RMPEx Excellence Application

August 29, 2016

TOC

GLOSSARY

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

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
Acronym 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 meat 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

APEx Team Leadership Model
District 49's system for unconventional leadership structures. In the main example, three chief officers with unique areas of expertise replace the traditional school district superintendent management model

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

BLPA-------- Banning Lewis Preparatory Academy
An approved secondary expansion of BLRA intended to serve secondary students with a college preparatory curriculum. The school is under construction scheduled to open in fall of 2017.

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

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

BOCES -----Board of Cooperative Educational Services
In order to purchase resources and hire 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 executives including superintendents, business officials, communications 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 dead 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

CPI---------- Crisis Prevention Intervention
Crisis de-escalation protocol.

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

DAAC ------ District Accountability Advisory Committee
Committee comprised of parents, teachers, administrators and community members that provide input to the Board of Education on District improvement efforts, budget and charter school approval.

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 Health 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
Document issued by Colorado Department of Education annually recommending accreditation of each public school district based on performance indicators.

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

DOSS ----------Director of Safety and Security

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

EEN--------- Effectiveness Network
Group of school leaders representing all zones who collaborate and share best practices for educator evaluation.

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
Elementary School offering the International Baccalaureate Primary Years Program in the 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

ELAT ---------- Early Literacy Assessment Tool
Grant funded through the Colorado Department of Education providing access to online literacy assessment tools, comparison data results and professional development for teachers and leaders.

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.

ELT --------- Education Leadership Team
Group of leaders reporting to the Chief Education Officer

EOY -------- End of Year
Frequently used in reference to the final benchmark assessment of an academic year, e.g. DIBELS. Paradoxically, EOY results for state assessments are usually reported early in the next academic year because the state report takes some time to compile.

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 Programs, a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families and English Learners.

ESP ---------- Education Service Provider

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

ESSA ------- Every Student Succeeds Act
Reauthorization of the previous ESEA Act, a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families and English Learners.

F

FCBC------ Falcon Community Builders Consortium
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.

FCC------Future Classroom Cohort

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
Partner Organization which provides consultation and professional development.

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
Description used to refer to comprehensive educational programs in preschool-grade 12.

GOAL------- GOAL Academy
Colorado's largest online Alternative Education Campus, authorized by District 49, serving approximately 3,000 high-risk high school students state-wide.

GAFE-------Google Apps for Education

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
Colorado's state minimum expectations for high school graduation must be fully implemented by all public school districts graduating students by 2021.

GT------------ Gifted and Talented
Students identified as having ability at or above the 95th percentile in English 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
Independent company contracted by D49 to conduct research, in the form of investigative inquiry and/or reviews of best practices.

HBA------Home and Building 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 and Hunger Free Kids Act

High-Risk
Term used by the Colorado Department of Education describing students who qualify for attendance at an Alternative Education Campus. High risk indicators include truancy rates, suspensions, expulsions, and gang affiliation, among other risk factors.

HIPAA ------Health Insurance Portability and Accountability Act

HMS---------Horizon Middle School
The 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, the previous iteration of the ESEA, 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

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

IE------------ Individualized Education
District 49 Department which includes Special Education, Gifted and Talented, and English Language Development services, led by the Executive Director of Individualized Education reporting to the Chief Education Officer.

IEP ---------- Individualized Education Plan
Federally mandated plan developed for students qualifying for special education services

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
The first phase of SCCI during which investigation, preparation, and evaluation occur.

Innovation Zone
Geographical and program-based groups of schools led by a Zone Leader

IM----Interim Measures
Assessments administered to students on a frequent basis to identify leading indicators of student performance.

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
Plan which guides the work of the D49 Instructional Technology Team and contracted partners supporting technology infrastructure.

ITS----------- Instructional Technology Specialist
Learning Services team members who support the daily technology instructional and assessment needs of schools.

iZ ------- iConnect Zone
Consists of charter and non-traditional schools, BLRA, RMCA, SSAE, GOAL, IIR, PPSEL, PHS, FSP, PTEC, PPEC.

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
The mission of District 49, integrated into our key work processes through SCCI generally as well as multiple strategic initiatives and processes.

LEx--------- Literacy Excellence

LEx Center
Innovation initiative at OES which supports students who fit a Dyslexia profile

Lexia
Online literacy intervention program used in PZ elementary schools

LMS -------- Learning Management System
Online system which facilitates student and staff learning

LS ------------Learning Services
Education office department led by Executive Director of Learning Services, reporting to Chief Education Officer which includes Curriculum, Instruction, Assessment, Instructional Technology, Health and Wellness, Title Programs, and Professional Development

M

Mastery
Term used to describe the highest level of competence. Often related to mastery of Colorado academic Standards or other course requirements.

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
Neighborhood 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 datas travel time on the Internet.

MTSS -------Multi-Tiered Systems of Support
Term used to describe a robust system of core-curriculum and interventions to support student learning needs

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

N

NABSE ----- National Alliance of Black School Educators

NACEP ----National Association of Concurrent Enrollment Programs

NSBP ------- National School Breakfast Program

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
Three-day on-boarding process for new educators in the district

O

OES --------- Odyssey Elementary School
Neighborhood 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 Face-to face and online learning experiences including courses, workshops and conferences to improve staff knowledge and skills.

PIP ----------- Principal Induction Program

Peak Partners Initiative ------------PPI

PPEC---------- Pikes Peak Early College
Online blended early college coordinated public school in District 49 iConnect Zone hosts students in Grade 9 through age 21.

PL------------- Primary Literacy
D49Key initiative aligned with "Firm Foundations" strategic priority to ensure that in District 49, Every Third Grader Reads.

PHS--------- Patriot High School
Coordinated Alternative Education Campus serving high school students in the iConnect Zone.

PLCs--------- Professional Learning Communities
Model Regularly scheduled meetings which include educators and administrators at the school, zone and department levels aimed to review student performance data and share best practices.

PLT --------- Principals' Leadership Team

PM------------ Progress Monitoring
Assessments used to frequently monitor acquisition of skills and objectives.

PP BOCES------Pikes Peak Board of Cooperative Educational Services
Cooperative entity between schools in the Pikes Peak Region allowing shared resources to deliver regional cooperative which provides some special education support services for D49 students.

PPCC-------- Pikes Peak Community College
Local community college which provides Concurrent Enrollment support in D49.

PPEA-------- Pikes Peak Education Association
A Pikes Peak region affiliate of the Colorado Education Association.

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.

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

PPSEL------ Pikes Peak School of Expeditionary Learning
District 49 charter school in iConnect Zone.

PQS---------- Principal Quality Standards
CDE-outlined standards which guide the annual evaluation process for principals and assistant principals, mandated by the Colorado legislation.

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

Process PACE
Performance rubrics which evaluates our processes for Primary Literacy and 49 Pathways key initiatives.

Proficiency
Performance level describing achievement meeting standards.

PPEC------Pikes Peak Early College
District 49 operates Colorado's only statewide, online, early college providing high school and college level coursework for grades 9-14.

PTEC------Power Technical Early College
An authorized charter secondary school operated by the James Irwin Collaborative. PTEC serves students career and technical preparation in a configuration that extends through associate's degrees.

PZ------Power Zone
A traditional geographic feeder pattern of schools including: RVES, SES, OES, SMS, and VRHS.

Q

QA -----------Quality Assurance
Review process designed to ensure accuracy of data or adherence to prescribed process

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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

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

READ----------- Reading To Ensure Academic Development Act
Colorado READ Act was passed by the Colorado Legislature during the 2012 legislative session to improve literacy instruction in grades K-3.

ReadyOp
Collaborative communication tool used by D49 to send, monitor and manage safety and security data in collaboration with first responders and other emergency services

RES --------- Remington Elementary School
Neighborhood elementary school in Sand Creek Zone.

RMCA------ Rocky Mountain Classical Academy
District 49 charter school in iConnect Zone.

RTI------- Response to Intervention
System in place to support students through a variety of interventions and programs to meet their individual needs

RVES ------- Ridgeview Elementary School
Neighborhood elementary school in the 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 SA ----------- School Assessment Coordinator
Person responsible at the school level for coordinating state assessments.

SAAC --------- School Accountability Advisory Committee
Committee of parents and teachers that meet monthly at each school to discuss curriculum, instruction and school budget

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*
System of continuous improvement which guides organizational learning from innovation through transformation

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

Schoology
Organization-wide Learning Management System used in District 49 with staff, students and parents

Schoolview
Publically 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*
Neighborhood elementary school in the POWER Zone feeder system

SHIP -------- *School Health Improvement Plan*
Addendum to unified Improvement Plan for each school which supports student, staff and community wellness initiatives

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(s)*
One of or all leaders who report directly to one of the three Chief Officers (Education, Business, Operations)

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
Team consisting of all Chief Officers (Education, Business, Operations) and their direct reports.

Smartsource
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 that aligns with the state model

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 Priorities, 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 also SpEd

SPF--------School Performance Framework
Document issued to all Colorado Public Schools indicating the comparative level of performance on state accountability measures

SRES --------Springs Ranch Elementary School
Neighborhood elementary school in the 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
Online blended school serving grades K-12 in the iConnect zone

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
A set of expectations defined for a given group or content area or job set (ie. Colorado Academic Standards, Teacher Quality Standards).

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

Students
D49's identified key customer group

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----------Taxpayer Bill of Rights
An amendment to the Colorado constitution that sets guidelines for public financing and campaigns

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

Title I
Tenet of Every Student Succeeds Act which provides federal grant funding to support the education of economically disadvantaged students.

Title II
Federal Grant Program Tenet of Every Student Succeeds Act which provides federal grant funding to support professional development for teachers and principals

Title III
Tenet of Every Student Succeeds Act which provides federal grant funding to support the education of English Language Learners.

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
The second phase of SCCI which integrates consolidation, integration and reflection

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

TtT-----------Train the Trainer
Model of professional development in which a lead team is trained as trainers and expected to share the training across the organization

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

WAC------- Wellness Advisory Council

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
Neighborhood elementary school in the Falcon Zone feeder system

WSCC ----- Whole School, Whole Community, Whole Child Committee
District 49's Wellness Council Initiative

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
Executive administrator responsible for supervising principals and overall zone operations. Serves as superintendent of zone.

Zone Autonomy
The operating principle of District commitment to zone-based decision-making

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 several unincorporated areas of El Paso County. As our logo represents, Pikes 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.

As the fastest-growing district in Colorado[1], our enrollment of nearly 21,000 students ranks third largest in El Paso County (EPC) and 13th in Colorado. District 49 operates in a highly competitive educational choice environment with larger and wealthier districts along our western boundary. To compete more effectively, we have embraced the Baldrige framework as our key criteria 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. By benchmarking our practices against high-performing enterprises, 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 build "firm foundations" and "launch every student to success" by operating a "robust portfolio of distinct and exceptional schools." These programs and services fulfill our vision and mission to be "the best choice to learn, work, and lead." Our key educational program and service offerings are consistent across all schools and programs, while specialized offerings are differentiated among the four zones that make up 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 communities within each zone. These key programs and services (Figure P.1a(1)) are implemented differently in each zone, but each zone uses process improvement tools to align and measure performance.

Because basic proficiency is the foundation of all academic performance, we prioritize 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 higher and more specialized learning as they matriculate toward graduation and post-secondary success. As secondary students build on a firm foundation, they display divergent abilities and passions. So, the most important program in our secondary schools

Figure P.1a	
🔑 **Key Organizational Characteristics of District 49**	
Key Factors	**Major Elements**
Customer Segments	• Students • Parents • Staff • Citizens
Workforce Segments	• Professional-Technical (Pro-Tech) • Education Support Professionals (ESP) • Teachers • Administrators
Challenges	• Citizen and Voter Distrust • Community Disengagement • Inferior Reputation • Divergent Academic Expectations • Graduate Readiness
Advantages	• Necessity Breeds Innovation • Strategic Planning Process • APEx Leadership Model • Community of Collaboration • Pursuit of Peak Performance
Key Strategic Initiatives	• Primary Literacy • *49 Pathways* • Alignment to Colorado Academic Standards
Competitors	• Academy School District 20 (D20) • Colorado Springs School District 11 (D11)
Comparators	• Jefferson County Schools (JeffCo) • St. Vrain Valley RE 1J (SVV) • Johnstown-Milliken RE-5J (JMR) • Widefield District 3 (D3)
Key Communities	• Falcon Innovation Zone • iConnect Innovation Zone • POWER Innovation Zone • Sand Creek Innovation Zone
Key Work Systems	• Student-Based Financial Management • Portfolio School Management • Material Supports for Optimal Conditions to Learn, Work, and Lead
Key Work Processes (SCCI)	• ⭕Innovation Learn→Work→Lead↻ • ⭕Transformation: Learn→Work→Lead↻
Key Support Process	• Budget normalization and equalization • Educational Assessment and Intervention • Facility Operations and Maintenance
Core Competencies	• Portfolio School Management • APEx Team Leadership • Primary Literacy Programming • Individualized Pathways in Secondary Education • Precise Resource Management

is designing individualized learning plans for every student. Through a strategic initiative called *49 Pathways*, we provide personal and academic advising to help every student pursue meaningful learning.

With nearly 21,000 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 third big rock of our strategic plan articulates, we offer a "robust portfolio of distinct and exceptional schools." Our school portfolio is the overarching mechanism by which District 49 delivers educational services and programs.

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[1] Over the last decade—according to CDE

Figure P.1a(1)
🔑 Key Educational Program and Service Offerings

ALTERNATIVE EDUCATION (**AE**) programs serve students with one or more high-risk characteristics. Alternative Education Campuses (AEC's) deliver AE programming.

ENGLISH LANGUAGE DEVELOPMENT (**ELD**) programming serves students with no or limited English proficiency.

CAREER TECHNICAL EDUCATION (**CTE**) prepares students in grades 6-12 to enter the workforce with skills and certifications

COLLEGE PREPARATORY EDUCATION (**CP/CE**) prepares students to begin college while in high school (CE) or continue their education in a two or four-year college program (CP)

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 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 students identify and pursue meaningful learning.

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)-1
🔑 Vision, Mission and Values

VISION *The Best Choice*

MISSION *To Learn, Work, and Lead*

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.

We use metaphors like big rocks, the compass, and climbing Pikes Peak 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 underlying commitments make up our Strategy and Culture of Continuous Improvement (Figure P.2c).

Figure P.1a(2)-2
🔑 Cultural Compass and Strategic Priorities

P.1a(3) Workforce Profile

1,675 talented and hard working employees enable D49 to pursue its vision and fulfill its mission. Employees in District 49 fall into one of four categories; licensed, professional-technical, educational support staff and administration. All teachers and paraprofessionals at D49 coordinated schools are licensed through the Colorado Department of Education (CDE).

Figure P.1a(3)
🔑 Key Workforce Segments in District 49

LICENSED: 871 TEACHERS | 681 Female 190 Male
8 DOCTORAL, 507 MASTERS, 356 BACHELORS

PRO-TECH: 32 Accountants, Analysts, Managers, Supervisors
20 Female 12 Male | Ranging from HS Diploma to Masters

ESP: 692 Specialists, Assistants, Technicians
552 Female 140 Male | Ranging from HS Diploma to Masters

ADMIN: 80 Officers, Zone Leaders, Directors, Principals
42 Female 38 Male | 6 DOCTORAL, 68 MASTERS, 3 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 1,425 employees that have identified themselves as Caucasian and 125 as minority or unknown.

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 $312.2 million. D49 also operates a transportation fleet of 97 buses and 56 support vehicles with a value of $380,000. District 49 owns 17,309 computers, laptops, tablets and other peripheral devices such as printers and projectors that support learning in the classroom and work across our offices. District 49 contracts with Colorado Computer Support (CCS) for network and other IT services and support at all facilities. 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 fee-based 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) with directors elected to at-large seats serving four-year terms. Beginning in 2013, the board and administration began a cycle of learning to determine whether or not an alternative model would increase trust and meet our community's expectations for representative leadership. Learning about best practices in school district governance led our board to propose that representation be linked to geographic communities. In 2015, voters overwhelmingly supported (74% Yes) a transition to a "director district" model where each member of the BOE represents a defined subdivision made up of political precincts in the district. As members' current at-large seats expire, new members will be elected from these representative districts. 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 hires, supervises, 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 AEC, CE, CTE, ELD, SpEd) 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 productive relationships with key community agencies and business interests to partner and collaborate. The following entities are key partners without whom we could not accomplish our mission. District 49 is actively working to improve the performance of every key partner by recommending or requiring (where appropriate) they pursue performance excellence.

Figure P.1b(3) 🔑 ***Key Partners, Suppliers, and Collaborators***	
PPCC Pikes Peak Community College is our primary partner for concurrent enrollment. PPCC sets standards for college enrollment and college-level instructors.	**CCS** Colorado Computer Support supplies technology management services for infrastructure, help desk, large-scale deployment, and consulting projects.
HANOVER RESEARCH is a private research and strategy firm that supports District 49's efforts to collect and analyze actionable performance insights.	**THE FALCON EDUCATION FOUNDATION** is a community organization that hosts events, provides scholarships, and funds school-based strategic innovation.
SCHOOLOGY partners with D49 to provide a learning management system to create online classes, groups, and productivity systems for all customer segments. Schoology is the LMS that drives the Aha! Network.	**FCBC** The Falcon Community Builders for Classrooms is an industry association that collaborates with D49 to fund district facilities as needed.
MYON is a digital library provider that provides leveled texts and teacher development. myON has collaborated with D49 to host regional literacy conferences.	**CSPD** and **EPCSO** The Colorado Springs Police Department and the El Paso County Sheriff's Office place uniformed school resource officers (SRO's) at district high schools in their respective jurisdictions.
	CDE The Colorado Department of Education provides extensive support and collaboration with primary literacy and 49 Pathways.

AUTHORIZED CHARTER SCHOOLS District 49 authorizes six unique charter schools that complete our portfolio of schools and extend programs and services to over 7,000 students from around El Paso County and greater Colorado.

P.2 ORGANIZATIONAL SITUATION
P.2a Competitive Environment
P.2a(1) Competitive Position

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. District 49 competes directly with two of its geographical neighbors. Our key competitors—Colorado Springs District 11 (D11) and Academy District 20 (D20) are larger and wealthier districts immediately to our west. District 49 measures a net gain of students from D11 and tracks a net loss of students to D20. Although District 49 has fewer local resources compared to both competitors, we operate 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, the percentage of minority students, and the percentage of students with special needs Reference figure.

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 comparator districts. The Colorado Department of Higher Education provides college remediation data for D49's competitors and comparators. 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, School District 49 struggled to earn the trust of citizens and voters. As Colorado Springs expanded eastward, District 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. From 2006 through 2012, the district had major turnover of senior leadership along with scandals and infighting on the board and in the larger community. During that period, 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 Expectation** 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.

Faced with such significant strategic challenges, District 49 leaders have carefully worked to build the following strategic and cultural advantages.

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. D49 also leads the state in transparency through live video streaming and permanent archiving of board meetings along with full agendas and thorough documentation of all board discussions and decisions.

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. D49 has also increased our ability to learn through the Voice of the Workforce (VOW) about how implementation and leadership efforts are working across the district.

③ To combat our inferior reputation, D49 has set performance improvement as our central focus by committing to performance excellence in both of our key work processes—innovation and transformation—by learning, working, and leading to standards of peak performance. By building local solutions through our 🔑SCCI, D49 is gaining a competitive advantage and earning 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. D49 operates Colorado's highest-performing K-12 online school (Springs Studio for Academic Excellence); Colorado's only statewide, online early college; the top-rated home school program in El Paso County; and authorizes Colorado's first school to earn designation as a Pathways in Technology (P-TECH) Early College.

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 among all our competitor and comparison groups.

P.2c Performance Improvement

Over the last five 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 along a pathway of continuous improvement toward peak performance. Symbolized by our landmark destination—Pikes Peak—we designate peak performance as being the highest ten percent, the top decile or "Grade A" level of performance. That is our target.

Figure P.2c
Strategy and Culture of Continuous Improvement

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. In District 49, we begin improvement and innovation with learning. Matching the practices of high performing and role model organizations, we learn about our own strengths and potential approaches to improve our performance. Through the work cycle, we pilot, implement, and deploy approaches that show promise for improving performance. In the lead cycle, we revisit, restart, abandon, or scale up the improvement approach so that all our schools or other organizational units can improve.

In daily practice, the three activities that keep us improving are summed up in our vision and mission to be the best choice 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.

To maintain our focus on action, we are highly intentional about converting or expressing our work in terms of learning, working and leading. For example, any input we receive—whether it is from regulatory agencies, partners, students and other customers, or our community at large is an opportunity to *learn*. Even if that input is unsolicited, critical, or even wrong, it is an opportunity to learn. Similarly, everything we learn is an invitation to *work*. Sometimes we work at new learning. Sometimes there is no way to learn from the source so we respond by working to improve. Finally, we *lead* by reflecting on our learning and our work to see if they produced valued results. When they do, we do more of that. When our learning and work do not result in improvement, we learn more about that outcome and start the process again. We believe that learn, work, and lead are a localized expression of the Baldrige commitment to cycles of systematic evaluation and improvement. As successive SCCI cycles of learning and improvement become embedded in our operational rhythm, we aspire to become even more strategic and innovative to the point where we are a role model organization.

1.0 LEADERSHIP
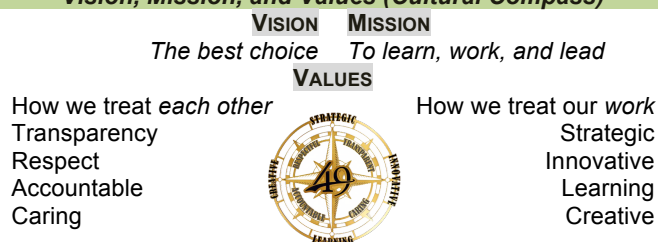## 1.1 Senior Leadership
1.1a Vision, Values, and Mission
1.1a(1) Vision and Values

District 49 embraces aligned partnerships as the most efficient and effective approach to lead the organization. Alignment to our vision, mission and values (Figure 1.1a(1)) unites students, parents, staff, and citizens with a strong sense of purpose and commitment. The three elements of Alignment, Partnership, and Expertise comprise the acronym that represents our leadership system for peak performance. APEx teams are evident across the district, modeled first by the working relationship between the five-member Board of Education and the three-member Chief Officer Team. District 49's unique leadership model does not include a traditional superintendent and the board has not employed a superintendent since 2009. From it's beginnings as an unproven innovation to the mature, transformative model in place today, we have learned that a partnership of three highly skilled senior leaders working in their areas of particular expertise has become a key competency for stabilizing and strengthening the organization. This structure compels a high degree of alignment to our vision and values among senior leaders. Instead of relying on a single, forceful personality to lead the district, we depend on explicit alignment with vision and values as the driver of partnership and unity. Other APEx teams around the district provide aligned leadership to zones, schools, and programs.

Figure 1.1a(1)
Vision, Mission, and Values (Cultural Compass)

VISION   MISSION
The best choice   *To learn, work, and lead*

VALUES

How we treat *each other*   How we treat our *work*
Transparency   Strategic
Respect   Innovative
Accountable   Learning
Caring   Creative

From 2010-2015, D49 partnered with management consultants to align strategic leadership with our vision and mission. After a cycle of learning that began in 2015, district leaders endorsed the observation that our community needed to align around a simplified vision and mission. After reviewing multiple years worth of comments from our Culture and Climate/Cultural Compass surveys as well as our Big Rocks Survey, senior leaders proposed a simplified vision of District 49 as *the best choice*. Paired with our longstanding mission *to learn, work, and lead*, this combination means that we aspire to be *the best choice to learn* for students and families who are choosing a school, and for educators who want to keep improving their professional capacity. Similarly, we aspire to be *the best choice to work*, both for employees of the district who make up our work family, but also for students who are learning how to work—first at being students and later at contributing to the larger community. Finally, we aspire to be *the best choice to lead*. From our students who lead by their scholarship, sportsmanship, and creative expression to employees who lead as teachers, administrators, and support staff, we are unified by a commitment to be *the best choice to learn, work, and lead*.

Senior leaders set and deploy our vision and mission through personal involvement and observable commitments to continuous improvement. In 2014, all five members of the BOE attended a full-day training for new board members, even though only one member was actually a rookie. In 2015, all five members of the BOE attended two Baldrige/RMPEx Quest conferences, and participated in receiving feedback from the RMPEx site visit team. Similarly, all three chief officers are trained as performance excellence examiners either through the Baldrige program or Rocky Mountain Performance Excellence. These actions show that senior leaders are personally involved in learning, working, and leading to our district to performance excellence. As part of the SPP, SL re-present the VMV and SCCI (Big Rocks, Cultural Compass, and Strategic Goals) each January (during the annual planning retreat) for community and board review. Whether they recommend retaining or adjusting elements, the SL justify their recommendation and then execute the board's governance decisions. As one specific indicator of their personal alignment to the VMV and SCCI, the Chief Officers and Zone leaders develop personal performance goals that support the strategic goals and cultural values *after* the annual affirmation or adjustment by the BOE. For example, at the 2016 annual planning retreat the board completed a cycle of learning by responding to the 2015 RMPEx feedback report. As part of their work, the board developed and adopted a simplified vision and mission, retired one of the big rocks (best district), adopted a new big rock (firm foundations) and then charged the SL with implementing those adjustments. Each of the chief officers then developed strategic action plans for their areas of responsibility, which became part of their individual performance evaluations for 2016-2017.

The most important day on the calendar for District 49 is the Annual Planning Retreat. During the APR, members of the BOE, all Chief Officers, and many of the SLT gather for a full day to review and reset the district's direction. For several months before the APR, members of the BOE task the SL with preparing analysis and recommendations for action. At the APR, the BOE reviews and affirms the vision, mission, cultural compass, strategic priorities and strategic initiatives. The board selects performance measures for the district's aligned commitments, and SL to develop specific innovation and other action plans during the spring semester. The BOE then schedules specific follow-up reports on their annual action calendar to ensure that SL are moving forward with the strategic commitments from the APR.

During the 2016 annual planning work session, the BOE and SL concluded a cycle of learning by agreeing that District 49 needed unity around a shared vision for continuous improvement and performance excellence. To make that agreement meaningful, the SL developed a powerful event called the *Ascent to Excellence*. Beginning in the winter, representatives of every zone, workforce segment, school and department began training together for a climb up Pikes Peak. On July 18, 2016, 49 climbers represented District 49 on a climb that was both literal and metaphorical. The preparation, partnership and commitment we displayed for that event came to symbolize our

district's journey toward peak performance. Every climber reached the summit, and ten days later we assembled the entire work force in one location to share and celebrate our vision. That kick-off meeting, which we dubbed *Base Camp* was a purposeful strategy to unite our work family around a vision for continuous improvement toward peak performance. As we explained it then, the *Ascent to Excellence* represents our overarching commitment to be *the best choice to learn, work, and lead*. The fact that a board member, three zone leaders, a chief officer, multiple principals, and leaders from every segment of our work family climbed 13.1 miles and 7,000 feet up Pikes Peak was evidence to our community that our leaders are personally committed to living out our vision, mission, and values. The response of our workforce has been overwhelmingly positive, and we are already gathering reflective survey and narrative data to improve our process for celebrating and reinforcing our VMV. Results of that learning process are AOS.

Commitment to our vision and mission 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 proposed policy and board action must be explicitly linked to one or more of our strategic priorities or cultural values. That rationale is written into every agenda item and is included in the public packet to show our community how we set the vision, mission and values as the center of our leadership.

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 APEx teams, 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*. 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. To ensure that our commitments to ethical and legal behavior are well-deployed, District 49 requires annual training and affirmation of relevant practices and policies. Materials are AOS.

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. The BOE and Chief Officers systematically reaffirm these commitments annually through goal-setting, evaluation, and contract discussions held in public meetings for full transparency. One result of this public commitment to honorable leadership is the dramatic improvement in our workforce perception of leader integrity in Figures 7.4-2—4.

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 giving D49 the highest rating in Colorado for educational return on investment.[2]

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.

1.1a.3 Creating a Successful Organization

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. The Power Zone has affiliated with the Marzano Research Group in a program called *High Reliability Schools* which is a continuous improvement model for school systems that incorporates formal certifications and annual customer and workforce satisfaction surveys. Similarly, the Sand Creek Zone has selected the Studer Education Group, a Baldrige Award-winning organization that has coached multiple national winners of the Baldrige award in education.

One of the successful business models we have adapted for education is the cross-functional structure of matrix management expressed through our APEx Leadership System. Our organization is not limited to the transition from a solo superintendent to the Chief Officer APEx team. 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 momentum even with changes to personnel. In fact, D49 has had a normal amount of turnover since initiating innovation and reorganization, but the SCCI endures.

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

1.1b Communication and Organizational Performance
1.1b.1 Communication

District 49 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. D49's communications processes have changed and improved dramatically over the past three years. With the advent of many forms of digital communications, it has become possible and necessary to deliver targeted messaging to specific segments of our community, customer and workforce audiences. By carefully tracking the reach and response rates of various communications tools, SL are able to introduce or abandon specific techniques to maximize the effectiveness of our communications performance.

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 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. After learning from that innovation in 2015, we scaled up to transformation in 2016 by using multi-channel, two-way dialogue to seek out the voice of our customers about our district calendar, our policies for weather delays, a proposal to permit administration of medical marijuana on campuses, and a decision about whether or not to pursue additional funding through a mill levy override election. In each case, a powerful consensus emerged from our community that drove decisions aligned to the expectations of our students and other customers.

As all our stakeholders 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.

As part of their annual cycle of continuous improvement, the communications team submits materials and communications campaigns for external review by the Colorado Association of School Public Relations (COSPRA). The process of submitting materials for evaluation begins a cycle of learning, as we gather input about the quality of our performance relative to external industry standards. After receiving systematic feedback from experts and anecdotal feedback from our community, the communications department works to improve our performance by enhancing our strengths and correcting our deficits. The cycle is complete when SL validate the improved performances (written, visual, digital and personal communications) as responsive to the original evaluation and submit it once again for another round of feedback. Over the last three cycles, District 49's performance of leadership through organizational communications has surged from competent to excellent: Figure 7.2-4.

1.1b.2 Focus on Action

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.

As part of their systematic commitment to excellent governance, the board developed an annual calendar of recurring decisions and actions. As part of that process, the board annually selects representatives and liaisons to various district committees and initiatives. This ensure that board members are actively engaged with the work of the district and our community partners. Based on those assignments, 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. In just the last year, board members were present as participants or presenters at two literacy conferences, multiple SAAC meetings, the *Ascent to Excellence*, *Base Camp* and countless 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 2015 delegate assembly, D49 proposed multiple successful resolutions related to Colorado school law and regulations.

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. This is just one example where board collaboration with the community has led to board insight and improvement.

	Figure 1.2a(1) SCCI as the Governance System for District 49		
	Recurring Processes	**Systematic Communications**	**Repeated Action**
Systematic *Learning*	• At regular meetings, special meetings, and work sessions the board learns about district performance through reports, financial documents, presentations, and hearings. • Every office, zone, and department presents on a regular schedule. • Additional communications inform the BOE about unscheduled events, new developments or necessary decisions.	• Every office submits a performance report every month, in time for BOE members to read the report in advance and prepare additional questions for deeper learning. • With the exception of confidential personnel or legal discussions, the meetings are held in public with live and archived video streaming.	• The BOE regularly directs SL to follow up on presented materials with clarifying or expanded information about specific topics. This maintains the board's position as our lead learners. • Board members also learn about district performance through direct participation and presence in the community.
Responsive *Work*	• The board reviews published meeting packets (often in excess of 400 pages) before and during meetings. • The board completes or delegates work in response to specific learning. • The board tracks its own deliverables through agenda setting, revision, and approval.	• The board generates written assignments formally, after clarifying amongst itself the consensus expectation for chief officer performance. • The board "tasks" the appropriate chief officer(s) to complete projects and report back on a specific timeline.	• To improve its own performance, the board reflects on its own performance at each meeting. • The board develops their own capacity through monthly presentations by their president about governance topics.
Accountability for *Leading*	• As the board members learn about proposed policy or other actions, they move items forward for action or decline the proposed action. This creates organic accountability (measured by a formal vote) for the quality of the proposal. • The board schedules formal evaluation of chief officers as well as zones and departments multiple times a year.	• The board responds to acceptable reports by "receiving" the contents, thus communicating approval. • If the reported performance does not meet expectations, the board directs additional action and schedules a follow-up report. • Board deliberations and decisions are streamed live, archived permanently, summarized in writing, and published through multiple channels to create natural accountability for BOE and SL.	• The board complies with state-mandated reporting deadlines for budget, personnel, academic and security reporting. • The board holds itself and the workforce accountable through formal affirmation as well as formal corrections including reprimands, censure, and separation actions if necessary.

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 individual 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 election cycles, our board is typically anticipating or responding to developments in the national and state political systems.

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 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, 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.

The board conducts the people's business in public. This fulfills our cultural value of transparency, and keeps D49 compliant with public meeting "sunshine" laws as well as our community's expectations. Figure 1.2a(1) shows how the BOE applies our SCCI as an effective governance system. Through their application of SCCI, 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 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 and a complete reporting of the transaction is reported to the BOE before and after the security sale date.

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 APEx 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 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 polices, 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 for specific requirements and procedures to support 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.

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.

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. Santa's Toy Express receives financial support from Wal-Mart, Wendy's, Falcon Lions Club, Farmers State Bank and The State Bank. In 2014, stocking stuffers arrived from Dollar Tree, and craft projects were supplied from Home Depot. Air Force Junior ROTC cadets from Falcon High School volunteer for the event. The cadets contribute $500 each year by selling cookie dough. District 49 provides busses for the event. Children arrive at D49's education service center for breakfast in a Christmas themed warehouse after a pick up at their home. After breakfast, the children board buses with sponsors and travel a mile east to Wal-Mart. Many sing Christmas carols along the way, several with Santa Claus. As each sponsor steps off the bus, they receive a $40 gift card to purchase gifts for family and pets with the assistance of a sponsor.

Arriving back at the ESC to wrap presents for their family and meet Mr. and Mrs. Claus, the kids head home around noon. On the way home, they find several surprises buried in their bags, including a jam-packed, hand-decorated stocking. With a new coat and gloves, they find a handmade hat and scarf. There's also a $20 Safeway card for holiday food.

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 Student-to-Student (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.

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
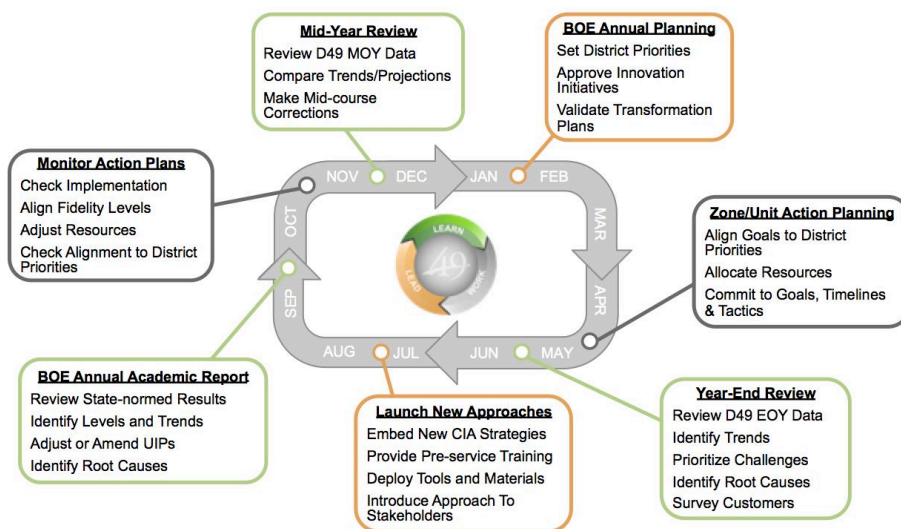## 2.1 Strategy Development
2.1a Strategy Development Process
2.1a(1) Strategic Planning Process

District 49 conducts strategic planning as a process within our SCCI. Beginning in 2012, D49 launched a formal 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. On the strategic side of that pairing, the Strategic Planning Process—SPP—refreshes each January at the APR and carries forward with interim evaluations and regular reporting to the BOE. Throughout the cycle, the SLT along with zone and unit leaders engage

Figure 2.1a(1)
Strategic Planning Process

in key practices such as regular reviews of progress and purposeful mid-cycle enhancements to improve performance. As it operates in District 49, the SPP is our highest-level cycle of learning and improvement.

The cycle begins with strategic direction from the BOE and Chief Officers at the beginning of the spring semester. In preparation for the APR, SL's learn from internal and external sources. In the late November/December timeframe D49 receives a performance excellence report following a RMPEx site visit. This feedback report provides a comprehensive internal review of performance conditions within the district. Concurrently, the BOE and Chief Officers attend the statewide CASB conference the first week of December. This timing allows the senior leaders to learn about statewide conditions including the most current information about

legislative and financial developments that might impact district planning and performance. The board is also informed by the results of the November election as well as any MOY academic reports. Consequently, SL arrive at the APR with the most current and comprehensive learning possible. Also, by setting annual priorities for the following school year in January, the BOE gives district leaders and the workforce 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 planned implementation, monitoring, and revisions to plan before review by the BOE. This ensures that new programs are ripe for evaluation, and that the BOE has valid intermediate measures and at least one external measure in hand to assess levels and trends.

In addition to the general planning process, some specific initiatives—such as the Primary Literacy initiative at the elementary level—embed regular progress monitoring at the beginning, middle, and end of the academic year (B/M/EOY) . In addition, district leaders supplement general plans with enrichments like a READ camp offered during fall and spring breaks, and for six weeks during summer. 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 to gauge how students and other customers rate our performance in achieving strategic objectives. 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 priorities emerge from the contributions of the community.

2.1a(2) Innovation.

Our SCCI ensures that our strategic planning process stimulates and incorporates strategic innovation (Figure 2.1a(1)). Specifically, proposals for innovation are introduced at the BOE APR for consideration in the context of the annual strategic review. This ensures that the board considers innovation proposals in the immediate context of aligning the vision, mission, values, and strategic priorities. Whether they are large-scale innovations like launching a new school or targeted innovations like the Campus Leadership Team—an APEx team that replaced the traditional principal at Sand Creek High School—all innovation is integrated within the board's annual cycle of learning—working—leading. Based on board direction and emphasis, SL respond to the APR with specific initiatives or solutions that address strategic challenges or capitalize on strategic opportunities.

An excellent illustration of our innovation process embedded in the SPP is the proposal, approval, and launch of Power Technical Early College. In late fall of 2014, after losing a bond election that would have added high school capacity, the board faced a strategic challenge of growth above capacity with no resources to add new buildings. At the same time, the Colorado Legislature dedicated funding and created a structure for a new high school model embracing an early college approach for career and technical education. This challenge and this opportunity created an imperative for action. Recognizing the large proportion of district students in K-8 charter schools, the board authorized an intelligent risk to develop a proposed partnership with a regional network of charter schools. That network, the James Irwin Collaborative, worked closely with D49 SL to secure approval of Colorado's first Pathways in Technology (P-Tech) early college. From inception in January of 2015, through application that spring through state approval one year later, followed by launch with students in the fall of 2016, PTEC exemplifies our process of initiating, evaluating and then implementing innovation within the SPP. Because innovation is the first phase of our SCCI, the twin strands of strategy and innovation comprise a double helix that is our organizational DNA.

Our innovation process takes advantage of flexibility provided through our state government and agencies. 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. In January 2011, the BOE made a first foray into large-scale innovation when it realigned our district into groups of schools (innovation zones) 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. Schools and zones used a technique called storyboarding to facilitate sessions and decide which strategic opportunities and intelligent risks to pursue. Storyboarding sessions with inclusive community town halls in each zone, resulted in Innovation Plans defining the significant innovations, strategic opportunities and intelligent risks to be pursued at each school and in each zone including submission for waivers from District policies and Colorado Revised State Statutes related to staffing, curriculum adoption, and programming. Those waivers, aggregated into school innovation plans make up the systematic component of the Innovation Plan Approval and Review Process AOS.

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 to design staffing plans to meet the needs of students, drive creative innovations, 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. 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.

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 facility, and then leasing a portion of that space to PPCC as a 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.

	Figure 2.1a(3)	
	District 49's Strategic Priorities – The Five "Big Rocks" in 2016	
5	EVERY STUDENT	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 *49 Pathways,* the district will individualize educational experiences that build on firm foundations—across our robust portfolio of schools, hosted by a community that is fully engaged with its schools. By customizing learning for every student, and launching them to success, we will retain the trust of the citizens who sustain us.
4	FIRM FOUNDATIONS	District 49 will ensure that all students begin with a firm foundation in the academic and personal skills necessary to be successful in school and life. Through our multi-year commitment to primary literacy, we are building the most critical foundation that every student needs to be successful in any learning setting.
3	PORTFOLIO OF SCHOOLS	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.
2	COMMUNITY	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 patrons to be present in schools and programs.
1	TRUST	The fundamental bedrock is maintaining D49 as a trustworthy recipient of taxpayer investment. Our community members want to support education. However, they expect 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.

PRIORITIES—In 2012, the BOE and senior leaders 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, facilitated complementary processes known as Organizational Blueprint and Leadership Blueprint with members of the BOE, SLT, principals, and multiple stakeholder groups in the development of a unified vision, mission, and five strategic priorities. The strategic priorities are organized using 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, working and leading will fit in and support the big rocks. In January 2016, during its APR, the BOE reviewed feedback from the RMPEx examiner team and determined the need to communicate a simpler mission and vision. The Five Big Rocks were subsequently revised to incorporate the importance of "Building Firm Foundations" and to promote Rock #3, *Best Choice To Learn Work And Lead* as a simpler statement of our vision and mission.

DATA-DRIVEN—Although all strategic planning and decisions are evaluated with regard to their alignment with the Big Rocks, we used data-driven decision making to identify strategic challenges and advantages, and to identify risks to our future success. D49 uses of a data warehouse, Alpine Achievement Systems (AAS), to harbor and mine vital information pertinent to K-12 student achievement. AAS 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 ACT. AAS synchronizes and stores data from local, state, and national assessments into a single interface. AAS 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, READ, and GT, allowing teachers to create student plans that are dynamic and actionable, rather than filed away in a notebook.   The system also 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, 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.

PRIMARY LITERACY—For example, 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 to ensure every student reads by the end of 3rd grade. The zone-district collaboration includes district-sponsored READ 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. A host of Literacy Summits involving teachers, leaders and experts were also initiated as strategic actions in response to this challenge.

49 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 EO 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 Graduation Summit to build common understanding and cast a shared vision for a new era in K-12 public education.

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 D49 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.

ENGAGING COMMUNITY—D49 seeks 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 SAAC and the DAAC requirements, we seek to ascertain the desires of our customers 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 this 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 had demonstrated the value of intentional engagement with existing community leaders. The PPI provides community leaders a systematic introduction to the financial, operational, programmatic, and policy challenges facing D49. PPI enables D49 to discover blind spots in our strategic planning process and to create new solutions by engaging community leaders in direct conversations with district leaders.

The most prominent element in PPI during SY15-16 was the Pikes Peak Leadership Academy. This endeavor engaged and invested in the district's community stakeholders. Working with local consultants, who brought a long-standing level of credibility and established networks, the Leadership Academy invigorated, informed, included, involved and inaugurated long-term collaboration with individuals who already had a leadership presence in our community. The consultant-leaders recruited business operators, military leaders, members of the clergy, executives of nonprofit 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, aimed to ensure that community stakeholders had a sustainable voice heard by the district's leadership.   Designed to be informative and inspiring 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. The PPLA is also a strategic approach to succession planning for volunteer leadership roles such as membership on SAAC's, the DAAC, and ultimately the Board of Education. To infuse the PPLA with a commitment to continuous improvement toward peak performance, the final session included an in-process review of the approach along with specific recommendations for improving the process of recruiting new participants for the second cohort. SL incorporated those recommendations as a cycle of learning which led to adjustments to the consulting cohort as we proceed to the second year of PPLA. Details of the process plan, goals, and results for PPLA are AOS.

2.1a(4) Work Systems and Core Competencies

In District 49, each office (business, education and operations) manages a key work system to support the two key work processes (innovation and transformation) that make up our SCCI. As Figure 2.1a(4)-1 displays, the expertise needed to manage these distinct work systems helps define the roles of the chief officer APEx team.

To support these key work systems, District 49 has developed core competencies to serve our students and enhance our competitive advantage as a district of innovation. From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to measure the effectiveness of our work system.

All coordinated and charter schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. Unified Improvement Plans UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives.

The BOE also determines which key systems will be supported by current and potential partners and suppliers during SSP and through formal SL-facilitated RFP processes. When considering whether to approve charter school applicants, the DAAC reviews applications materials and makes recommendations to the BOE based on a robust set of quality standards. The SLT also reviews each application and interviews potential charter partners, providing additional recommendations to the BOE.

	Figure 2.1a(4)-1 ***Key Work Systems Across Three Offices***
Business Office	The key work system of the business office is student-based financial management or SBFM. Known colloquially throughout the community as "Backpack Budgeting" this system allows dollars to follow students no matter which school or program they choose. District 49 has become a national leader in tracking investments in specific educational programs and services. By costing out the unique programs offered in each zone, school, and program, the business office is able to ensure that funds follow the students in an equitable manner. Through a technical process of budget normalization, the business office ensures that every program has a fair proportion of district funds to serve students. The transparency and equity of SBFM are essential to big rock #1—maintaining trust with our district. Results of the business office's success are detailed in Figures 7.5-1—4.
Education Office	Because it is a school district, D49's most visible key work system is managing a portfolio of schools. As our third big rock describes this system, we offer the community a "robust portfolio of distinct and exceptional schools." The work system of portfolio management necessarily includes partners such as charter schools, institutions of higher education, and technology providers who make our blended and online schools possible. Because managing diverse schools to a level of excellence is complex, we regularly create contracts, memorandums of agreement and service level agreements with our partners—including charter schools—to ensure they meet the needs of our students and the expectations of our community. Examples of contracts, MOU's and SLA's are AOS. Results that manifest the success of the education office are detailed in Figures 7.1-1—24
Operations Office	The key work system of the operations office is providing material support (facilities, grounds, nutrition, transportation, and security) to preserve optimal conditions to learn, work and lead. The operations office partners with leaders in the education office to meet the expectations of students and educators. The operations office also partners with leaders in the business office to monitor and optimize resource efficiency. Results that manifest the success of the operations office are detailed in Figures 7.1

From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to continuously measure the effectiveness of our work system. All schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives. From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to continuously measure the effectiveness of our work system. All coordinated and charter schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. Unified Improvement Plans UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives.

As an illustration of the synergy between our core competencies, we apply our strategic priorities and cultural compass to information technology services—contracted through Colorado Computer Support. During monthly meetings with representatives of the EO, BO and OO we decide which key processes will be performed internally, by Instructional Technology Specialists ITS and which are better performed by CCS. These decisions are made based on external supplier core competencies by reviewing monthly key performance indicators including customer satisfaction and IT ticket resolution time.

Figure 2.1a(4)-2 ***Core Competencies For A District Of Innovation***

Portfolio School Management	District 49's portfolio of schools includes both traditional neighborhood schools as well as a group of schools and programs that are unique in our region and state. We authorize the only school of expeditionary learning in our region. We authorize the state's largest AEC, highest-performing K-12 online school, the region's only career-technical early college, and the only online early college in Colorado. Responding to the varying needs and opportunities our schools present is uniquely difficult, so our competency at moving all our schools toward excellent performance is an exclusive strength among our competitors.
APEx Team Leadership	Our second core competency developed out of our identity as a district of innovation. Our willingness to disrupt the traditional district hierarchy in favor of autonomy and invention made us willing to try alternate models of leadership. At our central office , where you would expect to find a superintendent, you find an APEx team of chief officers. At SCHS, where you would expect to find a conventional principal, you find an APEx team of teacher leaders and associate administrators. In our iConnect Zone, a unique combination of principals, an executive principal, learning coaches and a zone operations administrator form an APEx team with a custom composition engineered to serve the unique needs of the schools in that zone. With our innovation of an APEx team roles inventory, we are increasing our advantage at aligning partner-experts to our VMC.
Primary Literacy Programming	From Title I schools that serve high proportions of at-risk readers to schools where nearly every student arrives for kindergarten ahead of the curve, District 49 is creating reliable, scalable strategies to build firm foundations through primary literacy programming. As the Colorado Department of Education noted recently, No other district in Colorado has such a high percentage of schools where students performance in literacy is growing at rates *well above average*—the top rank possible.
Individualized Pathways in Secondary Education	As the only district among our competitors or comparators to earn statewide distinction for individualized career and academic planning, D49 is several cycles of innovation and transformation ahead of our neighboring districts. Through rapid adoption of new graduation guidelines (over a year sooner than either competitor district) D49 has been able to build job descriptions, hire staff and complete a cycle of innovation at our high schools. After learning from that first phase, we are leveraging our competency with individualizing secondary education to begin a cycle of transformation based on our singular expertise.
Precise Resource Management	With limited resources relative to our competitor districts, D49 is under tremendous pressure to spend carefully and invest only where we are likely to get a strong educational return on investment. Although external agencies have validated our performance, the greatest accountability comes from the local scrutiny of our community. As examples, D49 has created measures such as the administrator costs as a percentage of District Adjusted Gross Revenue (Admin/DAGR) and the window of precise performance (WPP) that are developed by our business office and reported exclusively to our BOE and community.

2.1.b Strategic Objectives
2.1b.1 Key Strategic Objectives

Figure 2.1b(1)-2 Initiatives and Objectives for Strategic Improvement

Primary Literacy

STRATEGY Commit to a focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd 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. **OBJECTIVE** Increase the percentage of third graders reading at Benchmark by EOY by 5 percentage points annually with a goal of 100% of students reading by the EOY third grade 2018.

49 Pathways

STRATEGY Ensure all students succeed 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, knowledge and application. **OBJECTIVE:** 100% of secondary students have an Individual Career and Academic Plan to guide pathway to college and career readiness by EOY 2017.

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. **OBJECTIVE:** Increase District Percentile Rank by 5 percentage points annually in English language arts and math at the elementary and middle school levels. Increase college readiness exam composite scores for comprehensive high schools by .5 points annually to achieve the equivalent of a 22 average composite on the ACT by 2018.

Building Professional Capacity

STRATEGY Provide professional development	**ROOT CAUSE ADDRESSED** With the size and growth of our licensed staff, D49 must be intentional about sustaining instructional improvement efforts. **Goal** Increase the number of professional development offerings from an average of 34.7 to 38.2 offerings per month. Increase professional development participation from an average of 644 to 708 participants per month.

Our two key strategic objectives relate directly to our strategic priorities for firm foundations and launching every student to success. They are:

1: Primary literacy—every third grader reads, and

2: 49 Pathways—every graduate is ready to succeed

To achieve our vision, Best Choice, UIPs are developed at each school and the district-level align with the goal of increasing our percentile rank relative to our identified competitor districts and like demographic districts across Colorado. Our progress toward ensuring Every 3rd Grader Reads is measured three times annually in grades K-3 utilizing the DIBELS benchmark assessment. Progress toward ensuring Every Graduate is Ready combines ACT rates of comprehensive high schools and graduation, dropout and accreditation rates of AECs. One and two year targets are set within UIPs for achieving specific goals for each strategic initiative.

Similarly, the EO, BO and OO develop Plans on a Page, to set annual strategic objectives aligned to the Big Rock priorities. Goals are set for each strategic objective on an annual basis and measured at checkpoints through the year. For example, Learning Services measures professional development participation and Schoology usage monthly as leading indicators of whether goals for will be met, while the Individualized Education department monitors student ICAP development three times annually.

2.1b(2) Strategic Objective Considerations

District 49 achieves balance among varying and potentially competing organizational needs by filtering all key decisions through the strategic plan, using our SCCI. These decisions include program development, significant capital outlay, technology acquisition, and talent development. We intentionally consider each key decision in alignment with our CC, mission and vision.

Short and longer-term planning horizons are balanced through the SPP during the BOE's annual retreat. Like other school districts, D49 is subject to state and federal mandates, such as the Colorado Educator Effectiveness Act (SB 10-191), Colorado READ Act, IDEA, and ESSA. Innovation plans allow schools autonomy to address mandates creatively, yet responsibly in alignment with short and longer-term planning horizons. Moreover, all schools develop UIPs as a means of setting short and longer-term planning by identifying site-specific root causes for academic performance and major improvement strategies aligned with strategic challenges, core competencies, strategic advantages and opportunities.

District 49 considers and balances the needs of key stakeholders through a variety of means. The BRS is a comprehensive survey administered to external and internal stakeholders to gauge their understanding and support of academic programs. Notably, on the 2014 BRS our students and other customers expressed a clear expectations for concurrent enrollment and career/technical education programs beyond the level then offered. As a result, D49 invested significant resources into creating and expanding programs for career and technical education as well as concurrent enrollment: Figures 7.1-9—12. Rapid approval and deployment of new programs like Pikes Peak Early College (a CE school) and PTEC (a school blending CE with

Figure 2.1b(1)-1
Unified Improvement Planning Process

Learn
1 - Gather and Organize Data
2 - Review Current Performance
3 - Describe Significant Trends

Lead
1 - Set Performance Targets
2 - Identify Interim Measures
3 - Evaluate Plan Performance

Work
1 - Prioritize Performance Issues
2 - Identify Root Causes
3 - Identify Improvement Strategy

CTE) show how clarity with strategic objectives allows us to practice organizational agility. Moreover, zones are provided the autonomy and responsibility to be responsive to identified expectations of their stakeholders. Zones utilize storyboarding, open space meeting techniques, and town halls in an effort to not only engage the community, but to ascertain the expectations 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.
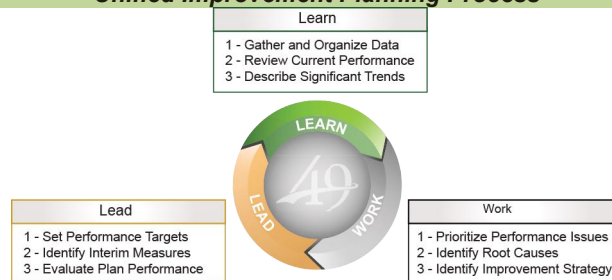
Figure 2.2a.1 *Key Action Plans and Alignments*	
BOARD OF EDUCATION The key action plan for the Board of Education is **Delivering Excellent Governance**	The primary alignments for the Board's key action plan are to Big Rocks #1 and #2—Reestablishing Trust and Community Engagement. Past distrust and 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. Backpack budgeting and precise performance are key performance criteria for the BO.
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 Rock3 to deliver the promise of rocks 4 and 5. The Primary Literacy plan ensures students have foundational skills and experiences necessary to prepare them for individualized pathways, launching them to success after graduation. Robust CE and CTE programs are the final push launching students to success in whatever they do beyond high school.
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 #1 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.

As customer-facing leaders in classrooms and schools draft preliminary and short-horizon action plans, building principals 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, but all the 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 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, reading challenges. No two zones or 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 every 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 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 them 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 is 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 I 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 core underlying strategies are consistent in alignment with our mission, vision and strategic priorities, there will be differences in the resources and strategies used based on student and community requirements.

The 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 SAACs 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) Figures 7.1-1—8
- Measuring our effectiveness at increasing academic performance of our students through performance percentile rankings on state assessment Figures 7.1-1—8
- Measuring our success at ensuring all students are career and workforce ready by creating individualized pathways for students Figures 7.1-18—19
- Tracking the participation and success rates for students enrolled in CTE and CE programs Figures 7.1-9—11
- Tracking the number of completed 2, 4, and 6-year pathways developed for each graduating class Figures 7.1-13—6
- Measuring increased college readiness exam composite scores at comprehensive high schools Figures 7.1-17
- 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 Aha! 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 BOE performance as a section on the BRS.

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 via the SchoolDude™ service and technology that tracks performance 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 is a key task of the annual UIP development process. Currently projections are extrapolated from levels and trends in our past performance. ZLs and principals submit UIPs to the BOE annually including specific performance projections that align to district objectives and differentiate based on the unique needs of school. Projections for SY 16-17 include:

- Increasing the % of students scoring on benchmark from BOY to EOY according to DIBELS Next (UIP)
- Increasing the district's percentile rank for English language arts and math as measured by state assessments (UIP)
- Increasing the average composite score for all comprehensive high schools on college readiness exams (UIP)

When considering these projections with the performance projections of our identified comparison and competitor districts, our projections are significantly more aggressive. We use our identified leading indicators to make informed projections related to student performance outcomes. In the spring of 2015, we contracted with an external statistician to review typical change in percentile rank of schools across Colorado. The result of this analysis found that little to no change occurs over three years time statewide. Additionally, the early Literacy Assessment Tool grant provides us access to comparison data results for Primary Literacy statewide and nationally.

Our results consistently show more positive gains than typical districts with similar and like demographics. Further, in fall semester 2015, we projected an increase from less than 30 students in concurrent enrollment CE to over 300 students by the fall semester of 2016. This projection considers D49's intentional pursuit to increase CE offerings by expanding its partnership with Pikes Peak Community College PPCC entering into a long-term lease to provide classes in a district facility, engineering systems of college-level advising at all of our comprehensive high schools, hiring a Director of CE and Coordinator of CE and submitting an application for approval of the state's first online blended early college program. In addition to these strategic actions, we consider that our competitors have not yet announced any new marketing plans, schools, staff, or partnerships with higher education agencies aligned with increasing CE programming for students. Because of this, we expect to continue to increase CE enrollment by more than 1,000% over the same timeframe where our competitors and comparison districts will remain relatively flat.

In the domain of BOE performance, In November of 2015, only two board seats were open to be filled with only two candidates filed for election, giving District 49 non- contested election for the upcoming two years. This opportunity gave D49 platform of unprecedented stability and unity at the most foundational level of leadership. While our competitors and comparison districts continued to engage in traditional, adversarial board campaigns, we proceeded to plan with our directors-elect and incumbent board members. During the past year, the sitting BOE has embraced the Baldrige Framework as a template for Performance Excellence. The BOE's beginning development of Baldrige-based performance survey causes us to project future improved BOE performance.

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
3.1a Listening to Students and Other Customers

The voice of the customer travels on many frequencies and District 49 is attuned to multiple means and modes of communication. Student, parent, staff and citizen customer segments all have differing needs that could also manifest as competing demands. District 49 listens actively to each customer segment so that it can prioritize intelligently and respond effectively to the expectations and requirements of each individual customer.

3.1a(1) Current Students and Other Customers

As the largest customer segment, our 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, or even 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. For example, a majority of the district's customer interactions over Twitter are with students. Parents and other adult customers are more likely to use the phone, email, live chats on D49.org and Facebook.

Although listening to the voice of the customer is a shared responsibility among every staff member, we rely on our communications department to build, maintain, and train staff how to use our multitude of communications channels. For example, in a cycle of learning in 2013, the communications department determined through a digital communications survey that our website provider could not support the level of updating and interactivity that our community expected and required. As a result of the learning, the communications department initiated a year-long cycle of work to convert our website to a modern provider. Evaluation during the lead cycle of our SCCI innovation phase showed a marked increase in customer traffic to D49.org (Figure 7.2(4)) that continues today. In the resulting transformation phase, exemplar pages are identified (Learn) and shared with staff, site directors from each campus attend quarterly site director trainings (Work) where best practices are modeled, and the results are presented externally (Lead) through an annual Colorado School Public Relations Association review - resulting in D49.org being a 2015 and 2016 recipient of COSPRA's Award of Excellence for Best Internet site.

	Real-Time	Asynchronous	Text	Image	Video	Personal	Anonymous	Archived	Public	Private
Figure 3.1a(1) *Options to Hear Our Customers' Voices*										
Telephone	✓	✓				✓	✓			✓
Email		✓	✓	✓	✓	✓		✓		✓
Facebook		✓	✓	✓	✓	✓		✓	✓	
Website Surveys		✓	✓	✓		✓	✓	✓	✓	✓
Online Forums		✓	✓	✓	✓	✓	✓	✓	✓	
Live Website Chat	✓		✓	✓		✓	✓	✓		✓
Text Messaging	✓	✓	✓	✓	✓	✓		✓		✓
Safe-2-Tell			✓	✓		✓	✓			✓
Twitter	✓	✓	✓	✓	✓	✓		✓	✓	
Pinterest			✓		✓		✓		✓	✓
Bronto Emailer			✓	✓	✓	✓	✓		✓		✓
ReadyOP[3]	✓			✓		✓		✓	✓	✓
SAC, DAAC, BOE	✓			✓	✓	✓		✓	✓	

In addition to the innovations that modernized our website, we have evaluated or enhanced virtually every communications channel through our SCCI to de-emphasize 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. This approach is guided by the communication department, but often executed throughout the workforce by department directors, principals, front office staff at schools and individual classroom teachers. 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 to all three segments. 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 through community meetings, surveys, Facebook groups, and D49.org. 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 is to shape our strategy and culture of continuous improvement. As an approach to accomplishing this, the director of communications visits every school monthly for a 60-90 minute communication check-in.

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 input-action-

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[3] 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.

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 input-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 though our work, and lead honoring our students and other customers with a heart of service.

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. 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.

This reality explains why, in 2015, an innovation phase of learn, work and lead was initiated in an investment in LiveChat, an interactive chat response system to interact with all customer and staff segments on our website. While D49.org passively displays multilevel information (school, district, community, etc.) for consumption by potential customers, the LiveChat component equips the communication department and other staff to conduct outreach based on the activity of the web visitor. For example, if a student, or by

Figure 3.1b(1)
Live Chat on D49.org
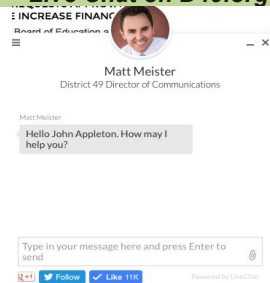
proxy a parent, has a question about a district program or policy, they could initiate a chat session to gain greater insight. During the lead cycle of the SCCI innovation phase, evaluation revealed that also inviting potential customers to chat may yield a higher number of opportunities to serve new customers via LiveChat. Implementing this innovation of LiveChat during the transformation phase across all D49.org pages has yielded a 174 percent increase in LiveChats per semester. The LiveChat approach was also deployed from the CD to a larger segment of the workforce during the transformational phase of the SCCI, including: transportation, enrollment, human resources, BOE, building and field use, business office, culture, FHP, FMS, PPEC, SSAE and SMS. Now, 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 has resulted in a new customer who now has two students in District 49 schools.

Figure 3.1a(2) *Total Live Chat Services*	
Spring 2015	1,758
Fall 2015	2,195
Spring 2016	4,819

Through our practice of live-streaming BOE meetings and graduation ceremonies, celebrating Fantastic 49 celebrations in front of the BOE and sharing these honorees on public facing communication channels, 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 segments of the work family to resolve customer concerns in a timely manner. The CD is also proactive, using LiveChat on D49.org to reach out to the customer to offer assistance as shown in *Figure 3.1b(1)*. As an example of this approach, if a customer loiters on the district policy page, indicating a possible desire to engage with policy, LiveChat is configured to begin a chat session that introduces the staff member and asks if the customer needs assistance. Letters, phone calls, emails, social media, and face-to-face visits are other examples of our broad approach to obtain active actionable information that leads to dialogue and ultimately resolution. Board Directors, chief officers, department directors, principals, teachers and all segments of our workforce engage in providing timely responses to all of our customer groups using these methods. This information funnels up through the organization in regular, typically weekly, meetings between department directors and chief officers. This funnel ensures the aforementioned learning does not terminate with the resolution of the customer's issue. The data is aggregated in chief officer reports to the BOE, where it enters the strategic planning cycle and used to make more immediate decisions about value, cost, and revenue implications of existing and potential programs. The information will also often serve as the learn cycle of our SCCI innovation phase.

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 education associations such as CASE, CASB, MCED and NAME, we are able to craft surveys that are more reliable, valid, nuanced and sensitive to customer perspectives than if we created them on our own.

The cultural compass survey is the primary tool for soliciting the dissatisfaction levels of the student customer segments on a large scale and measures the experience of the school's culture. The cultural compass survey is reviewed each year and has evolved in each iteration to improve the quality of data collected. The options for student responses have improved from a yes/no to indicate agreement with statements, then to a measure of frequency. The amount of disagreement with statements regarding the perceived safety of schools and degree of caring of staff is on a favorable overall decline as indicated in Figures 7….

These surveys combined with direct conversations, meetings, focus groups, online forums, open forums at BOE meetings, and monthly SAC and DAAC meetings 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, based on the 'trust' rock of the strategic plan; "District 49 will work to earn its community's trust, not by telling its patrons that it is trustworthy but by demonstrating it". Our ability to demonstrate trust is totally dependent upon the district's ability to listen authentically to customer segments. Listening is the catalyst for the learn cycle of the innovation and transformation phases of our SCCI, therefore it is a key enabler of District 49's organizational strategy. The competing demands of customer segments can only be mediated if the requirements are well understood.

For example, in April 2015, a student with severe special needs was suspended from school per BOE policy after his mother inadvertently sent him to school with his medical marijuana medication in his lunch. Mom chose to bring her dissatisfaction with the policy directly to the BOE in open forum several days later. This learning began an innovation phase of the SCCI that included investigating the use of medical marijuana on campuses in New Jersey and Maine and a plan to survey our customer segments and work family regarding the potential use of cannabinoid products on school property in District 49. In addition to the direct listening through the survey, the CD hosted community discussions on social media and D49.org, using the breadth of district communication channels and local media to bring the discussion to district and regional residents. This cycle of work included the development of an action plan in the form of a board policy to permit the compassionate administration of therapeutic cannabinoid products on district property. In the lead cycle of our SCCI innovation phase, the BOE initiated implementation of the policy through a unanimous approval of the first such policy in Colorado. In this instance, the transformational phase of our SCCI will occur outside the organization, as other school districts in the state are learning from District 49 to construct their own policies.

3.1b(2) Satisfaction Relative to Competitors

The 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, but general, indicator of satisfaction and dissatisfaction with any particular 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 during the past decade, 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, confusion and support by monitoring social media. Gossip, rumor, misinformation, and innuendo were once the purview of small local grape vines, which were routinely contained to small pockets of influence. 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. As part of our approach, the director of communications reports social media interactions and metrics in monthly SLT/ELT meetings during the check-in portion of the agenda and more formally in monthly CEO reports.

Just as we are able to track satisfaction about District 49, 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, public-facing communications and stories covered by local media. District 49's approach to having a dynamic and highly engaging social media and online presence has led higher ratios of active followers on Facebook and Twitter than both our competitor and comparator school districts as shown in Figure 7.2 Although we are much smaller than our competitors in terms of student population and overall budget, our media presence is superior, allowing 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 know from incoming students why they preferred District 49 over the option, but if 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 the prefer a specific option. Among our competitor and comparison districts, District 49 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 a robust portfolio exceptional schools. With their enrollment applications, student and parents are voting with their feet to enter the District 49 and voting again to choose the 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 our customer segments prefer, and how the preferences of each group compare to previous years and to each other. We track trends and gaps over time and across populations. *Survey data AOS shows* information we gather from our customer segments. This data indicates support across all customer segments for rigorous academics, charter schools and schools offering career and technical education. Enrollment numbers in program offerings and other aspects of this data is reported to the BOE at their monthly meetings as the school year begins, after the official state student counts are completed, and as survey results are tabulated. The planning department, business office, facilities department, education office, principals and BOE use this information as part of the strategic planning process, ensuring that future program and service offerings are aligned to the strategic plan for the organization.

A result of this approach is the BOE authorization of 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 and Pikes Peak Early College (PPEC), Colorado's only online and blended early college, offering free college credits, certifications and associate's degrees to its students. Both schools are new in District 49 for the current 2016-2017 school year and show how attending to preference of our customers through a formal survey instrument, we were able to offer two new school solutions that meets multiple needs expressed by our community and offer additional program and service offerings that our competitors cannot match.

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, programs, or BOE governance changes. 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. During the 2015 election, voters approved (74%-26%) a measure to change the method of selecting Board Directors from five at-large seats to a director district, allowing for consistent representation of the unique communities within District 49. 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. During the 2013 strategic planning process, an assessment of the outcomes of previous students determined that an overemphasis on the college track for students minimized the value of vocational education and other learning options. During 2014, an SCCI innovation phase resulted in the creation and implementation of the district's *49 Pathways* program, an education office initiative that formally addresses the 'every student' rock of the strategic plan, where "We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future." Students, parents, and teachers work to develop Individual Career and Academic Plans (ICAP) to tailor a path for successful student outcomes. The transformation phase of the *49 Pathways* initiative is under the stewardship of the "Pathfinders", a dedicated task force, which meets monthly to ensure District 49 lives out its commitment to ICAP enhancement efforts by coordinating efforts between secondary teachers, counselors and administrators with district departments. In 2016, the lead cycle of our SCCI transformational phase, the Pathbuilders reviewed performance data with high school principals, counselors and academic department leaders to check progress and affirm bright spots within *49 Pathways*. The work cycle of the transformational phase included a refining of the 49 Pathways legend, describing the program components that a student can use to build the ICAP, leading to intentional learning outcomes.

3.2a(2) Student and Other Customer Support

Students and parents receive information from District 49 from a variety of sources. Institutional information is provided as part of the enrollment process when families begin their journey as learners in the district. School program information is communicated via the school's website on D49.org, school newsletters from principals, teacher webpages, and teacher emails. District support program and policy information is communicated to students and other customer segments by the CD on social media, the Bronto email system through highly targeted emails on an as needed basis. BOE vote results are communicated through a targeted Bronto email that highlights BOE decisions most relevant to an individual as identified through their school and innovation zone enrollment, demographic information, and habits when visiting D49.org. In 2015, the CD entered an SCCI innovation phase regarding Bronto emails, adding results of monthly BOE votes as a scheduled email to all customer segments. Figure 7.4a.1 shows a drop in open-rate that year as a result of the increased delivery volume. Monthly analysis of this data by the CD is reported to the CEO and BOE as part of the CEO report. This analysis resulted in a 2016 improvement to the segment targeting and inclusion of links to updated BOE policies. Combined with new automated workflows triggered by customer activity on D49.org these improvements have resulted in consistent increase of click-thru rate in emails since 2014, even as the number of emails sent each year has risen.

Once enrolled, the general education student segment receives direct feedback from teachers via formative and summative assessments throughout the year. This information is communicated to parents at back to school nights, parent-teacher conferences, quarterly report cards and direct communication from instructors as needed, either through emails, phone calls or face to face meetings. LS is the District 49 intermediary for standardized and locally developed formative and summative evaluations intended to assess student growth and/or growth gaps. Students that aren't meeting grade-level benchmarks seek and receive support through interventions to provide additional educational instruction to individual learners in their areas of deficiency. Resources allocated to interventions in the district are managed by SL, and implemented by principals, APs and specialized educators in each building.

On a larger scale, this data is aggregated and presented to principals, zone leaders, ELT members and BOE directors as part of the strategic planning cycle. The SPP includes the development of Unified Improvement Plans (UIPs) for all district schools. UIPs are a formal process to assist school and district leaders in complying with state education requirements. They are refined annually within each school in coordination with LS and evaluated and adjusted as necessary as part of the SPP. During the 2014 SPP, it was identified that many early learners were not meeting established benchmarks for literacy. As a result of this SPP, a key strategic initiative was implemented to improve the impacts of the educational program on our youngest learners with respect to literacy. Figure 7.1 shows the direct impact of this initiative on primary literacy in just one year.

The individualized education department (IE) engages with the customer segment and abides by legislation in an effort to provide equitable services to students across the spectrum of exceptionality. The robust legislative requirements are specified through individual 504s and IEPs that drive human capital requirements and fiscal decision-making. 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.

These educational program and service offerings are the key interface for students to seek support and district leaders (including teachers, coaches, counselors, psychologists, other 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. Both Learning Services (LS) and Individualized Education (IE) are primary stewards of this district competency, in partnership with our schools and direct service programs.

Although curricular engagement is extremely important, co-curricular engagement cannot be discounted as a success criterion to provide support for District 49 students. 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, in 2014, HR assessed workforce quality as a key performance parameter to support District 49's growth, diversity, and retention with respect to human capital. In 2015, HR 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.

The finance department began an SCI innovation phase with respect to the distribution of PPR in 2011. In the resulting multi-year transformation phase, 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. As another example, 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 monthly 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.

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. Therefore 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, annual unannounced drills are conducted at schools by the safety and security team to ensure continuity of operations (COOP), information is collected, routes are tested and outcomes are measured using the learn, work, lead innovation and transformation phases.

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.

3.2a Student and Other Customer Relationships
3.2b(1) Relationship Management

Because of rapid community growth and mobility as a military community, a District 49 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. In fall 2014, the communication department reported multiple instances of dissatisfied customers who had recently completed the enrollment process, so, in 2015 the director of culture and services initiated an SCCI innovation phase. 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.

Results from the learn cycle, which including a short survey for customers at the end of the enrollment process, showed that central enrollment operated out of an inadequate facility, offered delayed customer processing, and depended on inefficient work processes. Therefore, action plans were developed during the work cycle 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 part of the lead cycle. Now in the transformation phase, central enrollment has reduced the average enrollment processing time from more than 48 hours to under 24 hours, overtime has been reduced overtime and emergency staffing costs decreased enough to reduce the staffing model by one FTE.

A 2014 SCCI innovation phase that coincided with the hiring of new communications director resulted in the creation of a new District 49 brand. During the resulting transformation phase, the CD emphasized the importance of brand development and management across all domains of our organization and in the broader community marketplace. This was accomplished through BOE presentations, ELT and SLT meetings, ZL meetings, and email communication to staff and parents. Instead of using fragmented and outdated images across our district, we have deployed a brand identity kit throughout our work family. Originally distributed to principals, zone leaders and department directors via hard copy and the entire work force in the digital inbox, the brand identity also resides on the website. New staff members receive the brand identity kit at the beginning of each school year during new teacher orientation. The brand identity kit includes 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. All members of our work family are attentive to promoting our positive stories and submit communications plan through D49.org for story coverage by the CD and local media. The amount of positive story coverage, both internally and externally are tracked and reported to the BOE every semester during a communications update. Coinciding with the updates, the CD analyzes the data to track year-over-year results (data AOS) and set strategy over each six-month period.

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, auto-dialers and social media, 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. The consistent symbolism and messaging distinguish us as a knowable and trusted entity. This traces to the 'trust' rock—which is the foundation of all our relationship.

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.

3.2b(2) Complaint Management

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, District 49 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, District 49 commenced a responsive initiative called the cultural capacity initiative.

District 49 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:
- 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
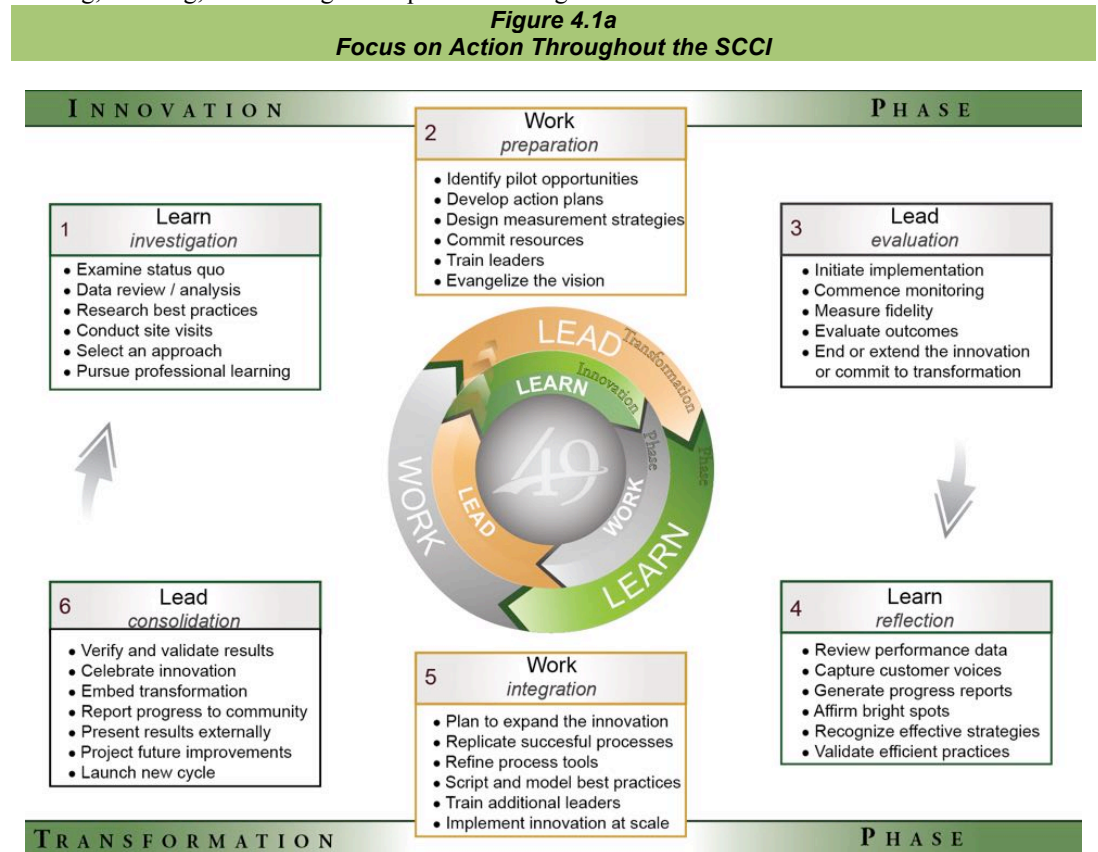### 4.1a Performance Measurement

In order to launch every student toward success, SL as well as members of the workforce playing a leadership role consistently deploy SCCI 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. In its basic representation as Learn, Work, and Lead, the SCCI is a process with two cycles depicted in Figure P.2c. However, to drive a focus on action and deliver value and results, we augment the core SCCI with a series of observable behaviors that all members of the organization can use as in-process checks to measure where we are in our process and what we need to do next. Figure 4.1a combines the titles we use for the actions of learning, working, and leading as we proceed through innovation and transformation.

Because it is brimming with verbs, this expanded representation of the SCCI helps our workforce and stakeholders monitor performance by asking, "What should we be doing now?" and "What is our next step?" Monitoring the now and the next aligns our performance measurement efforts by directing us to the measures that are appropriate for our current and planned activity.

4.1a(1) Performance Measure

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). To this end, we focus on data and measure processes

Figure 4.1a
Focus on Action Throughout the SCCI

that are aligned to strategic objectives, paying special attention to measures that offer cross-agency comparative data, such as state assessment data and data that is nationally normed. We use a variety of data management systems to track daily operations and overall organizational performance Annotated lists of data information systems (DIS) for the business, education, and operations offices are AOS. 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.

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 then 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 Big Rocks Survey (BRS) is administered annually 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 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 their 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. During SY14-15; a cycle of learning was implemented to improve the BRS process. An external partner, Hanover Research reviewed our survey process and design and provided suggestions for improvement. These improvements were implemented in the following survey cycle.

The frequency of student assessment tracking varies depending on the type of assessment. Almost all interim measures (IM) 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 ACT Aspire, in addition to summative state/mandated assessments CMAS, PARCC PSAT and ACT to systematically identify performance relative to academic standards. Educators examine data in terms of overall student performance and 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 then provide targeted professional development aligned with the Colorado Teacher Quality Standards (TQS). Zone leaders, principals and department leaders monitor the effectiveness of instruction through ongoing evaluation and feedback cycles with teachers. In SY 15-16 an RFP process was instituted in a cycle of learning to improve interim measures and academic data collection to drive instructional decision-making. Representatives from all zones and the EO and BO were included in the selection of ACT Aspire as new data collection and analysis system to improve academic performance.

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 improve how we 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 uses the publicly available CDE DISH tool to select districts within 10 percentage points of the population percentages for D49. The identified districts and D49 are rank-ordered on the aforementioned 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 is compared to D49's and those numerically closest are identified as comparison districts. In addition, we compare our performance to our two top competitor districts, D11 and D20 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.

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 improve how we 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 uses the publicly available CDE DISH tool to select districts within 10 percentage points of the population percentages for D49. The identified districts and D49 are rank-ordered on the aforementioned 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 is compared to D49's and those numerically closest are identified as comparison districts. In addition, we compare our performance to our two top competitor districts, D11 and D20 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 families that may not be aware of our early start date. We also monitor net population and decline of our competitors.

The Operations Office (OO) uses data provided by SchoolDude, a national data management system that identifies the top 20 (of 6,000) performing organizations as comparisons, to track operational effectiveness and efficiency. D49 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 on our district website. Once a year, an annual report to the public is generated which details our organizational profile (OP) including achievement data and financial stability. 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 Cultural Compass (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 on an 18-month cycle to students, parents, alumni, community members and staff to gage satisfaction related to each of our strategic priorities. Safe-to-tell reports are collected and aggregated by the Director of Safety and Security. In SY14-15 safe-to-tell data reporting was refined to include demographics including gender, race, school, grade-level. All school counselors are trained annually on mandatory reporting requirements in the state of Colorado. All reports to notify the Department of Health Services (DHS) are coordinated through the school principals and copies sent to IE for auditing and compliance purposes. Also in SY14-15, 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 have 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, the three-chief 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 intentionally distributed leadership design and a commitment to school / zone autonomy, internal and external change impacts are minimized.

The SLT is strategic in efforts to serve on committees at the state and national levels 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 more timely manner. 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 opportunities for funds to be reallocated to address needs.

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

READING AND MATH INVENTORIES (RI / MI)
Assessment measures to track mastery of reading and math skills aligned with college and career readiness in grades 2-10

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 FLUENCE Assessment system that tracks student mastery of standards in English language arts (ELA) and math used in Sand Creek Zone schools

ACT ASPIRE Assessment of Post-secondary workforce readiness administered in grades 3-10 to gage 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

4.1b Performance Analysis and Review

As illustrated in figure 4.1b(1), District 49's performance and capabilities are reviewed through monthly meetings involving representatives from all offices EO, BO and OO, school-level representation and stakeholders. Chief Officers meet monthly to review key organizational performance measures and comparative and customer data. These reviews drive the SLT and EO, BO and OO leadership meeting agendas. Each office also provides representation on the IT integration team, which reviews the performance of IT contracted services monthly to support the achievement of strategic priorities.

Performance measures related to our two key initiatives, Primary Literacy and 49 Pathways are review by the Primary Literacy Leadership team and Pathbuilders Team with school leadership teams and zone leaders at each school site. Primary Literacy meetings are held once per semester to review DIBELs performance data and progress toward integrating six components of Effective Primary Literacy Leadership (Curriculum and Intervention, Staffing, Professional Development, Libraries, Parent Involvement and Use of Data).

The Pathbuilders also meet with high school principals annually along with their leadership teams to review measures related to the implementation of eight components of career and college readiness (Academic Course Sequence, Studio Services, Concurrent Enrollment, Career and Technical Education, Service and Leadership, Workforce Experiences, Athletics and Activities and Critical Skills). Primary Literacy and 49 Pathways measures are reviewed using a Process PACE rubric. Progress toward goals related to these two strategic priorities are shared with the Board of Education in CEO reports monthly and during scheduled Board of Education presentations.

Figure 4.1a(1)-5
DAS 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. Administered to all 11th graders through SY 15-16

PSAT State-mandated assessment of college and career readiness administered to all 10th grade Colorado public school students beginning in SY 15-16

SAT State-mandated assessment of college and career readiness administered to all 11th grade Colorado public school students beginning in SY 16-17 to replace ACT

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 menu planning software that analyzes the nutritional components of recipes to maintain compliance with the 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 English language arts and math administered to all Colorado public school students in grades 3-9

Financial health results and action plan results for key initiatives are reviewed during Chief Officer meetings monthly and shared with Zone leaders and Executive Directors during monthly Zone Leader Meetings to ensure conclusions are valid. Additionally the strategic action plans developed by the SLT and leading indicator results are shared in monthly Board reports by the Chief Officers.

	Figure 4.1b-2	
	Meetings and Summits for Strategic Priorities	
	Primary Literacy	**49 Pathways**
Summits	• Leaders in Literacy Summit November, 2015 • Pursuing Peak Literacy Summit April 2016	• Graduation Requirements Summit April 2014 • Capstone Summits September 2016 • Pikes Peak ICAP Summit October 2016

Meetings	• Twice-monthly PL Team Meetings
	• Meetings with Primary Literacy Team, School Leadership and ZLs
	  September 2015, December 2015 and May 2016
		• Monthly Pathbuilders Team Meetings
		• Meetings with Pathbuilders Team, School Leadership and ZLs
		  May 2016

In January of each year at the APR, the BOE reviews strategic priorities and action plans and reviews measures and analyzes progress towards achievement of the strategic plan. The Unified Improvement Plan is our key action-planning tool for student academic performance. This action-planning template is required for all Colorado public schools. The District UIP and school-level UIPs each contain specific actions, root-causes and priority improvement strategies to accomplish our strategic priorities Primary Literacy at the elementary level and *49 Pathways* at the secondary level. Additionally, schools analyze their performance in all academic areas and conduct root-cause analyses to determine specific additional actions for overall academic improvement. Progress on the development, implementation and results of UIPs are presented to the BOE quarterly.

4.1c Performance Improvement
4.1c(1) Best Practices

The Central Office, comprised of the EO, BO and OO, is comprised of experts in specific specialty areas who serve as key consultants to schools and zones. For example, our Data and Assessment Analyst supports departments, schools and zones with data presentation, analysis and interpretation, the Executive Director of LS provides support with professional learning, Unified Improvement Planning and teacher evaluation practices, while the Coordinator of ELD supports educators with implementing teaching strategies to support ELLs. These experts share best practices across the organization by modeling, sharing exemplars and providing data and resources across departments, schools and zones. Figure 4.1b-1—2 identify the systematic processes we use to identify and

share best practices across the organization. Additionally, principals, ZLs and District leaders identify best practices through our SCCI and the UIP by analyzing student performance outcomes progress toward implementing strategic priorities and action steps. Best practices aligned with Primary Literacy and 49 Pathways initiatives are identified and shared during Primary Literacy and 49 Pathways Meetings and Summits listed in Figure 4.1b-2.

4.1c(2) Future Performance

Key statistical drivers from the best available data-management resources **(Figures 4.1 – 4.3)** are used to project performance. Future academic performance is projected as part of the UIP process. 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 **(Figure 4.4)** 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 Academy, the state's largest online high school Alternative Education Campus as a key partner. As an AEC, GOAL serves 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 4.4)** 2) known changes to levels of rigor in state-mandated assessments 3) student growth and significant population / demographic changes 4) anticipated impacts of programmatic changes such as implementation dips and spikes 5) staff turnover and changes in placement 6) financial stability.

To improve our ability to project student achievement, we used SCCI to evaluate the alignment of our DAS in SY 13-14. In SY 14-15, several new IMs were examined to determine which would improve our ability to measure mastery of standards throughout the year. A formal RFP process was implemented in SY 15-16 that included principals, ZLs and LS leaders. By conducting a systematic review and evaluation of our current DAS, we determined the need for more closely aligned IMs at the middle and high school levels, leading to the purchase and implementation of ACT Aspire district-wide in SY 16-17.

Student count data, roll forward counts, and demographic data are used to project future enrollment. 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 future expenditures and potential cost increases for recurring service contracts, energy consumption and salary changes.

4.1c(3) Continuous Improvement and Innovation

Figures 4.1b-1 and 4.1b-2 illustrate 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 SLT utilize SCCI to determine progress toward improving key performance measures aligned with strategic priorities, accomplishing identified strategic initiatives, and evaluating effectiveness of innovations. Priorities and opportunities are deployed through all staff communication including BOE meeting summaries, electronic newsletters, and the district website. In an effort to further deploy our priorities, an all staff welcome back event was held in August 2016 to emphasize our commitment to continuous improvement and innovation.

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 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 all zones and schools and our partner charter schools which included site visits to six top performing elementary schools regionally in SY14-15, 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.

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 are developed and entered into Trello or corrective actions are taken to fix identified issues.

4.2 KNOWLEDGE MANAGEMENT, INFORMATION AND INFORMATION TECHNOLOGY

D49's goal of launching 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 choice to learn, work and lead.

4.2a Organizational Knowledge

4.2a(1) Knowledge Management

D49 leverages staff talent and experience as well as communication tools and technology to manage organizational knowledge. The district recognizes that one of its greatest assets is its staff. To this end, 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. New administrators also receive mentorship from their immediate supervisor, the ZL and Central Office Leaders. Established mentor meetings and induction process formalizes these relationships and allows for sharing of experiences. TtT is commonly used when onboarding new products/processes. In the cases of Mentors and TtTs, 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. 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. Several key tools are used for knowledge transfer to our internal and external stakeholders. Our district web site was redesigned and launched in 2015. Hosted by Schoolwires and managed by our CD, the 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) offer a repository for sharing 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 designed to be delivered to staff in person and electronically. D49 made the transition to Google Apps for Education (GAFE) beginning in SY14-15. 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. 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. We deploy our SCCI to assemble and transfer knowledge for use in our innovation and strategic planning processes during various meetings as illustrated in Figure 4.1b(1)1—2.

4.2a(2) Organizational Learning

Our SCCI 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 new learning is expanded, replicated and deployed across schools, departments and zones. Examples of systematic structures that support our organizational 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 community (PLC) 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 SY 15-16 to collaborate to create a consistent calendar to support PD. The integration of Schoology LMS has also been transformational to how we embed learning throughout the organization. In SY 13-14, the LS team deployed SCCI and identified a need to expand professional learning opportunities for staff by providing online PD, resource sharing, collaboration and archiving. After review and analysis of several potential LMSs, Schoology was identified as the resource 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. In SY15-16 Schoology was fully deployed to train all offices throughout the organization.

4.2b Data, Information and Information Technology
4.2b(1) Data and Information Quality

System Support Managers (SSM) are responsible for the data integrity of their systems, but often data verification is a shared task. In addition to internal verification of accuracy, validity, integrity, reliability and currency through regular data checks and cross-verification, D49 also contracts with external consultants for to conduct audits and data health checks. 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 comply with governing laws.

Contracted private audits are also initiated in response to identified issues or concerns, or at the implementation phase of a new project/innovation. For instance in SY13-14, 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 SY14-15, 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 to audit our services in the future.

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 of passwords and accessing unauthorized information. All district-issued staff devices are password protected. Regular 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.

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 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. The temporary password must then 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 are a mirror of 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 setup 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 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 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 do not have access to NS offices, just as NS staff do not 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 offices outside of work hours. These books are maintained for use in student 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. 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 maintain 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. 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 the 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 to supply data in the area of specialty (Figure 4.1). 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 ITS's and one Instructional Technology Analyst (ITA). One ITS focuses on integration of MacOS and iOS systems to improve teaching and learning. The second ITS primarily supports with assessment software, student hardware and systems implementation. The ITA supports mobile device maintenance and management on MacBooks, iPads, and Chromebooks. Additionally, our IT Purchasing Specialist manages a procurement process to ensure that all purchased software and hardware are cost effective and meet district needs and requirements.

The deployment and return of staff hardware is overseen by CCS, who initialize and assign devices as well as maintain the inventory and 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, Chrome OS based Chromebooks and Chrome Bases, and Kindles. Applications are managed by the staff of their respective departments. 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 all students. Chromebooks are configured to 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. JAMF monitors the health and statistics while automatically 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 (1 GB) of bandwidth from our internet service provider (ISP) to district clients. 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 network latency never to exceed 45 milliseconds (ms).

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 solution allows for fully automated backup processes, rapid data recovery, and enhanced backup reporting. These servers are backed up daily to restore files or servers in under an hour if needed. Software is configured across storage and hosts, allowing quick recovery if one system fails. Backup software takes server images and stores them at FHS and VRHS on 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

5.1 Workforce Environment
5.1a Workforce Capability and Capacity
5.1a(1) 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) aligned with our SCCI 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 BO provides close coordination and oversight to ensure that staffing plans are aligned with the overall district budget goals and priorities. Zone and school leaders have the primary responsibility to establish staffing plans based on their goals and priorities for the coming year.

**Figure 5.1a.1
Budget and Staffing Process Overview**

FEBRUARY Business Office gives budget guidance with enrollment projections and staffing models – February

FEBRUARY/MARCH Zone leaders and school administrators establish staffing plans

JUNE BOE approves annual budget

OCTOBER/NOVEMBER District reports actual enrollment

DECEMBER/JANUARY Business Office and Zone leaders adjust budget based on actual enrollment

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 state assessment 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.

The District also hosts a robust professional development system, the Aha! Network, which consists of online courses and shared professional learning resources along with participation and certification tracking. The Aha! Network is an additional tool used to assess the knowledge, skills and abilities of staff along with training certifications.

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.

**Table 5.1a(2)
Recruiting and Hiring Process**

1. Hiring Admin Creates Requisition
2. HR Posts Vacancy Online
3. HR Prescreens Applications
4. Hiring Admin Selects Applicants for Interview
5. Hiring Admin Leads Interview Process
6. Hiring Admin Leads Makes Selection and Performs Reference Checks
7. HR Makes Offer of Employment and Performs Criminal Background Check
8. BOE Approval
9. New Hire Orientation and Induction

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 and 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. 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 ZL's 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
Preparing the workforce for change is critical in a district striving to offer a robust portfolio of schools and experiencing a high rate of growth. 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 using SCCI.

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.

In January 2016, a significant change in organizational structure and work systems was identified as a need In preparation for launching Pikes Peak Early College PPEC in the iConnect Zone. To prepare for this change, the CEO, CBO and iConnect ZL met to deploy our SCCI to determine specific strategic objectives related to adding to our school portfolio. By considering the need for continuity, and to prevent workforce reduction, the principal of Springs Studio for Academic Excellence was promoted to Executive Principal of PPEC, recognizing the opportunity to grow a current leader while addressing changing workforce needs.

5.1.b Workforce Climate
D49 supports the workforce with 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 the Association of Supervision and Curriculum Development 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 SY 2015-16, offerings included: Mindfulness Based Stress Reduction for Educators Course, 12-week Maintain Don't Gain Healthy Weight Challenge, Finding Peace in A Frantic World course, Hiking Challenge and on-site Biometric Health Screenings. D49's goal is to offer at least five staff-wellness programs each school year. We promote wellness offerings through district-wide emails, flyers, school leader communication, orientations, and staff meeting communication.

The district has an established 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 also include employee wellness in their School Health Improvement Plans (SHIPs) if identified as an area for improvement by the WSCC team. SHIPs are submitted to the Health & Wellness Coordinator and presented to the BOE annually as an attachment to the UIP.

In April 2015, D49 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. D49's goal is a 5% increase in the scorecard total annually.

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 with 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 DoSS ensures the 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 DoSS provides 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 ensures consistent accessibility across the district.

5.1b(2) Workforce Benefits and Policies

D49 supports our workforce via a portfolio of services, benefits and policies. 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.

We systematically evaluate and consider workforce needs and expectations through the District Wellness Advisory Council, led in collaboration by the EO and BO and which includes representation from the all schools and zones. Additionally, the central office leaders meet with diverse workforce groups throughout the year including ZLs, principals, instructional coaches, curriculum administrators, teachers and support staff to solicit input regarding workforce policies and benefits.

5.2 Workforce Engagement

We approach workforce engagement by asking, "What does our workforce expect of us?" Our efforts to ask that question are increasingly systematic as we learn more about high-performing organizations and their practices for building a workplace culture of high performance. As we learned through our first RMPEx site visit in 2015, our workforce has not historically engaged with a unified vision, mission, and culture. That is why we branded our first all-staff event in over seven years as "Base Camp" and described our future as an "Ascent to Excellence." We understand well that before our district can climb the mountain, our workforce family needs a vision, a mission, and a call to action. Base camp is not the peak, but we won't perform on the peak unless we start climbing together.

5.2a(1) Organizational Culture

To reach peak performance, which we have clearly defined as top decile results, we depend on an engaged workforce. In District 49, workforce engagement is cultural work. We understand and practice organizational strategy, but we are more committed and dependent on organizational culture for long-term sustainability. We understand that our students and staff do not choose us as much for our strategy as for our culture. Nevertheless, since our strategic objectives and priorities are challenging, we need an excellent workplace culture to bring out the best from our workforce family. We begin understanding the cultural expectations of our workforce through the practice of building social contracts. This practice, which we have adapted from the school culture training *Capturing Kids Hearts* is one of the most consistent practices across schools, zones, departments, and offices. Even the BOE has a tradition of creating and revising their social contract.

Table 5.2a(1) Strategic Workforce Engagement 2014-2016	
Campaign	**Result**
2014 MLO election for new operational funding	With workforce support we earned 60% support
2015 general election to create director districts for the BOE	With workforce engagement we earned 74% support
2014-15 initiative to restore teacher wages frozen during state cutbacks	With teacher involvement, lead to a solution that earned overwhelming support
2015 Calendar Conversation	Teachers and other staff were opinion leaders in a conversation that created high (>70%) support for a unified calendar
2016 Cannabinoid Administration Conversation	Teachers and other staff were opinion leaders in a conversation that created high (>80%) support to permit medical cannabis on campus

Social contract are built through a facilitated process structured around conversational questions such as, "How do you want your administrator to treat you?" and "How do you expect to be treated by your colleagues?" The responses are synthesized and merged

until a shorter list (8-10) of statements remains. That list of expected behaviors and values becomes a contract when the members of the staff, team, etc. sign a physical copy to mark their commitment to abide by the contract. In times of celebration or conflict, the social contract is a touchstone that stakeholders can use to re-align to shared commitments.

At the district level, we built our cultural compass (Figure P.1a(2)-2) by aggregating and synthesizing over 80 distinct social contracts from classroom, staff, grade level, department and service teams all over the district. The eight values on our cultural compass are the beginning point of our workforce engagement strategy. Following the inner ring of our CC, we engage our staff by treating them with respect and care while practicing transparency and accountability. All of these inner ring values are interpersonal, so they are mutual by definition. We also engage our workforce by following the outer ring of our cultural compass to treat our work as strategic, innovative, creative and learning.

The processes we use—especially SCCI—respect our workforce by beginning with learning. We learn *with* our workforce. We learn *through* our workforce and their engagement with our student and other customers. We learn *from* our workforce. In 2015, the BOE tasked SL to review our school year calendar. We heard anecdotal concerns through our BRS and public communications channels to indicate dissatisfaction with calendars that were differentiated by zone. So, we initiated a formal learning cycle by surveying our staff, students, and parents. That process engaged our workforce as part of our larger community and led to deep clarity and consensus. As a result, the BOE adopted a policy that both restored the district back to a single unified calendar, and enshrined the system of early (August 1) start date with two week breaks in the spring and the fall. That process of learning *from* our workforce, working *with* our workforce, and then leading *on behalf* of the entire community defines our organizational culture at the highest level. The artifacts from that cycle of learning, working and leading are AOS, but they also remain a permanent part of our history because they are part of the digital archive at D49.org/calendarsurveyresults.

Similarly, after Colorado legalized medical marijuana and an influx of families moved to our district to take advantage of cannabis-based medical therapies, we engaged in an in-depth cultural conversation with our workforce about the implications of hosting families and students with such unique and complex expectations. The result of that conversation are also archived at D49.org/policypolls and AOS, but more importantly they are part of a culture of mutual respect that we are systematically building with our workforce and our community. The input of teachers and other employees helped us make decisions and craft policies that helped us realize our vision of being the best choice.

In addition to the use of surveys and digital discussions, we engage our workforce through a technique of strategic storyboarding sessions that bring together teams of employees to make decisions and build action plans. Over the past 18 months, workforce members at all levels have participated in Strategic Storyboarding Process 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)-2), teams most often are comprised of employees representing a variety of schools or departments.

D49 fosters a culture of open communication, high performance and employee engagement by empowering members of our workforce to help make us a better choice to learn, work and lead. Feedback from staff in our BRS and Peak Reflections indicate that we are cultivating a compelling culture. By significant and increasing margins, staff said they plan to continue their career in D49 (Figure 7.3-6) and that they would recommend D49 "as a great place to learn, work, and lead." (Figure 7.3-5—7).

To foster a culture of open communication, we start by offering a welcoming environment. In the 2014 BRS, nearly 80% of staff members indicated agreement (either "agree" or "strongly agree") with the statement that the district has an open and welcoming culture. We also foster open communication through each supervisor's meaningful feedback to employees. Additionally, 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. Additional results are AOS.

Additionally, 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 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. Finally, we foster a culture of open communication by facilitating the plethora of reciprocal and collaborative communication strategies Figure 5.2 a 1.

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

Figure 5.2a(1)-2
Strategic Storyboarding Processes 2013-2016

AHA! NETWORK Lead Mentors, Professional Development Team

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

SAND CREEK HIGH SCHOOL RE-VISIONING Sand Creek High School Teachers, Administrators and ZL

FALCON ZONE LITERACY PATHWAYS Falcon Zone ZL, CIA Administrator, Principals, APs, and Instructional coaches

BUSINESS OFFICE Defining excellence in business office customer service strategies

OPERATIONS OFFICE Setting vision, mission, and action plans for organizational units (nutrition, transportation, facilities, security)

SECURITY AND SAFETY DEPARTMENT Enhancing operational protocols and protection for security staff

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.

We foster workforce engagement in our culture by keeping resources, responsibility as possible. Consequently, our school leaders are highly invested in the plans, goals and initiatives promoting culture at the school level. Additionally, we use the Strategic Storyboarding Process as a means to gather input and engage our diverse workforce. Strategic Storyboarding is a systematic process by which diverse ideas and thinking are generated around a specific topic, and used to make organizational improvement. Storyboarding empowers the workforce by providing opportunities for workforce teams to contribute to the continuous improvement of our processes.

5.2a(2) Drivers of Engagement

To become the Best Choice 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. Beginning in 2014 with the BRS survey and continuing since then, members of the community, parents, students, and members of our workforce family responded to survey items to indicate their specific drivers of engagement. For the workforce segment, highly rated drivers have consistently been trust, effective communications, responsible financial decisions, ethical leadership and effective governance. Tabular data from the BRS are AOS.

Figure 5.2a(1) Workforce Support Benefits and Policies			
Diverse Workforce Group	**Leader/s**	**Meeting**	**Frequency**
Teachers, Principals, BOE, Community Partners, support staff,	District Wellness Coordinator	District Wellness Advisory Council	Quarterly
Principals, Teachers, Curriculum Administrators, Parents, ZLs	Zone Leaders	Zone Evaluation Council	Quarterly
Zone Leaders, Executive Directors	CEO, CBO, COO	ZL Meetings	Twice Monthly
Coordinated and Charter School Principals	CEO	Principal Meetings	Monthly
Instructional Coaches	Executive Director of Learning Services	Instructional Coach PLC	Quarterly
Lead Mentors	Executive Director of Learning Services	Lead Mentor PLC	Monthly
ZLs, Principals, APs, Zone CIAs	Executive Director of Learning Services / Consultant	Educator Effectiveness Network	Monthly
English Language Development ELD Teacher	Coordinator of English language Development	ELD Teachers	Monthly
Specialized Service Providers	Director of Special Education	SSP PLCs	Monthly

In 2014, a Teacher Compensation Task Force was convened 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 from 2014-2015 was to develop a compensation model, which was fair and honorable, yet affordable with available funds. We also determine the key drivers of workforce engagement for different workforce groups and segments through surveys, VIP (Figure 5.2a2) and on-going one-on-one communication with teachers, support staff and administrators. The BRS also provides insight from all segments of the workforce to determine workforce drivers of engagement.

5.2a(3) Assessment of Engagement

D49 assesses workforce engagement through the BRS. In addition to BRS, schools and departments administer surveys that assess employee engagement. Additional methods used to determine workforce engagement include staff absenteeism rates, retention data and participation in professional learning. In the Power Zone, leaders are in the second year of a partnership with Marzano Research to certify schools using the High Reliability Schools framework. The HRS model requires significant community and workforce participation, so that improvement model creates ongoing assessment of workforce engagement and satisfaction. Similarly, the Sand Creek Zone has contracted with the Studer Education Group to begin working on consistent actions to recognize and reinforce employee contributions.

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 improved evaluation systems for every workforce segment.

BOE policy 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 was implemented in 2014.   The new system, summarized in Figure 5.2a(4)-2 is significantly improved in every dimension.

The collaborative process of establishing quantitative performance targets ensures the work of chief officers and the evaluation focuses on our strategic priorities. The performance domains align with CDE's Principal Quality Standards PQS (AOS). A multi-rater feedback element adds an important qualitative perspective to the process that the BOE and each Chief Officer might not otherwise hear. Finally, we aligned the timeline with the business and results cycles for each chief officer.

Each ZL evaluates school principals according to the PQS. ZL evaluations incorporate principal performance and overall school performance. Likewise, principal evaluations incorporate the performance of teachers and overall classroom performance.

BOE policy has required that principals and teachers and support staff receive written annual evaluations for many years. Additionally, in 2010, the Colorado legislature set passed the *Educator Effectiveness Act*, SB 10-191 aimed in part at creating more comparability in principal and teacher evaluation processes across Colorado public schools. The bill requires local school boards to implement an approved, licensed-personnel evaluation system to link educator effectiveness with measures of student academic growth. CDE developed a State Model Evaluation System aligned with new, more rigorous teacher quality standards TQS AOS. The state now requires districts to either adopt the State Model Evaluation System or develop an alternative system aligned with the TQS.

In SY 14-15, HR initiated an improvement project to improve the evaluation system for Education Support Personnel ESP. HR solicited feedback from numerous evaluators including central office administrators and principals 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. Storyboarding was used to gain feedback from a broader group of stakeholders representing all ESP. This feedback provided a framework for a new evaluation tool, which was developed and implemented across the district in the spring of 2015.

	5.2a(4)-2 Improving the Strategic Nature of our Chief Officer Evaluation System		
	SY 2013-14	**SY 2014-15**	**SY 2015-16**
CRITERIA	Broad, subjective criteria. Limited quantitative measure	Performance domains aligned with CDE quality standards	Performance domains aligned with CDE quality standards and identified strategic priorities and initiatives
PLANNING	BOE and chief did not set goals or discuss performance targets	BOE and chief agree on performance targets	BOE and chief agree on performance targets based on specific strategic objectives
INPUT	Did not include a 360° component	Includes 360° multi-rater feedback	Includes 360° multi-rater feedback with items aligned to SCCI
PARTICIPATION	Some BOE members participated	All BOE members assign ratings and provide evaluative comments	All BOE members, direct reports and other workforce representatives assign ratings and provide evaluative comments
TIMING	Evaluation was due by June 30	Evaluation follows natural business, education, and operations cycles	Evaluation follows natural business, education, and operations cycles

The TQS and PQS emphasize a focus on student and learning and incorporate high performance expectations for including students and parents in the educational process. For example, TQS V expects teachers to advocate for schools and students, partnering with students, families and communities. PQS VI requires principals to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school. Additionally, PQS aligns the expected outcomes for principals to achievement of action plans within the UIP.

5.2.b Workforce and Leader Development
5.2.b(1) Learning and Development System

Our learning and development system, The Aha! Network, supports the organization's needs and personal development of workforce members, managers and leaders. The Aha! Network is a comprehensive professional development PD system inclusive of a website housing a variety of resources for educators, leaders and staff, internally offered courses, workshops and training delivered face-to-face, and online on-demand. The PD department vets courses and other PD offerings by considering which activities are closely aligned with our strategic priorities and action plans within the UIPs to improve focus on student learning and parent engagement.

Learning for D49 workforce members begins with the 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 educators 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, mission, vision and strategic priorities. ZLs then devote two days to training new educators to further introduce them to the zone/school and prepare them to serve students.

The Aha! Network addresses our core competencies of innovation and autonomy by allowing for individual zones, schools and departments to offer a variety of training that aligns with our district challenges overall, and the individual and unique challenges of schools. To further ensure the reinforcement of new knowledge and skills on the job, the PD department initiated the concept of SPARK courses within the Aha! Network in SY 15-16. SPARK courses are five hour

personalized-learning modules which require individuals to apply new learning on the job. For example, a Classroom Management course may require a teacher to research best-practices in classroom design, implement the design in his / her classroom and reflect in writing on the impact of the new design.

In SY 15-16, the PD team identified a need through SCCI for additional training in compliance with ethics and ethical business practices. In response, a regional attorney was contracted to provide training for all leaders, and to develop online modules to be distributed to staff. Ethics is also reinforced annually during our New Teacher Orientation and through BOE policy.
Operational and support departments provide job-specific training to new hires. D49 uses the performance evaluation system to determine PD needs of the individual and thereby support personal development of our workforce members. The TQS / PQS rubrics within the evaluation system ensures that performance and development conversations are focused on the organization's needs and that PD is tailored to the individual in accordance with the performance evaluation, student learning outcomes and district and school strategic priorities. We deploy SCCI as our approach to continuously improving PD as illustrated.

 The UIP 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 the state assessment. The CEO and BOE established a strategic priority, aligned with Building Firm Foundations focused on Primary Literacy. Since SY 14-15, we have prioritized providing training for educators on the components of early literacy instruction including site visits to schools outside of our district with higher student literacy performance than our own. In SY 15-16 we wrote and received a Early Literacy Grant to extend professional development to our schools making the least amount of progress beginning in SY 16-17. We also partner with CDE to provide Reading Foundations Training for teachers and leaders.

D49 supports the personal development of our workforce members through wellness programming and opportunities that support the physical, mental and emotional health (5.1b.1).

5.2b.2 Learning and Development Effectiveness

We evaluate the effectiveness and efficiency of our learning and development system in a variety of ways. We seek input from external experts. For example, in 2014, LS engaged Global Scholar to conduct a thorough review of our teacher induction program. We implemented findings from the report to improve our teacher induction program for the following school year. 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 SY 214-15 and have used it annually to help improve the new hire experience.

We also use participant feedback to evaluate the effectiveness and efficiency of our learning and development. After every Aha! Network training, 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 in SY 15-16. Additionally the effectiveness and efficiency of our learning and development offerings are evaluated by closely monitoring engagement rates through our LMS Schoology, and Aha! Network participation rates.

We systematically review the interim and long-term results by the learning provided. For example, we provided PD to support the primary literacy initiative. We are now monitoring student results for PL and evaluating the correlation between PD and results.

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, teachershave 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 educator and leader evaluation systems. This provides an opportunity for the supervisor and the employee to talk about career aspirations and identify steps to move toward career goals. The Aha! Network also establishes partnerships with various universities to support career progression by offering discounted tuition and scholarship opportunities to our workforce. Our Principal Induction Program PIP provides a foundation for aspiring principals that helps the district achieve some consistency in and supports the career progression of the individual.

Chief Officers and senior leaders 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 succession planning as an opportunity for improvement. We will identify functions and positions where we lack depth or possible successors
in SY 14-15 through 15-16, 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.

6.0 OPERATIONS
6.1 Work Processes

In district 49, our mission to learn, work, and lead is embedded in two key work processes, innovation and transformation. We refer to these processes as the two phases of SCCI. In each phase, we expect to learn, work, and lead, but the requirements and results of those processes increase in formality and clarity as we move from innovation to transformation. Although we are a school district, and educational programs are more customer-facing, we expect all three offices to execute our mission through innovative and transformational processes. Therefore, all three offices are 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. The ultimate goal of every work process is fulfilling our vision and mission.

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 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, D49 relies on the budgeting process for clarity and guidance.

Figure 6.1b(2) Key Work Processes, Requirements and Measures			
	Work Processes	**Requirements**	**Measures and Results**
Learn	• Data Analysis • Performance Reviews • Professional Development	• Accurate • Relevant • Meaningful • Actionable	• Primary Literacy: Figures 7.1-1—8 • CTE Reporting: Figures 7.1-9—11 • CE Reporting: Figures 7.1-12 • PD Participation Section 7.3a4
Work	• Action Planning • Allocate Resources • Create Process Tools	• Formal Plans • Budget Clarity • Implementation Clarity	• UIP Plans Completed AOS • Performance to actual budget Figure 7.5-5 • Plans-on-a-Page AOS
Lead	• Monitor Fidelity • Report Progress • Embed Transformation	• Strategic Monitoring • Formal Reporting • Integration	• Primary Literacy MOY • 49 Pathways Annual Review • Reports to BOE AOS • Transformation integrated into zone/school plans AOS

(left margin, rotated: Innovation and Transformation)

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, 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. Together, the combination of a particular learning plan (curriculum) delivered in a particular setting (school) constitute our educational programs. Programming the choices that students and parents require is the first key work process of the education office.

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.

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 (via non-participation or "opt-outs") from students and parents to inefficient 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, 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 APEx 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 measure 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), that is an in-process measure of the effectiveness of student learning. When the principal walks through the classroom to observe teachers' use of formative assessment, that 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 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. For District 49, support processes include anything we do to create and sustain the conditions for excellent teaching and learning. Our key support processes are characterized by advance planning and 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.

	Figure 6.1b(2) Key Support Processes, Requirements and Measures		
	Work Processes	**Requirements**	**Measures and Results**
Business	• Budgeting • Planning • Accounting • Payroll • Purchasing	• Insight/Foresight • Efficiency • Accuracy • Transparency	• Window of Precise Performance for 5 Measures
Education	• Programming • Instruction • Assessment • Support	• Personalized • Flexible • Accessible • Effective • Competitive	• Assessment completion • UIP Fulfillment • SA and IM results
Operations	• Facilities • Grounds • Security • Transportation • Nutrition	• Safe and Secure • Welcoming • Aesthetically Pleasing • Hospitable • Sustainable	• Work Orders Completed: Figure 7.1-23—24 • IT Tickets completed: Figure 7.1-23 • Resolved Security Incidents: Details AOS

6.1b.3 Program, Service, and Process Improvement

As an organization with two key work processes, we are most intentional about improving innovation and transformation. Since those are large, meta-processes, we focus on improving our mission-critical behaviors to learn work and lead. To ground our improvement efforts in specific strategies, we apply SCCI to our strategic initiatives, which are primary literacy, *49 Pathways* and aligning educational programs to the CAS. Our primary method of process improvement is attentiveness to the Baldrige criteria and the feedback report from our annual site visit through RMPEx. When the BOE gathers at the APR, they have three major sources of information about our programs and services. The first is a set of summative academic results from the previous year that are normed and ranked and released by CDE in the fall. These usually include all of the state-mandated assessments as well as other measures related to operational performance such as enrollment, financial performance and performance of specialized programs like SPED, ELD, gifted education and AEC's. The second major source of information is the feedback report from a performance excellence site visit team. Finally, the board has its own portfolio of performance reports, chief officer evaluations, self evaluations and results from the November election. Based on this rich set of data points, the board identifies process OFI's by working backward from OFI's on results. By treating items like academic performance, organizational excellence, and board performance as lagging indicators, the board can focus their attention on any low-performing processes that delivered results below expectations.

In context of our major operational initiatives, the board has been very attentive to both summative measures like EOY literacy performance or graduation rates, but also directs interim reports on measures like growth from BOY to MOY or progress on iCaps at secondary schools. Specifically, when the board identifies performance below expectations or targets, they may direct additional training, increased frequency of reporting, or greater scrutiny of specific measures. For example, when EOY results showed that numbers of students finished 3rd grade reading below grade level proficiency, the board directed the CEO and education office to develop and present a strategic plan for further intervention with those students in 4th grade. Part of the plan, the fall, spring, and summer literacy camps, was so successful as an innovation, that we made it a permanent transformation across the district.

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. If we cannot identify a best practice 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.

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. Our support processes tools identified in ***Figure*** ____ to reduce costs and standardize service. 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 theSafe2Tell 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

To fulfill our vision and mission, we monitor key performance measures on the performances and plans that serve our strategy and culture of continuous improvement. Systematic review of data and results is crucial for problem identification, determinations of program efficacy and designating programs/initiatives for continuation, expansion or abandonment. Results can be both a launch point for a new cycle of innovation and transformation or they can inform the lead phase to determine whether to scale up an innovation or validate the performance of transformative practices.

7.1 Student Learning and Process Results
7.1a Student Learning and Customer-Focused Service Results

To verify that we are ascending toward peak performance, our most important results measure the primary literacy and *49 Pathways* initiatives. To analyze our data in the context of competitor *and* comparator performance, D49 has developed a representation we call the "ComDex", for "comparator index." Wherever possible, we use the highest and lowest performance of our comparator districts to define the upper and lower boundaries of a band of performance—depicted on many charts as a grey band or region. Thus, we can see how our performance and our competitors' performance relates to our comparator districts.

PRIMARY LITERACY PERFORMANCE

The best source for data about primary literacy is our percentile rank in Colorado. Using state mandated performance data gives us a clean point of comparison. For District 49, primary literacy performance is both a lagging indicator telling us about the effectiveness of our programming in grades K-3, but it is a leading indicator for performance in subjects other than literacy as well as performance in secondary and postsecondary programs. Figures 7.1-1—8 display our elementary and middle school performance.

Participation in the state assessment is not only mandated at the state level but also fulfills requirements related to federal law.

Figure 7.1-1	Figure 7.1-2
Decreasing Literacy Non-Proficiency for BOY, EOY and Growth **Meaningful Positive Trends**	**Increasing Literacy Proficiency for BOY, EOY and Growth** **Meaningful Positive Trends**
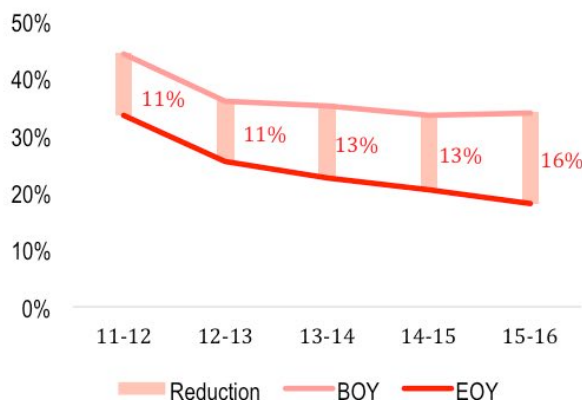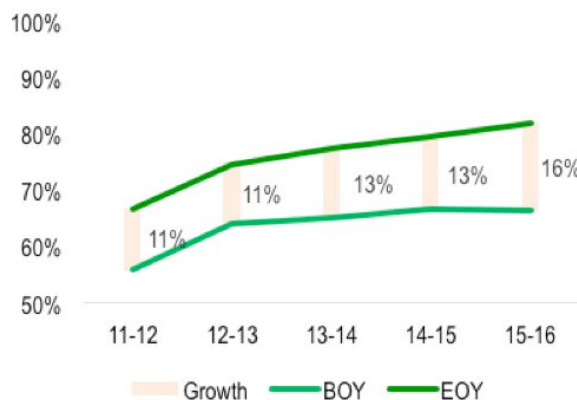
The resultant data are used in state accountability and accreditation measures. To account for changes in the state assessment in SY 14-15 (moving from TCAP to PARCC), the state has ranked ordered each district's performance on each assessment (percentile rank). This key performance measure is publicly reported and allows for comparison to other districts. It should be noted that TCAP had separate assessments for reading and writing while PARCC has collapsed the tested standards into a single ELA assessment. Consequently, the PARCC percentile rank is trended with both TCAP reading and writing percentile ranks. The following graphs show the percentile rank of District 49 along with our competitor districts, the geographically close D11 and D20. The highlighted grey band depicts the 5 year low and high of our comparison districts (those with similar demographics).

Across grade levels and content areas, D49 outranks D11 and is below D20. D49's scores fall in the middle or high in the ComDex. At the elementary level, D49's percentile rank has increased over the prior year across content areas, resulting in a 3-year high mark for performance. The most dramatic increases in percentile rank is in the content area of reading, which we attribute to the district's focus on Primary Literacy.

Figure 7.1-3	Figure 7.1-4	Figure 7.1-5
Elementary Math Percentile Rank **Meaningful Positive Trend**	**Elementary Reading Percentile Rank** **Meaningful Positive Trend**	**Elementary Writing Percentile Rank** **Positive Trend**
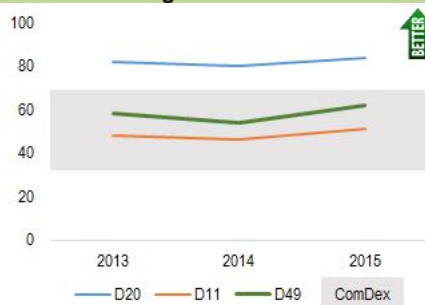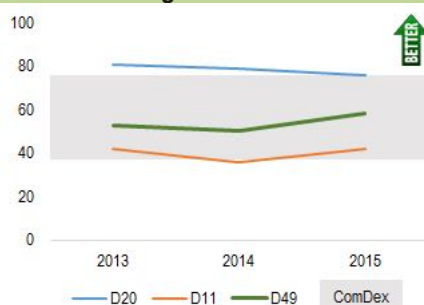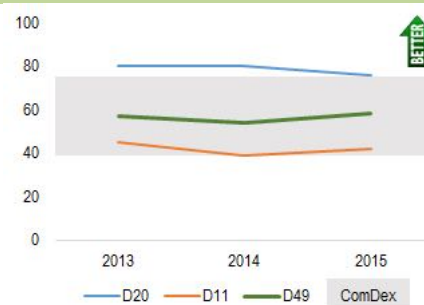
Figure 7.1-6
Middle School Math Percentile Rank
Meaningful Positive Trend
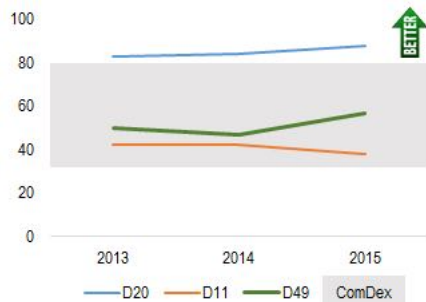
Figure 7.1-7
Middle School Reading Percentile Rank
Positive Trend
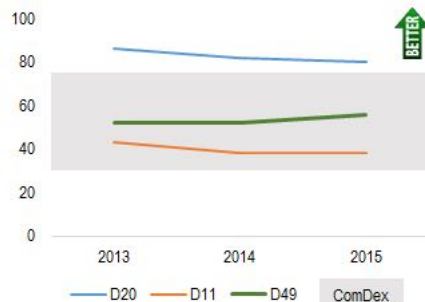
Figure 7.1-8
Middle School Writing Percentile Rank
Stable Trend
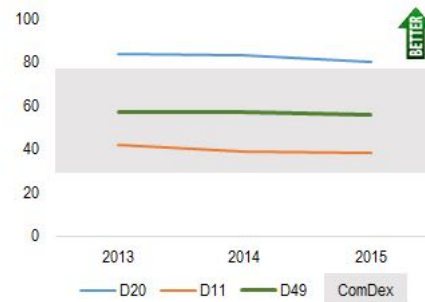
The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is a state-mandated assessment (for grades K-3) which measures student reading performance three times per academic year. The assessment provides data on specific reading skills and a single composite score that is then classified into one of three levels: well below expectation, below expectation, and at/above expectation. 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 ensuring every child reads by the end of 3rd grade.

Five year trend data shows that District 49 is significantly reducing the number of students in grades K-3 that score "well below" and "below" expectations on DIBELS; while increasing our students scoring at/above expectations. Student growth was not consistent across grade levels (data available onsite). As shown below, while the percentage of students scoring "well below" benchmark at the beginning of the year (BOY) is relatively stable, the number of students scoring "well below" benchmark at the end of the year (EOY) shows a continuous positive trend.

For middle school (6-8), the 3-year trend shows an increase in the areas of reading and math and a slight decrease in writing. D49's math and writing percentile ranks are mid-ComDex, indicating our performance is in line with our comparison districts.

49 PATHWAYS PERFORMANCE

Many secondary programs contribute to our strategic priority of launching every student to success. While building a firm foundation of primary literacy is a critical starting point, we also need programs to help students finish well. Both Career-Technical Education (CTE) and Concurrent Enrollment (CE) are key performance measures for our implementation of *49 Pathways*. For CTE classes, we measure total enrollment, total completion, and the completion percentage. We want to see growth in all three measures to ensure that more students are proceeding toward success after high school. Figures 7.1-9—11 represent our CTE performance.

Figure 7.1-9
Students Enrolled in CTE Courses
Meaningful Growth on a Key Measure
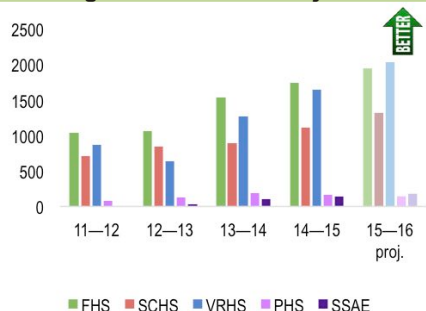
Figure 7.1-10
Students Completing CTE Courses
Meaningful Growth on a Key Measure
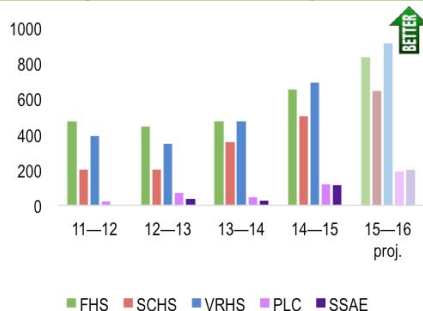
Figure 7.1-11
Completion Rate for CTE Courses
Meaningful Growth on a Key Measure
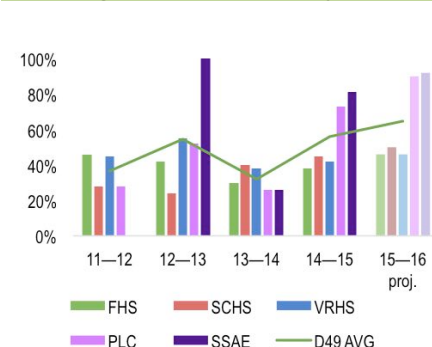
Figure 7.1-12
Growth and Success for CE Enrollment
Breakout Results on a Key Measure
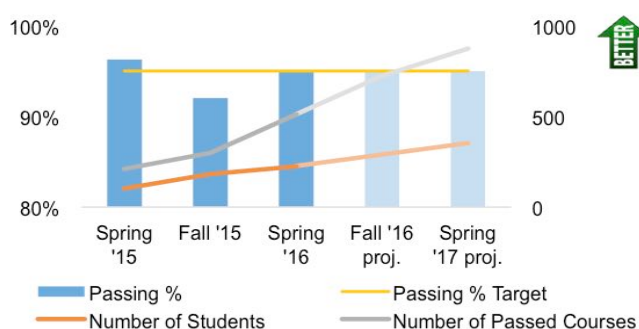
For CE classes, we measure total enrollment as well as the student pass rate. We target a 95% passing rate because that means we are setting students up to be successful but not so cautious that we exclude students who could exceed expectations. Our partnerships with Pikes Peak Community College and our launch of PTEC and PPEC are key inputs to the breakout growth in Figure 7.1-12.

Our third key performance measure is postsecondary success which is combination of ACT scores, graduation rate from high school and remediation rate in college. Figures 7.1-13—17 report these data, and further breakouts by individual schools are AOS. These metrics are D49 key performance measure for all comprehensive / coordinated high schools (non-AECs). When

comparing ACT results of D49 with competitor and comparison districts, all D49 schools fall in the middle of the ComDex. While D20 ACT scores are higher, D49 out performs D11 and all D49 schools showed an increase in 2016 as compared to year prior.

Figure 7.1-13
District Graduation Rate
Downward Trends
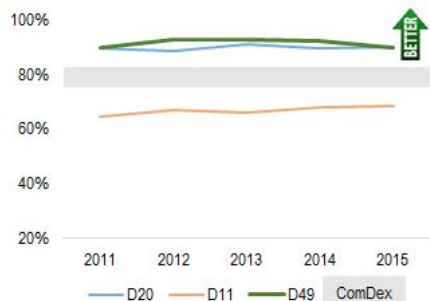
Figure 7.1-14
District 49 Graduation Rates
Mixed Trends
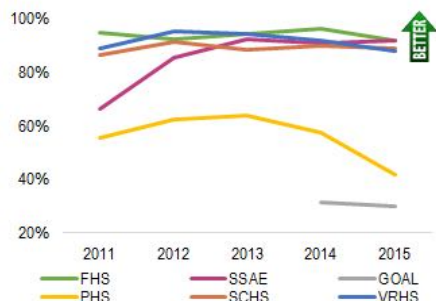
Figure 7.1-15
District Remediation Rate
Negative Upward Trend
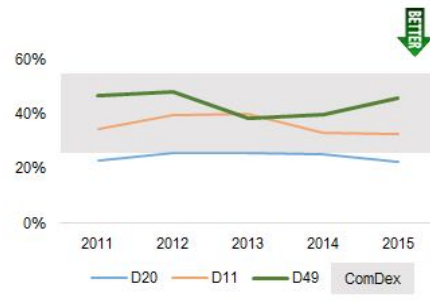
As a leading indicator of *49 Pathways* success, ICAPs are designed to guide a student's academic career through secondary school with the goal of the student being prepared to enter the workforce or be equipped to continue education upon graduation from high school. From 6th grade to graduation, each year, components of the plan are added and updated. D49's goal is 100 percent completion of all required grade-level components at the conclusion of each SY.

7.1b Work Process Effectiveness Results

7.1b(1) Process Effectiveness and Efficiency

In 2014, The OO employed SchoolDude to track various elements operation efficiency and quality. SchoolDude is used by school districts (and some other industries) across the nation. The system aggregates the data of all clients and provides the data for the top 20 percent of performers for metrics that serves as a comparison metric. The COO monitors the performance on work orders on an at least

Figure 7.1-18
Middle School ICAP Completion Rate
Positive Trends with Excellent Levels
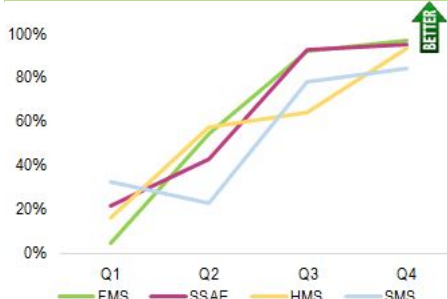
Figure 7.1-19
High School ICAP Completion Rate
Positive Trends with Mixed Levels

monthly basis, seeking to identify trends in the data and possible performance challenges in need of action. Data show were are on overall upward trend, though we are not yet performing in the top 20 percent.
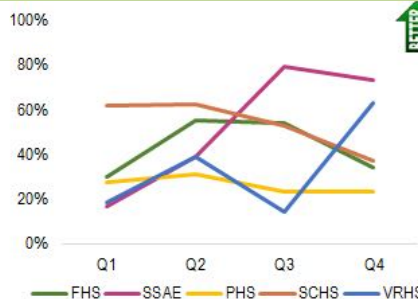
The Transportation office has been consistently monitoring performance data for years. While the total miles traveled by district buses continues to increase, Transportation management examines other data points such as miles per gallon, trips on time, preventable accidents per 100,000 miles and most importantly, the number of student injuries. It was this monitoring of trends that allowed staff to identify the uptick in preventable accidents in SY13-14 and subsequently alter practices and training to reduce that number in SYs 14-15 and 15-16. Though the district has had transportation accidents, there have been no injuries in the past 5 years.

7.1b(2) Emergency Preparedness

Emergency preparedness can be gauged by measuring both adherence to standard preventative schedules/tasks and responsiveness to situations requiring attention. Both district staff and local emergency services share the responsibility for tracking these standard procedures. Our partnership with local emergency services, particularly ongoing relationships with the police and fire services are crucial to ensuring the safety of students, staff, and community. Within the district, the security department oversees preparedness of facilities and staff to deal with security threats and related compliance issues while the lead nurse oversees compliance with state mandates around student health (to include vision and hearing screening) and availability of health devices.

Responses to identified incidents comprise the 2nd component of emergency preparedness. Using SSCI, we identified the need for better tracking of safety and security data, so a new tracking system for staff response/activity was developed and deployed during the summer of 2016. This system allows for the identification of trends in incident types, help monitor district response time to incidents and

Figure 7.1-21
Percent of Work Orders Completed In Under One Week
Meaningful Upward Trend
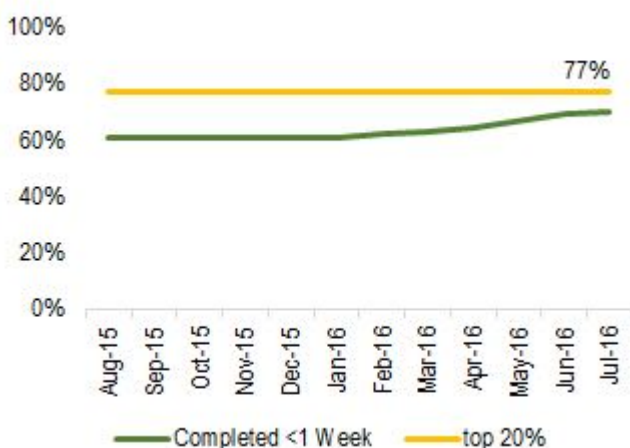
evaluate/validate current staffing levels. Because the deployment has just begun for this system, and we are in the "work" phase of data collection, incident data is being monitored weekly, with number of incidents and closure type being the first measures evaluated.

Future reporting will expand to include time for resolution. Since the tracking system's inception, there have been a total of 324 recorded incidents. Of these, 94% have been closed, 6% remain open and <1% (1 incident) has been referred to another agency. Additional detail is AOS.

Figure 7.1-22
District 49 Emergency Preparedness Measures Percent Completed

Key Preventative Measure	Responsible Party	SY 11-12	SY 12-13	SY13-14	SY 14-15	SY 15-16
Unannounced Lockdown Drills	D49 Safety & Security	100%	100%	100%	100%	100%
Fire Safety Inspections	Local Fire Dept	100%	100%	100%	100%	100%
Fire Drill Completion	Local Fire Dept	100%	100%	100%	100%	100%
Student Vaccination Compliance Rate	D49 School Nurse Chair	100%	100%	100%	100%	100%
Locations with CPR Trained Staff	D49 School Nurse Chair	100%	100%	100%	100%	100%
Locations with AEDs	D49 School Nurse Chair	100%	100%	100%	100%	100%

7.1c Supply-Chain Management Results

Directors in all three offices monitor and review supply chain (provider) performance according to schedules that vary by vendors and partners. The Director of CE and Director of CTE evaluate provider performance by PPCC (serving CE and CTE students), but the majority of provider relationships are overseen by the BO or OO. Our two largest contracts are with CCS for technology services and with US foods for our school nutrition programs.

Figure 7.1-23
CCS - Average Number of Days for Ticket Completion
Meaningful Upward Trend
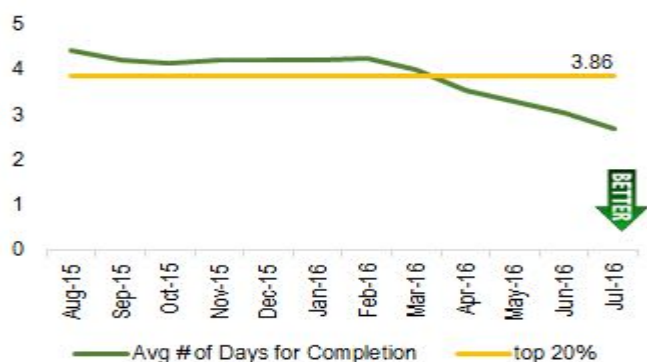
Figure 7.1-24
CCS - Average Number of Days for Ticket Completion
Meaningful Upward Trend
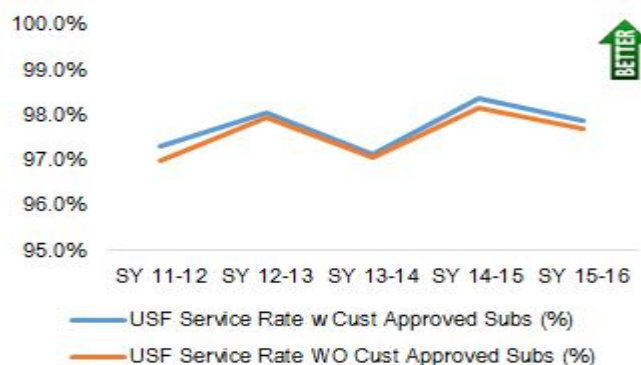
For purposes of ticket resolution times, D49 compares CCS against the top 20% of participating organizations. Because of the importance of efficient technical support, this data is reported monthly internally and to the BOE. Not only is the overall trend downward (positive), but there has been a consistent positive decline since February of 2016.

The overall measure of US Foods performance is the Annual Service rate, with and without customer approved substitutions. Any disruption to service/supply such as late deliveries, out of code product, vendor recall, etc., will lead to a decrease in service rate. Performance is monitored by item and then summarized across all products. There have been some yearly fluctuations, but the five-year trend is positive and at no point does the service rate go below 97% over the past five years.

7.2 Customer Focused Results
7.2a Student and Other Customer-Focused Results
7.2a(1) Student and Other Customer Satisfaction

District 49 measures student satisfaction in a variety of ways. Factors such as population growth and choice numbers are measures of satisfaction. Addition, the district deploys surveys to ask customer groups (students, staff, parents, community members) directly about their satisfaction with and opinions around D49.

Our competitors, D11 and D20 are defined by geographic proximity. Parents in these neighboring communities are most likely to make a deliberate choice between the three school districts for choice enrollment. The large spike in the number of students choosing D49 in SY13-14 can be attributed to the acquisition of GOAL Academy. However, it is noteworthy that the trend has continued in the two years following (Figure 7.2-2). Currently, D49 has more students whose parents are electing to send them to school than both D20 and D11. The rate in which this number is growing faster than D20, while D11 is experiencing a decrease in choice enrollment.

7.2a(2) Student and Other Customer Engagement

As with satisfaction, engagement is measured directly, with surveys (as presented in 7.2.a.1) and with more indirect measures. Student engagement, as defined by a willingness to use provided services, can be gauged by participation in individual programs and more generally, the lack of participation in district education as measured by truancy rates. D49, specifically the communications department, has made a concerted effort to engage all stakeholders leveraging technology, which yield useful information about the receipt of district communication, attitudes towards the district, and use of district informational tools.

District 49

Figure 7.2-1
Total Enrollment Numbers
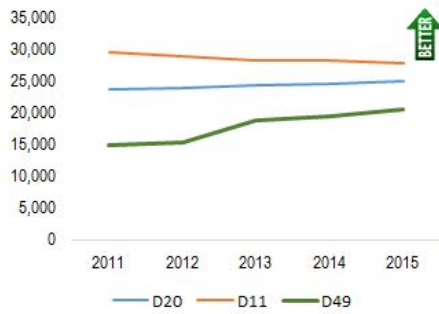**Meaningful Upward Trend**

Figure 7.2-2
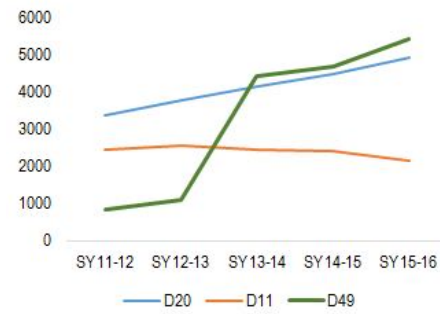**Number of Choice Enrollment Students**
Meaningful Upward Trend

Figure 7.2-3
D49 Has High Quality
Education Opportunities
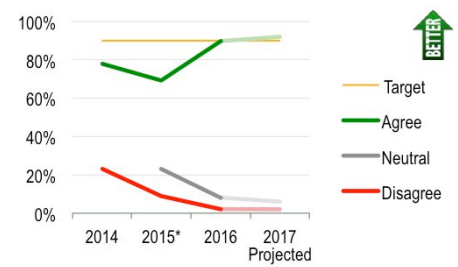**Meaningful Upward Trend**

Figure 7.2-4
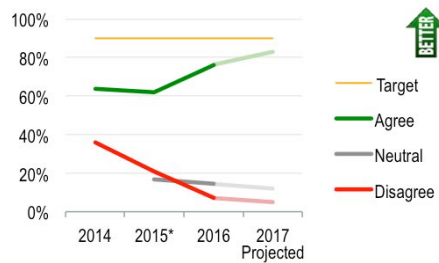**D49 Communicates Effectively**
Meaningful Positive Trend

Figure 7.2-5
D49 IS Receptive to
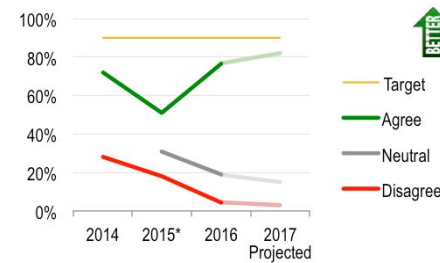**Questions & Concerns**
Meaningful Positive Trend

Figure 7.2-6
D49 IS Responsive to
Questions & Concerns
Meaningful Positive Trend
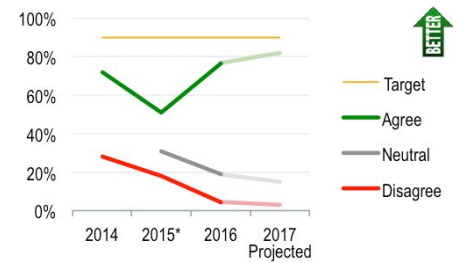
Figure 7.2-7
% Disagreeing that: My Classroom
Teacher Cares About Me (Elem.)
No Trend Evident
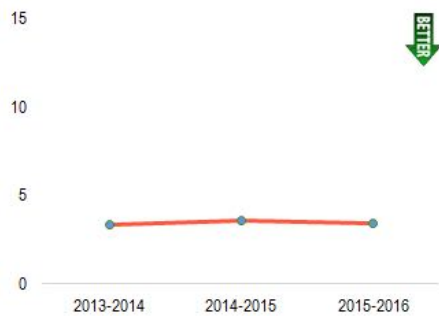
Figure 7.2-8
% Disagreeing that: The Other Adults
at School Care About Me (Elem.)
Positive Trend
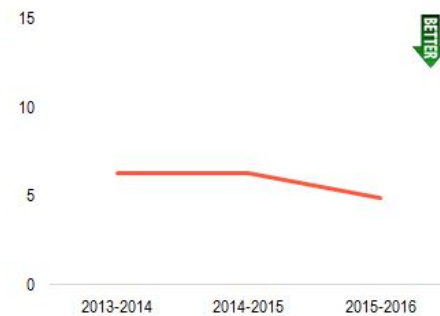
Figure 7.2-9
% Disagreeing that: School Staff Cares
About Me (H.S.)
Meaningful Positive Trend
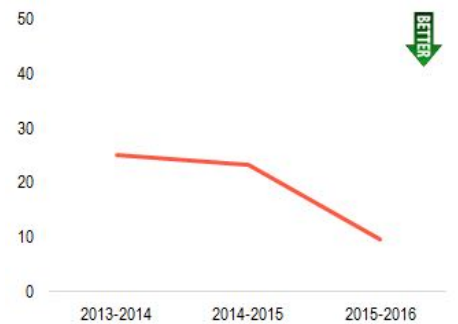
Figure 7.2-10
% Disagreeing that: I'm Comfortable
Asking HS Staff For Help
Breakthrough Positive Trend
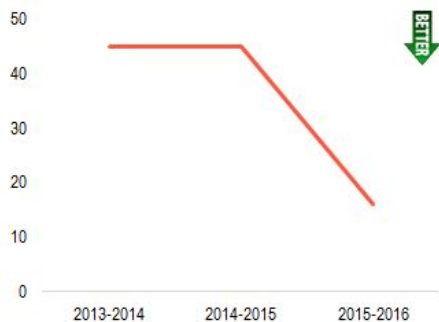
Figure 7.2-11
D49.org Total Website Sessions & Users
Breakthrough Positive Trend
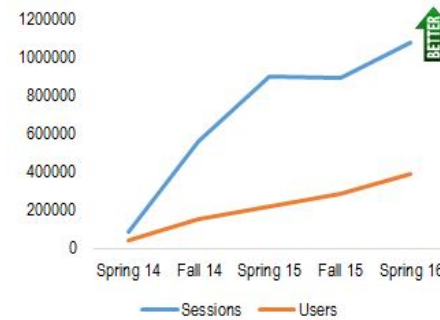
Figure 7.2-12
Facebook Interactions
Meaningful Positive Trend

46
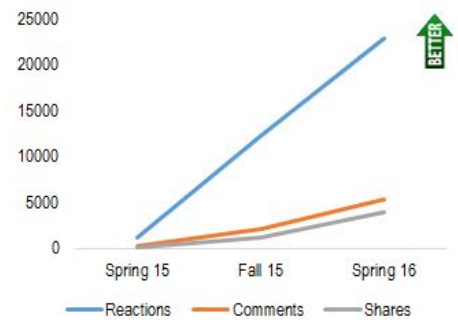
7.3 Workforce Focused Results
7.3 a Workforce Focused Results

Key metrics around D49's workforce are obtained from accountability measures from the state, metrics captured in the HR data system, applitrack, and data collected solely for the purposes of ascertaining employee attitudes and engagement. Surveys are conducted at the levels of the overall district, office, special program, and school.

7.3a(1) Workforce Capability and Capacity

An appropriately staffed workforce is critical to ensuring the district is able to provide quality educational opportunities to students. D49 currently employs 807 teachers, of which 55 percent have advanced degrees. This is slightly down from a high of 58 percent in the 2014-2015 school year. We forecast this number to increase significantly over the next three years due to enhanced Concurrent Enrollment planning and commitment. D49 has 77 administrative staff and 83 percent have advanced degrees. Administrative positions currently require 25 days to fill, the lowest of any job category in the district and the only category to have a decrease in the average days to fill over year prior. Educational Support positions are currently filled in an average of 70 days, a three-year high and the longest of all job categories. It is suspected that the days to fill positions are increasing as the job market has strengthened. Moving forward the HR department will undergo a deliberate cycle of SCCI to ensure D49 remains a competitive employer and continues to attract highly qualified candidates.

7.3a(2) Workforce Climate

In fulfillment of the district's mission and vision "be the best choice to learn, work, and lead", staff wellness has been an area of focus, including the addition of health and wellness coordinator D49 aims to offer at least five wellness programs per work site. The goal was achieved in SY15-16 as there were 5 district level initiatives and smaller programs offered at the school level. Beginning in April of 2015, the district began using the CDC's Worksite Health Scorecard, to track the amount of initiatives around health and wellness for the work family. D49 experienced in five percent increase in total score, reflective of offering more programs and an additional five percent increase is projected for SY16-17.

7.3a(3) Workforce Engagement

A stable workforce creates the environment for process improvement to take place and grow and can be viewed as a measure of employee satisfaction. D49 is currently experiencing growth in the average length of service for our employees in the professional-technical classification. Length of service has been been relatively stable, albeit with slight decrease from year prior for the licensed and administrative categories. The educational support category had a dramatic decrease, marking a four-year low in the length of service. Work family engagement is also directly measured by their willingness to recommend as the best choice to learn, work, and lead as an indirect measure of how well the district is meeting its vision.
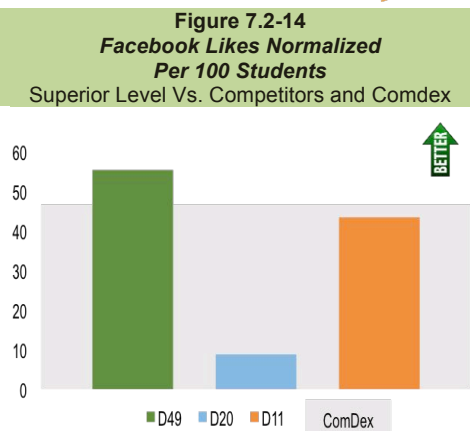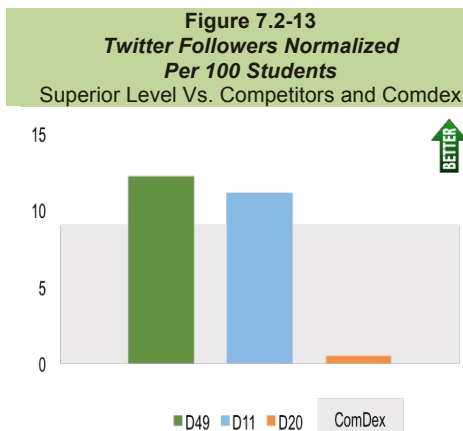

Figure 7.2-13
Twitter Followers Normalized Per 100 Students
Superior Level Vs. Competitors and Comdex

Figure 7.2-14
Facebook Likes Normalized Per 100 Students
Superior Level Vs. Competitors and Comdex

Figure 7.3-1
Highly Qualified Teachers

	SY 11-12	SY 12-13	SY13-14
Percent Highly Qualified	100%	99.81%	99.81%

Figure 7.3-2
Number of Days to Fill Position Per Year By Job

Category	2013	2014	2015	2016
Administrative	33	49	49	25
Pro-Tech	11	37	29	46
Licensed	27	34	38	46
Ed. Support	33	30	35	70

Figure 7.3-3
CDC Scorecard Results

	SY 14-15	SY 15-16	Projected SY16-17
District 49 Score	121	128	135

Figure 7.3-4
Average Length of Service (Years) for D49 Employees

Category	2013	2014	2015	2017
Administrative	8.36	7.66	7.68	7.67
Pro-Tech	6.93	6.45	7.58	8.60
Licensed	6.31	6.44	6.76	6.62
Ed. Support	5.93	5.77	6.54	4.86

Figure 7.3-5
I Would Recommend D49 as a Great Place to Learn
Meaningful Upward Trend

Figure 7.3-6
I Would Recommend D49 as a Great Place to Work
Meaningful Upward Trend

Figure 7.3-7
I Would Recommend D49 as a Great Place to Lead
Meaningful Upward Trend
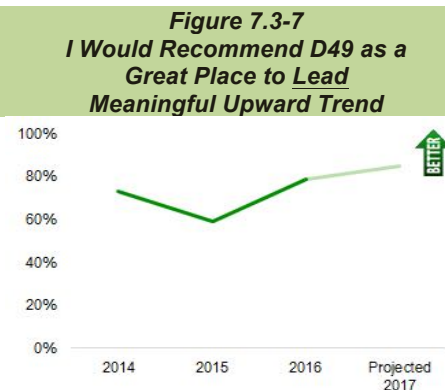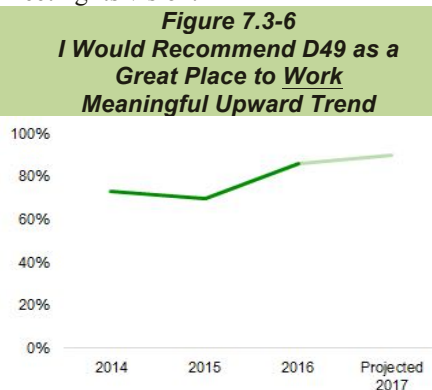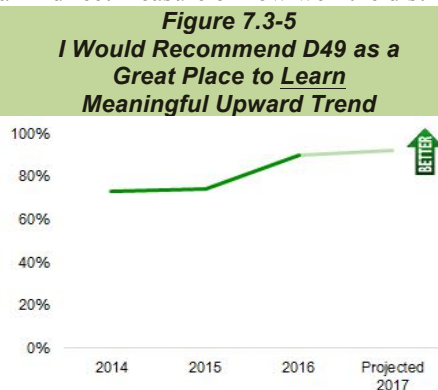
7.3a(4) Workforce Development

Because we aspire to be the best choice to learn, work and lead, ongoing development of all workforce segments is crucial to achieving our mission and vision. Workforce and leader development results are tracked, monitored and reported on a monthly basis through the Aha! Network and through Schoology. Additionally, we track and report degrees earned by all workforce segments. Page view trends mirror trends in staff attendance due to the nature of the school calendar year. For example, views are lower in months when employees are on vacation during fall, winter and spring breaks and over the summer months. Initial Schoology results year over year indicate a significant increase from SY15-16 to SY 16-17.

To align with the strategic priority of Primary Literacy, D49 partners with CDE to provide a Reading Foundations Academy for teachers and leaders. This professional development focuses on increasing teacher capacity and instructional skills

to improve acquisition of the five components of reading. Due to the overwhelmingly positive feedback from this course, D49 has offered it multiple times and each class has been at or near capacity. The district has also organized other literacy events that have attracted significant numbers of participants as shown in Figure 7.3-12.

Figure 7.3-8
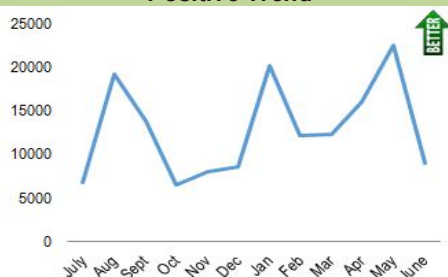**Aha! Network Page Views**
Positive Trend

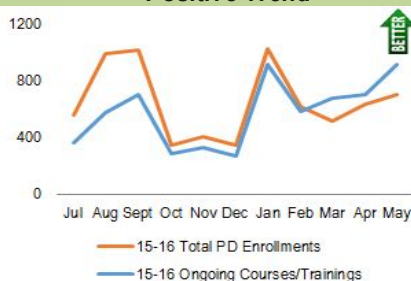**Figure 7.3-9**
Aha! Network Enrollments and Courses
Positive Trend

Figure 7.3-10
Staff Schoology Page Views
Positive Trend

Figure 7.3-12
Various D49 Literacy Events 2015-16

Quarter	Events	Participants
Q1	10	265
Q2	3	92
Q3	4	136
Q4	4	217

Figure 7.3-11
D49/CDE Reading Foundations Academy

	Jan. 2015	April 2015	Nov. 2015	April 2016	Projected SY16-17
Participants	20	13	21	31	140

7.4 Leadership and Governance Results
7.4a Leadership, Governance Results

Key metrics around D49's workforce are obtained from accountability measures from the state, metrics captured in the HR data system, Applitrack, and data collected solely for the purposes of ascertaining employee attitudes and engagement. Surveys are conducted at the levels of the overall district, office, special program, and school. As described in 7.2a.2, the district website and social media are publically available

Figure 7.4-1
Bronto Targeted Email System Results

	2013	2014	2015	2016
Sent Emails	489,354	481,912	1,184,234	603,109
Opens	114,570	110,869	246,834	129,439
Open Rate	23.4%	23.0%	20.8%	21.5%
Click-Thru	5.6%	6.6%	7.20%	9.20%

and allow for the greatest reach among customer groups to communicate, particularly for community members. For other customer groups for whom we have digital contact information (student, staff, parents), the district uses email communication. The Bronto email system allows the district to track the receipt and response to these emails. Consistent analysis of this data as reported in CEO reports to the BOE results in improved targeting to customer segments. Combined with automated workflows triggered by customer activity on we observe consistent improvement of click-thru rate in emails over the four-year period, even as the number of emails each year has risen. The noticeable drop in open-rate during 2015 is the direct result of an increase in emails sent through an innovation of reporting monthly results of BOE emails to customers.

Figure 7.4-2
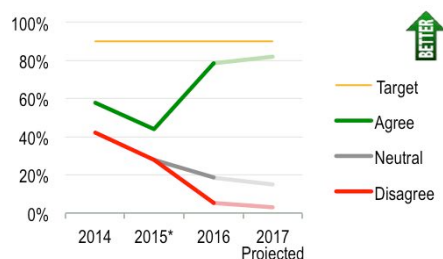**D49 Has Effective Leadership**
Positive Trend

Figure 7.4-3
D49 Is Transparent In Decision Making
Positive Trend
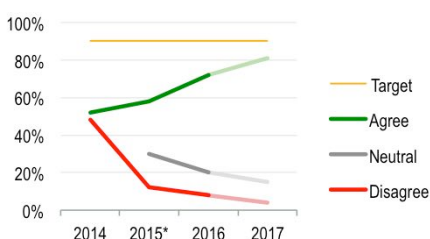
Figure 7.4-4
D49 Has Earned The Community's Trust
Positive Trend

48
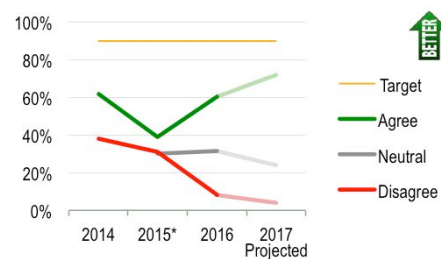
7.4a(2) Governance

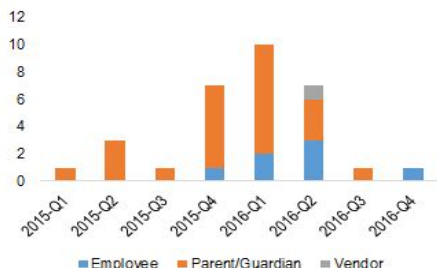|	**Figure 7.4-5** Key Governance Process Results			
	2012	**2013**	**2014**	**2015**
Retreat Agenda Items	• Long/Short term mission/vision for the district • Innovation Update • Communication Plan • Mill/Bond 2012 • Organization Structure-Current and Future	• Strategic Plan • Organizational Chart	• Personnel Training • Board Roles & Responsibilities • Governance Review • Board Action Calendar • Board/District Commitments	• RMPEx Feedback Review • Strategic Planning • Mission, Vision and Strategic Priority Review
Policies Reviewed By BOE	100%	100%	100%	100%

7.4a(3) Law, Regulation and Accreditation

	Figure 7.4-6 State Accreditation Totals			
	2012	**2013**	**2014**	**2015**
Turnaround	0	0	0	0
Priority Improvement	1	0	0	0
Improvement	0	2	2	2
Performance	20	20	20	20

D49 operates in a highly regulated environment, subject to local, state and federal regulations. As mentioned earlier, the district maintains compliance with health and safety regulations and financial law. The district is accredited at the state level. Accreditation is determined by district and school scores with regard to academic achievement, academic growth, academic gaps and postsecondary and workforce readiness. The district Accreditation categories from optimal to worst are "Accredited with distinction", "Accredited", "Accredited with Improvement plan", "Accredited with priority Improvement plan" and "Accredited with Turnaround Plan". From 2010 to 2015, D49 maintained the ranking of "Accredited". School counts of accreditation levels are presented below and represent a positive trend as only 2 schools remain on improvement status (updated information for 2016 will be AOS).

7.4a(4) Ethics

Figure 7.4-7 Grievance Process Submissions

To ensure all levels of leadership are acting ethically, D49 formalized a grievance policy and process that can be used by all customer groups to appeal the decision making of leaders. To file a grievance, an individual would go to the district website and submit a form. The Director of Culture and Services works with the Director of Human Resources to review the grievance and submit to the appropriate level of leadership. From there, the leader in question will review the grievance and decide to overturn or affirm the decision of the leader who initially handled the issue. If the individual who submitted the grievance still does not agree with the finding, they may appeal to the next level of leadership. As this process was just deployed in February of 2015, there have only been 31 grievances submitted. As this process matures, we'll employ the SCCI to make adjustments to data collection or potentially the process itself.

7.4a(5) Society

D49 values the input of community member and wants to be a valuable community partner. District staff participate in charity events in the community such as the Angel Tree, organized by the Transportation Office, an event to provide underprivileged children in the community with holiday gifts. In SY15-16, D49 offered 5 sessions of Love & Logic, a class focused on parenting strategies, at Title 1 schools.

7.4b Strategy Implementation Results

In SY2013-14, D49 identified the strategic priorities of primary literacy and *49 pathways*. Subsequently there has been a deliberate focus and attention on initiatives around these 2 areas and the results of these new initiatives in strategies are evident in the positive trends shown in Figures 7.1-1—8 and Figures 7.1-9—19.

7.5 Budgetary, Financial and Market Results
7.5a Budgetary, Financial and Market Results

Positive student achievement results do 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 Finance & Accounting Groups intend to have precision 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 tight, between 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 (i.e. a 'good miss'). For example, a 'good miss' 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 2015-16 and 2014-15 results represent the best achievement of what has been an improving trend over the last five years. The 5 point performance melded rate is 98.82 percent, which is just 0.43 percent off of the precision window midpoint of 99.25%. The secondary measure, then becomes informative - observing how many points hit within the window each year, and then also, how many points hit or miss in the acceptable direction. For the last two years, all five points have either hit or missed in the acceptable direction, which improved from prior years. The relationship between the two lines is also important to note. The closer those lines are, the more precise our performance is.

D49 strives to be a responsible

Figure 7.5-1
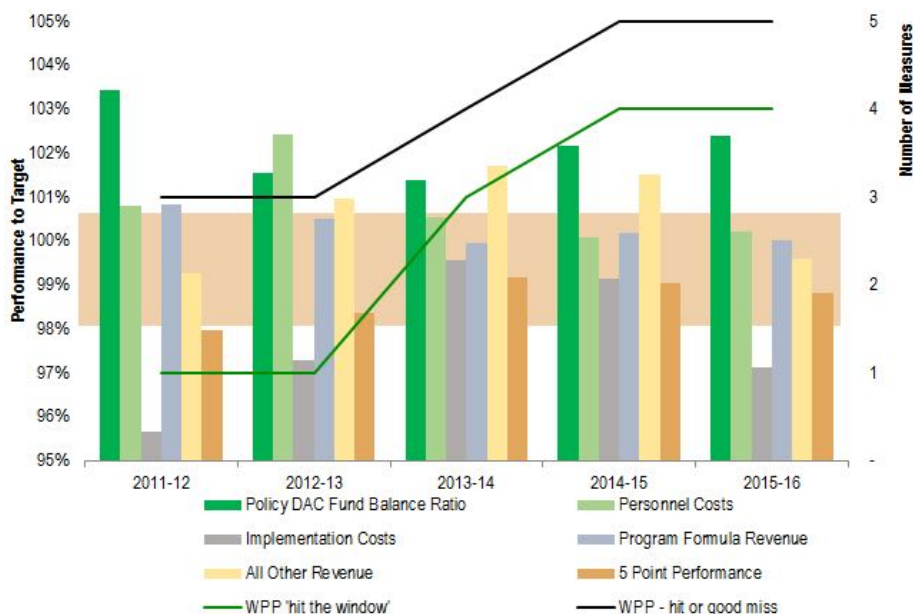*Five Point Performance Financial Precision*

Figure 7.5-2
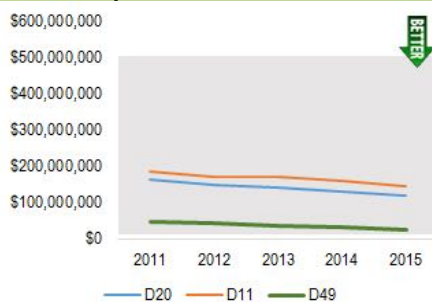*General Obligation Debt Superior Levels to Competitors/Favorable Trend*

Figure 7.5-3
*Bonded Debt Per Students Superior Levels to Competitors/Favorable Trend*

steward of taxpayer dollars and uses innovative strategies to maintain financial health and operate efficiently. The district has worked to pay down debt with responsible spending and pro-active refinancing. This has created the consistent downward trend of general obligation debt and bonded debt per student as shown in the graphs below. It should be noted that the ComDex is very large, indicating the high degree of variability in debt of comparison districts. The debt of D49 is far lower than that of both competition districts.

7.5a(2) Market Performance

To compare our financial efficiency against the market, we examine the relationship between student funding and ACT scores. For each high school in our competitor districts and D49's three coordinated high schools, an efficiency value is calculated by taking total governmental funds received for each student (PPR) at the high school and dividing by the average ACT score. The value for each high school is then averaged to get a single value for the district. Five-year data is depicted in Fig. 7.5-4. D49 has consistently been more efficient than D11 and D20. This calculation recognizes the relationship between local funding and factors that have a direct impact on student preparation such as teacher compensation, early intervention, supplemental programming and free tutoring. The best way to improve this ratio relative to our competitors is to improve ACT scores, so this illustrates the proper interdependence between the education office and the business office. Careful analysis allowed us to learn of an opportunity and now we are working to respond.
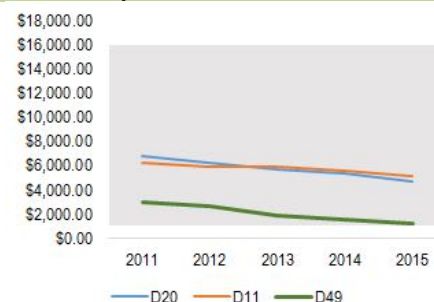
Figure 7.5-4
ACT Score Efficiency Superior Levels to Competitors