



Weatherford ISD

REPORT OF THE BOARD OF EXAMINERS

KEY THEMES

This report summarizes strengths and opportunities for improvement for Weatherford ISD as a result of assessment against the 2011 Texas Award for Performance Excellence criteria. Weatherford ISD scored in band 6 in the Site Visit review of written applications. An organization scoring in band 6 typically demonstrates refined approaches, including key measures, good deployment, and very good results in most Areas. Organizational alignment, learning, and sharing are key management tools. Some outstanding activities and results that address customer/stakeholder, process, and action plan requirements. May be "industry" leader in some Areas.

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

Senior Leaders (SL) work with stakeholder representatives to set, update, and deploy the District's Mission, Vision and Values (MVV) as part of the Strategic Planning Process (SPP). The MVV guide the decision making process across the organization through the deployment of department and campus action plans as well as obtained signed support agreements from vendors and partners. Senior Leaders purposefully review and give feedback to each other so that their personal actions align with their commitment to live the District MVV.

The applicant ensures work system and workplace preparedness for disasters or emergencies through emergency plans that are practiced, reviewed, and updated annually. When incidents occur the Incident Command Team responds and follows the plan's process for continuity of operation and recovery. Updates are conducted annually to campus plans, and adjustments made throughout the year as needed. When OFIs are identified during Walkthroughs, the plans are updated and shared with the appropriate teams.

The applicant has a systematic approach to strategic planning with key process steps as displayed in the graphs provided during site review titled "planning process", "Strategic Planning Map" and the "Strategic Plan Structure". The SPP is conducted by a cross-functional SMT which includes representatives from many key stakeholder groups including parents, students, teachers, campus and district administrators, executive cabinets, community members and the Board. The SPP includes a 3 day retreat every five years as well as annual one day retreats for update. The process is driven by the Strategic Management Team, an appointed-volunteer group of representatives from all stakeholder groups (parents, students, teachers, administrators, executive cabinet, community and Board). The initial 3 day retreat utilized a Kaplan and Norton Model to structure the process over a 5 year time frame and to structure the tools developed such as the scorecard. This 3 day retreat included a series of group exercises to identify the MVV, identification of strategic goals, core competencies, strategic challenges and advantages, development of strategic targets and key strategic measures. Annual updates are held as one day retreats which utilize performance data and progress reports to assess progress toward goal and if any changes in approach or strategies are needed. During the SPP, Key Strategic Measures are integrated into the scorecard measures and the Action Plans to provide structure improvement through several cycles of learning.

The applicant has well defined, systematic methods for identifying and innovating educational programs, offerings and services. The applicant uses a seven step model. These steps are: (1) using data to identify gaps that set our priorities for innovation, (2) engaging stakeholders in developing solutions that address these gaps, (3) determining what organizational and personal learning that is needed to support the success of the innovation, (4) providing training for staff and supervisors as required, (5) checking for fidelity of implementation, (6) evaluating the results and (7) making adjustments. Data shared with principals and department directors in actionable way such facilitate changes such as reducing playground bullying and increasing father involvement on campus. The applicant also uses the Superintendents Circle and the District Educational Improvement Council to cultivate new ideas and approaches. The Career and Technology Program utilizes Advisory Committees to provide environmental scans to ensure that coursework provides students the knowledge, skills and abilities to meet employer's requirements for employment, and to provide feedback concerning program effectiveness, in an environment of increasingly rapid change.

The applicant maintains multiple methods of gathering actionable information from students through listening and learning exercises. These include surveys, input received at meetings, personal contacts such as parent meetings, open house events, counselor meetings. These data are disaggregated by ethnicity, age, risk factor, campus and category. Listening and learning strategies are often developed as teams of teachers involve content experts in the development of individual educational strategies. A cycle of learning resulted in additional strategies for listening and learning with children and families with limited English proficiency include input from the Bilingual/ESL Coordinator, and include home and community visits to gather needed information as necessary.

The applicant prepared and maintains a formalized process for changing capability and capacity requirements, and as a result has minimized the impact of workforce reductions. Legislative, enrollment and demographic changes are monitored in order to allow adequate time for corrective actions. Open and ongoing communications such as faculty briefings, newsletters and web-based question and answer forums are maintained with staff in order to ensure employees are engaged in the decision making process. Contingency plans are developed with appropriate teams to address emerging needs. The Mission, Vision and Values are used to drive changes in funding levels. In preparation for the 2010-2011 budget year, 80% of recommended cuts came from staff.

The applicant uses a systematic process to collect and transfer knowledge among faculty and staff consistently. Knowledge is fully deployed using multiple tools and resources. Electronic methods including LAN, WAN, email, webpages, parent and student portals, Wiki and Ning, internet and wireless technologies. Student data is supplied via eSped, AWARE, INOVA, Project Share, and Performance Series (Fig. 4.2-1). Additionally, best practices are identified and shared during collaboration meetings and implemented through the continuous improvement process.

The applicant uses several approaches to ensure a consistently positive student and stakeholder experience and engagement. The Organizational Mission Statement is recited before all formal meetings, posted in classrooms and hallways, and has been internalized by staff. The motto of Your Child: Our Mission is found on each name badge, badge lanyards, is posted plainly, and is also internalized by staff members. The mission is fully deployed and integrated, and is evident at the line level and in teacher planning and training activities. The applicant has systematically deployed the SESGA program to all support service areas, with training, feedback and improvement across three data points (fall 2009, spring 2010, fall 2010).

The organization has formal, systematic processes to develop and deploy action plans throughout the organization to the workforce. Objectives are integrated into the district strategic plans, which are then deployed to departments and divisions for development of long-term action plans (targets) and short term action plans (strategies). Each department, division and campus develops both a summary action plan on one page as well as a more detailed multi-page action plan. Each department and campus has summarized their annual plan on a page (Figure 2.1-4) as well as a more detailed multi-page action plan with specific approaches and accountabilities. Mid-course reviews, monthly LIP feedback and budgeting of action plans serve as cycles of learning to ensure outcomes of the Action Plans are sustained. End of year PDSA's enable process standardization to sustain the gains and begin the next CI cycle.

Senior Leadership create an environment for organizational process improvement and accomplishment of the mission, objectives and innovation, leading to a sustainable organization, through strategic application of the core competencies of learning and continuous improvement.

The applicant uses structured meetings such as DLT Meetings, 99.9 WPLC, Principal Collaboration Meetings, and training opportunities such as the Performance Excellence State Cohort, C.I. Consortium, Quality Texas Quest Conference, TAPE Examiner Training, vendor sponsored trainings, PD 360 Online Training, technology training and job specific associations (Figure 1.1-3).

The Action Planning Process translates organizational performance reviews into opportunities for breakthrough improvements and innovation. Action Plans guide both department and campus tactical steps. The plans designate staff/faculty responsibilities for deployment. Results are tracked and used to support decision making by using the the PDSA process (Fig. 4.1-2). Collaboration is continually used to identify opportunities for improvement as well as best practices in place. Deployment to partners and suppliers is accomplished through recommendations given to them during performance reviews.

The applicant evaluates the effectiveness of its workforce development and learning systems through a variety of methods, including end-of-course surveys, state evaluation systems, results of personal and organizational performance, and the assessment of the prior years results as part of the annual plan. Performance appraisals are based on the state evaluation system and aligned with the MVV. There are multiple programs for recognizing employees such as teacher of the year, the Jordan Stokes award, the WESA organizational administration award, the Bright Ideas award, and shout outs.

The applicant determined the KEY factors that affect WORKFORCE ENGAGEMENT by identifying five factors that encourage engagement and satisfaction based on organizational research and employee discussions. These factors are respecting their skills, giving opportunities to grow professionally, providing a safe work environment, supplying resources to do an excellent job and using a competitive pay structure. The applicant annually administers an employee satisfaction survey and evaluates employee engagement through student outcomes, faculty/staff engagement indicators such as participation, attendance, grievances, and turnover rates. The applicant uses this information to set their goals for improving the employee's satisfaction. They use face to face meetings, and superintendent circles with representatives from each campus to engage employees to the district Mission, Vision, and Values.

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The applicant evaluates the effectiveness and efficiency of learning systems by data analysis of state required outcomes measures, professional evaluation systems, GEMBA walkthroughs, and annual supervisory performance appraisals. To provide the utmost benefit for their students they develop the skill sets of employees on the job training, mentoring and work teams. The applicant measures effectiveness by GEMBA walks, student data, annual reviews, workforce turnover, absenteeism, grievances, accidents, and retention rates. The applicant uses employee satisfaction surveys, employee exit rates to make corrections. When data does not show results, walkthroughs are done to examine engagement and address issues with training and modeling.

The applicant has a systematic methodology for review of organizational performance and capabilities. Senior Leaders review and integrate the data derived from needs assessments, the LIP process, systems reviews, semi-annual work plan reviews, and annual strategic plan updates. They assess progress towards KSMs, identify performance gaps, and evaluate whether a capability or capacity issue needs to be addressed. Data enables the monitoring of progress and adjustment of plans if needed. Reviews occur according to the time lines established based on data availability. Each departments leading and lagging indicators form the basis of their assessment for interpreting the information for the specified District employees and stakeholders. Information pertaining to curriculum, professional development, and special programs is approved by the department staff to ensure concise and valid alignment to the MVV is in place.

The applicant has several different mechanisms to determine the level of satisfaction and engagement among different groups of students. Surveys to determine student satisfaction are developed by representatives of campuses that include questions tailored to specific grade levels. Student questionnaire data regarding bus services are shared with the district's transportation partner. Results are reported to the BoT quarterly as part of the Director of Communication's leading indicators.

The applicant organizes, manages, and accomplishes work through the use of a formal, systematic process. The core competencies of continuous improvement and learning are engaged through the use of a Plan, Do, Study, Act process to address strategic challenges and action plans, and facilitate agility in order to identify and address changing organizational needs.

The applicant relates and capitalizes on work system/work processes to their core competencies of Learning and Continuous Improvement through work process improvements, lessons learned, staff meetings, Campus Improvement Teams (CTI), Professional Learning Teams and yearly mini-conferences and shares information with the leadership team during these sessions.

The applicants key work processes include Leadership Systems (9), Student Learning (19), Organizational Learning Systems (3), and Supporting the Learning Systems (70). To ensure these processes contribute to delivering student and stakeholder value, student learning and success, financial return, organization success and sustainability they developed key work process such as Community Education Classes, Budget Development, Teaching and Learning, and Strategic Planning.

b. The most significant concerns, weaknesses, or vulnerabilities are:

Although the applicant has a systematic approach for designing a process, it is evident that it is not deployed throughout all areas of the organization. For example, the Administration building was able to identify the process, where some of the elementary campus advised that there was no documented process to follow. Thus this may make it difficult for the organization to ensure a consistent process structure and process management.

Although the applicant has set timeframes on the PDSA documents, there was no evidence that timeframes were set or deployed during continuous improvement sessions. With no timeframes aligned with continuous improvement action plans, it may inhibit the applicant's ability to become a 'World Class District of Choice'.

c. Considering the applicant's key factors, the most significant strengths, vulnerabilities, and/or gaps (data, comparisons, linkages) found in Category 7 are:

The applicant has had positive outcomes regarding stakeholder satisfaction. Voter approval for additional taxation in a period of economic downturn is a strong indication of community stakeholder support and engagement.

The KSM of TAKS performance is a measure for becoming an exemplary district. The applicant shows positive performance for all student segments in all subjects tested. (Figs. 7.1-1 through 7.1-5) provide results for TAKS scores by student groups of African American, Hispanic, White, Economically Disadvantaged and All for the core subjects of math, science, language arts, writing and social studies. All show an increase in passing rate for each group on each exam from 2003 to 2010 and a narrowing of the success gap of each group. While the differences in groups ranged approximately 20% in 2003, the range was from 5% to 0% in 2010 with the minimum at 88%.

KSM 1.2 has an established goal of 95% completion rate which sets the applicant's performance at the exemplary level. Actual performance is 98% average with all subpopulations meeting the exemplary standard. These performance measures are well above the state, national and Baldrige winner benchmarked levels.

With a goal of 90% of students passing, the organization is steadily increasing results over 5 years (2005-2006 through 2009-2010). Overall performance has increased over 5 years and showed results above region service area and the state on all subjects (Figs. 7.1-6 through 7.1-10).

The applicant does not present any key measures for operational performance of their key work processes, thus it may be difficult for the applicant to manage cross-functional processes throughout the organization and ensure clear Data Driver Decisions.

Although the applicant is approaching their 90% goal of having students engaged in an extra-curricular activity, performance levels show large variances between campuses. This may be an indication that processes in place, to engage this performance, are not well deployed in all areas.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria Item for the Site Visit Stage is in the 70-85 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

Senior Leaders (SL) personally promote an organizational environment that fosters, requires and results in legal and ethical behavior through New Employee Orientation, annual training, Employee Handbook, systematic use of Ethics Hotline, web-based "Your Voice", Board complaint system and monthly reporting at Executive Cabinet meeting. Administrators further emphasize their ongoing commitment to this value by participating in an "Ethics Moment" case study discussion during District Leadership Team meetings.

Senior Leadership create an environment for organizational process improvement and accomplishment of the mission, objectives and innovation, leading to a sustainable organization, through strategic application of the core competencies of learning and continuous improvement.

The applicant uses structured meetings such as DLT Meetings, 99.9 WPLC, Principal Collaboration Meetings, and training opportunities such as the Performance Excellence State Cohort, C.I. Consortium, Quality Texas Quest Conference, TAPE Examiner Training, vendor sponsored trainings, PD 360 Online Training, technology training and job specific associations (Figure 1.1-3).

Senior Leaders (SL) work with stakeholder representatives to set, update, and deploy the District's Mission, Vision and Values (MVV) as part of the Strategic Planning Process (SPP). The MVV guide the decision making process across the organization through the deployment of department and campus action plans as well as obtained signed support agreements from vendors and partners. Senior Leaders purposefully review and give feedback to each other so that their personal actions align with their commitment to live the District MVV.

Senior Leaders communicate and engage the entire workforce through the Superintendents Circle, personal walkthroughs, email communications, daily collaboration and iNet.

Senior Leaders use the SPP to create a focus on action to accomplish the organization's objectives and improve performance. The SP focuses on five key District goals and measures that address each goal. Staff members write action plans that align with the SP, focusing on the mission. Senior Leaders evaluate progress on Action Plans during monthly review of the Leading Indicator Process (LIP) report. At the tactical level, the Superintendent reviews and makes mid-course corrections to the staff plans based on inputs from principals. Senior Leaders redeploy resources as needed to achieve goals.

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has an approach for succession planning, it is not consistently deployed throughout the organization. Failure to have a clear and well deployed succession plan may make it difficult to ensure sustainability.

1.2 Governance and Social Responsibilities

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

The organization has a well defined system and approach for governance and leadership improvement in areas of management and fiscal accountability, transparency in operations, independence in auditing and protection of Stakeholder interests. The organizational governance system originates with an elected seven-member Board of Trustees who provides management oversight. Board Policy tracks specific federal and state law and provides a means for local policies. Operational transparency occurs with website publication of the District's check register, utility consumption reports, Scorecard, declaration by Board Members of conflicts of interests and briefings with key stakeholders. SL uses employee evaluations, the anonymous report mechanism of "Your Voice" and satisfaction surveys in addition to specific data to keep informed about the work of the district and protect stakeholder interests (Fig 1.2-1). The BOT goes through the TASB training and self audit process and in the 2009 cycle won "Texas Board of the Year".

The applicant has instituted key processes for enabling and monitoring ethical behavior in its governance structure and in interactions with students, stakeholders, suppliers and partners. Ethical behavior is emphasized consistently throughout the organization from new hire orientation onto "value reminder" during the District Leadership Team meetings. For continual monitoring, HR uses Ethical Legal Staff Monitoring process (Figure 1.2-4) to investigate reports of suspected breaches in ethics and works with the appropriate supervisors to address any proven lapses in ethical conduct. Suppliers must meet vendor qualifications which require ethical conduct.

The applicant's consideration for societal well-being and benefit as part of their strategy and daily operations was evident in their resource conservation, volunteerism and staff/student participation in community activities. They have instituted the Go Green Program for resource conservation, the Lights Off Program and thermostat control for energy conservation, improved air handling and transitioning to ozone friendly refrigeration units (Fig 7.6-9 & 7.6-10).

The applicant identifies and actively supports the key communities of citizens living within the school district and the education community. The applicant supports the United Way, Meals on Wheels, Habitat for Humanity, Pennies for Patients, and Manna (Figure 1.2-5). Further, the District's foundation provides school supplies set to 1,000 students in need. Staff and Board members support multiple service clubs and organizations (Fig 1.2-6).

OPPORTUNITIES FOR IMPROVEMENT

Although the BOT deploys an annual satisfaction survey and performs a self audit to evaluate their performance based on TASB standards, there is no formal process in place for the evaluation of individual Board member performance from a stakeholder view. This may make it difficult for the BOT to identify ways to improve performance based on stakeholder expectations.

Category 2 Strategic Planning

2.1 Strategy Development

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant has a systematic approach to strategic planning with key process steps as displayed in the graphs provided during site review titled "planning process", "Strategic Planning Map" and the "Strategic Plan Structure". The SPP is conducted by a cross-functional SMT which includes representatives from many key stakeholder groups including parents, students, teachers, campus and district administrators, executive cabinets, community members and the Board. The SPP includes a 3 day retreat every five years as well as annual one day retreats for update. The process is driven by the Strategic Management Team, an appointed-volunteer group of representatives from all stakeholder groups (parents, students, teachers, administrators, executive cabinet, community and Board). The initial 3 day retreat utilized a Kaplan and Norton Model to structure the process over a 5 year time frame and to structure the tools developed such as the scorecard. This 3 day retreat included a series of group exercises to identify the MVV, identification of strategic goals, core competencies, strategic challenges and advantages, development of strategic targets and key strategic measures. Annual updates are held as one day retreats which utilize performance data and progress reports to assess progress toward goal and if any changes in approach or strategies are needed. During the SPP, Key Strategic Measures are integrated into the scorecard measures and the Action Plans to provide structure improvement through several cycles of learning.

The SPP incorporates a systematic approach to collecting and analyzing information relative to strengths, weaknesses, opportunities and threats (Figures 2.1-2) , examining the emerging trends (economic, demographic, technology, legislative/regulatory environment, etc.), the District data (educational program , community growth, demographic changes, student performance, and enrollment trends), and the survey data (students, parents, community, and teachers). The SMT analyzes the progress towards achieving the strategic goals at its annual strategic plan update, and makes recommendations for changes in the strategic measures and targets for the following year that assist in executing the strategy.

The applicant has a well deployed, systematic method for addressing strategic challenges, strategic advantages, and student and stakeholder requirements. The SMT links the goals and objectives to their Core Competencies and Strategic Challenges and Advantages (Figure 2.2-4) to develop specific action plans (figure 2.1-4) for each objective that addressed stakeholder requirements. These are annually updated by the Strategic Management Team after a review of performance data from the monthly LIP (Figure 2.2-3). Part of the review includes using the MVV and the original strategic plan as criteria in balancing short and long term opportunities as well balancing student and stakeholder needs.

OPPORTUNITIES FOR IMPROVEMENT

By relying on passive screening of professional organizations or listservs for an environmental scan, the organization lacks an active structured approach and a criteria based analysis for gathering relevant data on early indicators of shifts in technology, education programs, offerings, and service, competition and the regulatory environment. Without a structured approach, the applicant may have difficulty ensuring that all pertinent information is available to plan for sustainability.

2.2 Strategy Deployment

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The organization has formal, systematic processes to develop and deploy action plans throughout the organization to the workforce. Objectives are integrated into the district strategic plans, which are then deployed to departments and divisions for development of long-term action plans (targets) and short term action plans (strategies). Each department, division and campus develops both a summary action plan on one page as well as a more detailed multi-page action plan. Each department and campus has summarized their annual plan on a page (Figure 2.1-4) as well as a more detailed multi-page action plan with specific approaches and accountabilities. Mid-course reviews, monthly LIP feedback and budgeting of action plans serve as cycles of learning to ensure outcomes of the Action Plans are sustained. End of year PDSA's enable process standardization to sustain the gains and begin the next CI cycle.

The applicant has a systematic process to ensure that financial and other resources are available to support the accomplishment of action plans. As action plans are completed, the applicant addresses any needed resources for the item by integrating the district's MVV as a guiding force for resource prioritization. As part of the budgeting process, each request for funding must be tied to the SP. When changes such as a mid-course correction occur, resource shifts are addressed at the same time action plans are modified.

The applicant has a systematic process to develop and deploy modified action plans if circumstances require a rapid execution of a new plan. Each action plan is assigned to a team, and accountability for each action plan rests with a senior leader. That senior leader brings the LIP report and associated data to a monthly SL review, analysis and discussion. If that review results in any change to the action plan, the accountable senior leader initiates the rapid deployment of the changes to the teams associated with those action plans. In addition to the expectation of agile and timely response, the teams are afforded the opportunity at that time to innovate and improve the plan even further.

The applicant has a systematic, well deployed process to accomplish its key human resource plans. Key Human Resource Plan Strategies (Strategic Goal 4) include the employee development, modeling for success, and create an environment to attract an engaged workforce (Fig. 2.2-1 and Fig. 2.2-2). These strategies are deployed throughout the organization through action plans that focus on flexibility and agility in activities that potentially impact the workforce. For example, displaced staff are offered retraining for other open positions. In addition, the HRD monitors key processes related to the workforce (staffing, hiring, discipline, certification, terminations) which are integrated with departmental action plans, monthly LIP reports, and departmental scorecards for feedback up to senior leadership.

The applicant has a systematically deployed process for monitoring and aligning action plans. Key Performance Indicators (Fig 7.6-14) are reflected in the KSMs on the District report card. Monitoring and reporting is accomplished through district, department and division scorecards. TAKS performance, curriculum and instruction scorecards, and campus scorecards are used to determine the effectiveness of meeting the strategic plan to cover all student segment and stakeholders (Figs. 2.1-3, 7.6-13, 7.6-14).

OPPORTUNITIES FOR IMPROVEMENT

Although gaps in projected performance are addressed by action plans and special initiatives such as Operation Purple, the Five year projected performance goals on key performance measures are not compared to competitors or similar organizations. Without external comparisons, the applicant may have difficulty with sustainability.

Category 3 Customer and Market Focus

3.1 Customer and Market Knowledge

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

Teams of teachers routinely involve content experts in the process of developing individualized educational plans, to ensure that expectations of students and parents are met. Plans include instructional strategies for the classroom, and methods for involving parents, families and the communities in which the child lives. Interventions are monitored for effectiveness and updated as needed. Best practices are shared informally, and in formal workshops and staff development exercises, and studied and promoted in committees such as Calendar Study, Curriculum and Benchmark Refinement, Continuous Improvement, Professional Development Planning, Diversity Training, and the Core Competency Committees. An annual review of courses is used to formally refine, innovate and add offerings.

The applicant uses multiple means by which to communicate with students, parents, and community stakeholders. These include regular and periodic meetings with parents and students, and other person-to-person processes include student registration, extracurricular contact, assigned counselors, campus open house nights, mentors, campus and district volunteer programs, alumni association activities, ARD and/or 504 team meetings, PTA meetings, booster clubs, curriculum committees, CIT/DEIC meetings, ad hoc committee meeting, advisory boards and field trips for sixth grades to the middle school campuses. Flyers, campus posters, teacher newsletters, newspaper articles, and student handbooks serve as the printed media. In addition, printed, electronic, and person-to person processes are used. Electronic methods include website postings, Your Voice, and a campus-based phone and e-mail messaging system. A Different modalities are effective with different student and stakeholder groups. In the absence of computers at home, notes home, mail and phone calls are employed. When parental involvement is minimal, bilingual staff will make community and home visits. In one cycle of learning and improvement, staff learned that students and parents were intimidated by staff taking notes during Admission, Review, and Dismissal (ARD) Committee. The modality was changed so that notes were taken on a computer with the screen projected, and all parties could read what was being written. Parents have reported lower levels of anxiety, and staff reported better rapport. A best practice was shared across the district, and all ARD meetings are now projected. The best practice was presented at a professional workshop, and has been implemented in several other districts.

The applicant has well defined, systematic methods for identifying and innovating educational programs, offerings and services. The applicant uses a seven step model. These steps are: (1) using data to identify gaps that set our priorities for innovation, (2) engaging stakeholders in developing solutions that address these gaps, (3) determining what organizational and personal learning that is needed to support the success of the innovation, (4) providing training for staff and supervisors as required, (5) checking for fidelity of implementation, (6) evaluating the results and (7) making adjustments. Data shared with principals and department directors in actionable way such facilitate changes such as reducing playground bullying and increasing father involvement on campus. The applicant also uses the Superintendents Circle and the District Educational Improvement Council to cultivate new ideas and approaches. The Career and Technology Program utilizes Advisory Committees to provide environmental scans to ensure that coursework provides students the knowledge, skills and abilities to meet employer's requirements for employment, and to provide feedback concerning program effectiveness, in an environment of increasingly rapid change.

The applicant uses several approaches to ensure a consistently positive student and stakeholder experience and engagement. The Organizational Mission Statement is recited before all formal meetings, posted in classrooms and hallways, and has been internalized by staff. The motto of Your Child: Our Mission is found on each name badge, badge lanyards, is posted plainly, and is also internalized by staff members. The mission is fully deployed and integrated, and is evident at the line level and in teacher planning and training activities. The applicant has systematically deployed the SESGA program to all support service areas, with training, feedback and improvement across three data points (fall 2009, spring 2010, and fall 2010).

OPPORTUNITIES FOR IMPROVEMENT

While various methods of communication with students and stakeholders are in place and providing actionable information, the applicant has not yet developed a systematic method for the development of communication mechanisms with the military. As graduating students routinely choose the military as a career path, failure to engage this market segment may jeopardize student's ability to succeed in the global community.

3.2 Customer Relationships and Satisfaction

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

The applicant uses several processes to assess former students. A series of studies have been done on students who leave to go to school in other districts, to in-district charter schools, and to be home schooled. As a result, departing students are now afforded exit interviews to assess root causes for their dissatisfaction. Parents of leaving students are polled by questionnaire to capture actionable feedback. Data has been used to implement interventions such as a focus on bullying, engaging a higher percent of students in extracurricular activities and creating additional focus on teacher - parent contact.

The applicant uses several processes to manage student and stakeholders complaints. Anonymous complaints are gathered using the "Your Voice" website. Complaints are also fielded in advisory committees, parent advisory groups, parent meetings, open house meetings, registration meetings at the start of the school year, during ARD and BoT meetings and as reported on student and parent questionnaires. Data are aggregated and stratified by type and location, and shared with principals and staff at the respective school.

The applicant maintains multiple methods of gathering actionable information from students through listening and learning exercises. These include surveys, input received at meetings, personal contacts such as parent meetings, open house events, counselor meetings. These data are disaggregated by ethnicity, age, risk factor, campus and category. Listening and learning strategies are often developed as teams of teachers involve content experts in the development of individual educational strategies. A cycle of learning resulted in additional strategies for listening and learning with children and families with limited English proficiency include input from the Bilingual/ESL Coordinator, and include home and community visits to gather needed information as necessary.

The applicant has several different mechanisms to determine the level of satisfaction and engagement among different groups of students. Surveys to determine student satisfaction are developed by representatives of campuses that include questions tailored to specific grade levels. Student questionnaire data regarding bus services are shared with the district's transportation partner. Results are reported to the BoT quarterly as part of the Director of Communication's leading indicators.

As an indirect measure for competitor comparison, in the Leaver Study the applicant asks if students who have left the district plan to return.

The applicant uses environmental scans such as legislative briefs, data gathered during listening and learning activities, monitoring of community demographics and trends and the strategic planning process to anticipate future student and stakeholder groups, their associated key requirements and to innovate programs in advance of changes. As a result the district increased the number of bilingual programs from two to three.

OPPORTUNITIES FOR IMPROVEMENT

While complaints are tracked and initial response back to the individual is initiated within 24 hours, the applicant does not track cycle time for final resolution. Failure to assess timeliness of resolution may jeopardize the applicant's ability to recover the confidence of students and stakeholders. Ultimately this may negatively impact the applicant's ability to realize it's mission.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant has a systematic process for the selection, collection, alignment and integration of information for tracking overall organizational performance. KSM targets are set to be achieved by the end of the five-year Strategic Planning cycle (Fig. 2.1-4) and LIP is used for assessing operational progress (Fig. 4.2-3). Campus administrators conduct GEMBA walkthroughs to track operations. This process has been improved each of the last 4 years and includes 6-12 walkthroughs per week. The Continuous Improvement Team analyzes the data and department Action Plans drive the alignment between the Strategic Plan and specific initiatives by requiring a linkage between specific organizational goals and department and campus strategies.

The applicant has a systematic method to keep the performance management system current with educational service needs and directions. Measures are kept current by basing them on state and federal educational agencies assessment systems. Potential performance issues are anticipated by monitoring for emerging regulatory changes along with measures cited by TAPE. Briefings, national conferences, reviews of new standards, and professional associations help to anticipate changes.

The applicant has a systematic methodology for review of organizational performance and capabilities. Senior Leaders review and integrate the data derived from needs assessments, the LIP process, systems reviews, semi-annual work plan reviews, and annual strategic plan updates. They assess progress towards KSMs, identify performance gaps, and evaluate whether a capability or capacity issue needs to be addressed. Data enables the monitoring of progress and adjustment of plans if needed. Reviews occur according to the time lines established based on data availability. Each departments leading and lagging indicators form the basis of their assessment for interpreting the information for the specified District employees and stakeholders. Information pertaining to curriculum, professional development, and special programs is approved by the department staff to ensure concise and valid alignment to the MVV is in place.

The Action Planning Process translates organizational performance reviews into opportunities for breakthrough improvements and innovation. Action Plans guide both department and campus tactical steps. The plans designate staff/faculty responsibilities for deployment. Results are tracked and used to support decision making using the the PDSA process (Fig. 4.1-2). Collaboration is continually used to identify opportunities for improvement as well as best practices in place. Deployment to partners and suppliers is accomplished through recommendations given to them during performance reviews.

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has an engaged culture of continuous improvement, the deployment of the continuous improvement process is not apparent in some administrative support positions. Thus, operational performance in some areas may not improve to the levels needed to meet the goal of becoming the "World class District of choice".

4.2 Management of Information, Information Technology, and Knowledge

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant uses a systematic process to collect and transfer knowledge among faculty and staff consistently. Knowledge is fully deployed using multiple tools and resources. Electronic methods including LAN, WAN, email, webpages, parent and student portals, Wiki and Ning, internet and wireless technologies. Student data is supplied via eSped, AWARE, INOVA, Project Share, and Performance Series (Fig. 4.2-1). Additionally, best practices are identified and shared during collaboration meetings and implemented through the continuous improvement process.

Hardware and software reliability, security and user-friendliness are evaluated prior to implementation. System requirements and capabilities are assessed as well as pilot group beta testing by end users to establish functional alignment with operational goals and system user-friendliness.

The applicant has an emergency plan to ensure continued hardware, software, data and information availability during emergencies. The emergency plan provides guidelines to addressing any event: storms, viruses, power outages, floods, tornadoes, fire, etc. The primary response is to rely on the redundant systems in wired and wireless networks, servers, batteries for an uninterrupted power supply, and backups. The scorecard tracks the age of computers and the Rollover Plan addresses the issues of replacement and upgrading to minimize emergencies due to equipment failures and includes a tier rotation process for equipment that minimizes costs.

The applicant has several systematic processes for keeping data and information availability mechanisms current with educational service needs and directions, and with technological changes in the operating environment. Staff participate in Technology Committees at the district, region, and state levels. These connections help with awareness of how other districts tackle the demands of staying up to date with technological changes that can improve the delivery of data and information to meet educational service needs. Web-based and open source applications are used. The technology plan is updated every three years, and a Rollover plan ensures that equipment is keeping pace with the three-year replacement process. Certified technicians and network administrators update their knowledge through classes, conferences, and researching new technologies and equipment.

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has an electronic method for document, data and process management, they still maintain manual methods of collecting information in many areas. This may limit their ability to overcome their strategic challenge of efficiently maintaining infrastructure knowledge.

Category 5 Workforce Focus

5.1 Workforce Engagement

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant determined the KEY factors that affect WORKFORCE ENGAGEMENT by identifying five factors that encourage engagement and satisfaction based on organizational research and employee discussions. These factors are respecting their skills, giving opportunities to grow professionally, providing a safe work environment, supplying resources to do an excellent job and using a competitive pay structure. The applicant annually administers an employee satisfaction survey and evaluates employee engagement through student outcomes, faculty/staff engagement indicators such as participation, attendance, grievances, and turnover rates. The applicant uses this information to set their goals for improving employee satisfaction. They use face to face meetings, and superintendent circles with representatives from each campus to engage employees to the district Mission, Vision, and Values.

The applicant fosters workforce development through purpose driven teams and prioritizes organizational learning plans based on the strategic goals, professional learning communities (PLC) and CI competencies which are their core framework. Needs and desires for learning and staff development identified by faculty leaders are submitted to Performance Excellence Team (PET) that prioritizes the requests. Training is offered on various topics to address organizational performance improvement, performance measurement, technology and innovation, and training is provided through a variety of methods (e.g., formal in-class training, online learning, a yearly facility driven conferences, seminars, and workshops). The applicant accomplishes the transfer of knowledge to employees by formal and informal mentoring, SMART goals and the Professional Learning Community’s model. Knowledge is also transferred from departing workers by creating a notebook which includes key work processes and responsibilities in calendar form.

The applicant evaluates the effectiveness of its workforce development and learning systems through a variety of methods, including end-of-course surveys, state evaluation systems, results of personal and organizational performance, and the assessment of the prior years results as part of the annual plan. Performance appraisals are based on the state evaluation system and aligned with the MVV. There are multiple programs for recognizing employees such as teacher of the year, the Jordan Stokes award, the WESA organizational administration award, the Bright Ideas award, and shout outs.

The applicant address learning and development in new employee orientation, on the job instruction related to employee's work, through monthly case studies during DLT, in briefing when legal changes occur, and training sessions by TEA. They teach skills of the core competencies set by the state, which are the heart of the strategic challenges. They also use formal classes, online classes, on the job coaching and intern experience. Ethics is taught in classes and modeling of leadership.

The applicant addresses and identifies the learning and develop systems by the individuals workers at the annual self report and supervisor evaluation as part of the departmental needs assessment and action plans, which require training to be considered in the planning and execution. The transfer of knowledge is done by mentorships, employing retired teachers as substitute teachers, departing & retiring workers create a notebook which includes keep work processes and responsibility in calendar format. annual performance assessments, action plans, GEMBA walks, reinforcement of new knowledge and opportunities for improvement comes from observations and walk through focused in decided initiatives.

The applicant evaluates the effectiveness and efficiency of learning systems by data analysis of state required outcomes measures, professional evaluation systems, GEMBA walkthroughs, and annual supervisory performance appraisals. To provide the utmost benefit for their students they develop the skill sets of employees on the job training, mentoring and work teams. The applicant measures effectiveness by GEMBA walks, student data, annual reviews, workforce turnover, absenteeism, grievances, accidents, and retention rates. The applicant uses employee satisfaction surveys, employee exit rates to make corrections. When data does not show results, walkthroughs are done to examine engagement and address issues with training and modeling.

Workforce engagement is assessed and measured by GEMBA walks, student data, annual reviews, workforce turnover, absenteeism, grievances, accidents, retention rates, employee satisfaction surveys, and employee exit rates. Diversity work groups assist in identifying ideas to ensure the understanding and acknowledgment of diverse viewpoints, cultural experiences and thinking.

OPPORTUNITIES FOR IMPROVEMENT

The applicant does not collect satisfaction or engagement data for volunteer groups. Without actionable two-way communication with all segments of the workforce, the applicant may have difficulty driving engagement.

While processes exist for open communication through the Superintendent circle, process-driven teams and thinking maps, campuses have variable success in communication and comprehension of the message due to variation in terminology and lack of cross alignment among campuses. Without a uniform vocabulary for helping employees disseminate information clearly, the district may have difficulty achieving consistent results towards attainment of goals and may limit innovation.

Although the applicant has a succession planning process , and career progression is managed by developing skill sets of employees in the job that precedes the leadership vacancy, there seems to be limited planning on preparing for emergency changes in leadership.

Although they use the GEMBA walks for assessment of engagement there is inconsistent deployment and alignment of workforce focused results . The applicant is early in their stratification of collected data. This may inhibit the ability to make decisions based on data driven results.

5.2 Workforce Environment

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant organizes, manages, and accomplishes work through the use of a formal, systematic process. The core competencies of continuous improvement and learning are engaged through the use of a Plan, Do, Study, Act process to address strategic challenges and action plans, and facilitate agility in order to identify and address changing organizational needs.

The applicant prepared and maintains a formalized process for changing capability and capacity requirements, and as a result minimize the impact of workforce reductions. Legislative, enrollment and demographic changes are monitored in order to allow adequate time for corrective actions. Open and ongoing communications such as faculty briefings, newsletters and web-based question and answer forums are maintained with staff in order to ensure employees are engaged in the decision making process. Contingency plans are developed with appropriate teams to address emerging needs. The Mission, Vision and Values are used to drive changes in funding levels. In preparation for the 2010-2011 budget year, 80% of recommended cuts came from staff.

The organization assesses the workplace capability and capacity needs through the use of a well deployed, systematic screening process for potential new hires. Job applicants complete a ZeroRisk Profile which provides information regarding the applicant’s capacity to value rules, results and the uniqueness of others. Profile data is coupled with interview data to assess fund of knowledge, and a background check is used to ensure the applicant is both qualified and a good fit for the organization.

The applicant has a systematic, well deployed method for recruitment of new teachers. There is evidence of several cycles of learning and integration. The recruitment process is performed using job fairs, public postings, university recruitment fairs, and annual job fairs. Hiring decision consider the ethnic makeup of the student served. Their workforce represents diverse ideas by using cross functional team communications and self directed action plans.

The applicant has formal processes in place to address workplace environmental factors to ensure workforce health, safety and security. The applicant addresses workplace environmental factors by security drills, visitor monitoring, and criminal background checks.

The applicant supports the workforce with multiple employee benefits. Employees are provided medical benefits with 100% employer contribution, life insurance, temporary disability leave, sick leave, sick leave pool, wellness program and cafeteria benefits plan. Employees also receive discounts at local businesses.

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has numerous processes for building an effective and supportive staff to the organizational culture there is lack of integration in the customer service standards (SESGA & SLERR). Thus, the level of customer satisfaction may not be sustainable.

Category 6 Process Management

6.1 Work Systems Design

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

Although the applicant has numerous processes for building an effective and supportive staff to the organizational culture there is lack of integration in the customer service standards (SESGA & SLERR). Thus, the level of customer satisfaction may not be sustainable.

The applicant relates and capitalizes on work system/work processes to their core competencies of Learning and Continuous Improvement through work process improvements, lessons learned, staff meetings, Campus Improvement Teams (CTI), Professional Learning Teams and yearly mini-conferences and shares information with the leadership team during these sessions.

The applicants key work processes include Leadership Systems (9), Student Learning (19), Organizational Learning Systems (3), and Supporting the Learning Systems (70). To ensure these processes contribute to delivering student and stakeholder value, student learning and success, financial return, organization success and sustainability they developed key work process such as Community Education Classes, Budget Development, Teaching and Learning, and Strategic Planning.

The applicant determines key work process requirements by incorporating input from CIT Meetings, Staff Meetings, student, parent, and employee survey results. KWP requirements are repeatability, user friendliness, timeliness, quality, and cost effectiveness. Departments use AWARE to identify segmented data for student performance and needs as well as using RtI and ARI's to help in the design of key processes.

The applicant ensures work system and workplace preparedness for disasters or emergencies through emergency plans that are practiced, reviewed, and updated annually. When incidents occur the Incident Command Team responds and follows the plan's process for continuity of operation and recovery. Updates are conducted annually to campus plans, and adjustments made throughout the year as needed. When OFIs are identified during Walkthroughs, the plans are updated and shared with the appropriate teams.

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has set timeframes on the PDSA documents, there was no evidence that timeframes were set or deployed during continuous improvement sessions. With no timeframes aligned with continuous improvement action plans, it may inhibit the applicant's ability to become a 'World Class District of Choice'.

Although the applicant has identified cost effectiveness as one of their key requirements, it is not fully deployed through the processes in the organization. This may inhibit the ability of the applicant to ensure they are identifying cost saving processes and ensure financial agility in the future.

6.2 Work Process Management and Improvement

Your score in this Criteria Item for the Consensus Stage is in the 50-65 percent range. (Please refer to the attached "Scoring Guidelines".)

STRENGTHS

The applicant has a systematic approach for designing processes that align with all the key requirements through the Work Process Design and Innovation Process (Fig. 6.2-2) that outlines the work order, ensure reliable technology, feedback, and drives cycles of improvement.

To meet design requirements for the work processes, the applicant posts process maps to the SharePoint site, train the implementers, make fidelity checks, and monitor the leading indicators.

The organization prevents variability in the implementation of their work processes through formal training, coaching, walkthroughs, fidelity checks, and measurements to assist them in identifying variability in processes that impact student success. Walkthroughs and performance audits are conducted by administrators so that corrective action occurs rapidly. Data is compiled, analyzed by the student group, and any needed midcourse corrections are identified and evaluated with fidelity check (PDSA).

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant has a systematic approach for designing a process, it is evident that it is not deployed throughout all areas of the organization. For example, the Administration building was able to identify the process, where some of the elementary campus advised that there was no documented process to follow. Thus this may make it difficult for the organization to ensure a consistent process structure and process management.

Although the applicant posts process maps for work processes, process map training and knowledge is not fully deployed throughout the organization, thus making it difficult to ensure that strategic challenges for knowledge/skills are transferred appropriately.

Category 7 Results

7.1 Product and Service Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

KSM 1.2 has an established goal of 95% completion rate which sets the applicant's performance at the exemplary level. Actual performance is 98% average with all subpopulations meeting the exemplary standard. These performance measures are well above the state, national and Baldrige winner benchmarked levels.

Student scores on college entrance exams (SAT/ACT) show positive results towards preparing students for post-secondary education. SAT and ACT academic years 2006-2007 through 2009-2010 results (Figs. 7.1-19 through 7.1-23) show higher averages than state and national.

The applicants performance on the percent of commended students shows results above the region and state levels with upward trends in each core subject (Figs. 7.1-11 through 7.1-15).

The KSM of TAKS performance is a measure for becoming an exemplary district. The applicant shows positive performance for all student segments in all subjects tested. (Figs. 7.1-1 through 7.1-5) provide results for TAKS scores by student groups of African American, Hispanic, White, Economically Disadvantaged and All for the core subjects of math, science, language arts, writing and social studies. All show an increase in passing rate for each group on each exam from 2003 to 2010 and a narrowing of the success gap of each group. While the differences in groups ranged approximately 20% in 2003, the range was from 5% to 0% in 2010 with the minimum at 88%.

With a goal of 90% of students passing, the organization is steadily increasing results over 5 years (2005-2006 through 2009-2010). Overall performance has increased over 5 years and showed results above region service area and the state on all subjects (Figs. 7.1-6 through 7.1-10).

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant is approaching their 90% goal of having students engaged in an extra-curricular activity, performance levels show large variances between campuses. This may be an indication that processes in place, to engage this performance, are not well deployed in all areas.

7.2 Customer-Focused Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant has had positive results in the frequency of disciplinary action needed, and expulsion rates have trended favorably and exceeded the applicant’s goals. While attendance rates have been flat over three years, disciplinary placements and expulsions have trended positively (fig 7.2-2).

The applicant has had positive results in student completion rates, positive trends over four years, and favorable comparisons to regional and state comparisons (levels) (7.2-1). Completion rates among African Americans, Hispanic and economically disadvantaged have shown positive trends (fig 7.2-10). Completion rates among special education, LEP, and at-risk students have also improved over a period of four years and well exceed state and region levels.

The applicant has had positive results in the area of customer relationships. SESGA and overall impression statistics have trended positively.

The applicant has had positive results with parent and community satisfaction, volunteer hours and scholarship dollars received from the community. Parent satisfaction, community satisfaction and volunteer hours, and scholarship dollars, have improved between 2009 and 2010 (fig 7.2-11).

The applicant has had positive results regarding overall student satisfaction among kindergarten through sixth grade students. Questionnaire data has trended favorably across 2008, 2009 and 2010 (fig 7.2-6).

The applicant has had positive results regarding frequency of students disenrolling to attend school elsewhere. Leaver statistics (fig 7.2-5) have trended positively.

The applicant has had positive outcomes regarding stakeholder satisfaction. Voter approval for additional taxation in a period of economic downturn is a strong indication of community stakeholder support and engagement (fig 7.2-16).

OPPORTUNITIES FOR IMPROVEMENT

While satisfaction has improved for K-6th grade children, data are not presented for different student segments.

While parent satisfaction has trended positively, there is no data regarding satisfaction of parents of ESL, gifted, 504, dropouts or special education students.

Student satisfaction scores have trended negatively for children in grades 7-12, and overall for the district (fig 7.2-6).

7.3 Financial and Market Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 50-65 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The state identifies a key measure for fiscal accountability in school districts as the Financial Indicator Rating System of Texas (FIRST), an annual metric produced by the Texas Education Agency. The applicant was given the highest rating for four of the past five years in this rating and has received ratings above the state levels for the past five years (Figure 7.3-7). Additional external assessments of financial performance and stewardship include the applicant's Certificate of Achievement for Excellence in Financial Reporting (CAFR) for past 20 years and independent annual audits resulting in no significant findings in past 5 years (Fig. 7.3-6).

Several key measures of budgetary and financial performance, including cost savings measures, tax collection rates, and student enrollment, show strong positive performance (Figs. 7.3-1, 7.3-2, 7.3-4). In addition, the applicant has surpassed the state levels in tax collection rates for the most recent two years.

The applicant has positive levels and trends in some measures of market share including student enrollment. Upward trends in students transferring into the district and decreasing number of students leaving the district, are resulting in a net increase in enrollment (Fig. 7.3-8, 7.3-9, and 7.3-4).

OPPORTUNITIES FOR IMPROVEMENT

Although the applicant demonstrated a high level of cost savings and cost avoidance totaling almost \$8.8 million since 2003 (Figure 7.3-2), the annual figures lack stable trending and any external comparative data while noting a state goal of 10% savings in energy usage. Without stability of performance or data on their performance relative to appropriate external benchmarks, the applicant may be challenged in fully realizing excellence in their fiscal performance.

While the applicant demonstrates a positive trend in tax collection of 92% to 96% since 2005, their data lacks comparisons and benchmarks. Without an external comparison, the applicant may have difficulty maximizing their efforts in a competitive environment.

While the applicant demonstrated a net increase in the market performance measure of student enrollment, their data lacks segmentation by those student groups identified in the Organizational Profile (pre-K, at risk, GT, SPED, ESL, 504, drop out). Without segmenting their data, the applicant may not be able to fully understand their stakeholder needs and thus plan for sustainability.

7.4 Workforce-Focused Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 50-65 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant current INDICATORS of WORKFORCE ENGAGEMENT and WORKFORCE satisfaction LEVELS in overall employee satisfaction indicates stable results that are above the selected benchmark, goals, and the national and state levels . The site visit validated that employees are engaged even with the flat budgets and increasing enrollments.

The applicant measures workforce and leadership development by survey response to the job enthusiasm, professional development evaluations and walkthrough data. Over six years, the applicant has maintained a 95% measure of staff enthusiasm and 80% of the employees agree with the statement that they are treated professionally.

The applicant uses the State of Texas teacher standards and the teacher turnover rate as KEY MEASURES of WORKFORCE CAPABILITY and CAPACITY. The applicant is at 100% for highly qualified teachers in the district and the turnover rate has been trending downward for the last four years with 2009-2010 being at 9.6% the State average being 11.8% and the market average being 10.9%.

The applicant uses the employee survey statements regarding safety, cleanliness and healthy culture to measure employee well being and satisfaction. The results from the employee survey show satisfaction levels of 85%. Accidents reported shows downward trends with a current year performance of 2 accidents.

OPPORTUNITIES FOR IMPROVEMENT

Although employee recognition is a key factor in the levels of satisfaction, there are no measures showing levels, trends or comparisons. Thus, making it difficult to ensure this mechanism is aligned with satisfaction goals.

Although the applicant shows positive results for safety and accident measures, they show no comparative data. This may make it difficult to make data driven decisions.

7.5 Process Effectiveness Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 70-85 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicant shows good results for Dyslexia Process Effectiveness (Fig. 7.5-7) with a positive trend over the past 3 data points with improvement from 70% TAKS Reading and ~60% TAKS Math in 2007-2008 to ~89% respectively in 2009-2010 while also exceeding their goal of ~82%.

The applicant shows excellent results for Percent of Students Served by Special Education (Fig. 7.5-8) with positive trends over the past five years, going from ~13% in 2005-2006 to ~8.1% in 2009-2010 while exceeding their goal of ~8.3% as well as their comparisons against the State and Region XI. This is directly aligned to the MVV.

Excellent results have been reported for Percent of Monies Directly Supporting Classrooms (Fig. 7.5-6) with positive trends since 2004-2005 going from ~64.5% to ~67% in 2009-2010, while also exceeding comparison results from the State and ESC Region XI over the past four years. This result is directly aligned with the MVV.

The applicant is reporting a positive trend in Student Results on Federal Standards (Fig. 7.5-9) with results increasing overall in LEP, CTE, and SPED since 2006-2007 while exceeding their goal of 80% consistently since 2008-2009.

Excellent results are reported for Personal Identification Errors (Fig 7.5-3) with zero errors identified over a six year period, as well as exceeding the comparison results over the State and the Region.

The applicants Teacher Turnover Rate (Fig 7.5-2) shows positive trend results over the past four years going from ~18% down to ~9% since 2006-2007. Comparisons also indicate the applicant has exceeded their benchmark during the 2009-2010 year.

The applicant shows excellent results for the Highly Qualified Staff which is required by State and Federal guidelines with an outcome of 100% over the past 4 years. Comparisons also show that the applicant exceeds results from the State and previous Baldrige Winners.

The applicant shows positive trending results for Job Performance Understanding (Fig 7.5-4) with an increase of ~8% since 2005-2006 with a result of ~88% in 2009-2010.

Good results have been reported with positive results for Energy Savings (Fig. 7.5-5) while exceeding their 5 year goal of 5% reductions with a 19% reduction in Electricity Usage, 37% reduction in Natural Gas usage, and a 65% reduction of water usage from 2008-2009 to 2009-2010.

OPPORTUNITIES FOR IMPROVEMENT

Although good results are reported for Energy Savings (Fig 7.5-5), there are no trends or comparisons for this Strategic Goal, thus making it difficult for the applicant to gauge itself against the market and provide Data Driven Decisions.

Although the applicant shows positive results for Job Performance Understanding (Fig 7.5-4), the applicant does not provide any comparisons, which may make it difficult for the organization to benchmark the results in order to gauge success and be the World Class District of Choice.

The applicant is reporting some positive trends, but overall negative results in Teacher Adoption of Baldrige Classroom Tools (Fig. 7.5-10) in all categories from 2008 to 2010 falling short of their goal of 90%. Along with a lack of comparisons this may make it difficult for the organization to ensure full deployment of aligned processes throughout the organization.

The applicant does not present any key measures for operational performance of their key work processes, thus it may be difficult for the applicant to manage cross-functional processes throughout the organization and ensure clear Data Driver Decisions.

7.6 Leadership Outcomes

Your score in this Criteria Item for the Consensus Stage is in the 50-65 percent range. (Please refer to the attached “Scoring Guidelines”.)

STRENGTHS

The applicants measures of regulatory, safety, accreditation, and legal compliance shows acceptable levels of conformance. For 2008-2010, Safety monitoring process and scheduled regulatory evaluations were 100% compliant (Fig. 7.6-6 & Fig. 7.6-13). In the last two years, Health Departments inspections on each of the campuses showed an improvement in rating from 90 to 94%.

Stakeholders' trust in the Senior Leaders and Governance of the organization is evident from the continued support of the BOT by the local electorate. The BOT have served the District an average of 5 years (Fig 7.6-5) and the overwhelming voter approval (85%) for changes in the distribution of the tax monies.

The applicant's fulfillment of its societal responsibilities and support of its key communities are evident in their execution of smart savings through reduction in energy consumptions (10% reduction in usage) and the implementation of active paper recycling program at all 11 campuses. The applicant contributed \$20k in 2008-09 and \$32k in 2009-10 to the Education Foundation (Fig. 7.6-9) and donated for the National Lee Denim Day for the last three years (Fig. 7.6-10).

The District scorecard generally shows positive results for 18 of the 36 KSMs during 2009-2010. For example, task exemplary performance increased 12% from 76% to 88% over a one year period.

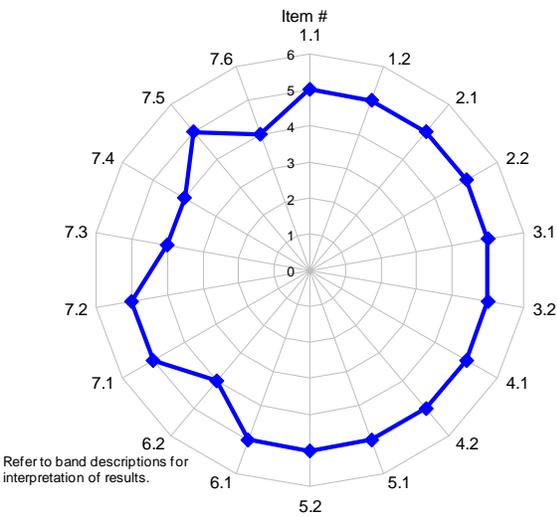
OPPORTUNITIES FOR IMPROVEMENT

The applicant's key measures of governance and fiscal accountability shows negative results in 50% of the categories (4 out of 8). Fund balance has decreased from \$15.7M in 2008 to \$1.5M in 2010 and revenue was at 97.7% of the plan in 2010. Lack of financial liquidity may impact applicant's ability to achieve their strategic goals.

Although the applicant's scorecard shows positive results in 18 of 36 KSMs, 8 KSMs show negative results during 2009-2010. For example, level of implementation of professional development strategies showed a ~3% decrease from the previous year moving from 72.8% to 69%. This may make it difficult for the applicant to attain their 5-year goals and becoming a "World class District of choice".

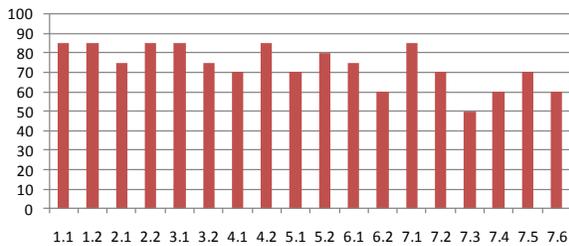
Score Band Summary

Line traces score band for each item.

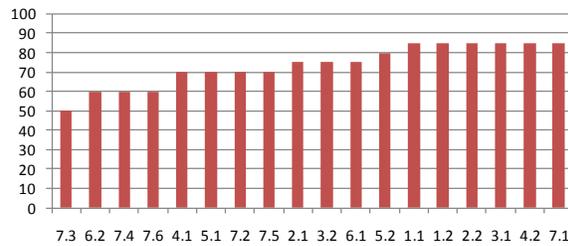


Overall Application Scoring Band 6

By Item List



By Item Rank



APPLICATION REVIEW PROCESS

Your application was evaluated against the Award Level criteria of the Texas Award for Performance Excellence. This report, which contains the findings of the Board of Examiners, is based upon the information contained in the written application and the findings from the site visit. It includes background information on the examination process, a summary of the scoring for your organization, and a detailed listing of strengths and opportunities for improvement.

The application review process began with the first stage review, in which a team of approximately seven or eight examiners was assigned to each of the applications that met the requirements for evaluation. Assignments were made based on the examiners' areas of expertise while avoiding potential conflicts of interest. Each application was independently evaluated using a scoring system that was developed for the award program, and which was reviewed and put into practice using case studies in examiner preparation courses. Every examiner scored all items.

In the second-stage review, the examination team developed a consensus score for each item and an aggregated list of comments. A team leader directed the consensus process to ensure the resolution of any scoring differences.

All award level Applicants were scheduled for site visits in order to provide the opportunity for more extensive feedback for each applicant. The site visit teams prepared for the visits. Site visit issues were translated into specific site visit agendas, with each member of the team given specific assignments. The site visit teams met prior to the visit to finalize all plans. While on the site visit, team members met periodically to review their findings and when necessary, to modify the agenda. After the visits were completed, the teams prepared summaries of their findings and recommendations to the Judges.

The Judges separately considered the applicants in the small business, manufacturing, service, education, health care and public sector categories. Each applicant was reviewed and judged on its own merit, as it relates to the Criteria. One panel member was assigned to serve as the lead judge for each applicant and presented the findings of the site visit team to the panel. Consideration was also given in regard to the applicant's ability to serve as an exemplary role model for other organizations throughout the State of Texas.

Judges followed strict rules involving conflict of interest. Three major types of conflict were considered: (1) direct linkage such as current or recent employment or client relationship; (2) significant ownership; and (3) business competitors of companies for which direct linkages or ownership exists. Judges were allowed to vote only when they did not have any of these types of conflict.

2011 TEXAS AWARD FOR PERFORMANCE EXCELLENCE

DISTRIBUTION OF SCORES

Scoring Band Descriptors

Band	Band Number	Descriptors
0-250	1	Early stages of developing and implementing approaches to Category requirements. Important gaps exist in most Categories.
251-350	2	Beginning of a systematic approach responsive to the basic purposes of the Items, but major gaps exist in approach and deployment in some Categories. Early stages of obtaining results stemming from approaches.
351-450	3	A systematic approach responsive to the basic purposes of most Items, but deployment in some key Areas to Address is still too early to demonstrate results. Early improvement trends in areas of importance to key organizational requirements.
451-550	4	Effective approaches to many Areas to Address, but deployment may vary in some areas or work units. Fact-based evaluation and improvement occur responsive to the basic purposes of the Item. Results address key customer/stakeholder and process requirements, and demonstrate some areas of strength and/or good performance.
551-650	5	A sound, systematic approach responsive to many of the Areas to Address, with a fact-based evaluation and improvement process in place in key Areas. No major gaps in deployment, and a commitment exists to organizational learning and sharing. Improvement trends and/or good performance reported for most areas of importance. Results address most key customer/stakeholder and process requirements and demonstrate areas of strength.
651-750	6	Refined approaches, including key measures, good deployment, and very good results in most Areas. Organizational alignment, learning, and sharing are key management tools. Some outstanding activities and results that address customer/stakeholder, process, and action plan requirements. May be "industry" leader in some Areas.
751-875	7	Refined approaches, excellent deployment, and good to excellent performance improvement levels demonstrated in most Areas. Good to excellent integration and alignment, with organizational analysis, learning, and sharing of best practices as key management strategies. "Industry" leadership and some benchmark leadership demonstrated in results that address most key customer/stakeholder, process, and action plan requirements.
876-1000	8	Outstanding approaches, full deployment, excellent and sustained performance results. Excellent integration and alignment, with pervasive organizational analysis, learning, and sharing of best practices. National and world leadership in results that fully address key customer/stakeholder, process, and action plan requirements

SCORING GUIDELINES 2011 Texas Award for Performance Excellence

Score	Process (for use with Categories 1–6 Items)
<p>0% or 5%</p>	<p>No systematic approach is evident; information is anecdotal. Little or no deployment of an approach is evident. An improvement orientation is not evident; improvement is achieved through reacting to problems. No organizational alignment is evident; individual areas or work units operate independently.</p>
<p>10%, 15%, 20% or 25%</p>	<p>The beginning of a systematic approach to the basic requirements of the Item is evident. The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the Item. Early stages of a transition from reacting to problems to a general improvement orientation are evident. The approach is aligned with other areas or work units largely through joint problem solving.</p>
<p>30%, 35%, 40% or 45%</p>	<p>An effective, systematic approach, responsive to the basic requirements of the Item, is evident. The approach is deployed, although some areas or work units are in early stages of deployment. The beginning of a systematic approach to evaluation and improvement of key processes is evident. The approach is in early stages of alignment with basic organizational needs identified in response to the other Criteria Categories.</p>
<p>50%, 55%, 60% or 65%</p>	<p>An effective, systematic approach, responsive to the overall requirements of the Item, is evident. The approach is well deployed, although deployment may vary in some areas or work units. A fact-based, systematic evaluation and improvement process and some organizational learning are in place for improving the efficiency and effectiveness of key processes. The approach is aligned with organizational needs identified in response to the other Criteria Categories.</p>
<p>70%, 75%, 80% or 85%</p>	<p>An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. The approach is well deployed, with no significant gaps. Fact-based, systematic evaluation and improvement and organizational learning are key management tools; there is clear evidence of refinement and innovation as a result of organizational-level analysis and sharing. The approach is integrated with organizational needs identified in response to the other Criteria Items.</p>
<p>90%, 95% or 100%</p>	<p>An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. The approach is fully deployed without significant weaknesses or gaps in any areas or work units. Fact-based, systematic evaluation and improvement and organizational learning are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. The approach is well integrated with organizational needs identified in response to the other Criteria Items.</p>

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