data. As a logical next step, leaders adopted SchoolDude, Trello, and Tableau as tools to analyze, display, and manage performance data. In parallel, the communications department identified and provided training on systems to develop process tools such as LucidChart for flow charts and process maps. RES in the education office applied their expertise in complex assessment to develop a standards-based process improvement process called Process PACE . Because Pikes Peak is our local landmark and a metaphor for journeying upward, we adopted the acronym Performance Ascending to Continuous Excellence as a vision of how we want our culture of process to evolve.


 Figure 6.1b.2 Process PACE for Approach			
Level	Pace	Tools	Approach
Peak (Role Model)	Leading	Exemplary	<ul style="list-style-type: none"> Tested and validated systematic practices Responds to the overall requirements
Timberline (Mature)	Striding	Refined	<ul style="list-style-type: none"> Effective systematic practices Consistently responds to basic requirements
Foothills (Emergent)	Lagging	First Draft	<ul style="list-style-type: none"> Beginning systematic Responds to basic requirements
Flatland (Ad Hoc)	Dragging	No Tools	<ul style="list-style-type: none"> Not Systematic Anecdotal Info Undefined/ Preliminary

The key question associated with the Process PACE is:

“Is this process keeping PACE with our pursuit of Peak Performance?”

To help process leaders answer that question in a reflective and systematic way, we have developed rubrics for each of the four Baldrige criteria of Approach, Deployment, Learning and

Integration. Figure 6.1b.2 is a tool that leaders can use to assess approach for any process—including Process PACE itself.

To make sure conversations about this tool and process improvement  in general are systematic and cross disciplines, the SLT has begun a practice called the C.U.P.-of-the-Month club where two members of the SLT join over a beverage to have Conversations Upgrading Processes. Each month, two leaders meet to discuss one process each. Then, they use the rubric to assess the level of excellence displayed through the processes. Finally, the leaders summarize the conversation and use the Process PACE rubrics to give each process a current score and describe process OFIs that can move performance higher.

6.1c Innovation Management

For many years, District 49 has lived with resource constraints and challenges. As one of the lowest-funded districts in the state formula with equally sparse local contributions, we have coded innovation into our district DNA as a survival mechanism to cope with our challenging environment.

In our experience, desperation breeds innovation. Although we never act as desperados, we do embrace innovation as the starting point of every performance improvement. As figure P.2c illustrates, our SCCI always begins with a reflective look at district performance. Working from the “inside out” on our SCCI graphic, we learn about what needs to improve and which are the most promising options to drive needed improvement. Where there is not an appealing option anywhere in the industry, we follow the guidance of our cultural compass to treat our work with creativity and design a new process or program.

For D49, we have the advantage of operating in a state with a formal commitment to innovation. Although our competitor and comparison districts have the same opportunity to innovate, only D49 is designated as a “District of Innovation” by formal action of the State Board of Education. By following processes established in the *Innovation Schools Act* of 2008, we have been initiating large-scale, school-based, formal innovation processes since 2011. Although the state process treats the school as the unit of innovation, it has been our purpose and experience in District 49 to foster a spirit of innovation at all levels, from individual practices by students and adults, to macro-innovation about how the board hires, supervises, and coordinates the work of three chief officers in our ELM model.

As one anecdotal illustration of this spirit, the teachers and administrators at Evans International Elementary School (EIES) decided that mid-year results for primary literacy were not growing fast enough. So, over Christmas break in 2014, they devised a new schedule to incorporate a two-hour, universal, dedicated literacy block for all students at the start of the day. For an elementary to ask every students and teacher to focus on literacy at the same time is unprecedented and highly disruptive to other schedules—but it paid immediate dividends as EIES showed district-leading growth in primary literacy over the spring semester. With that initial success in place, EIES refined the innovation for 2015-2016 by splitting the universal literacy block into one block for primary grades (K-3) and a second

block for grades 5-6. This innovation to the innovation made more teachers available for intervention and support in each literacy block. Although their schedule adjustments did not require approval from the D49 or Colorado boards of education, they were in the same spirit of innovation unleashed by the enabling legislation.

6.2 Operational Effectiveness

6.2a Process Efficiency and Effectiveness

The overall costs of D49 are managed by: development and management of a detailed staffing plan to allocate staffing efficiently. Centralized bidding, state and national contract use and supplier selection processes reduce the overall cost of procurement. The district's web-cloud based work order system, integrated nutrition services point of sale and computerized bus routing software offer effective turn-around time while maintaining safety and efficiency for our staff and students.

D49 views this as cost effective, in that we allocate scarce resources in the most efficient manner to meet the needs of customers while controlling the overall cost of operations. Balancing the need for cost control with students' needs is achieved by our budget process and SPP.

6.2b Supply-Chain Management

Supply chain is managed by the identification of key requirements that are placed in contract of our key suppliers. These are evident in our user requirements. For example, on-time delivery and departure of students is a supply chain requirement placed in the contract of our transportation department. We set a goal for this and monitor the key performance indicators (KPI's) our monthly transportation directors meetings. The nutrition services supply chain is evaluated after a careful review of supplier KPI's. We also use a qualification-based selection matrix process to select strategic partners for specific projects. This includes an assessment of financial strength, customer references, experience with NYS school districts, and industry reputation. The district works to ensure that we partner with firms that are financially stable and can complete the work timely and as outlined in a competitive bid or contract in accordance with BOE purchasing policies. Feedback is provided through the use performance review project meetings, with improvement plans developed as necessary. Contractors failing to meet performance contracts will have their contracts terminated, if needed.

6.2c Safety and Emergency Preparedness

6.2c.1 Safety

The district has a DSC consisting of parents, fire officials, the SRO, insurance representatives, transportation, SL, and administrators. The DSC brings information to and from the building level committees. The DSC specifies procedures to implement in the event of a natural or man-made disaster and threats or acts of violence against students, the workforce, or district property. In a cycle of learning, emphasis has been placed on awareness and prevention for district safety. D49 uses the Safe2Tell model to provide young people a way to report any threatening behaviors or activities endangering themselves or

someone they know, in a way that keeps them safe and anonymous. Safe2Tell is a state-funded strategic initiative of the Colorado Department of Law, Office of the Attorney General. The District maintains a safety and compliance officer through the operational office to support, identify and ensure compliance with federal and state regulations as well as assist in providing a safe environment for students and staff. Visitor to school facilities access via "Buzz Entry" monitoring systems Staff utilize an HR provided badge and FOB for access. Staff are required to display Identification badge under NOE policy (GBM). D49 maintains a district wide surveillance camera program and uses "Panic" style buttons for front office staff members.

6.2c.2 Emergency Preparedness

Emergencies in school must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, as well as natural or man-made disasters. D49 has been NIMS complaint since 2007.

Our DSC is dedicated to crisis prevention and emergency preparedness. Each school developed a building-level Emergency Response Plan (ERP) in order to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the execution of the building-level plan with local and county resources in the event of such incidents or emergencies.

The SRO performs both tabletop drills and mock lockdowns with each building several times throughout the year with the assistance of local and state law enforcement and fire officials. Risk analyses are conducted to secure the district grounds and facilities against intrusion. Evacuations and lockdowns are conducted with all employees to ensure effective training in exiting the building to a safe zone and identify opportunities to improve emergency preparedness. In the event of an emergency, the ERP is executed by the incident commander. After the emergency has been mitigated, the building-level School Safety Team is reconvened to discuss OFIs. The SRO attends each monthly safety meeting at each building.

7.0 RESULTS

7.1 Student Learning and Process Results

7.1a Student Learning and Customer-Focused Service Results

As we adhere to the philosophy of "performance improvement through process improvement" and SCCI, systematic review of data and results is crucial for problem identification, determinations of program efficacy and designating programs/initiatives for continuation, expansion or abandonment.

7.1 STUDENT LEARNING AND PROCESS RESULTS

District leaders have set primary literacy in the elementary schools and *49 Pathways* in the secondary schools as our key strategic objectives for at least a three-year cycle. Regardless of race, ethnicity, gender, socio-economic status, English language acquisition levels, and special education status, the mission of our district is to ensure that students have the essential skills and

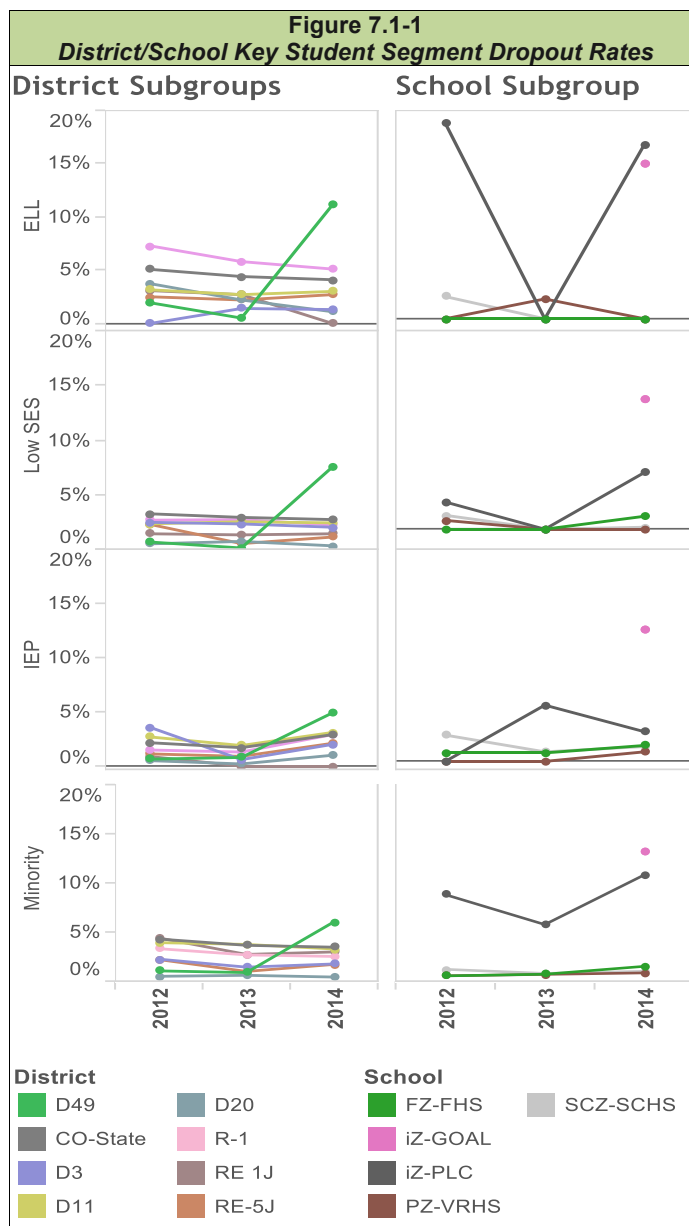
knowledge to learn, work and lead in a global society. To verify that we are launching all students to success, we consistently monitor student performance levels in terms of both district trends and performance relative to competitive/comparison districts. To ensure that we are launching *every* student to success, we look at data for the overall student population as well as the aforementioned student Drop out rate serves as a key performance measure for student success at the high school levels. Students leaving school prior to graduation have lower lifetime incomes and fewer vocational options as compared to high school graduates. While both like and competitive districts have decreasing or stable dropout rates, D49 experienced an increase in its overall dropout rate. While this dramatic increase is largely correlated with the onboarding of GOAL Academy, all but one of our coordinated schools also saw a slight increase in drop out rate. There is also a great deal of fluctuation (with a recent increase) for PLC, our alternative high school. This is to be expected to some degree, as this school serves a small population of high-risk students. The overall district adverse trend is in its first year, and additional years of data (after the addition of GOAL) will provide truer insight into the overall trends of the district.

The results of the state assessment are commonly reported on in the media and are of high interest to families and new residents in the District. State assessment data provided is a three-year trend for the Transitional Colorado Assessment Program (TCAP). TCAP Assessments measure mastery of Colorado Model Content standards and clearly define what tested student “should know and be able to do.” Data for the 2015 school year is not available due to the states movement to a new assessment system, based on the next generation of academic standards, Colorado Academic Standards, which are aligned to common core standards. State assessment data is the most common area for us to examine our performance in context with that of our competition and comparison districts. The results of the state assessment are commonly reported on in the media and are of high interest to families and new residents in the District. State assessment data provided is a three-year trend for the Transitional Colorado Assessment Program (TCAP). TCAP Assessments measure mastery of Colorado Model Content standards and clearly define what tested student “should know and be able to do.”

Data for the 2015 school year is not available due to the states movement to a new assessment system, based on the next generation of academic standards, Colorado Academic Standards, which are aligned to common core standards.

State assessment data is the most common area for us to examine our performance in context with that of our competition and comparison districts. We also systematically review the performance of identified key student segments. State assessment scores for identified student groups to include English Language Learners, Free and Reduced Eligibility, Special Education, and Minority show fairly stable or increasing proficiency in all areas for the 2012 and 2013 school years. However, the majority of these student populations show a decrease in proficiency for the 2014 school year. While this

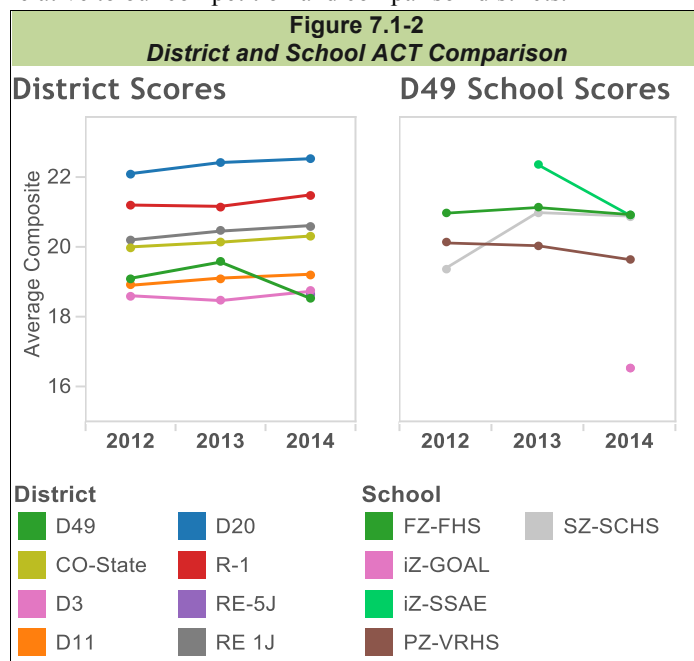
trend is alarming and not acceptable, the incorporation of GOAL accounts for most of the decline. A positive trend in the data set is the continued increase in proficiency for special education students in the contents of reading and writing. This group of students outscored their identified peers in all other districts with the exception of D20.



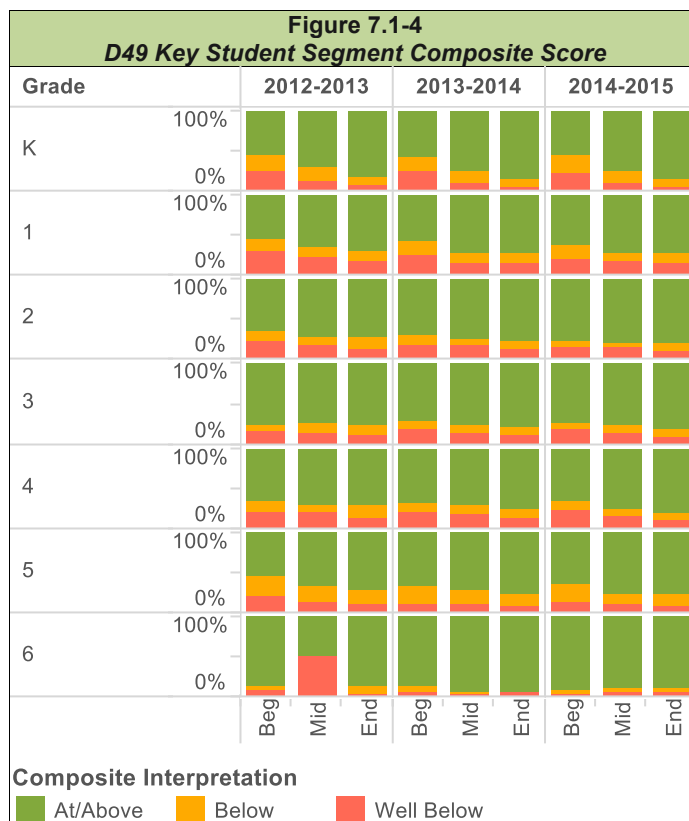
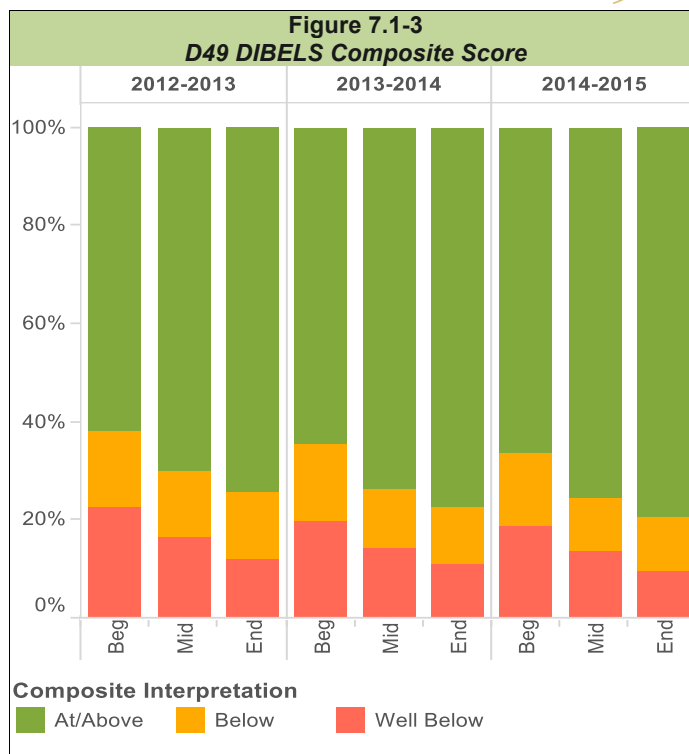
Proficient and Advanced scores in the content area of math trend differently depending on grade span. Over three years, students in D49 in grades 3 through 5 clearly out-score the majority of identified districts. However, once students matriculate into grades 6 through 10, our performance levels decline. Our position relative to comparison and competitive districts weakens as students continue through the K-12 continuum in the content area of math.

Since 2012, elementary writing scores have consistently remained higher than scores in grades 6 through 10. We attribute this to a strong writing curriculum and teacher-created writing rubrics that guide students to successful writing outcomes. Overall, SY13-14 scores for students in grades 6 through 10 have declined in comparison to scores from SY11-12. In comparison with other districts, our 9th and 10th grade students are not achieving at the same rate as their peers.

Reading proficiency is the cornerstone of academic success. In 2012 and 2013, performance levels were comparable to or exceeded like districts and our direct competitors. In 2014, overall scores declined decreasing our performance ranking relative to identified comparison/competitive districts, particularly in grades 3, 9 and 10. The high school trend is alarming due to the total number of percentage points lost relative to our competition and comparison districts.



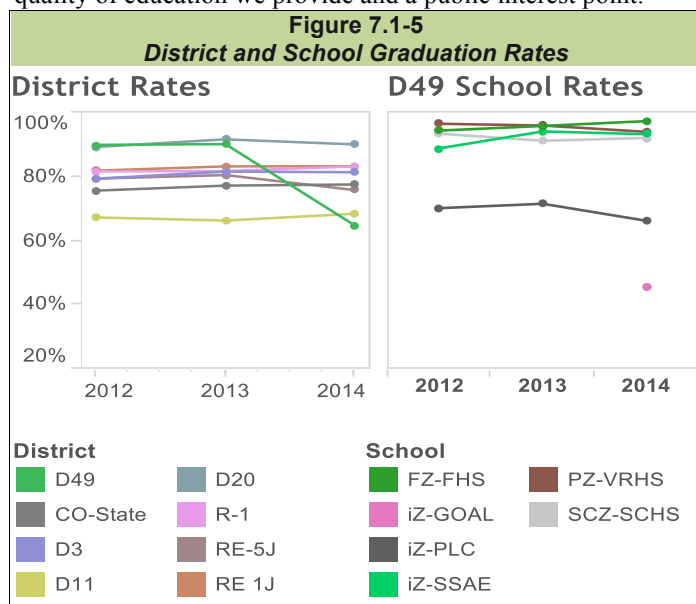
In the state of Colorado, all students must take the American College Test (ACT) during the spring of the 11th grade year. This performance measure serves as a key performance measure for all high schools in the School Performance Frameworks (SPFs). D49 has six schools that participate in this assessment. When comparing 2014 D49 ACT results with competition and comparison districts, D49 ranks last in this performance measure. It should be noted that in 2013, the District outperformed both D11 (a competition district) and D3 (a like district) in composite ACT scores.



Intra-district data shows that FHS and SCHS have a three-year trend of improving ACT composite totals. VRHS has had a slight decline over the last three years, and trend data is not available for SSAE and GOAL.

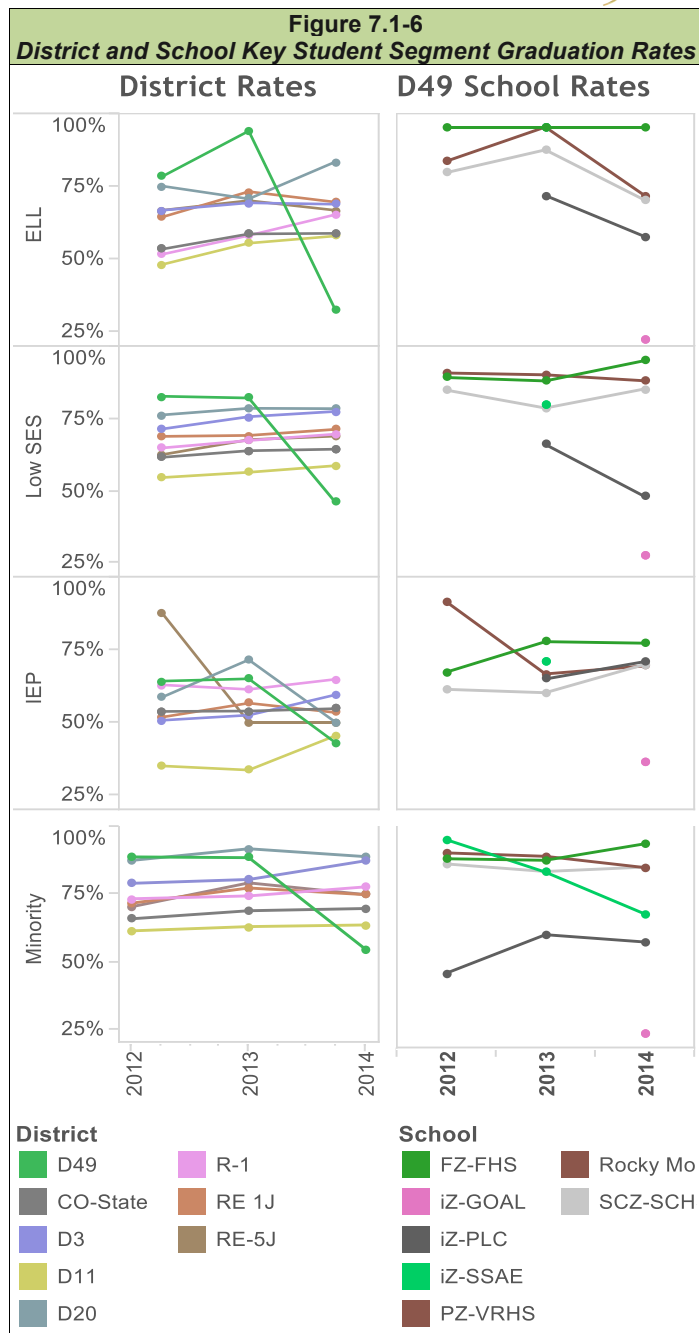
The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is a state-mandated assessment (for grades K-3) and measures student reading growth three times per academic year for grades K-5. The assessment provides data on specific reading skills and a single composite score that is then classified into one of three levels: well below expectation, below expectation, and at/above expectation. Three-year trend data shows that District 49 is clearing reducing the number of students in grades K-5 that score well below and below expectations; while increasing our students scoring at/above expectations. Student growth was not consistent across grade levels. Because historically we were not as successful at reducing the percentage of students scoring “well below” at the 3rd grade level (as compared to the lower grade levels) as well as the pivotal nature of this grade level for lifelong literacy, D49 established the key strategic initiative of making every child a reader by the 3rd grader.

Graduation rate is a critical performance measure for secondary schools and D49 in general. The percentage of students graduating on time and meeting Board of Education graduation requirements is a key performance measure of the quality of education we provide and a public interest point.



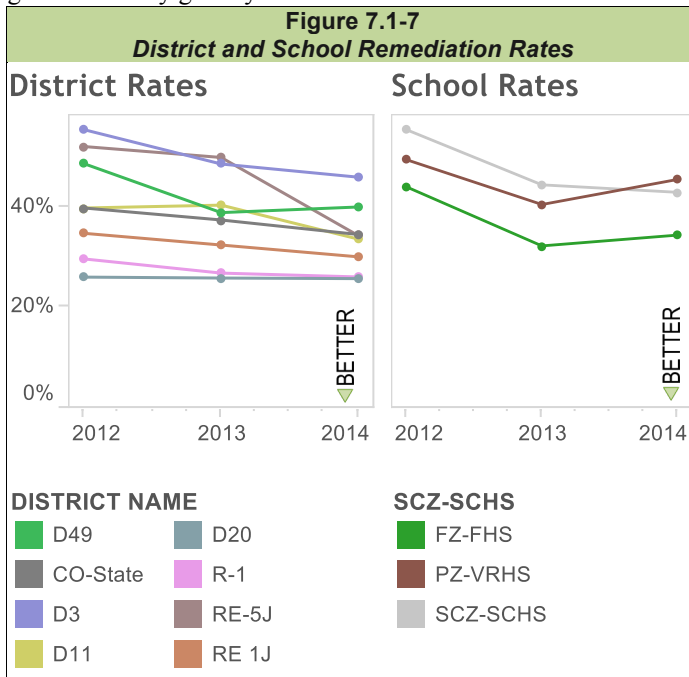
Graduation rate data over the past three years shows a district wide steep decline in 2014. This 25+% drop is due in large part to the addition of GOAL to our Administrative Unit responsibility in March of 2014. This addition brought over 2,500 at risk 9th through 12th graders into our student count. Prior to the addition, our graduation rates were stable at just under 90%. In years 2012 and 2013, we only lagged District 20 in our graduation rate percentages. Of high importance is data presented for specific student populations. D49 was consistently a top-performing district for students in specialized categories in years 2012 and 2013.

District 49's high schools present mixed results when looking at three-year trends for graduation rates. FHS is the only school that presents a three-year trend that is positive.



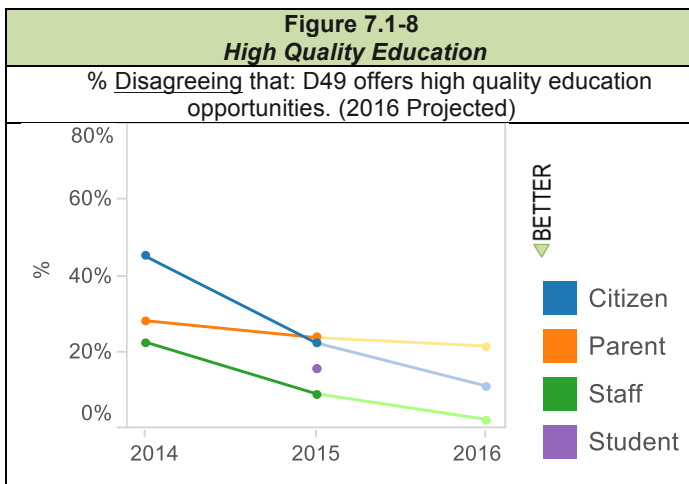
SCHS had their lowest graduation rate in 2013, but then increased in 2014 to a three-year. The on-time graduation rate for VRHS has declined slightly over three years. SSAE, while graduating much lower numbers of students compared to our comprehensive high schools, had their highest percentage of graduates in 2013 (just over 90%) and dropped slightly in 2014 (just under 89%). As expected, D49's two Alternative Education Centers (AEC), GOAL Academy and PLC, register at the bottom of students graduating on time and college and career ready. Graduation data, when presented by specific student demographic data, can be skewed due to low numbers of students at each school in these identified areas. Therefore, it is

important to know that the large swings in graduation rate percentages are due to limited number of students available to graduate in any given year.



Colorado school districts have the unique ability to review student performance once students enter a public post secondary educational institution located within the state of Colorado. Public colleges and universities track and report the percentage of students that enter as freshman who require remedial classes upon matriculating. High schools that graduate less than 16 students are not able to receive this data.

D49 2014 data indicated that of the students that graduated in 2013, forty percent required some form of remedial classes upon entering a public college/university in the state of Colorado. This is a slight increase from 2013, but is significantly lower than the 48% reported in 2012. The degree of the decrease, suggests that even while we are still underperforming relative to other districts, we are making



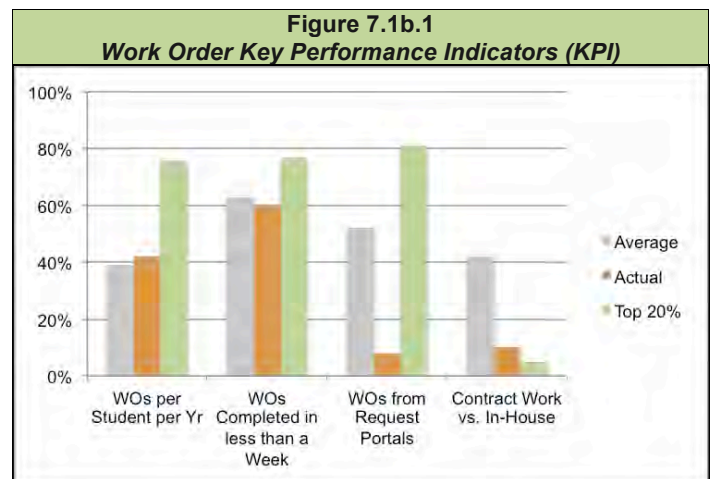
strides to improve on this measure. When compared with competition and comparison districts, D49 only outperforms the Widefield School District for college remediation rates.

In the context of mixed results with positive trends, our community has strong perspectives on the overall quality of education in D49.

7.1b Work Process Effectiveness Results

7.1b.1 Process Effectiveness and Efficiency

The Operations Office dashboard monitoring the performance on work orders (**Figure 7.1b.1**) shows D49 is in the top 30% for the percentage of work orders completed by D49 facilities and maintenance team members. While the percentage of work orders completed in less than a week is three percent less than the average, process upgrades in the Facilities department since 2013 have brought the average work order completion down to 6 days from 50+ days. The implementation of SchoolDude into the work order process in 2014 is expected to increase performance during the next cycle as more and more staff members use the tool.



7.1b.2 Emergency Preparedness

Student discipline data on incidents of harassment and discrimination indicates that our number of reported incidents, offenders and victims rose each quarter during SY2014-15. Additionally, the number of students committing multiple infractions has increased. These trends can be directly attributed to an increased effort on correct coding and reporting of discipline violations in our student information system, IC. Comprehensive and thorough training was provided to district administrators to ensure full compliance with state and federal regulations. Though we cannot ascertain the true trend on incidents of harassment and discrimination, the correction of the reporting in and of itself is a success and in the future we will have accurate data from which to draw conclusion and ensure that we are fostering a positive student-centered culture for all of our customers.

7.2 Customer-Focused Results

7.2a Student and Other Customer-Focused Results

7.2a.1 Student and Other Customer Satisfaction

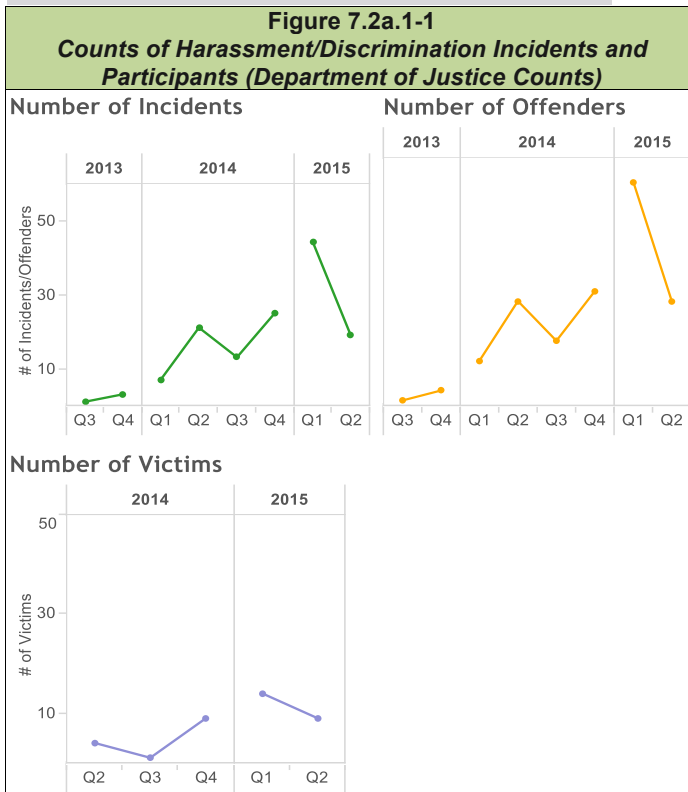
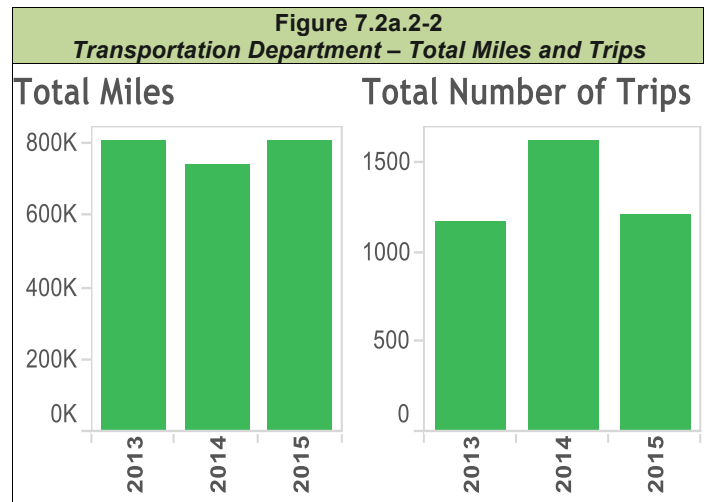
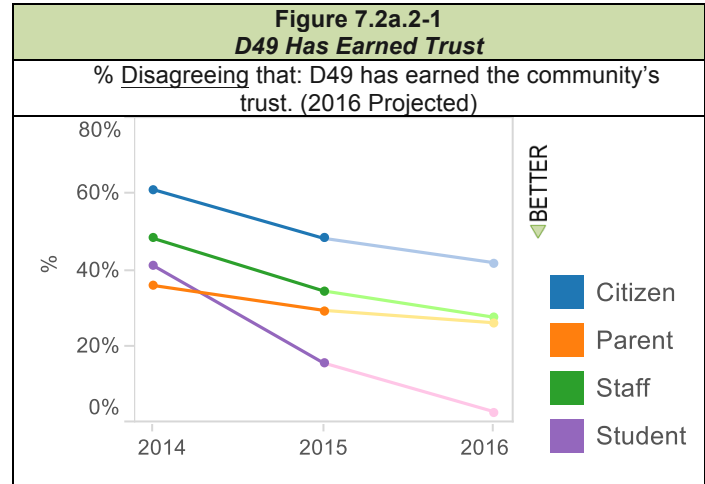


Figure 7.2a.1-2
Number of Students Recorded as Offender in Incidents of Harassment/Discrimination

	Number of Students	
	2013-2014	2014-2015
Two Discipline Incidents	3	8
Three Discipline Incidents	2	4
Four Discipline Incidents	-	1

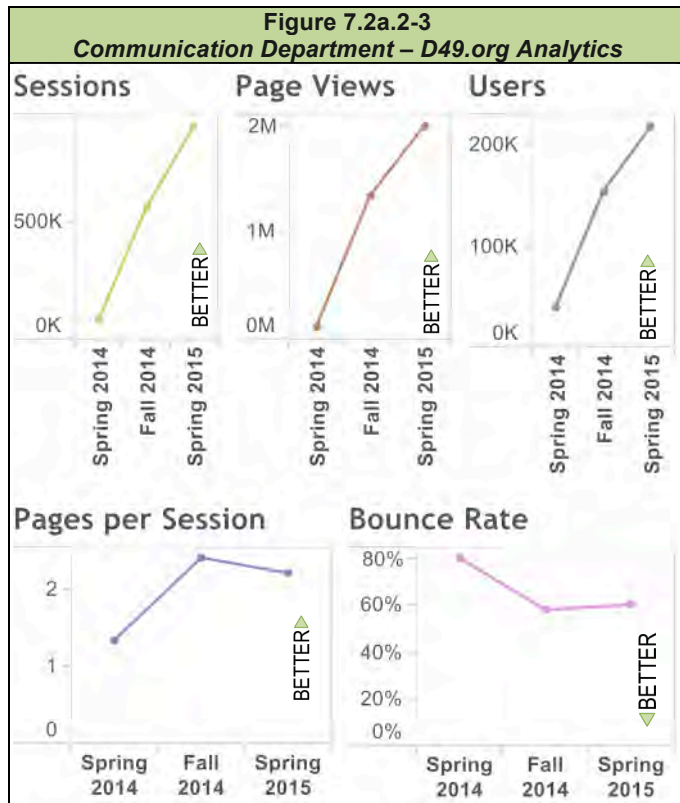
7.2a.2 Student and Other Customer Engagement

The district's strategic plan focuses on five core beliefs, or "Big Rocks," that define our mission to be the best district to work, learn and lead. The first three "Big Rocks" are: Trust, Community and Best District, and they directly align with our efforts to be responsible, responsive and accountable to our customers at all levels. D49 provides multiple avenues for students, staff, community members, and parents to provide feedback and input into how to make our district stronger and meet all needs. This occurs through multiple surveys, social media outlets, town hall style meetings, and other events that cater to the unique needs and challenges of our stakeholders. The experiences of our customers and stakeholders is quantified and measured with surveys and other routinely collected data that can provide insight.



D49 is the second largest geographical district in the state. It encompasses urban, suburban, and rural areas of El Paso County. Providing transportation to and from our schools is challenging and non negotiable. Data above shows the total miles covered and total number of trips by D49 school buses over three years. This mileage and on time arrival rate runs the course of the school year with over 804,000 miles that were covered in SY14-15.

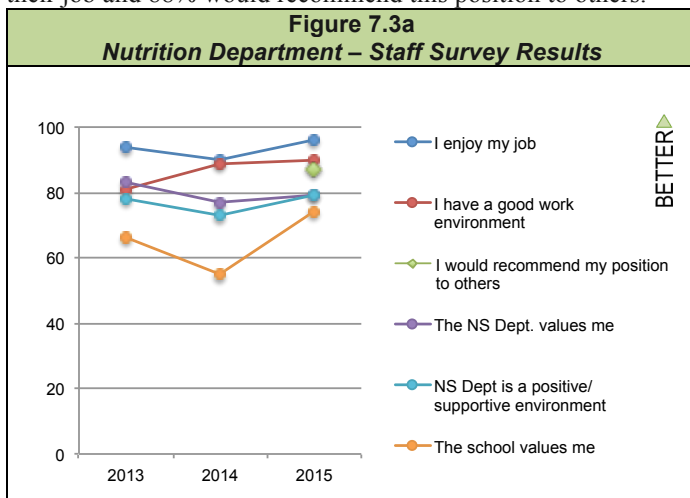
Past survey data has indicated that communication in general has been in need of improvement. Over the last 18 months, the CD has redesigned and re-launched many of D49's communication tools. D49.org, re-launched on July 1, 2014 has shown explosive growth. Total website sessions was just over 900,000 for the spring semester of 2015, up from 82,384 in the spring of 2014. Page views show significant growth too, from 110,784 in the spring semester of 2014 to 1.9 million in the spring semester of this year. The record use is interpreted as stakeholders finding the information presented more useful and now accessible on all screen sizes and platforms.



7.3 Workforce-Focused Results

7.3a Workforce-Focused Results

Many D49 offices and departments conduct their own internal surveys to monitor employee engagement and satisfactions. As an example, NS current climate data reveal that the vast majority of these staff members find their jobs rewarding. Of particular note is that 96% of nutrition services workers enjoy their job and 88% would recommend this position to others.



7.3a.1 Workforce Capability and Capacity

A stable workforce creates the environment for process improvement to take place and grow and to some extent can be viewed as a measure of employee satisfaction D49 is currently experiencing growth in the average length of service for our employees in three out of the four reporting areas. Currently, only employees coded as administrators show a decline in three year trend data. Employees classified as licensed teachers have our highest length of service of 6.8 average years of service.

Figure 7.3a.1-1
Average Length of Service for District 49 Employees

Category	2014	2015	2016
All Staff	6.35	6.36	6.78
Administrative	8.36	7.66	7.68
Pro-Tech	6.93	6.45	7.58
Licensed	6.31	6.44	6.76
Ed. Support	5.93	5.77	6.54

In spring of 2014, a new management system for our Human Resources Department was adopted. Applitrack became our data management system for the hiring process district wide. Currently, the district only tracks teacher applications as a metric for improvement. Three-year trend data shows that 2015 brought a record high in the number of teacher applications, both in K-5 and 6-12 grades. This new system has resulted in record number of applications of qualified candidates that allow building principals to select the best candidates to educate our students.

Figure 7.3a.1-2
Number of Days to Fill Position Per Year By Job

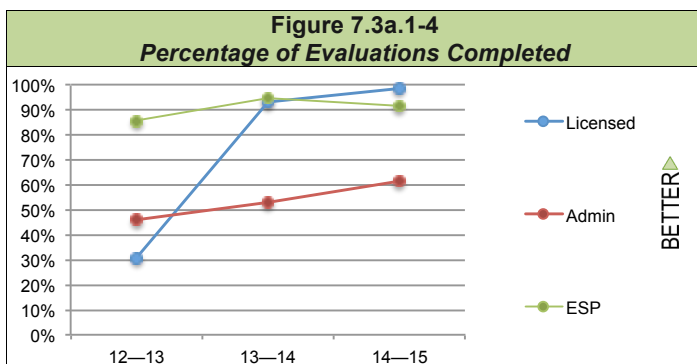
Category	2013	2014	2015
Administrative	33	49	49
Pro-Tech	11	37	29
Licensed	27	34	38
Ed. Support	33	30	35

Administrative positions currently require 49 days to fill, the highest of any job category in the district. Professional/Technical positions are currently filled in an average of 29 days, our lowest in the district. Trend data shows that administrator vacancies are at a three year high and that days to fill licensed vacancies are steadily increasing each year as well.

Figure 7.3a.1-3
Teachers With Advanced Degrees

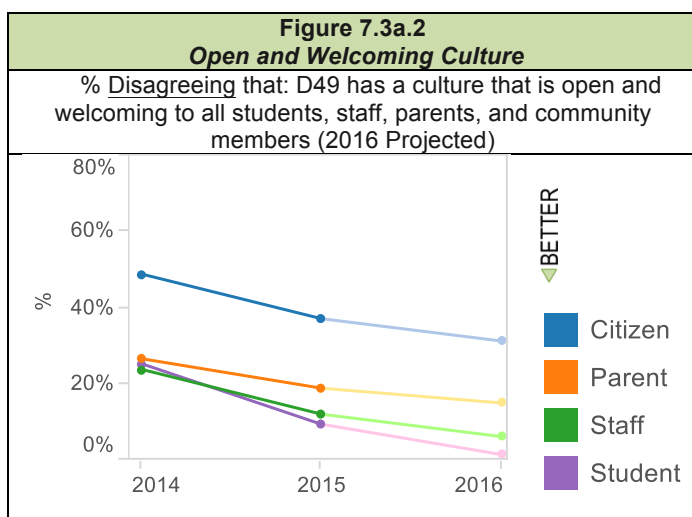
	13-14	14-15	15-16
Advanced Degree	428	441	422
Total Teachers	755	760	756
Percentages	57%	58%	56%

D49 currently employs 756 teachers, of which 56% have advanced degrees. This is slightly down from a high of 58% in the 2014-2015 school year. We forecast this number to increase over the next three years due to enhanced Concurrent Enrollment planning and commitment.

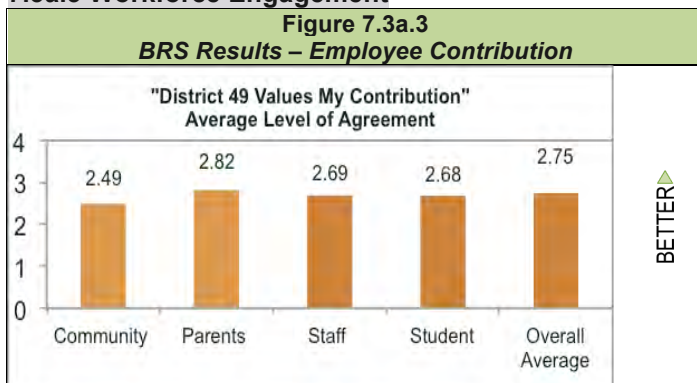


Providing evaluations of employees has improved significantly in District 49. The most dramatic increase in the percentage of employees receiving a yearly evaluation has occurred with our licensed teachers. Only 31% of licensed teachers received an evaluation that met the CDE criteria in SY2012-13. This number has risen to 99% for the 2014-2015 school year. Our lowest completion rate is for administrative evaluations with 62% complete for the 2014-2015 school year.

7.3a.2 Workforce Climate



7.3a.3 Workforce Engagement



The average level of agreement with the statement "District 49 Values My Contribution" does not vary widely across respondent types, with average rating of agreement falling between "Disagree" and "Agree." Those respondents interacting more closely/consistently with the district (parents, staff, and students) appear to feel their contribution is more valued by District 49 as opposed to community members. It is of interest that parents have a higher level of agreement with this statement when compared with staff.

7.4 Leadership and Governance Results

Systemic continuous improvement is a hallmark of strong leadership at all levels. District 49 has processes in place that allow for continuous feedback from all stakeholders on leadership and governance actions that measure results. Led by our Board of Education and three chief officers, leaders across the district understand our core beliefs and cultural mission. More importantly, the behaviors that our leaders display mirror our commitment to excellence and student achievement.

7.4a Leadership, Governance and Societal Responsibility Results

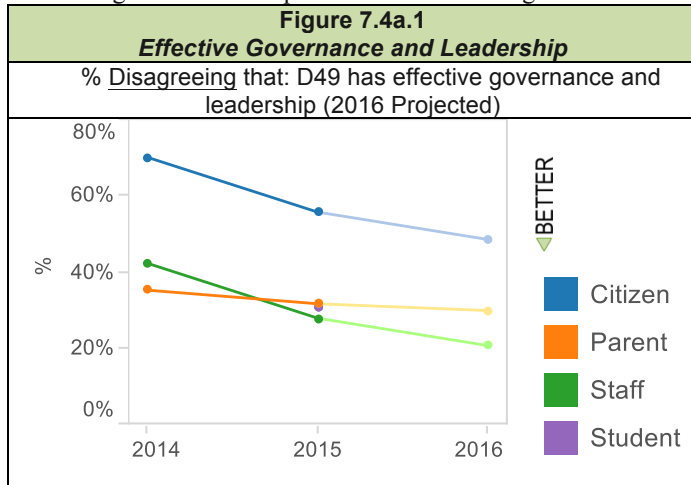
Beginning in Fall 2012 D49 contracted with the Flippen Group to provide training and consultation with the BOE and SLT. The Flippen Group was selected over other leadership training experts because of their experience and success in developing high-profile organizations, expertise in strategic planning, and personalized leadership coaching aligned with individual strengths. In the fall of 2012, all five BOE members and the 15 senior leaders participated in Leadership Blueprint, aimed to build relationships between senior leaders and the BOE, build trust, improve communication and consistent performance expectations. In the winter of 2012, Leadership Blueprint was complimented by the Flippen Group's Organizational Blueprint Training, during which the same BOE members and SLT began the development of the district's strategic plan including identification of strategic priorities. All BOE members and SLTs received personalized coaching from external consultants at the Flippen Group, to identify strengths and constraints to improve leadership capacity.

In the following years 2013-2014, an additional 20 participants were trained in LBP, including new BOE members, principals, assistant principals, deans, and instructional coaches. Each year since 2012, the strategic plan has been reviewed, revised and updated with the BOE and SLT with some consultation from the Flippen Group annually.

7.4a.1 Leadership

The spring of 2014 marked the first iteration of the BRS. This survey was open to staff, parents, students and members of the community and was designed to assess our performance as a district on the "Big Rocks" outlined in our strategic plan. The data from this survey helped target areas for improvement and provided guidance on initiatives in the education program and other areas of customer service.

“Effective Leadership and Governance” was the highest ranked area of importance by staff members in the 2014 survey. Community members ranked “Responsible financial decisions” as their highest area of importance when building trust.



7.4a.2 Governance

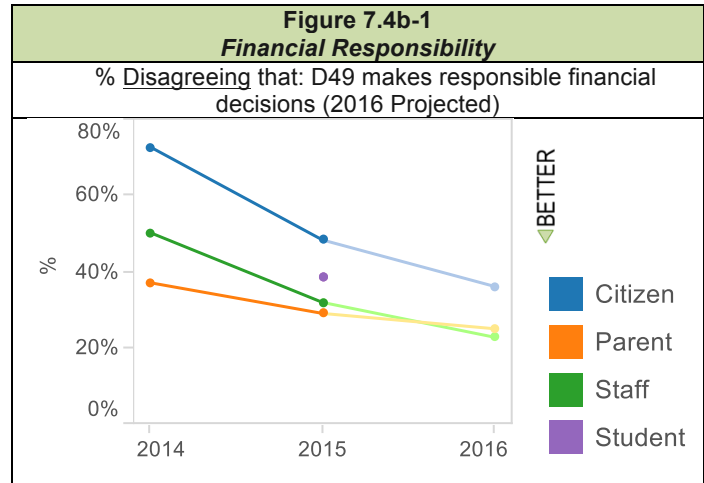
Strategic leadership drives D49 governance forward in a variety of areas that are outlined by our strategic plan and our culture compass.

The Board of Education and Chief Officers participate in purposeful collaboration that ensures movement forward in deliberate measured steps. To this end, yearly board retreats outline critical initiatives and set focused action plans that align with board work. This process allows for district policies to be reviewed and mandated actions to occur within a yearly calendar to meet required federal and state mandates. These actions are planned through a proven process of governance and leadership.

Figure 7.4a.2
Key Governance Process Results

	2012	2013	2014
Retreat Agenda Items	<ul style="list-style-type: none"> - Long/Short term mission/vision for the district - Innovation Update - Communication Plan - Mill/Bond 2012 - Organization Structure-Current and future 	<ul style="list-style-type: none"> - Strategic Plan - Org Chart 	<ul style="list-style-type: none"> - Personnel Training - Board Roles & Responsibilities - Governance Review - Board Action Calendar - Board/District Committees
Total Teachers	100%	100%	100%
Policies Reviewed by BOE	100%	100%	100%

7.4b Strategy Implementation Results



For reported respondent types, the greatest areas of disagreement were “Responsible financial decisions” and “Effective governance and leadership.” Community respondents indicated the highest level of disagreement overall. The highest area of agreement was “High quality educational opportunities.” Staff and parents scored this reported area with the highest marks.

Another strategic challenge has been the perception that D49 has too many administrators taking up too much of the budget. In response, the BOE has set optimal ranges for the ratio of students to administrators. Over the last three school years, the SLT has managed administrative overhead within the optimal range, as measured by the ratio of students to administrators depicted in Figure 7.4b-2 and the percentage of the overall budget allocated for administrator costs (chart 7.4b-3).

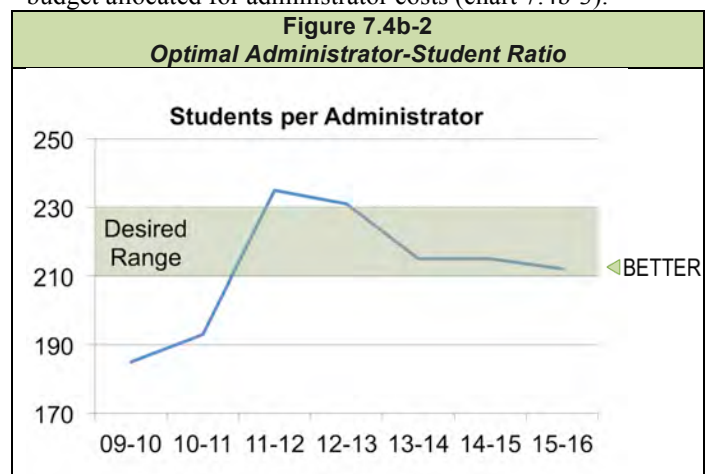
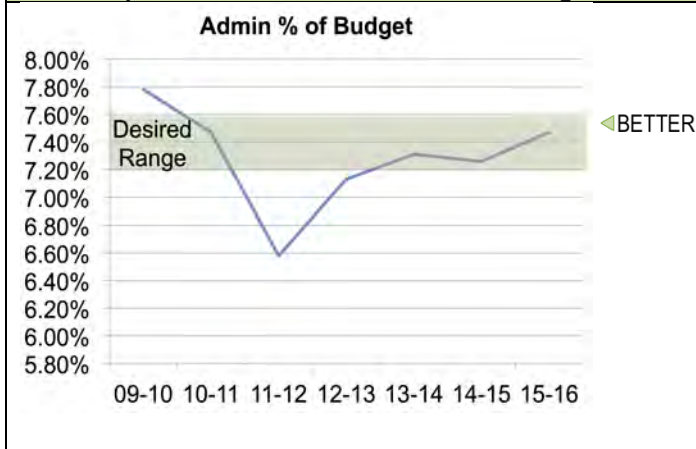


Figure 7.4b-3
Optimal Administrator % of Overall Budget



7.5 Budgetary, Financial and Market Results

7.5a Budgetary, Financial and Market Results

Positive student achievement results to not happen without sound fiscal planning that supports the district's educational programs and services with the end results to increase achievement for all students. The Colorado school funding system, like many across the nation, is complex and flawed in specific areas. Even with these external limitations, D49 has a robust, innovative, and student-driven process for allocating funds to support all operations and instructional efforts. Our district has been recognized numerous times, and by multiple agencies, for our success in moving to an innovative student driven funding model.

7.5a.1 Budgetary and Financial Performance

The D49 Business Office, Finance & Accounting Group, intends to have precision in key financial priorities. Precision is

achieved through accuracy in forecasting financial performance in priority areas: Fund Balance, Personnel Costs, Implementation Costs, Program Formula Revenue and All Other Revenue. We meld the results of those five points of measuring precision performance into the "5-point performance" final grade for the year. Our self-imposed window of precise performance is a tight window of 98% - 100.5%. Numbers outside of the range may not be 'bad' - just imprecise. For measures that fall outside of the window, there is often a clear preference for which direction outside is acceptable. For example, fund balance below the window would indicate poor forecasting and execution of financial plans; fund balance above the window could indicate appropriate conservatism or cumulative over performance. Personnel cost results above the window would similarly indicate poor forecasting and/or execution of financial plans while small increments below the window could indicate appropriate conservatism. Program Formula Revenue variances outside of the window in either direction, however, would indicate poor forecasting.

The 2014-15 results represent the best achievement of what has been an improving trend over the last five years. The five-point performance melded rate is 99.71%, which is just 0.46% off of the precision window midpoint of 99.25%. This is an improvement from the prior year that was 0.91% off the mid point and prior years that were not even in the precise performance window.

While standard financial measures of total fund balance & gross cash position, trends of each over time, are good and important measures, they fail to identify whether financial forecasting performance is precise, good, adequate, or sub-par. We endeavor to provide an assessment of performance that indicates the quality of financial forecasting work and accurate execution of financial plans.

Figure 7.5a.1
Window of Precise Performance

