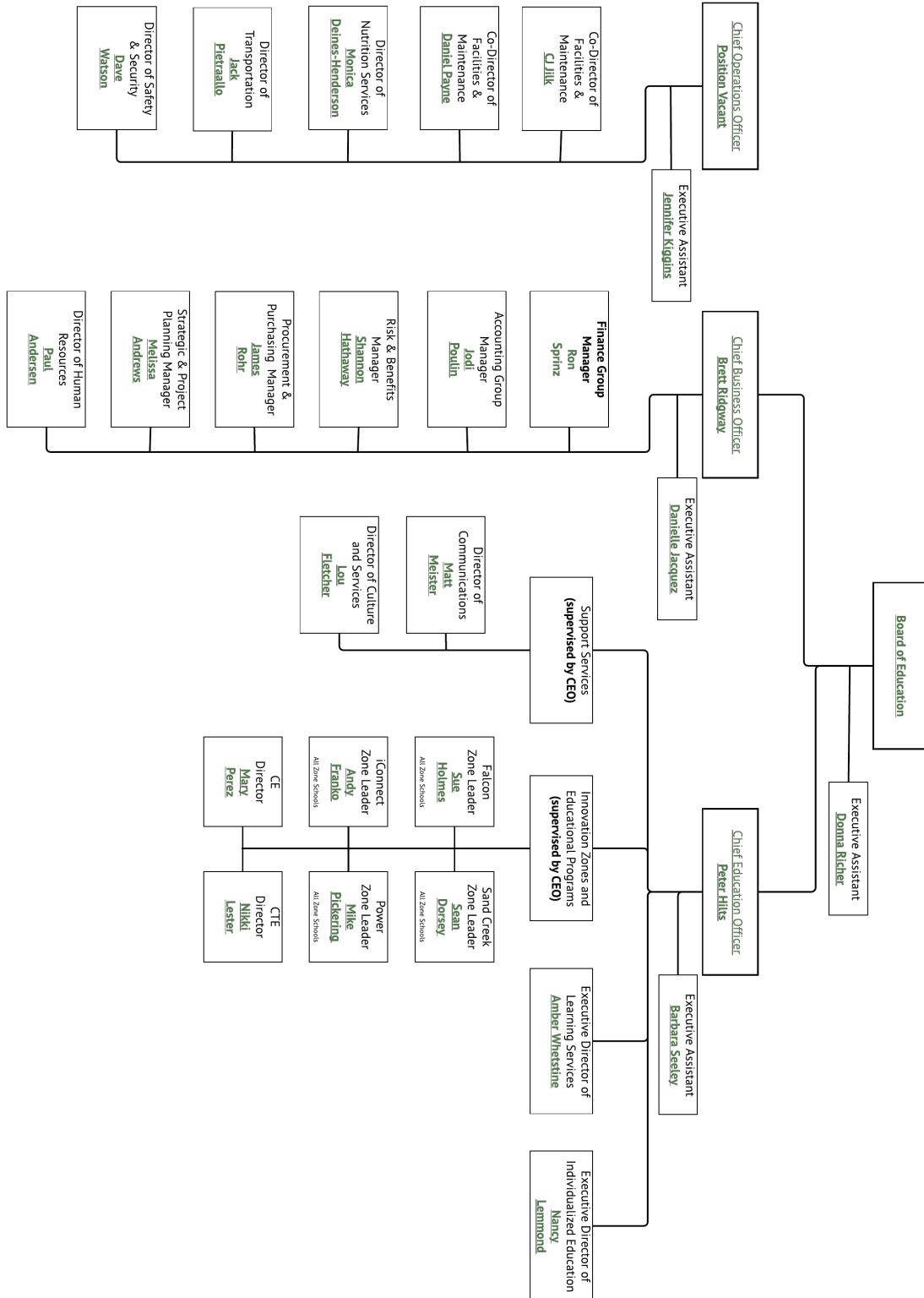


RMPEx **Excellence** Application
August, 28, 2017

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District 49's Organizational Chart

Board of Education through the Senior Leadership Team



49 Pathways

Our brand for individualized education programs in secondary schools

504 ----- §504 of the Rehabilitation Act of 1973

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

Typically, 504 plans support students with medical conditions such as mobility limitations, visual or hearing challenges, or disease conditions that make it more difficult for the students to access the learning environment or materials

A**A!N also 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

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

AAS-----Alpine Achievement Systems

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

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

ACT ASPIRE

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

AD----- Active Directory

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

ADA ----- Americans with Disabilities Act

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

Admin

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

AE-----Alternative Education

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

AEC -----Alternative Education Campus

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

Aha! Network, *also* A!N

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

Allies----- Academy for Literacy, Learning & Innovation Excellence

School in the Power Zone that provides instruction for elementary age students with language based learning difficulties and characteristics of dyslexia Academy for Literacy, Learning & Innovation Excellence

Amplify

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

AP----- 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

APR -----Annual Planning Retreat

The Board's annual planning retreat, which occurs in January each year to review cultural and strategic priorities and initiatives

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

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

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 to convey the concept that each student represents a budget resource, and that resource should travel with the student to the schools, programs, and services that support that student

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*

BL----- Building Leader(s)

This term is nearly synonymous with principal, but in some cases the building leader may be titled as a campus director, [program] director, or dean

BLA----- Banning Lewis Academy

Comprised of Banning Lewis Ranch Academy (BLRA) and Banning Lewis Preparatory Academy (BLPA)

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

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”

BOLT-----Business Office Leadership Team

Group of leaders reporting to the Chief Business Officer

BOY-----Beginning of Year

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

BPP -----Budget Planning Process**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

C3 -----Consolidated Communications Check

The C3 is a monthly communications system which consolidates messages and materials from district departments and offices into a single, efficient list of action items, information items, opportunities, and proposed policy changes

CAFR -----Consolidated Annual Financial Report

CAP -----Center for American Progress

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

CAS----- Colorado Academic Standards

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

Cascade or CPS----- Cascade Performance System

A cloud-based software as a service implementation to support cultural and strategic planning, monitoring, reporting, and integration

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.

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

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

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

CE -----Concurrent Enrollment

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

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

CII -----Continuous Improvement and Innovation

One of D49's Core Competencies

CIPA -----Child Internet Protection Act

The federal legislation that mandates strict controls over access by children to explicit or dangerous content

Citizens

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

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

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

CO-----Chief Officer, or Chief Officers in context

District 49 does not have a superintendent. Three chief officers, the chief education officer (CEO), chief business officer (CBO) and chief operations officer (COO), make up the APEX team that heads D49 administration. This partnership of three highly skilled leaders working in their areas of recognized expertise is a key strategic advantage in moving D49 toward sustainable excellence. Each CO reports directly to the Board of Education.

COALT -----Colorado Alternative Assessment

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

COML-----Colorado Open Meeting Law

A section of the Colorado "sunshine" law that prescribes how government bodies (including school boards) must conduct business in public with proper notice, public access, and available archives of the meeting proceedings

COO-----Chief Operations Officer**COPPA -----Children's Online Privacy Protection Act**

The federal legislation that mandates strict controls over personal data of students and other children

COML-----Colorado Open Meeting Law

A section of the Colorado "sunshine" law that prescribes how government bodies (including school boards) must conduct business in public with proper notice, public access, and available archives of the meeting proceedings

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

CPS----- Cascade Performance System

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

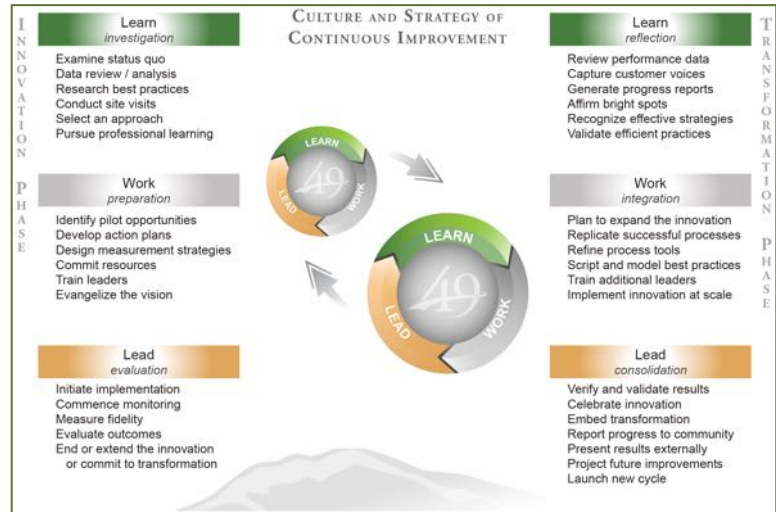
CRS ----- Colorado Revised Statutes
The collected laws and regulations that constitute the rule of law in Colorado

CSCI – Cultural and Strategy of Continuous Improvement

District 49's culture and strategy to learn, work and lead in cycles of innovation and transformation guide the continuous improvement of the organization. The CSCI is aligned with the organization's vision and mission

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

CSAPR -----Charter School Annual Performance Review

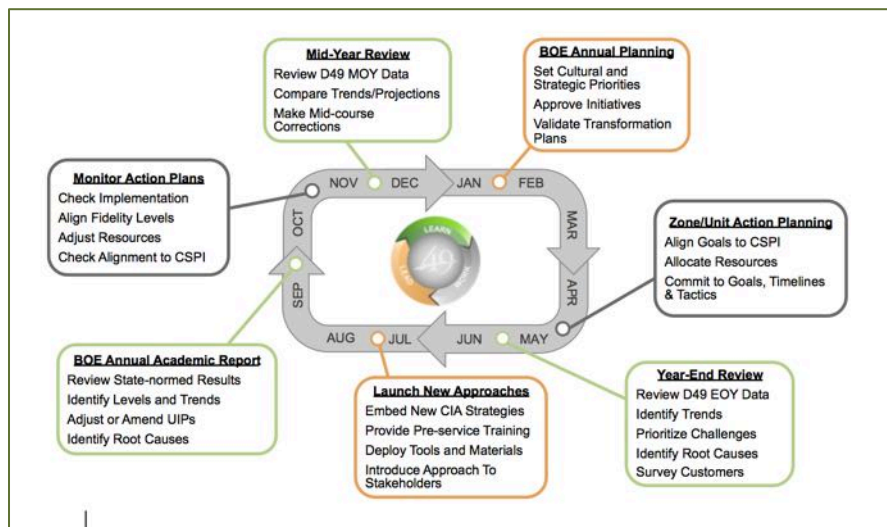
D49's report to the BOE about the performance of our authorized charter schools

CSPI -----Cultural and Strategic Priorities and Initiatives

Our cultural priorities are represented on the cultural compass—we may refer to the inner ring and the outer ring
Our strategic priorities are represented as the “Big Rocks”

CSPP -----Cultural, Strategic Planning Process

The annual cycle of cultural and strategic planning in District 49. The process integrates the measurement and analysis of student achievement results and support processes on a cycle that incorporates the voice of the customer and stakeholders, regulatory changes and other factors. The CSPP guides continuous improvement efforts in support of the districts vision and mission. (Image on next page)



CT ----- Classroom Teachers

CTSO----Career Technical Student Organization

Each Career and Technical Education Pathway must have a corresponding CTSO

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.

DA----- Data Analysts

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

DISH

Colorado Department of Education dashboards with visualization tools that graph out currently available district and school data over time, such as demographics, achievement, growth and performance framework data.

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 Math

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

DIBELS Next----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

EC ----- Employers Council

Multi-state service agency supporting employers with legal and procedural matters—especially pertaining to employment and HR functions such as investigations and analysis of district policy and activity

EEN----- Effectiveness Network

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

EERM----- Efficient and Effective Resource Management

One of D49's Core Competencies

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.

ELD PAC ----- English Language Development Parent Advisory Committee

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

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.

ETS -----Educational Technology Specialist

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.

GAAP-----Generally Accepted Accounting Practices**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. Now referred to as G-Suite.

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.

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 CSCI 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

IRB----Institutional Review Board

A district team that reviews research proposals to ensure they follow appropriate protocols for human subjects

ISA -----Innovation Schools Act

The Colorado legislation that enables schools and districts to apply for waivers of policy or law—D49 was the first district designated a district of innovation

ISP -----Internet Service Provider

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

ISTE -----International Standards for the use of Technology in Teaching and Learning**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, BLPA RMCA, SSAE, GOAL, IIR, PPSEL, PHS, FSP, PTEC, and 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

KSP----- Key Support Process

KWP----- Key Work Process

KWS----- Key Work System

In D49, our singular Key Work System is operating a Portfolio of Distinct and Exceptional School (PDES)

L

Learn, Work, and Lead

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

LEx----- Literacy Excellence

LDSP-----Leadership Development and Succession Process

Processes and systems to identify, develop and promote individuals with recognized leadership potential or performance

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

LRA ----- Legal, Regulatory, and Accreditation

The three primary sources of formal obligation referring to laws, regulations, and the accreditation standards of the CDE

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.

Mission: Innovation or M:I

D49's system for soliciting, selecting, and supporting innovation proposals from the workforce

MLO ----- Mill Levy Override

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

MLO Oversight Committee

A committee of citizens (operating as a subcommittee of the DAAC) that reviews and must approve all expenditures of funds derived through the MLO collections

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 data's 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

MWF ----- Member of the Workforce**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. Referred to as Base Camp since 2017.

O

OES ----- Odyssey Elementary School

Neighborhood elementary school in the POWER Zone feeder system.

OD ----- On Demand

Resources, often learning or training materials provided on the user’s schedule

OFI-----Opportunity for improvement.

OpLT ----- Operations Leadership Team

Group of leaders reporting to the Chief Operations Officer

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.

OTJ -----On the Job Training

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 stakeholder 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

PDES-----Portfolio of Distinct and Exceptional Schools**PHS----- Patriot High School**

Coordinated Alternative Education Campus serving high school students in the iConnect Zone.

PILA----- Principals Induction Leadership Academy

Structured system of instruction, modeling, mentoring and support for new or aspiring building-level leaders

PL----- Primary Literacy

D49Key initiative aligned with “Firm Foundations” strategic priority to ensure that in District 49, Every Third Grader Reads.

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**PIP ----- Principal Induction Program****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.

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.

PPI -----Peak Partners Initiative

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.

PSAT

College readiness examine administered to all 10th graders in Colorado

PSAT 8-9

College readiness examine administered to all 9th graders in Colorado beginning 2017

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.

PSM----- Portfolio School Management

One of D49's Core Competencies

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: ALLIES, RVES, SES, OES, SMS, and VRHS.

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

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

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.

Rounding

The practice of rounding is a workforce dialog and performance management practice adapted from the health care industry to explore operations and discover high performers. The four questions we ask during rounding are:

1. What could my team and I be doing better?
2. What is working well?
3. Are you getting what you need?
4. Who is performing above and beyond expectations?

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----- School Assessment Coordinator

Person responsible at the school level for coordinating state assessments.

SAC ----- School Accountability Committee

Committee of parents and teachers that meet monthly at each school to discuss curriculum, instruction and school budget

S2T ----- Safe2Tell

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

SAT

College Board examine that measures career and college readiness required of all 11th graders in Colorado

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.”

SBOR ----- Student Board of Representatives

Representatives from each District 49 high school meet monthly do add the student voice and perspective to BOE meetings and the district’s governance process.

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.

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).

SchoolDude

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

Schoolology

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

Schoolview

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

SchoolWires

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

SCHS-----Sand Creek High School

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

SCZ---- Sand Creek Zone

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

SDMS -----Student Data Management System

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

SEAC-----Special Education Advisory Committee

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

SES -----Stetson Elementary School

Neighborhood elementary school in the POWER Zone feeder system

SGP----- Stakeholder Grievance Process

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.

SME ----- Subject Matter Expert(s)**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. The Flippen Group introduced social contracts in their consulting work with senior leaders in 2012. From there, the practice has deployed completely across offices, zones, departments and schools. The collection of social contracts across D49 became the source of values that became our cultural compass. 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.

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

Staff Saturday

Twice a month, the Communications team produces a mini-documentary video with a photo essay and written narrative detailing performance above expectations. We distribute Staff Saturday internally using our targeted email system to message our workforce, parent stakeholders, and older students. We distribute Staff Saturday externally by posting to our YouTube channel and other social media sites while earning free media from local print and television outlets. We distribute Staff Saturday both internally (email our workforce, parents, and older students) and externally (YouTube, other social media).

Standards

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

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

TCTFc-Teacher Compensation Task Force

In response to both the 2014 and the 2016 MLO elections where our community supported increased teacher compensation, senior leaders in the EO, BO, and HR department facilitated a task force of veteran and early-career teachers to determine how to invest new resources to recruit and retain high-performing teachers.

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

TIP-----Teacher Induction Program**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.

TQAM-----Technology Quality Assurance Manager

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 unifiedimprovement 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

VoW -----Voice of the Workforce

The VOW is a system of workforce engagement communications that includes monthly surveys divided in two sections. The VOW Scan asks high level questions such as, “How does technology work for you?” “What do you need to plan more effectively?” Based on high-interest or low-scoring items from the scan, we develop a follow-on survey with deeper questions to dig out root cause dynamics. Each monthly VoW has a scan and a focus. The VOW Annual is our workforce-wide survey of engagement. Partnering with the Korn-Ferry Hay Group, a partner to multiple national Baldrige Award winners, gives us access to industry benchmarks and supports our aspiration to become a role model organization.

VRHS -----Vista Ridge High School

Conventional high school in the 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(s)

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 is a Colorado public school district spanning eastern Colorado Springs and several unincorporated areas of El Paso County. Our logo represents Pikes Peak, the local landmark that inspires our pathway toward peak performance. Students and other stakeholders depend on our portfolio of schools to establish firm foundations and launch every student to success.

As the fastest-growing district in Colorado, our enrollment of 20,834 students ranks 3rd largest in EPC and 14th largest in the state. D49 operates in a highly competitive school choice environment with larger and wealthier districts along our western boundary. To compete more effectively, D49 has embraced the Baldrige framework as our criteria for performance excellence. Our Culture and Strategy of Continuous Improvement (CSCI) improves outcomes for students and stakeholders as we continuously learn, work, and lead to improve our programs and services.

P.1A(1) EDUCATIONAL PROGRAM AND SERVICE OFFERINGS

Figure P.1a(1) details the main educational program and service (EPS) offerings that comprise D49's portfolio of distinct and exceptional schools (PDES) designed to build "firm foundations" and "launch every student to success." The PDES fulfills our vision and mission to be "the best choice to learn, work, and lead." D49's portfolio is organized into four equally important autonomous zones which are the delivery mechanism through which we provide traditional and specialized EPS to meet the needs of our customers and support our key communities..

Basic proficiency is the foundation of all academic performance, so learning in reading, writing, math, and science is the most important commitment for our youngest learners. SL have set reading at grade level by the end of third grade as a district improvement initiative for elementary students and schools. Our secondary students build on this firm foundation, pursuing divergent interests and abilities, expressed through individualized learning plans for every student. Through *49 Pathways*, we provide personal and academic advising to help every student pursue meaningful learning to launch to success.

D49's highly qualified CT and staff deliver our educational programs and services across the PDES through traditional classroom settings, small group and one-on-one interventions, and online and blended learning environments to help all students in D49 maximize their learning potential.

P.1A(2) VISION, MISSION AND VALUES | D49's vision is to be The Best Choice for anyone choosing a school district for any reason. It is our mission that everyone in D49, whether a student or a member of the workforce, is equipped to continuously *learn, work and lead*.

The cultural compass organizes our values for relationships and work processes that guide the mission and influence us to meet our customer and stakeholder expectations.

D49's core competencies relate directly to our mission because continuous innovation and improvement are essential to all three aspects of our mission. All three offices lead the work of our PDES so that students accomplish the learning that is both our mission and the north star of our cultural compass.

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 foundations of our strategic plans. The values of the cultural compass guide our

Figure P.1a
Key Organizational Characteristics of District 49

Key Factors	Major Elements
Customers	<ul style="list-style-type: none"> Elementary and Secondary Students
Stakeholders	<ul style="list-style-type: none"> Parents Staff Community Members
Workforce Segments	<ul style="list-style-type: none"> Professional-Technical (Pro-Tech) Education Support Professionals (ESP) Teachers and Special Service Providers Administrators
Competitors	<ul style="list-style-type: none"> Academy School District 20 (D20) Colorado Springs School District 11 (D11)
Comparators	<ul style="list-style-type: none"> Jefferson County Schools (JCO) St. Vrain Valley RE 1J (SVV) Pueblo County 70 (PC) Cherry Creek (CC)
Key Communities	<ul style="list-style-type: none"> Falcon Innovation Zone iConnect Innovation Zone POWER Innovation Zone Sand Creek Innovation Zone
Key Work System	<ul style="list-style-type: none"> Portfolio of Distinct and Exceptional Schools
Key Work Processes	<ul style="list-style-type: none"> Firm Foundations (Primary) 49 Pathways (Secondary)
Key Support Process	<ul style="list-style-type: none"> Financial & Business Services Human Resources Communications Services Operations Services (FINTS)
Core Competencies	<ul style="list-style-type: none"> Continuous Innovation and Improvement Portfolio School Management Effective & Efficient Resource Management

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.

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)

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

GIFTED EDUCATION (GE) 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.

Figure P.1a(2)-1
Vision, Mission and Values (VMV)

VISION *The Best Choice*

MISSION *To Learn, Work, and Lead*

VALUES The organizational values on the inner ring of our cultural compass represent our commitment to how we treat each other—an interpersonal culture of *respect, care, responsibility* and *trust*. The outer ring describes how we treat our work—with *learning* as our north star, *purpose, teamwork*, and *innovation* round out our work culture.

work and influence our relations with each other. The climb to excellence reflects the preparation, dedication and perseverance it takes to ascend our national landmark—Pikes Peak. Together, these commitments make up our Culture and Strategy of Continuous Improvement (CSCI—Figure P.2c).

P.1A(3) WORKFORCE PROFILE

1,416 talented and hard working employees enable D49 to pursue its vision and fulfill its mission. The D49 workforce is composed of four key segments—licensed, professional-technical, educational support staff and administration. D49 staff have not certified any association to represent them. 1,309 D49 employees identify themselves as Caucasian and 107 as minority or unknown.

All D49 teachers and paraprofessionals are licensed through CDE. Members of the D49 workforce have consistently identified mutual trust and respect; service and support for students; transparent, two-way communication, and effective leadership performance as drivers of engagement. Members of the workforce are equipped to support whole-person wellness, including mental health for students and staff; and they are obligated to protect students' safety from physical and personal threats including mental health risks, social harm, and violations of personal privacy.

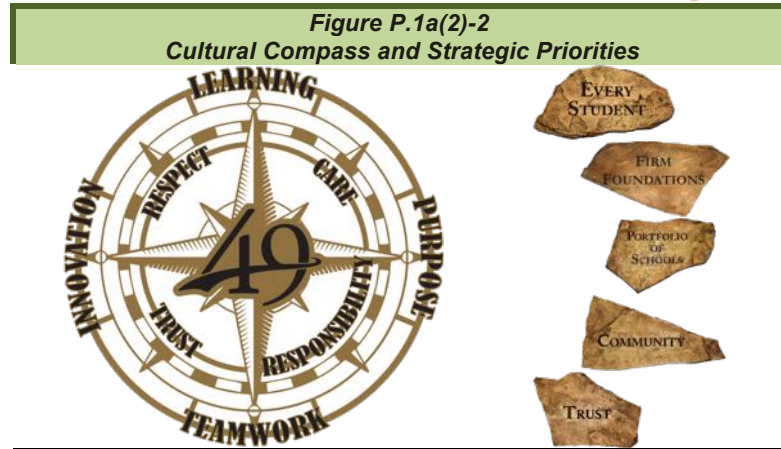


Figure P.1a(3) Key Workforce Segments and Characteristics	Workforce Composition						Sources of Insight	
	Gender		Education Levels				Beginning in 2013, D49 has used the following approaches to listen for drivers of workforce engagement.	
	F	M	HS	BA	MA	Doc		
LICENSED: 944 Teachers and Special Support Professionals	735	209		✓ 397	✓ 561	✓ 6	•Social Contracts	•Engagement Surveys
PRO-TECH: 36 Accountants, Analysts, Managers, Supervisors	23	13	✓	✓	✓		•Storyboarding Sessions	•Teacher Task Forces
ESP: 358 Specialists, Assistants, Technicians	322	36	✓	✓	✓		Key Drivers of Engagement	
ADMIN: 78 Officers, Zone Leaders, Directors, Principals	40	38		✓ 6	✓ 65	✓ 7	Mutual trust and respect Service and support for students Transparent, two-way communication Effective leadership performance	

P.1A(4) ASSETS

D49 maintains physical assets including 20 campuses and facilities as well as learning technologies and operational equipment and. In total, the value of D49 real property assets is \$312 million. D49 also operates a transportation fleet of 97 buses and 56 support vehicles with a value of \$380,000. D49 owns 17,309 computers, laptops, tablets and other peripheral devices such as printers and projectors that support learning, working, and leading. D49 contracts with 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

D49 operates in a highly regulated environment with numerous federal and state mandates. Colorado Revised Statutes (CRS) Title 22 sets the framework for most educational requirements, including mandated curriculum standards, days and hours of instructional time, and operational mandates. National educational policy derives from both the ESEA and IDEA. Certification requirements primarily include teacher licensure, but we also ensure that workforce members who handle mechanical or electrical equipment are properly trained and certified. Health service professionals, whether school nurses or health aides meet appropriate licensing requirements. Drivers, cooks, accountants, and many other administrative leaders comply with appropriate professional licensure and recertification expectations. Federal workplace mandates, including the FMLA, FLSA, EEOC, and the ADA regulate D49's role as an employer. Federal laws governing the NSLP and NSBP, in addition to CRS, regulate D49's provision of free and fee-based meals to learners. OSHA, CIPA, the USDA, and CRS determine safety and security regulations.

P.1B ORGANIZATIONAL RELATIONSHIPS | P.1B(1) ORGANIZATIONAL STRUCTURE AND GOVERNANCE SYSTEM

District 49 is governed by a Board of Education (BOE) with directors elected to serve four-year terms representing geographic districts. As members' current at-large terms expire, new members are elected from these representative districts. The BOE's power is granted and defined by the Colorado Constitution and Revised Statutes. Beginning in 2013, the board and administration began a

Figure P.1a(5)
Key Regulatory Requirements for District 49

PROGRAM ACCREDITATION: CDE accredits D49, which in turn accredits all schools in the PDES including AEC's and all charter schools.
WORKFORCE CERTIFICATIONS: Licensure requirements set by CDE apply to teachers, while various other requirements apply to other segments.
WORKPLACE CONDITIONS: D49 provides workplaces with affirming and equitable conditions compliant with the FMLA, FLSA, EEOC, and ADA.
TRANSPARENT FINANCIAL PERFORMANCE: D49 complies with all financial requirements from GAAP, GASB, CDE, CRS, and IRS regulations.
ACCESSIBLE PROGRAMS AND SERVICES: D49 ensures that all EPS are accessible by complying with ESSA, IDEA, ADA, and state regulations
SAFETY AND SECURITY FOR STUDENTS AND STAKEHOLDERS: D49 complies with safety regulations from OSHA, CIPA, USDA, and CRS.

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.

In contrast to a conventional model with a single superintendent, the BOE directly hires, supervises, and evaluates three chief officers (CO's) who in turn supervise the executive directors, program directors, managers and zone leaders. The chief officer model is the most prominent example of our APEx Leadership System (Section 1.1a(1)) which replaces traditional solo leadership positions with teams of partner-experts aligned to our vision, mission, values, and organizational priorities. D49 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 chief officer APEx team leads the SLT and charges all senior leaders to guide their respective teams to reach our SP goals and implement procedures that support BOE policies.

P.1b(2) STUDENT CUSTOMERS AND OTHER STAKEHOLDERS

D49 identifies a single key customer segment: elementary and secondary students. Parents interact as a proxy for their elementary children, but students remain the key customer. Secondary students increasingly represent themselves. Students naturally cluster into significant subgroups. 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. D49 considers all other stakeholders in developing initiatives and action plans.

P.1b(3) SUPPLIERS, PARTNERS AND COLLABORATORS

To advance our vision and mission, D49 actively seeks productive relationships with key community agencies and business partners. The following entities are key partners without whom we could not execute the key work and support processes that make our mission possible. Every partner is essential to one or both key work processes. D49 is actively working to improve the performance of every key partner by recommending or requiring (where appropriate) that they pursue performance excellence and support D49's vision, mission, and values. The mechanisms of two-way communication to implement and innovate our mission include contracts, MOU's, collaborative productions, joint evaluation, and service-level agreements.

Figure P.1b(2)

Student Customers and other Stakeholders Requirements and Expectations

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.

Figure P.1b(3)

Key Partners, Suppliers, and Collaborators



AMPLIFY is an assessment and analysis partner that provides classroom materials, and co-hosts learning conferences and trainings with D49.



GOOGLE partners with D49 by providing domain service, devices, systems, and professional learning conferences to support blended learning.



MYON is a digital library provider that provides leveled texts and teacher development. myON has collaborated with D49 to host regional literacy conferences.



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



PPCC Pikes Peak Community College is our primary partner for concurrent enrollment. PPCC sets standards for college enrollment and college-level instructors.



CDE The Colorado Department of Education provides extensive support and collaboration with primary literacy and 49 Pathways.



SCHOOLGY 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.



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



UCCS The University of Colorado-Colorado Springs is the local campus of our state university system. We partner with UCCS for teacher preparation and learning.

D49 identifies supply chain as three distinct elements. The first is our student supply chain, which includes all students in grades K-14. The second element is our workforce supply chain which includes the educator labor market. The third element is our operational supply chain consisting of all the products, materials, and information we need to optimize our key support processes.

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. In its competitive position, D49 competes directly with two geographical neighbors. Our key competitors—Colorado Springs District 11 (D11) and Academy District 20 (D20) are larger and

wealthier districts immediately to our west. D49 measures a net gain of students from D11 and tracks a net loss of students to D20. Although D49 has fewer local resources compared to both competitors, we operate with superior financial efficiency. Students in D20 demonstrate higher overall academic results than those in D49 while students in D11 demonstrate lower results.

D49 has identified four Colorado districts (Figure P.1a) 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 percentage of students on free and reduced lunch, the percentage of minority students, and the percentage of students with special needs. We use the four comparator districts to create a comparative index or COMDEX that shows historical ranges for levels and trends. To maintain longitudinal comparability, we maintain the same COMDEX for a three year period and then reevaluate and select new districts.

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) D49 has embraced that larger community in fulfillment of our commitment to offer 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. Using CDE's like-district tool, D49 identified the four districts that match our organizational demographics most closely. Those demographics include the number of students on free and reduced lunch, the students served through special education programs, the numbers of English language learners, and the total per-pupil funding for each student.

P.2B STRATEGIC CONTEXT

D49's key strategic challenges in EPS all relate to meeting the growing and divergent requirements of our students and other stakeholders. Figure P.2b-1 details whether each challenge impacts our EPS, operations, societal responsibilities, or workforce.

Figure P.2b-1

Key Cultural and Strategic Challenges and Responsive Key Initiatives

Cultural and Strategic Challenges	EPS	Ops	SR	WK	Responsive Key Initiative
Reinforcing Caring and Respectful Interactions	✓	✓	✓	✓	 C1 Community Care
Creating Empowering Workplace Cultures	✓			✓	 C2 Equip & Encourage
Preserving the Approval and Investment of Stakeholders		✓	✓	✓	 S1 Keep the Peak in View
Sustaining Positive Community Engagement		✓	✓		 S2 Climb with Community
Responding to diverse stakeholder requirements	✓	✓	✓	✓	 S3 Portfolio Performance
Preparing Students For Success in Future Learning	✓	✓	✓		 S4 Primary Proficiency
Preparing Students for Success in Careers and College	✓	✓	✓	✓	 S5 49 Pathways

To meet the cultural and strategic challenges detailed above, D49 leverages the key cultural and strategic advantages listed in Figure P.2b-2. We cultivate these internal advantages while simultaneously pursuing external partners—especially our military community and our higher education providers. We have established our internal and external strengths as competitive advantages by building unique partnerships within and around D49.

Autonomy is a unique competitive advantage because we are the only district of innovation in our region which allows us to stimulate and support innovative solutions to our cultural and strategic challenges. We have innovated our key work processes of elementary and secondary education with on-of-a-kind schools that meet the needs and expectations of our customers. Those schools exist because autonomy stimulates innovation. We have also innovated leadership; through our openness to leadership teams, we have replaced superintendents, directors, principals, and department chairs with teams of partner-experts who are aligned to our vision, mission, and cultural compass. Our practice of precise planning and execution is a source of continual learning and improvement. Our SPP and cascading action plans create systems of measurable implementation. Each of our key work processes is supported by a unique advantage. Our performance levels, and especially our growth rates in primary literacy are a signal advantage for our KWP of building firm foundations. At the secondary level, *49 Pathways* is a state-leading initiative that helps launch every student to success in career

Figure P.2b-2

Key Cultural and Strategic Advantages for our Key Work Processes and Key Support Processes

		KWP		KSP	
		EPS	SR	Ops	WK
Internal	Earned Autonomy	✓		✓	✓
	APEX Team Leadership	✓		✓	✓
	Precise Planning and Execution	✓	✓	✓	✓
	Primary Literacy Performance	✓	✓	✓	✓
	<i>49 Pathways</i> —Career and College	✓	✓	✓	✓
External	Exceptional Partnerships	✓	✓	✓	✓
	Military Community Alliances	✓	✓		
	Higher Education Collaboration	✓	✓		✓

preparation, immediate entry into the workforce, further scholarship in college, or any combination of learning, working and leading that matters to the individual student.

Our external advantages depend on deep, multi-year partnerships that bring innovation and excellence to our key work system. For example, D49 has been a featured presenter at national conferences with Schoology, myON, and Google and has hosted multiple statewide learning conferences with each of those partners. We enjoy formal, grant-funded partnerships with CDE, Amplify, and CCS; and our partnerships with both PPCC and UCCS improve learning for students and our workforce. Our charter schools deliver state-leading academic performance, and our military partnerships include major support from the Military Child Educational Coalition and the Department of Defense Educational Activity office. Our longstanding key partnerships are complemented by dozens of short-term collaborations and ad hoc projects with entities all over our community.

P.2C PERFORMANCE IMPROVEMENT

Over the last five years, D49 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
Culture and Strategy of Continuous Improvement

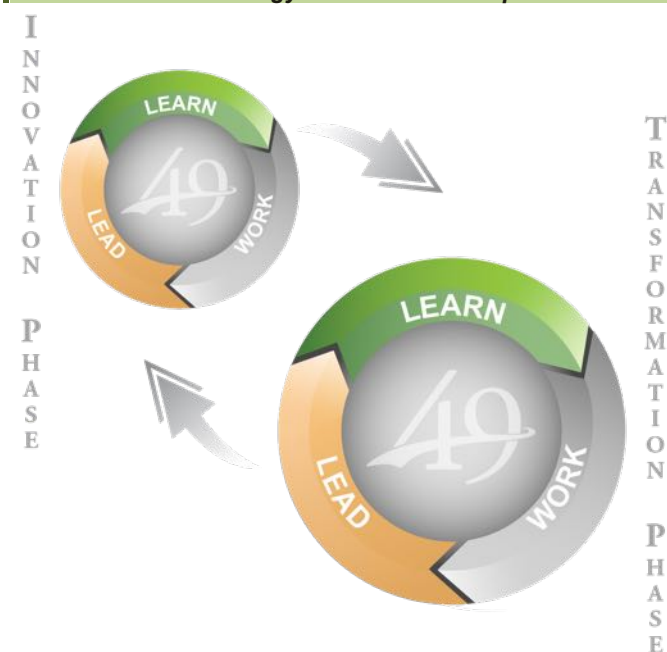


Figure P.2c summarizes the two phases of our continuous cycle of performance improvement. The CSCI begins with an INNOVATION PHASE, where learning, working and leading take place on a specific campus, or within one of the four innovation zones. It is D49’s practice to innovate with a pilot project—where an approach is tested in a limited setting to evaluate the merits of further adoption. At the conclusion of an innovation phase, leaders might decide to adjust the innovation and pursue a second cycle to learn, work, and lead with the benefit of experience. However, if the innovation is successful, and the best indication is that the innovation would be successful at scale, then D49 enters the transformation phase.

The TRANSFORMATION PHASE includes discussions with the broader community about performance results as well as 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 D49, we begin improvement and innovation with learning. Matching the practices of high performing and role model organizations, we learn about our own strengths as well as 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 D49 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 expressing our performance in terms of learning, working and leading. For example, any input we receive—whether it is from regulatory agencies, partners, students and other stakeholders, 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. Our work often takes the form of adapting an idea with processes and systems to make it work in our system of autonomous zones and our PDES. Finally, we *lead* by reflecting on our learning and our work to see if they produced valued results. When they do, we duplicate our efforts. When our learning and work do not result in improvement, we learn more about that outcome and start the process again.

Since 2015, when D49 began our Baldrige journey, we have organized our largest cycle of learning around the annual self-evaluation and application process with Rocky Mountain Performance Excellence. We believe that learn, work, and lead are a localized expression of the Baldrige commitment to cycles of systematic evaluation and improvement. As successive CSCI 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.

CATEGORY 1



Lisl Davies, twelfth grade at Falcon High School, shares a comment during the District 49 Board of Education work session Nov. 18, 2015 as Kevin Butcher, BOE treasurer, listens. Lisl and Naomi Davis, twelfth grade at Springs Studio for Academic Excellence, were the first students reps to the BOE from the student board of representatives, bringing the student voice directly into the District 49 governance process.



LEADERSHIP

1.0 LEADERSHIP | 1.1 SENIOR LEADERSHIP | 1.1A VISION, AND VALUES | 1.1A(1) SETTING VISION AND VALUES

The BOE, CO's, and other SL set the VMV (Figure P.1a(2)-1) each year during the APR in January. As the first stage of the CSPP (Figure 2.1a(1)), SL re-present the VMV, CSPI, and CSCI for community and board review. Whether they recommend retaining or adjusting elements, the SL integrate multiple sources of data (VOW Annual, RMPEX Feedback Report, School Accreditation Reports, academic performance data, and budget data) to inform their recommendations. The timing of the annual calibration process gives SL time to deploy implementation of the VMV at the beginning of school in August.

Clarity about the VMV and CSPI is essential to the district's leadership system because our national benchmark¹ APEX Leadership System (ALS) is designed with a purposeful dependency on the VMV. D49 embraces aligned partnerships as a key strategic advantage delivering efficient and effective leadership to direct the organization. The ALS integrates purposeful alignment, genuine partnerships, and recognized expertise to support our core values of trusting and respectful teamwork (Figure 1.1a(1)) and support processes that implement our CSPI (Figure P.1a).

APEX teams are evident across the district, modeled prominently by the aligned relationship between the five-member Board of Education and the three CO. As part of D49's ALS, the board has not employed a superintendent since 2009. From its beginnings as an unproven innovation to the mature, transformative model in place today, we have confirmed that a partnership of three highly skilled senior leaders working in their areas of recognized expertise is a key strategic advantage in moving the organization toward sustainable excellence. Additional process details about the APEX teams at Sand Creek High School, Patriot High School, and in our Operations Office are AOS. The CO deploy the VMV throughout the ALS by responding to decisions made at the APR. SL translate those cultural and strategic commitments into peak plans which are then 1) documented, 2) cascaded to the workforce, 3) monitored, and 4) reported using the Cascade performance management system. For partners and suppliers, the district empowers the SL who manages the relationship to incorporate the VMV and CSPI into annual contracting negotiations, service level agreements, and performance review reports. Examples of contracts, SLA's, and performance reports are AOS. The SL approach to deploy our VMV and CSPI to students includes two-communication processes described in 1.1b and in category 3 along with the systematic engagement with the voice of the students expressed through the SBOR. Results for leader deployment of the VMV and CSPI are reported in category 7.4, especially Figures 7.4-7, -while results for the integration of VMV and CSPI into the CSPP are reported in category 7.4b.

Through a cycle of learning that culminated with the RMPEX feedback report in 2015, SL endorsed the observation that our community needed to align around a simplified vision and mission. After reviewing multiple years worth of comments from surveys and focus groups, senior leaders proposed a simplified vision of D49 as *the best choice*. Paired with our longstanding mission *to learn, work, and lead*, this combination means that we lead D49 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. 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 society. 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*. In 2016, after a cycle of learning that culminated in a district-wide cultural compass survey, the BOE adopted new, more student-friendly language to express our organizational values in a second iteration of our cultural compass. Segmented survey process and results are AOS.

Senior leaders deploy our VMV through personal involvement and observable commitments to continuous improvement (Figure 1.1a-1). The most important commitment is presence and attentiveness across our PDES. Since 2015, all five members of the BOE, and 100% of the SLT have attended the APR as well as RMPEX or Baldrige Quest conferences, and 100% of the BOE participate in the feedback session from the RMPEX site visit team. Similarly, the chief officers and eight SLT members are trained as performance excellence examiners through the Baldrige or RMPEX programs. Multiple associations¹ have validated the benchmark performance of our ALS. These actions show that senior leaders are personally learning, working, and leading our district to peak performance.

1.1A(2) PROMOTING LEGAL AND ETHICAL BEHAVIOR



Figure 1.1a(1)
SL Commitments to Set and Deploy the VMV

Commitments	BOE	CO's	SLT	BL's
Annual Planning Retreat	✓	✓	✓	
Monthly BOE Work Sessions	✓	✓	✓	✓
Monthly BOE Regular Meetings	✓	✓	✓	✓
Annual Staff Launch Event	✓	✓	✓	✓
Performance Excellence Examiner		✓	✓	
Participate in Quest Events	✓	✓	✓	✓
Present at State and National Events	✓	✓	✓	✓
Presence across the PDES	✓	✓	✓	✓

¹ D49's APEX Leadership System, including the BOE and CO's have been presented at the 2015 annual conference of the Colorado Association of School Boards (CASB), the 2016 international conference of the Association of School Business Officials International (ASBO), the 2017 national conference of the National School Board Association (NSBA), as a case study for District Administration Magazine (2016), as a best practices leadership model in the Colorado Association of School Business Officials (CASBO) quarterly (2017), and as the featured school leadership model in *School Business Affairs*, the journal of the Association of School Business Officials International (2017).

D49 affirms that sustainable leadership must be legal and ethical. While many districts in Colorado—including our competitor and comparison districts—govern via a standard set of board policies, D49 goes farther, often setting a higher standard of responsiveness or transparency. To integrate legal and ethical behavior across our APEX teams and the workforce, relevant board policies include: AC—*Nondiscrimination/Equal Opportunity*; ADD—*Safe Schools*; 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*. To ensure that our commitments to legal and ethical behavior are well deployed, District 49 requires annual training and affirmation of these and other relevant practices and policies. Additional policy, procedure, and compliance evidence is AOS.

SL promote legal behavior through systematic identification of the sources and nature of our legal obligations in policy and practice (Figure 1.1a(2)). SL publish and review BOE policies, responsive to every major source of legal obligation, on a three-year cycle or more often if the legal environment changes.

The district maintains membership in CASB and the Employers Council, to access regular legal and regulatory updates. Every policy and regulation identifies the office of primary responsibility as well as a qualified individual who acts as the policy custodian—responsible for reviewing and updating the policy on a regular basis. By embedding legal responsibility through job descriptions, hiring, policy review, and external reviews, SL in D49 cultivate an environment of attentiveness and commitment to our legal responsibilities.

SL promote ethical behavior first through a public commitment that administrators will not seek and the board will not grant any multi-year contracts. This benchmark practice makes job performance the sole source of job security and eliminates the possibility of costly and controversial contract buyouts. The BOE and CO systematically reaffirm these commitments through transparent goal-setting, evaluation, and contract discussions held in public meetings. SL further exceed the expectations of our stakeholders through a policy prohibiting the hiring of a BOE member for any position within the district for at least six months after completion of BOE service. 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 BOE collectively, as well as individual BOE members desire to hold themselves accountable for their actions. Results of these public commitments to ethical leadership are reported in section 7.4a(4).

SL commitments to financial ethics are further manifested in BOE policies for fiscal viability. While CRS require districts to reserve 3% of revenues, Policy DAC—*Continuing Financial Stability* sets a higher standard 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) and also requires that any surplus funds be allocated to support the PDES. 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 The district submits to annual audits, monthly reconciliations, and bond rating examination to support financial transaction. Results are presented in 7.5 with full reports AOS.

Finally, the BOE and CO have made robust evaluation a cornerstone of ethical accountability. This includes a robust system of BOE evaluation including 360° public and self-evaluation components. Further, while the majority of school boards (including 100% of our competitors and comparison districts) supervise only one superintendent—and many struggle to complete a meaningful evaluation—the BOE in D49 conducts three comprehensive evaluations every year. Each CO receives a formal 360° review from subordinates, peers and board members that the board analyzes to set performance improvement expectations. The BOE's collective work ethic exemplifies a public commitment to ethical leadership. Results for the influence of BOE and SL modeling of ethical behavior are reported in 7.4a(4-5). Process materials and reports are AOS.

1.1B COMMUNICATION

SL communicate (Fig. 1.1b-1). with the workforce, students, and stakeholders as a matter of regular practice and special initiatives through the Communications Support System (ComSys) (Fig. 3.1a(1)). The workforce expects two-way communications over a wide range of settings and channels. In addition to high-profile public events like BOE work sessions and meetings, SL communicate widely by sharing documents, videos, and narrated presentations. In person, SL from the BOE, CO and SLT attend staff meetings, serve on advisory committees, participate or lead training sessions, and conduct regular school visits to facilitate structured and unstructured dialog. SL serve on advisory committees (SAC's, DAAC, SEAC, ELD PAC, Wellness); foundation boards (FEF, FCBC, CD BOCES) and hiring teams. These diverse points of contact augment the structured systems of surveys, evaluations, and accreditation to form a comprehensive system of two-way communication.

Internally, the primary channel for communicating key decisions and need for organizational change is the C3. The C3 is a

Figure 1.1a(2)
Legal Obligations Fulfilled by D49

Category	Protected Interests	Major Sources of Obligation	Responsible Senior Leaders
Equitable Access and Treatment	Students Workforce Stakeholders	<ul style="list-style-type: none"> • § 504 • IDEA • Title IX 	<ul style="list-style-type: none"> • Executive Director of Individualized Education • Director of Human Resources
Safety and Security	Students Workforce Stakeholders	<ul style="list-style-type: none"> • The Clair Davis Act • OSHA Regulations • USDA Regulations 	<ul style="list-style-type: none"> • Chief Operations Officer • Director of Safety and Security
Transparency	Colorado Citizens and Taxpayers	<ul style="list-style-type: none"> • CORA and COMA • Financial Transparency Act 	<ul style="list-style-type: none"> • Chief Business Officer • Director of Communications
Civil Liberties	Students Workforce Stakeholders	<ul style="list-style-type: none"> • Bill of Rights of the U.S. Constitution • U.S. Civil Rights Act 	<ul style="list-style-type: none"> • Chief Education Officer • Director of Culture and Services

² See *Return on Educational Investment: 2014 A District-by-District Evaluation of U.S. Educational Productivity* by the CAP

monthly process by which SL generate content and distribute it to principals and other BL. In response to the overwhelming proliferation of email communications, D49 developed the C3 to aggregate hundreds of email messages and threads into a single, monthly digest. Each C3 contains four sections: action, information, opportunities, and policy revisions. The C3 drives the agenda for the PLT, the principals' meeting, and for the BOLT, ELT, and OLT meetings. Results for the efficiency and effectiveness of the C3 are reported in 7.1. Examples of C3 communications and resultant agendas and actions taken are AOS.

Many of our communications effort are directed by the BOE and carried out by the CO's and SL. To exceed expectations, 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 simultaneously model and encourage frank, two-way dialogue that honors our mission and culture.

As part of our commitment to reciprocal communication, D49 routinely submits its communications systems, productions, and publications for appraisal by the states lead agency for school communications: the Colorado School Public Relations Association (COSPPA). The district also seeks evaluation closer to home through major listening efforts such as the VOW annual, the Cultural Compass Survey, 10 VOW Monthly surveys, school self-studies, and a full complement of interaction via social media platforms including Facebook, Twitter, Pinterest, LinkedIn, YouTube, customized web pages on our district site and our in-house LiveChat system. Results are reported in 7.4. Examples of productions and products are AOS.

One of the advantages of digital communication platforms is that they allow SL to deliver targeted communications to our key communities and stakeholder segments. SL take advantage of short-cycle learning to optimize communications and lead significant conversations by responding to comments, likes, views, click-through, and response rates. Increasingly, D49 facilitates productive dialog by hosting interaction on platforms such as Facebook or our webpage where stakeholders can seek or provide information without direct district involvement. This level of engagement with and between our stakeholders is evidence that our message is reaching our community and they are empowered to advocate or serve information on behalf of the district. Examples related to calendar discussions, medicinal cannabis, weather closures, election dynamics, school schedules, and more are AOS.

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 range from harsh condemnations to 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. 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. We are deploying our values of trust, responsibility, and respect beyond the organization into the community we serve.

An indirect benefit of frank communications is that our students, workforce and other stakeholders are increasingly engaged across the full spectrum of media channels. Instead of digital media cannibalizing print readership or live streaming eroding in-person dialog, we see increased engagement across the board on print, audio, video, digital, social, live and archived communications (Results in 7.2 and AOS). This means that SL have a more potent suite of relationships to facilitate discussions about needed change and improvement efforts. During the 2016 election cycle, D49 employed an "all of the above" approach to communicate needs for operational and capital improvement. A purposeful campaign of information through two-way and multi-party communications persuaded community members to join SL, workforce, and students as advocates for the district's interests. The results of that effort are detailed in 7.4a(1), but here's a sneak preview—we won! Examples of the communications tools for the election and numerous other projects are AOS.

To motivate high performance, D49 follows the "wisdom of the trail" to equip and encourage through regular recognition of peak performance. SL in each of our key communities use rounding to explore operations and discover high performers. Rounding generates a list of individuals and accomplishments that SL use to feed staff meeting recognition and other formal recognition

Figure 1.1b-1
Direct, Two-Way Communication by SL

Commitments	BOE	CO's	SLT	BL's
Twice-Monthly Broadcast Meetings	✓	✓	✓	
In-Meeting Live Tweets and Chat			✓	✓
Service on Advisory Committees	✓	✓	✓	✓
All-District Events (Base/Barr Camp)	✓	✓	✓	
ReadyOp and Social Media		✓	✓	✓
Special Topic Task Force Teams	✓	✓	✓	✓
Attendance at school staff meetings		✓	✓	✓
Peak Partners Leadership Academy	✓	✓	✓	✓

Figure 1.1b-2
Motivational Reward and Recognition Processes

Processes	Regular	Monthly	Annual
In-Person Rounding	✓	✓	
Staff Saturday		2X	
Student Board of Representatives	✓	3X	
Teachers and Leaders of the Year			✓
Fantastic 49		✓	

systems. For example, on alternating weeks, SL recognize a member of the workforce through *Staff Saturday*—a mini-documentary video with a photo essay and written narrative detailing performance above expectations. To complement our celebration of the workforce, D49 recognizes and features members of the SBOR at every meeting of the BOE as well as through photo essays, interviews, and features across our suite of communications platforms. To emphasize the centrality of teachers and reinforce the value of celebrating excellence, D49 exceeds expectations and all nominal industry standards by nominating a teacher from every school along with coaches, service providers, and leaders in a variety of roles. SL are directly involved with the various “of the year” nominations by writing recommendations, soliciting testimonials, and providing release time for nominees to work on the application materials and required video demonstrations. Finally, to ensure recognition for every segment of our workforce, students, and community, D49 instituted *Fantastic 49*. *Fantastic 49*, a program for celebrating people and the programs they lead all across our district. *Fantastic 49* is a monthly event preceding every regular board meeting with a live production celebrating individuals, teams, innovation leaders, community volunteers, and every imaginable kind of contributor to our vision and mission. Our recognition and reward programs are validated by the results reported in 7.2 along with digital archives of *Staff Saturday* on our YouTube channel and *Fantastic 49* through curated video playlists on YouTube and our district Facebook site.

Volunteers play a large role across the PDES. BLs and CTs communicate directly with PTA/PTO members, tutors, classroom assistants, activity coordinators and chaperones through site based meetings, teacher webpages, email, fliers and one-on-one conversations to provide information about service opportunities and needs for classroom and school based activities.

1.1c MISSION AND ORGANIZATIONAL PERFORMANCE | 1.1c(1) CREATING AN ENVIRONMENT FOR SUCCESS

SL create an environment for success by aligning the district’s key work and support processes to our VMV. Every district initiative originates in a discussion or action item at a public board meeting. Not only are the VMV and CSPI prominently displayed in the board meeting room, but SL link every agenda item to one or more of the CSPI. The CSPI operationalize the VMV, so successful initiatives actualize the mission. While the expected outcome is clear, D49 preserves organizational agility through a set of high-level structures that permit and require agile learning, work, and leadership (Figure 1.1c(1)-1).

**Figure 1.1c(1)-1
Mechanisms for Mission Agility**

Learn	On-Demand PD
Work	Zone and School Autonomy
Lead	APEX Leadership Systems

Across the district, SL honor the VMV by constructing peak plans that explicitly support the CSPI. We intentionally describe peak plans as *cultural and strategic* action plans based on our belief that culture is interdependent with strategy and that a role model organization must emphasize both dimensions of performance. Peak plans combine cultural and strategic goals with performance metrics, target levels, timelines and reporting systems. SL then cascade those peak plans to workforce members who complete the plans and update progress. Through our APEX leadership system, SL can assemble permanent or ad-hoc performance teams with flexible membership to accomplish plan goals. With intermediate benchmarks and interim reports, D49’s systems for planning and performing preserve agility and flexibility. SL can use the system to delegate, collaborate or “parachute” goals to the team, identify risks, raise issues, and adjust timing of plans and reports. Results for peak plans and the CSPI are reported in 7.4b and a demonstration of the Cascade system is AOS.

SL cultivate organizational learning not only because it is a core concept of the Baldrige framework but because our community has validated learning as the “true north” of our cultural compass, the first word of our mission, and the fundamental justification for our key work system—the PDES. Although our system of schools emphasizes student learning, adult learning is vital to sustainable success of the district now and in the future. The primacy of learning is evident through the depth and variety of learning processes for all segments of the workforce and for adult stakeholders from around our community (Figure 1.1c(1)-2).

For educators, the moment when a student “gets it” is often called the “Aha! moment” so we branded our professional learning system as the Aha! Network (A!N). Our purpose is to nurture and create more Aha! moments for adult learners and the students we serve. The A!N is our district umbrella system for all professional learning, supporting district-level and zone or school-level training. Courses in the A!N are hosted on Schoology™, the same LMS we use for K-12 education. Schoology supports flipped classes, on-demand learning, and real-time evaluations for all professional learning. The A!N also tracks learning through external learning experience provided by our partners and professional associations, including professional conferences, state department trainings, and other learning opportunities.

D49’s culture and strategy of continuous improvement places learning directly in the framework of innovation and transformation. As depicted in Figure 6.1b(3), learning initiates the innovation phase of continuous improvement. The purpose of learning is to identify opportunities to improve the effectiveness or efficiency of district performance. Our defining learning has been the value of systemic innovation. Since 2008, when the Innovation Schools Act was passed by the Colorado State Legislature, public schools or groups of public schools have the option to submit an innovation plan to the local or state board of education. In 2011, D49 became the first district in Colorado to seek and receive designation as a district of innovation.

**Figure 1.1c(1)-2
Workforce Learning Processes**

Processes	Audience	Frequency
Base Camp Orientation	New Staff	2 Annual and OD
Barr Camp Kickoff	All Staff	Annual
Leadership Launch	SLT	Annual
Literacy and Leadership	SLT, BL, CT	2X Annual
Aha! Network	Workforce	On-Demand
Regulatory PD	Workforce	3X Annual
Ed Camp	Workforce	Annual
PD ²	Workforce	OD

Figure 1.1c(1)-3
D49's Innovative PDES vs. Competitors

	D49	D11	D20
Conventional K-12	21K	Yes	Yes
6-12 Charter	Yes	Yes	Yes
Conventional AEC	Yes	Yes	Yes
Early College	Yes	Yes	0
Health Academy	Yes	0	0
Homeschool Support	270	0	200
Innovation Institute	44	0	0
K-12 Charter	Yes	0	Yes
K-8 Charter	Yes	Yes	Yes
Online AEC	Yes	0	0
Online Early College	Yes	0	0
Online K-12	Yes	0	0
P-TECH Early College	240	0	0
ALLIES School for Dyslexia	85	0	0

The BOE realigned our district into four innovation zones organized by geography or educational emphasis. Each zone then worked 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 D49 policies and CRS related to staffing, curriculum adoption, and programming. Through systematic innovation,

D49 continues expanding the variety and quality of schools across our PDES. As depicted in Figure 1.1c(1)-3 our competitors do not offer their students a comparable complement of schools. D49 operates Colorado's highest-performing K-12 online school (SSAE).

Colorado's only statewide, online early college (PPEC); the top-rated home school program in El Paso County (FHP); authorizes Colorado's first school to earn designation as a Pathways in Technology (P-TECH) Early

College; and hosts the only school in Colorado dedicated to serve students who learn with dyslexia. To amplify the success of our innovation efforts, D49 has launched Mission:Innovation (M:I), a systematic search for improvement ideas from all corners of our workforce. M:I is a response to input from our VOW Annual and other sources of interest in innovation. The BOE directed SL to implement a program to solicit, select, and support innovation proposals from the workforce. Additional results for the direct impact of innovation on our expanding PDES are reported in 7.1, while examples of the M:I process timeline, innovation proposals, and innovation review decisions are AOS.

Around D49, hundreds of educators begin each day with plans to engage and inspire the learners in their care. The daily example of dedicated teachers exemplifies our mission to learn, work, and lead. By following the lead of our teaching workforce, the BOE and SL determined to engage students through the SBOR. Each year, approximately 20 students are selected by their peers, welcomed by the BOE, and honored by the district's leadership and communications systems as representatives of our student customers. This formal invitation and recognition of student voice is mirrored in student leadership efforts across all our zones and schools. From high school students co-presenting with BOE and SL at state and national conferences, to elementary students helping name a new school and select a mascot, D49's culture celebrates and validates student voice in all we do. Results of SL efforts to invite and incorporate

students as full partners in our VMV are reported in 7.2 and bylaws, agendas, and survey inputs from students are AOS.

Along with fostering student leadership, D49 models leadership development for the workforce through our LDSP which is detailed in more depth in section 5.2b(3). Major opportunities provided through the LDSP are listed in Figure 1.1c(1)-4. As part of the LDSP, D49 monitors succession as workforce leaders advance through the organization. For some leaders, the path to senior leadership begins in D49, proceeds through a position in another district and returns to senior leadership in D49. In 2017, a majority of our BL and SL are products of internal selection. Results for the LDSP are summarized in 7.4 and segmentation is AOS.

A majority of SL emerge from our LDSP in part because of our emphasis on missional activity that is explicitly linked to our CSPI. During D49's major wave of strategic and action planning from 2012-2015, SL developed ad hoc systems incorporating SMART goals, "plans on a page", and evaluation goal setting. Through a cycle of learning that was stimulated and validated by RMPEX feedback reports in 2015 and 2016, D49 adopted a systematic process (CPS or Cascade) to develop, track, adjust and report action plans and projects. The Cascade Performance System Cascade is a cloud-based system that makes action planning available in all places at all times to all leaders. The CPS advances the district VMV and CSPI by explicitly integrating action plans and projects with our foundational purpose and values. Each action plan is aligned with one or more CSPI, assigned to a leader, sequenced along a timeline with milestones and completion dates, measured with quantity and quality metrics as appropriate, and monitored regularly by the SL and the BOE. Explicit alignment through the CPS minimizes the risk of "empty activity" and maximizes the productive impact of our plans and projects.

For each plan, SL identify goals, sub-goals, tasks, and measures. SL and BL can raise issues, flag risk conditions, adjust plan timing, or archive obsolete plans and projects if they are overcome by changes in the regulatory environment or technological advancements. SL set expectations and provide guidance through multi-disciplinary teams such as the *Pathbuilders* who lead development of *49 Pathways*, and the primary literacy and math foundations team who guide our efforts to build firm foundations through primary proficiency. Plans and projects are fully transparent and visible to the BOE, SLT, BL, and any member of the public

who requests access, SL are directly responsible and accountable for setting and meeting high performance expectations. For example, schools who set primary proficiency targets for ELA at the 90% level are making a public commitment to peak performance. If they miss the mark, they are accountable for adjusting their plans to improve performance. For CO and SL, performance on goals in the CPS, is included in annual evaluations. The CO evaluation is a transparent public process with evaluation and accountability. Results for engagement and accountability through the CPS are reported in 7.4b, with artifacts and a demonstration AOS.

1.2 GOVERNANCE AND SOCIETAL RESPONSIBILITIES | 1.2A ORGANIZATIONAL GOVERNANCE | 1.2A(1) GOVERNANCE SYSTEM

D49 ensures responsible governance through a system of elections, evaluations, transparent operations, routine oversight, and accountability throughout the system. The governance body is composed of five publicly elected directors who serve four-year terms with a two-term limit. BOE members, represent geographic director-districts in which they must reside, so they are locally accountable to the people they represent. This ensures they are sensitive to the interests of stakeholders and accountable to those who elected them. BOE members are also accountable to each other, to the CDE, and through statute to the people of Colorado. BOE members reflect their accountability by holding SL accountable to the expectations of the community and the obligations of the state. BOE seats are non-partisan and directors do not receive any financial compensation.

The BOE reviews and achieves SL accountability through supervision and evaluation. Directors supervise through interactions and communications at BOE work sessions and regular meetings, along with observations at advisory committees, monthly one-on-one meetings, participation on hiring committees for new SL positions, and formative evaluation of SL performance. To hold leaders accountable for recurring obligations, the BOE operates from an annual calendar of recurring decisions and actions. As part of their annual oversight process, the board annually designates members as formal liaisons to various district committees and initiatives. This ensures that board members partner actively with SL to accomplish the work of the district and our community partners. For example, 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 (CD-BOCES) the SBOR, and the MLO Oversight Committee. SL are active on all these committees and boards, which gives BOE members visibility into the work of the SL. BOE members also receive and review over 100 presentations from SL at board work sessions and regular meetings throughout the year. Board feedback, including approval, disapproval, or refinement of the SL presentations is a constant source of ongoing accountability. All aspects of BOE oversight inform the end-of-year evaluations of SL. The BOE directly evaluates the COs, and the BOE reviews and explicitly approves the evaluations that COs complete for the rest of the SLT. This completes the cycle of supervision and evaluation.

To ensure that BOE actions are fully transparent, D49 complies scrupulously with the provisions of Colorado's Open Meetings "Sunshine" Law (OML) and the Colorado Open Records Act (CORA). 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 and distributed over email and social media. Regular BOE meetings include a public forum for citizen comments, along with live streaming and complete archiving of documents, audio and video on the D49 website. Each discussion or action item is supported by an *Opportunity and Risk Decision Analysis* that includes consideration of the item's impact on our VMV, calculation of intelligent and tolerable risk along with possible mitigating measures, impacts on the budget, and timing factors. Recognizing risk and setting tolerance levels as guardrails for operational decisions ensures that the BOE and SL maintain the interests of students and other stakeholders. The depth and clarity of the analysis maintains transparency at the highest level, and ensures that our governance system practices fiscal accountability and operational transparency. Because they are so deeply connected with the SL and the work of the district, our BOE members are adept at contributing to succession plans and programs that provide leadership capacity to meet future needs. Having worked with every member of the SLT along with BL and community leaders, the BOE members are insightful about how to manage succession for the organization. Results for governance processes, including presence in the work of the district and public achievement of the district's business are reported in 7.4, while agendas, minutes, analyses, and multimedia archive are AOS or publicly available at D49.org.

1.2A(2) PERFORMANCE EVALUATION

The BOE contracts with an external agency, the Employers Council (EC), to develop and administer their annual self-evaluation system. With support from HR, the EC conducts a 360° multi-rater review of board performance with input from the workforce, SL, and other stakeholders. At the APR and other public meetings, the BOE discuss the results, adopt improvement goals, and plan developmental processes to improve their performance. This cycle of learning and improvement models our mission to learn, work, and lead as the board learns about their own performance, works to implement improvement strategies, and leads the district to continue evaluating performance of all operational functions—including governance.

The BOE also leads by guiding all three COs through a public evaluation process aligned with the goals, performance expectations, and timelines set forth in board policy. All CO evaluations include a 360° peer and staff review, review of measurable performance targets, and goal setting that leads to a final written evaluation and a re-calibration of goals. Those goals are approved publicly at the board meeting following the completion of the review. The evaluation period is a calendar year designed to integrate with BOE elections and, in the event a change in leadership is necessary, allow for good transition planning. Both the BOE self-evaluation process and the CO evaluation process are subject to reflection, analysis, and improvement as part of a yearly cycle of learning that begins and culminates with a recurring agenda item at the APR. Analysis and improvement materials are AOS.

1.2B LEGAL AND ETHICAL BEHAVIOR | 1.2B(1) LEGAL, REGULATORY, AND ACCREDITATION (LRA) COMPLIANCE

D49 employs systematic processes to address and anticipate community concerns about LRA compliance. Our compliance efforts are grounded in the published standards of over 20 agencies and laws that comprise the sources of obligation described in Figure

P.1a(5). From safe transportation to nutritious meals to equitable access for students with disabilities, stakeholders in D49 hold us to the highest standards for LRA compliance. Each obligation relies on standards of measurement and compliance assessment, so D49 submits to audits of all financial controls and transactions managed by the business office; accreditation of all educational programs and services managed by the education office; and inspections of all facilities and equipment managed by the operations office to meet our LRA compliance obligations. The key measures of financial compliance include adoption of annual budgets compliant with policy and law verified by an independent external audit presented to the board in a public session. The key measures of educational compliance include the school performance frameworks and school improvement plans that lead to accreditation by the CDE. The key measures of operational compliance are successfully passing inspections of building safety and security, vehicle safety, workplace safety, and secure operations. As part of the APR, our BOE reviews the financial audit and CAFR reports, the accreditation decisions from the state, and all safety inspection results. To gain an integrated view of overall operations, the BOE also reviews the feedback report from RMPEX to provide high-level context for our other compliance processes. Compliant results for many years of school accreditation, finances, and operations are reported in 7.1, 7.4 and 7.5 while evidence for our compliance performance and cycles of learning are AOS.

1.2B(2) ETHICAL BEHAVIOR

Ethical behavior includes taking actions that benefit students and other stakeholders, preventing conditions that harm students or other stakeholders, and correcting actions or conditions that violate standards of conduct. The primary mechanism of benefit for students is equal access to free and appropriate public education (FAPE) as defined in the Rehabilitation Act of 1973 and the IDEA. D49 follows the dictums of federal and state regulations to educate all students in the least restrictive environment possible. Through individualized education, including ALP's, IEP's, ELP's and Section 504 plans where needed, D49 benefits gifted students, students with disabilities, English language learners, and students with medical limitations. Annually, SL provide targeted training for general and special education teachers on ethical practices such as enrichment, inclusion, access, and accommodation.

In addition to the ethical obligation of providing educational benefit, SL and the workforce protect students through processes to ensure physical as well as social-emotional safety. Staff who interact with students complete training in child abuse prevention and reporting. As mandated reporters, school personnel bear an explicit ethical responsibility to recognize and intervene in situations that might harm children, whether those concerns are raised directly, indirectly, or anonymously through systems such as Safe2Tell. Educators and SL are also responsible to ensure student data privacy through technical protocols that require encryption and permission protocols for media image releases; as well as communications protocols that restrict information sharing such as COPPA and FERPA. D49 also fulfills its ethical obligation to prevent access to explicit internet content by filtering web traffic in compliance with CIPA. D49 maintains these technical and professional protections through regular training and upgrades. We assess our performance through external reviews and audits by agencies such as the U.S. Department of Justice and CDE.

In addition to ethical benefits and protections for students, D49 protects the workforce through adherence to workplace standards in the FLSA and FMLA. These standards require that SL and BL actively provide fair and equitable working conditions and consideration for medical situations. Leaders in D49 fulfill their ethical obligations to the workforce through hiring and evaluation systems that do not discriminate based on any protected class. D49 also employs an institutional review board (IRB) to evaluate all research requests to ensure adequate protections for human subjects. In a practice that protects both students and the workforce, D49 provides annual training and ongoing support for ethical practices in administration of assessments. In addition to providing standardized testing conditions, staff members are trained to ensure that all testing directions and activities are equitable.

To ensure that the interests of the stakeholders are protected from unethical malfeasance or self-dealing, D49 trains all new employees and requires ongoing affirmation of standards to prevent conflicts of interest, prohibit receipt of significant gifts, and monitor all purchases and acquisitions using district funds. Policies to prohibit hiring of family members (GBEA) and to prevent hiring of board members (BCB) are crafted to meet high standards for governance and executive conduct.

Should any stakeholder in D49 disagree with the actions of any district staff member, policy KEA provides a stakeholder grievance process with submission forms, explicit timelines, decision criteria and a formal appeal process. The availability of a formal grievance process gives stakeholders the opportunity to advocate for their interests, and holds every staff member accountable to respond. Results for workforce ethics as well as benefits and protections provided to students are available in 7.4 and 7.5. Examples of corrective responses to ethical breaches as well as benefits and protections delivered to students are AOS.

1.2C SOCIETAL RESPONSIBILITIES | 1.2C(1) SOCIETAL WELL-BEING

SL consider societal well-being throughout our operations by focusing our two key work processes on students and their families. As a school system, our greatest contribution to students and families is provision of excellent educational programs and services. Our greatest contribution to the community is launching graduates who succeed because they are capable and confident in their abilities. Every graduate who walks into the community as a productive citizen represents our contribution to a thriving society.

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 our three 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 lowers utilities bills diverting more money into the classrooms. Out of sensitivity to the 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 of practical, social responsibility to our students and other stakeholders. We also stress the benefit of recycling in our curriculum starting in elementary schools and continuing through middle and high school. All buildings have recycling systems for plastic and paper; and obsolete electronics are recycled through a district-wide facilities program.

As the school system in a rapidly growing community, D49 is highly sensitive to the location and traffic patterns for new school facilities. We conduct extensive community engagement campaigns to help meet our stakeholders' expectations. SL participate on the FCBC board in collaboration with local home builders. We are generous about sharing surplus land dedications for use as parks, as charter school sites, and community gardens. D49 also hosts a community health clinic, a co-located campus of the regional community college, and a range of meal programs including summer breakfast and lunch for all qualified children and adults. In keeping with our strategic priority of community engagement, D49 provides its facilities for no or low cost to nonprofit groups such as youth sports, the boy scouts and girl scouts, churches, and service agencies such as the Red Cross. Providing choices through our PDES supports the larger social value of freedom, while our mission models the work ethic our stakeholders expect. Community engagement improves societal well-being because D49 is living out our mission to learn, work, and lead.

1.2c(2) COMMUNITY SUPPORT

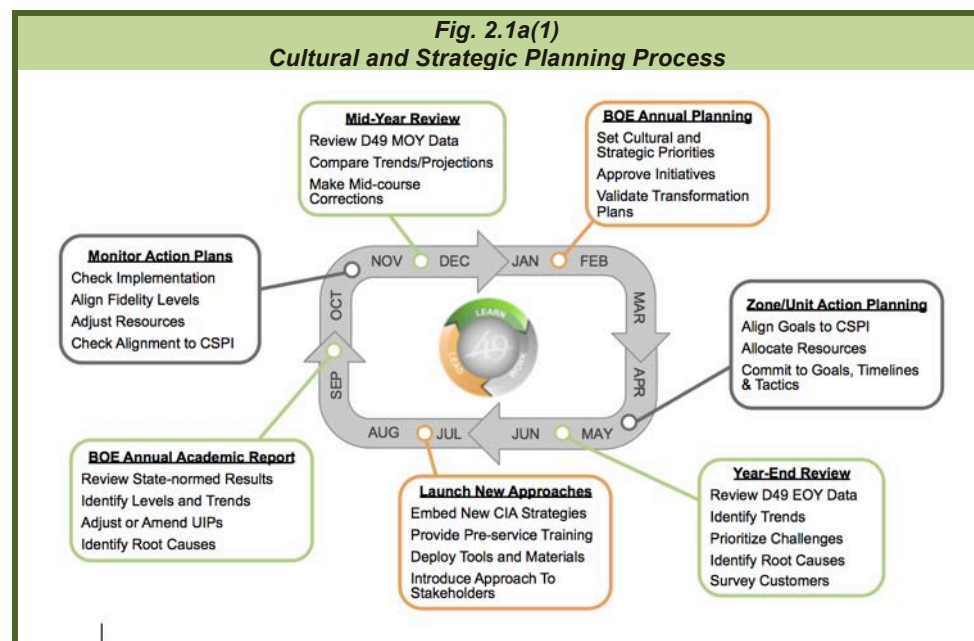
To support and strengthen our key communities, SL and the workforce embrace the natural communities that emerge from our unique geography and growth patterns. Three of our key communities, known as the Falcon, Sand Creek, and POWER zones, are anchored by a conventional neighborhood high school along with a middle school and three or four elementary schools in a feeder pattern. Our fourth key community, the iConnect Zone, unites students and their families from across the district in blended, online, alternative, early college, and home school support programs. In each of these key communities, our key work system (PDES) and our key work processes of firm foundations and *49 Pathways* support our two key customer segments, elementary and secondary students. With growing communities that have more than doubled since 2,000, our district lacks some of the built-out social services and amenities that exist in more mature communities; therefore, we host a health clinic, co-locate a community college, provide access to fields and facilities, and collaborate with builders to optimize community development.

SL determine the needs of each community through our innovation processes, outreach efforts, surveys, election results, and by listening to stakeholders through the SBOR, the SAC's and DAAC, and our advisory committees. For example, ALLIES, the school for dyslexia, responds to a community need identified through zone innovation assemblies and surveys of parents and the workforce. SL contributed to ALLIES by funding startup personnel costs and securing approval from the citizens' oversight committee to invest MLO funds in the new school. Differentiated programs in our PDES serve the key communities. FHS serves a community with a strong tradition of ranching and farming, so we offer programs for agricultural, landscaping, and husbandry careers. At SCHS, which is closer to our military bases and our city's industrial core, we offer programs for precision manufacturing and engineering. Our core value of purpose helps determine where we place our programs, how we schedule them, and what kinds of personnel we need to deliver optimal services. To determine the quality and perception of value for our efforts to support key communities, SL conduct satisfaction surveys, host focus groups and lead election campaigns. Results of our community's support are visible in new construction and upgrades all over the district as well as reported in 7.1 and 7.4 with survey and other reports AOS.

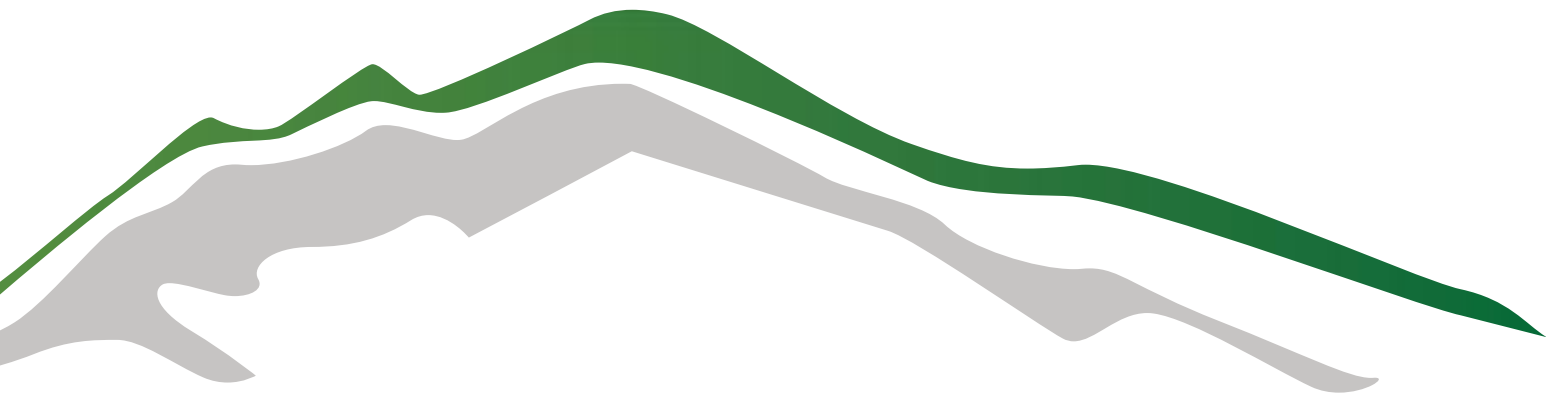
2.0 STRATEGY | 2.1 STRATEGY DEVELOPMENT | 2.1A STRATEGY DVT. PROCESS | 2.1A(1) STRATEGIC PLANNING PROCESS

The BOE conducts cultural and strategic planning using the CSPP (Fig. 2.1a(1)) within our CSCI. Prior to beginning the CSPP, the BOE and CO attend the CASB conference the first week of December. This timing allows SLs to learn about statewide conditions including the most current information about legislative and financial developments that may impact district planning and performance. The BOE also reviews results of the November election as well as MOY academic results; the final audit report financial operations; the aggregated performance reports of the HR department and the Operations departments; and the overall district performance report from the RMPEX site visit. Consequently, SLs arrive at the APR with the most current and comprehensive learning possible.

The BOE holds the APR in January each year, during which it reviews the VMV, CSPI, and the success of the proceeding Peak Plan. The BOE then assigns short and longer-term goals aligned with each strategic initiative to the COs who cascade their goals through peak plans assigned to each relevant department. Leaders use the CSCI, (Fig. P2c(2)) to review strategic initiative progress toward goals. SLs also update the CSPP through monthly BOE agenda items on progress toward completion of action plans. For example, in 2015, the BOE added the strategic priority, "Firm Foundations" and a review of primary math results during the 2017, strategic planning retreat, resulted in the BOE adopting, "Primary Proficiency" as a strategic initiative to add math achievement in elementary to complement literacy.



CATEGORY 2



STRATEGY

Fig. 2.1a(3)

Relevant Data and Information for Cultural and Strategic Planning Process (CSPP)

Item	Inputs	Recommendations
V	RMPEX Report VOW Annual Report Cultural Compass Survey Executive Summary Zone-Specific Surveys (HRS and Studer)	Maintain the language of “The Best Choice,” “Increase the display of our vision, Increase use of our vision on D49 materials, Develop key measures for “choice,” Drive deployment of the vision through SI #1
M	RMPEX Report VOW Annual Report Cultural Compass Surveys Zone-Specific Surveys (HRS and Studer)	Maintain the language of “Learn, Work, and Lead,” “Increase the display of our mission, Increase use of our mission on D49 Materials, Develop key measures for each element, Drive deployment of the vision through SI#1
CP	VOW Annual Report Cultural Compass Surveys	Calibrate the compass language with stakeholder input Implement district initiatives for each cultural priority
SPSP	RMPEX Report, VOW Annual Report, Annual Financial Audit or CAFR Chief Officer Evaluations, OO (School Dude) Performance Reports	Maintain the language of “Learn, Work, and Lead” Implement district initiatives for each strategic priority

Additionally, in 2017, the BOE reviewed the VOW Annual survey data and identified a need to emphasize cultural in addition to strategic initiatives in the SPP, adding the inner and outer rings of our CC to form the CSPI.

2.1A (2) INNOVATION.

The BOE and SLs use our CSCI (Fig. P2c1) to facilitate a CSPP (Fig. 2.1a(1) that stimulates and incorporates strategic innovation. SL and BL propose innovations at the BOE APR for consideration in the context of the annual performance review. This ensures that the BOE considers innovation proposals in the immediate context of affirming the VMV.. As a result from the APR, the BOE tasks SL with specific priorities and initiatives that address our strategic challenges or capitalize on our identified strategic opportunities. Our strategic opportunities include; 1. Expanding portfolio options 2. Accessing innovative resources 3. Establishing business partnerships.

The Colorado Innovation Schools Act of 2008, (ISA), provides a pathway for schools to develop innovative practices, better meet the needs of students and allow more autonomy for decision-making. The ISA allows a public school or group of schools to submit an innovation plan (IP) to its' local BOE, to improve student learning outcomes and strategically align resources with their approach to teaching and learning. Local BOEs then submit the IPs and waiver requests to the state BOE for approval. In January 2011, the D49 BOE realigned the district structure into groups of schools (innovation zones) organized by geography or educational emphasis. Each zone collaborated 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 IPs defining the significant innovations, strategic opportunities and intelligent risks to be pursued at each school and in each zone, including proposals for waivers from district policies and Colorado Revised Statutes (CRS) related to staffing, curriculum adoption, and programming. Those waivers, aggregated into school IPs, make up the systematic component of the IP approval and review process.

A recent example of a strategic opportunity identified within the innovation process was the proposal, approval, and launch of Power Technical Early College (PTEC). In fall of 2014, after voters disapproved a bond measure that would have funded a new high school, the BOE faced a strategic challenge of enrollment growth, without facility capacity. Concurrently, the Colorado Legislature

Fig. 2.1a(4)

Core Competencies For A District Of Innovation

CII	District 49 has benefitted from the Colorado Innovation Schools Act of 2008, which provides a pathway for schools to develop innovative practices, better meet the needs of students and allows more autonomy in decision-making. A cycle of continuous improvement is deployed through CSCI at all levels of the organization.
PSM	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.
EERM	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.

dedicated funding and created a structure for a new, early college high school model, for career and technical education. This challenge and opportunity created an opening for action. Recognizing the large proportion of D49 students in K-8 charter schools, the BOE authorized an intelligent risk to propose a partnership with James Irwin Collaborative, (JIC) a regional network of charter schools. SLs worked closely with JIC to secure state BOE approval of Colorado's first Pathways in Technology (P-TECH) Early College. From inception in January of 2015, application development that spring, state approval one year later, and opening with students in

fall 2016, PTEC exemplifies our process of initiating, evaluating, and implementing innovation within the CSPP.

2.1A(3) STRATEGY CONSIDERATIONS

The BOE and SLT collect and analyze relevant data (Fig. 2.1a(3)) and develop information for the SPP through CSCI. The SLT presents data throughout the year (Fig. 2.1a(1)) related to strategic priorities and initiatives. During the APR, the BOE reviews data from the EO, BO and OO to inform decisions addressing our strategic challenges and advantages (Fig. P.1a) and to consider intelligent risks in pursuing strategic opportunities. BOE members and SLs serve on regional, state and national committees to keep abreast of potential changes in the regulatory environment, and share this information with other BOE members, and stakeholders during APR and throughout the SPP at BOE work sessions and monthly BOE meetings. The BOE uses the RMPEX site visit feedback report during the APR to identify potential blind spots and to consider the BOE's and SLs' abilities to execute the strategic plan.

2.1A(4) WORK SYSTEMS AND CORE COMPETENCIES








Our process for deciding which key processes will be accomplished by our workforce and which by external partners involves first determining if we have current workforce capability and capacity during the CSSP to support our KWS. D49 employs leaders, teachers and support staff to deliver and support our KWS, and partners with Charter Schools to enhance our portfolio offerings. Our charter School application, contract and renewal processes all ensure that these key partners help us achieve our CSPI.

In 2017, D49 identified the need additional quality assurance (QA) for our internally provided education technology and externally provided information technology services. After reviewing workforce capacity, we posted the position for hire. When needs arise throughout the year, COs discuss these during their weekly CO meetings. Needs then flow up through COs to the BOE and are discussed as part of during monthly BOE meetings. When determining the need for internal versus outsourced support, we also consider the scope of work and frequency of contact hours per week, overall project time, and required level of expertise. For example, D49 outsources project management for construction oversight based on the required expertise and schedule of the work.

Further, D49 considers our core competencies and KWP when determining the need for external partners. For example, in 2016, we assessed our ability to support IT infrastructure internally and determined that it is not a CC. We then initiated an RFP process and re-selected CCS as our district partner for supporting IT. An example of the synergy between our core competencies, we apply our Cultural and Strategic Priorities in our management of ET and IT services. During monthly meetings with representatives of the EO, BO and OO we decide which key processes will be performed internally, by Education Technology Specialists (ETs) and which are better performed by CCS. These decisions are made based on external supplier CCs by reviewing monthly key performance indicators including customer satisfaction and IT ticket resolution time.

Fig. 2.1b(1)

Initiatives, Objectives, Key Measures and Targets for Strategic Improvement

CSPI	Objectives	Key Measures and Targets
CI #1 Community Care 	<ul style="list-style-type: none"> Formalize a Director of Community Care Coordinate care efforts across district and community 	<ul style="list-style-type: none"> Create baseline measures for CRT
CI #2 Equip and Encourage 	<ul style="list-style-type: none"> Recognize and reinforce performance Cultivate systematic innovation Expand restorative practices Execute the BRIGHT Initiative 	<ul style="list-style-type: none"> Increase VOW Annual Survey engagement results by 5% Increase VOW Annual Survey enablement scores by 3%
SI #1 Keep the Peak in View 	<ul style="list-style-type: none"> Deploy VMV and CSPI to all schools and units Install interactive data performance displays Incorporate CSPI in vendor contracts Enhance capacity with a Manager of Internal Communications 	<ul style="list-style-type: none"> RMPEX Categories 1.1, 2.2, 7.2, and 7.4 VOW Annual Survey engagement results Present at state and national conferences to gain credibility and share best practices
SI #2 Climb with Community 	<ul style="list-style-type: none"> Peak Partners Leadership Academy—Class II BOE Evaluation Process BOE Director District Election 2016 3B Investment Tracking 	<ul style="list-style-type: none"> BOE Evaluation Results BOE Candidate Identification Election Participation
SI #3 Portfolio Performance 	<ul style="list-style-type: none"> Plan to earn at least performance level on all SPF's Conduct CSAPR's for all charter schools Align Accreditation and Accountability processes with VMCS 	<ul style="list-style-type: none"> District Performance Framework School Performance Frameworks RMPEX Category 7.1
SI #4 Primary Proficiency 	<ul style="list-style-type: none"> Consolidate Primary Literacy Gains Launch Academy for Literacy Innovation and Excellence Continue math curriculum evaluation and selection 	<ul style="list-style-type: none"> Primary Literacy Achievement (DIBELS) Primary Literacy Percentile Rank (DIBELS & PARCC) Establish Primary Math Baseline Scores RMPEX Category 7.1
SI #5 49 Pathways 	<ul style="list-style-type: none"> Transition iCAPs to pathway plans Develop Capstone Guidebooks Integrate pathway planning into eSchool Plus Transition to new graduation guidelines Track and report augmented matriculation data 	<ul style="list-style-type: none"> Postsecondary Workforce Readiness Secondary Matriculation Secondary Graduation RMPEX Category 7.1

The BOE determines future core competencies and work systems needed during the CSPP and regular BOE review of data and information including student achievement data, housing growth, financial stability and changes in the regulatory environment.

2.1.B STRATEGIC OBJECTIVES | 2.1B(1) KEY STRATEGIC OBJECTIVES

BOE key strategic objectives are illustrated in (Fig. 2.1b(1)). During the APR the BOE assigns objectives to COs with expectations for achievement within the calendar year. SLs track progress towards attainment of goals in Cascade. Our most important goals align directly to our KWP, “Firm Foundations and “49 Pathways.” They are; 1) Primary Proficiency—Ensure every 3rd grader is proficient in reading and math 2) 49 Pathways—Ensure every graduate is ready to succeed

To achieve our VMV, action plans are developed at the district-level, beginning with BOE and COs, and cascaded to each department and zone. Key changes identified during the SPP in 2017 include implementation of the new Colorado high school graduation requirements for beginning with the class of 2021, increased workplace learning experiences for students embedded as part of the high school program, new school construction projects resulting from the 2016 MLO election, and implementation of PowerSchool Core information system to consolidate data across the EO and BO.

2.1B(2) STRATEGIC OBJECTIVE CONSIDERATIONS

D49 achieves balance among varying and potentially competing organizational needs by filtering all key decisions through the SPP, with our CSCI. These decisions include program development, significant capital outlay, technology acquisition, and talent development. We intentionally consider each key decision in alignment with our VMV.

Short and longer-term planning horizons are determined through the CSPP at the APR. Like other school districts, D49 is subject to state and federal mandates. IPs allow schools autonomy to address mandates creatively, yet responsibly. All schools are required by CDE to develop UIPs, as a means of setting short and longer-term planning goals by identifying site-specific root causes for academic performance and major improvement strategies aligned with strategic challenges, core competencies, strategic advantages and opportunities. As a result of the VOW Annual survey data, the BOE and SLT identified a need for better alignment of VMV and action plans. SLs piloted Cascade as an innovation, then scaled it up to all BLs as a district transformation initiative. Cascade is improving how action plans and goals are aligned and tracked in each office, enabling stakeholders to balance the needs of their office, department and zone. The use of Cascade to perform action planning at the department and school levels was expanded beginning August 2017. Good levels with beneficial trends are reported in 7.4b with plans AOS.

2.2 STRATEGY IMPLEMENTATION | 2.2A ACTION PLAN DEVELOPMENT AND DEPLOYMENT | 2.2A(1) ACTION PLANS

D49’s key action plans implement the seven CSPI (Fig. 2.1b(1)). The CSPI provide top-level context for all AP’s developed through the CSPP. During the APR, the BOE sets direction for short and long-term AP’s. SL and BL then develop multi-year, annual, and intermediate AP’s based on the nature of the BOE direction. AP’s are crafted and recorded through Cascade, beginning at the top level with the BOE and CO’s (Fig. 2.2a(1)). The BOE develops action plans to implement excellent governance. The CBO develops key action plans to optimize fiscal efficiency by increasing informed and agile decision-making. The CEO, develops key action plans to build Firm Foundation and ensure Every Student is prepared for a career or college. The COO develops key action plans to optimize key work processes and deliver consistently excellent facilities and services. All action plans are aligned to CSPI, operationalized with goals and timelines, measured using quantitative or qualitative targets, and monitored and reported in real time.

2.2A(2) ACTION PLAN IMPLEMENTATION

SL deploy AP’s through the APR; monthly BOLT, ELT, and OLT meetings; monthly principals’ meetings; biweekly meetings with the PLT; ZLT meetings, and meetings with department teams. SL deploy AP’s through Cascade by assigning plans and goals to responsible BL’s, team leads, and other individuals. All SL are accountable for multiple action plans and to act or delegate

Fig. 2.2a(1)

Key Action Plans Alignment with Strategic Objectives

BOARD OF EDUCATION	The primary alignments for the Board’s key action plan are to Big Rocks #1 and #2—Maintaining Trust and Community Engagement. By providing stable and excellent governance, the board is sustaining community trust and enhancing productive community engagement.
BUSINESS OFFICE	The BO’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. Student-based budgeting and precise performance are key performance criteria for the BO. The BO, through the HR department, also implements the inner ring, CP#1 by understanding our workforce expectations and supporting workplace culture.
EDUCATION OFFICE	The EO’s key action plans are differentiated by level, but both plans align with Big Rock #3 to deliver the promise of Rocks #4 - 5. The Primary Proficiency plan ensures elementary students have foundational skills and experiences necessary to prepare them for the next level of education. Robust Concurrent Enrollment and Career and Technical Education pathways launch students to success in careers and college. The EO is also heavily invested in CP’s #1 and #2 through professional learning and communications initiatives.
OPERATIONS OFFICE	The OO sets its key action plan in alignment with the outer ring (CP#2) and Big Rocks #1 and #3. By ensuring that our facilities are safe and inviting, we ensure our portfolio of facilities provide students with security, safety, transportation, and nutritious meals.

responsibility to meet expectations and achieve goals. Long-term outcomes are set by SLs, but all site-specific and short-cycle action planning occurs in schools with principals and school-leadership teams. Our intentional commitment to localized autonomy assigns accountability to zone leaders for deploying AP's aligned with the CSPI and the CO plans. Plan owners are responsible to direct the efforts of the workforce and key partners as specified in the AP.

Executive Directors, Directors, ZL, and BL lead their respective workforce teams to customize implementation as it relates to their setting and areas of responsibility. One specific example aligns with the key strategic objective, Primary Proficiency. The district objective is to increase proficiency levels of elementary students by the end of third grade. This objective is deployed to ZIs and principals through large-group principal meetings and school-specific meetings led in coordination by the district primary literacy team. Although action planning objectives are set at the district-level, action plans are developed and deployed at the zone and school level to staff, based on the unique needs of the school and the students it serves. In some schools, the action plan for primary literacy included selection of new core curricula. In other schools, principals collaborated with teachers to design new schedules that increased the length of literacy instruction. One school reorganized schedules, staffing, and class sizes to better support students with significant reading challenges. Although zones and schools pursued the objective in different ways, all principals prepared a common report to ensure accountability and comparability throughout the district. District and school level APs for primary proficiency are AOS.

Plan owners are accountable to report issues with plan progress to overcome obstacles and sustain progress to achieve the key outcomes. Results for key action plans are reported in 7.1 and detailed plans segmented by CSPI and key communities are AOS.

At the secondary level, the key strategic objective to ensure every student is prepared for a career or college is deployed through action plans at each high school. In response to Colorado's Revised Graduation Requirements, all high school principals and ZLs served on a taskforce to develop a consistent district graduation policy and regulation which requires every graduate to demonstrate mastery by 2021. Each principal works with the ZL to develop school-specific APs for implementation of the policy including specific course requirements and offerings, advisory structures and communication plans.

APs are deployed to key suppliers, partners and collaborators as part of our partnership performance excellence process. The PPEP is D49's approach to ensure key partners understand and support our VMV as well as relevant CSPI. For example, the Primary Literacy Team along with ZLs and elementary principals conduct account reviews with Amplify, provider of our literacy assessment platform, on a bi-annual basis to review district and school-specific action plan implementation. At the secondary level, to support our career and college ready objectives, the Director of CE meets with PPCC each semester to coordinate and plan for on-campus CE courses and instructor development, and the Director of CTE meets each semester with key business partners to ensure alignment of action plans with industry needs and trends.

2.2A(3) RESOURCE ALLOCATION

D49 implements a comprehensive budgeting system structured around standard operating protocols such as the Colorado Chart of Accounts, GAAP, and the requirements of public entity accounting. Within that system, the BO strategically assigns resource budget and authority as closely as possible to the classroom level. In alignment with Big Rock #1, Trust, this commitment is intended to make financial resources more responsive to the requirements and expectations of student customers and other stakeholders. The primary source of district revenue is the state funding system that allocates dollars to districts on a per-pupil basis (PPR). Additional sources include local contribution 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 occurs on a fiscal year from July 1 through June 30, resources allocation for action plans occurs beginning at the Board's APR through spring semester which includes the budget planning cycle, development of proposals and projections and management of associated potential risks.

As one of the 10 lowest funded districts in the state of Colorado, District 49 faces the challenge of maximizing efficiency, and effectiveness, while improving results. In 2011, the Board significantly decreased spending on central administration resources in order to ensure resources were allocated to support action plan implementation at the school-level. ZL's are responsible for the fiscal management of the schools in their zone. ZL's depend on teamwork with BO experts to ensure zone action plans include necessary clarity about financial impacts, so that decision making is measured, intentional, and defines and manages acceptable risk. For example, when schools and zones developed initial innovation plans in 2011-2012, the business office conducted a line-by-line analysis of every proposed innovation—to project direct costs as well as anticipated risk, indirect expenditures and cost savings. Examples of purposeful resource allocation to support primary proficiency through ALLIES, and *49 Pathways* through establishing a CE team are AOS.

When all the localized allocation planning is complete, the Board evaluates effectiveness of resource allocation, approves new, courses, schedules, staffing models, and adopts an amended budget with input from SACs and the DAAC. All BOE approvals and action items are supported by an Opportunity and Risk Decision Analysis (ORDA). Final board approvals ensure the necessary time, human, and financial resources to support action plans and sustain successful implementation.

2.2A(4) WORKFORCE PLANS

Along with proficient students and operational resources, the workforce completes a triad of vital supply chains. D49 relies on a capable workforce in sufficient quantities to serve students through our PDES. Workforce plans at the district, zone, school, and department levels support the CSPI and related AP's. To ensure that workforce allocations are purposely calibrated to support students, the BOE directs the efficient administrative ratio system (EARS). This process sets upper and lower boundaries for administrative positions as measured by students per administrator and by the overall administrative overload as a percentage of district adjusted gross revenues, or DAGR. This commitment constrains growth of the administrative workforce to preserve more resources for teacher, support, and pro-tech workforce members. Results for EARS are reported in 7.4a(2).

At the district-level, the Unified Improvement Plan (UIP) serves as a key workforce action plan for state accreditation and compliance indicators. Zones, schools and programs also develop and tune staffing models as actual enrollment converges with or diverges from projections. Each school also develops a UIP which includes school-specific objectives and action plans. Further, leaders at all levels from the BOE, SL, and BL, review workforce structures annually to ensure they can best support current and future strategic objectives within each unit's action plans. SL and BL employ strategic reviews of current job descriptions; additions of staff; reduction in staff; transfers; and training throughout the planning cycle to ensure our workforce plans supply the people we need to learn, work, and lead the fulfillment of our strategic objectives. Through Cascade, leaders at all levels align workforce plans with strategic objectives to anticipate potential impacts and changes in workforce capability and capacity needs. Illustrative examples of workforce adjustments for PPEC, Bennett Ranch ES, SCHS, and ALLIES are AOS.

2.2A(5) PERFORMANCE MEASURES

The BOE models performance measurement through its self-evaluation and action plan monitoring. The BOE also tracks completion rates of learning objectives such as self-assessment reviews after each board session or meeting. The BOE practices regular oversight of performance measures by scheduling performance reports from the three offices at every meeting. For key action plans developed by the BOE, we track and document completion status to report out board performance.

The key performance measures we use to track our EO action plans are defined in the District's UIP and EO plans at the department level. These measures include: increasing our percentile rank in ELA and math at the elementary and middle school levels, increasing 3rd grade literacy proficiency results (Figs. 7.1-1 through 7.1-6), increasing career and college readiness results at the high school level (Figs. 7.1-7 through 7.1-11). Additionally, ELT members track indicators toward AP success including the number of teachers and leaders who have participated in professional development through the A!N.

The BO tracks performance through monthly reports to the BOE as well as annual audits and external reviews. The BO also collaborates with the OO to integrate contract management metrics and service level performance with our major suppliers and vendors using the dashboard KPI's available in SchoolDude.

The OO 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 OO can set aspirational benchmarks for excellent service and then measure progress toward achieving those standards.

Leaders at all levels utilize goal completion data to track the achievement and effectiveness of action plans. As described in 2.2a(4), UIPs track measures and indicators of student learning results at the district and school levels. Cascade plans include actions, goals and metrics aligned with district priorities and objectives beginning with the BOE level and cascading out to zones, departments and schools. Each unit sets goals and plans associated with unit-based initiatives, but aligned with the overarching district VMV. SL track and report KPM through monthly reports to the BOE, live reviews, twice annual zone performance reports at BOE meetings, through annual department reports to the Board on progress toward action plan completion. Additionally, SL present UIPs and embedded student learning metrics at least annually through the school and district accreditation process.

2.2A(6) PERFORMANCE PROJECTIONS

Setting performance projections is a key component of the CSPP and annual UIP development process. Projections are extrapolated from levels and trends in past performance and consider the potential impact of initiatives with action plans. SLs and principals submit UIPs to the Board annually including specific performance projections that align to strategic objectives and differentiate based on the unique needs of school. In 2017, to enhance our competitive position, D49 hired a manager of workforce learning to expand business and industry partnerships and increase workplace learning opportunities for students. Projections for SY 17-18 include:

- Increasing the % of students scoring at benchmark from BOY to EOY on DIBELS Next
- Increasing the district's percentile rank for ELA and math as measured by state assessments
- Increasing the average composite score for all comprehensive high schools on college readiness exams
- Increasing enrollment in CE courses
- Increasing workplace learning experiences for high school students

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 conduct a cycle of learning to review typical change in percentile rank of schools across Colorado. The result of this analysis found that typically, little to no change occurs over three-year's time. Additionally, the ELAT grant provides us access to comparison data results for primary literacy statewide and nationally. Results with projections are reported in 7.1 with segmentation by school, gender, ethnicity, etc. AOS.

Our results consistently show more positive gains than typical districts with similar and like demographics. Further, in fall 2015, we projected an increase from less than 30 students in CE to over 300 students by the fall semester of 2016, with actual enrollment of 299 (within .03% precision. This projection considered D49's intentional pursuit to increase CE offerings by expanding its partnership with 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. With these strategic actions, CE enrollment increased to 400 by fall 2017 (Fig. 7.1-8). 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 2015, only two BOE seats were open to be filled with only two candidates filling for election, giving D49 a non-contested election for the upcoming two years. This opportunity gave D49 a 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 two-years, the sitting BOE has embraced the Baldrige framework as our criteria for performance excellence.

2.2b ACTION PLAN MODIFICATION

The BOE and SL validate the VMV and CSPI at the APR, then commence implementation through the CSPP. By integrating regular performance updates in their annual action calendar, the BOE has structured a system for AP modification. The operational rhythm of reviewing, updating, and re-implementing AP creates a cycle of attentive oversight. BOE meetings also provide a venue for SLs to present recommendations for the execution of new plans that may arise as a result of unexpected opportunities or counteract unexpected challenges outside of the typical CSPP timeline. At the school-level, UIPs are updated throughout the year as action plans are completed and new ones identified as necessary. Additionally, SL and BL modify action plans in cascade as goals are completed and new initiatives are identified or directed. Cascade maintains a log of all updates and amendments to maintain accountability and ensure that modifications remain faithful to fully implement the CSPI. Demonstrations of updated and amended plans are AOS.

3.0 CUSTOMERS | 3.1 VOICE OF THE CUSTOMER | 3.1a(1) LISTENING TO STUDENTS AND OTHER CUSTOMERS

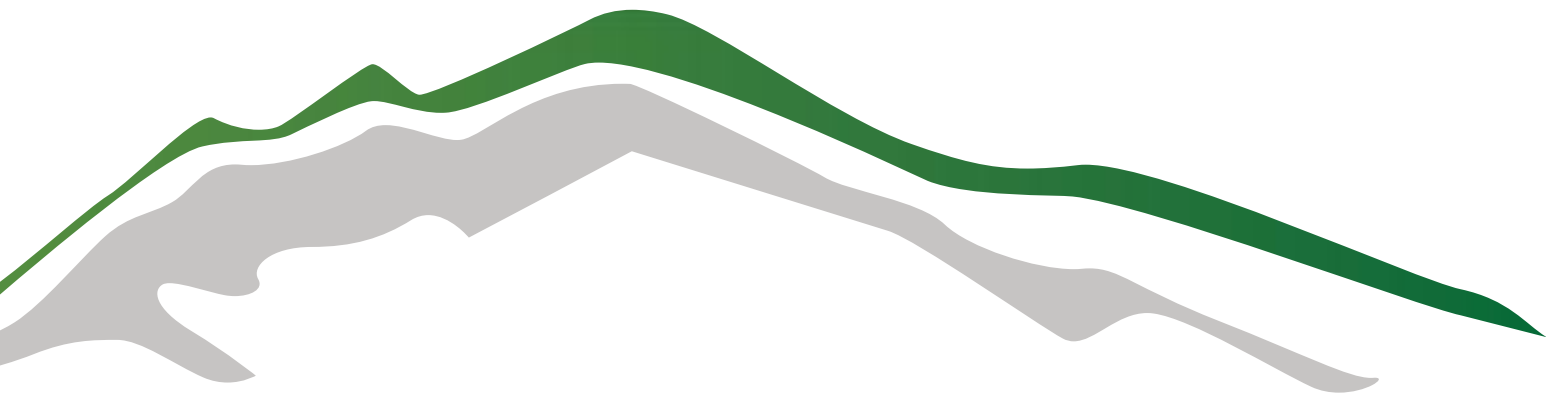
D49 effectively listens to student customers and stakeholders through a variety of methods as shown in the Communication Support System (ComSys) in Figure 3.1a(1). Audiences contribute actionable information through ongoing and systematic efforts of the ComSys or through special initiatives as required by CSPI needs, or changing stakeholder expectations. Using a braided, multi-mode approach, the ComSys guides efforts that support the BOE, CO, SLT, support departments, BL and CT in learning from and serve the customer through traditional and emerging communication methods.

Although listening to the voice of the customer is a shared responsibility among every staff member, we rely on our communications department (CD) to build and maintain a multitude of communications channels, and equip the workforce to use and measure their efficiency and effectiveness. For example, in a cycle of learning

Figure 3.2b(1) - Communication Support System											
Method		Purpose					Audience				
		Frank, Two-Way	Listening	Key Decisions	Motivation	Rewards/Recognition	Engagement	Students	Parents	Workforce	Community
Communicate VMV				✓	✓	✓	✓	O	O	O	Q, N
BOE Meetings		✓	✓	✓	✓	✓	✓	BM	BM	BM	BM
BOE Meeting Minutes				✓	✓	✓	✓	BM	BM	BM	BM
BOE Meeting Email				✓	✓	✓	✓	M	M	M	M
Annual Planning Retreat		✓	✓	✓	✓		✓			A	
DAAC Meetings		✓	✓	✓	✓		✓		M	M	M
SAC Meetings		✓	✓	✓	✓		✓		M	M	M
SBOR		✓	✓	✓	✓		✓	M			
Fantastic 49		✓			✓	✓		M	M	M	M
#49StaffSaturday Videos					✓	✓	✓	W	W	W	W
Teacher of the Year					✓	✓	✓	A	A	A	A
VOW Survey			✓	✓	✓		✓			A, M	
Cultural Compass Survey		✓	✓	✓	✓		✓	A	A	A	A
Website Forms			✓	✓	✓	✓	✓	O	O	O	O
360° Feedback		✓	✓		✓		✓			A	
Employee Review		✓		✓	✓	✓	✓			O	
Leadership Launch		✓		✓	✓		✓			A	
New Teacher Orientation		✓		✓	✓		✓			A	
D49.org Website				✓	✓	✓	✓	O	O	O	O
D49.org LiveChat		✓	✓	✓	✓		✓	O	O	O	O
Email		✓	✓	✓	✓	✓	✓	O	O	O	O
Bronto Bulk Email				✓	✓	✓	✓	N	N	N	N
C3		✓	✓	✓	✓		✓			M	
Text Messaging		✓	✓	✓			✓		N	N	
Social Media		✓	✓	✓	✓	✓	✓	O	O	O	O
EPS Story Coverage				✓	✓	✓	✓	O	O	O	O
Dispatch Newspaper				✓	✓	✓	✓	Q	Q	Q	Q
Earned Media				✓	✓	✓	✓	N	N	N	N
Community Meetings		✓	✓	✓			✓	N	N		N
ZL/Chiefs Meeting		✓		✓	✓	✓	✓			M	
SLT Meetings		✓		✓	✓	✓	✓			M	
Office Meetings		✓		✓	✓	✓	✓			M	
Budget Plan Meetings				✓	✓					O	
School Staff Meetings		✓		✓	✓	✓	✓			M	
PLC Meetings		✓		✓	✓		✓			W	
PTA/PTO Meetings		✓	✓				✓		M	M	M
One-to-One Discussions		✓	✓	✓	✓	✓	✓	O	O	O	O
Honor Roll, Student of the Month/Week, etc.		✓			✓	✓	✓	O			

Frequency: O=Ongoing, A=Annually, Q=Quarterly, M=Monthly, BM=Bi-Monthly, W=Weekly, N=As Needed

CATEGORY 3



CUSTOMERS

in 2013, the CD 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. The CD initiated a one-year-long cycle of work to convert our website to a modern provider. Evaluation during the lead cycle of our CSCI innovation phase showed a marked increase in customer traffic to D49.org (Figs. 7.2-8-9) 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. Learning through feedback from that external review informs the CD's future work and leads to submissions that create continuous improvement. The results for external recognition are detailed in 7.2b, but the process reinforced itself in 2015, 2016 and 2017 as D49 earned COSPRA Awards of Excellence for breakout innovations made to the district's digital home in the prior year. These results are detailed and compared to competitor market segments in Figure 7.2-12 and specific submissions are AOS.

The ComSys illustrates multiple methods to foster frank, two-way communications with student customers and stakeholders supplemented by additional methods to learn and obtain actionable feedback. These methods allow D49 to actively listen and identify topics of emerging dissatisfaction that require service. As an example, during the 2014-2015 school year, listening on social media indicated that an innovation at FHS was a source of significant dissatisfaction and controversy. Through a special initiatives communications plan (AOS) guided by the CD, the CEO, Falcon ZL, FHS BLs and CTs engaged in a long-term conversation with FHS students and parents and FMS families. The ZL and principal hosted over ten hours of SAC and community meetings. CD staff created surveys on D49.org and facilitated discussion on the website and Facebook 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 BOE meetings. The level of engagement was extraordinarily high, and every customer and stakeholder had multiple opportunities to provide their perspective.

The ComSys is designed to reach our two key student segments and varying stakeholder segments where they are. For example, secondary students are more likely to engage with us on Twitter, while parents and staff are more likely to use Facebook, Older community members are more likely to read the quarterly Dispatch than visit D49.org. One way the CD helps train staff and identify communication knowledge gaps is through monthly communication check-ins. Each month, the director of communications visits every school for 60-90 minutes. During these visits, face-to-face *learning* with student customers, parents and staff is logged and actionable feedback recorded so *work* can be done to serve. The CD holds a data meeting each month to analyze engagement results from each communication platform and identify trends. Summaries of these analyses transit through the CEO to the BOE in the CEO report for each BOE work session. In Sept. 2015, this systematic process of analyzing communications data resulted in a cycle of learning that engagement data from Facebook showed declining engagement with posts containing photographs and an increase in engagement with posts embedding video. Managing by fact lead to the creation of #49StaffSaturday, a weekly video highlighting a different D49 team member that is shared with the entire community. Internal validation of positive trends since this process adjustment are in 7.2b Facebook engagement results and AOS, while results for external celebration from COSPRA are in 7.2-12.

3.1A(2) POTENTIAL STUDENTS AND OTHER CUSTOMERS

Like current students and stakeholders, prospective students and their parents will share their perspectives through many channels when we meet them where they are. Effective, two-way dialogue is the goal, so the CD prefers approaches maximizing interactive communications between D49, customers and stakeholders.

In 2015, a CSCI innovation phase of learn, work and lead began through a CD investment in LiveChat (LC), an interactive chat response system to facilitate real time and asynchronous, two-way communication with existing customers and stakeholder segments as they accessed our website. During the lead cycle of the CSCI innovation phase, evaluation revealed that inviting potential customers to chat might also yield a higher number of opportunities to serve new customers via LC. Based on data tracking the activity of each visitor to the website, LC is configured to automatically pop up and extend an opportunity to serve through two-way communication. The approach was also deployed from the CD to multiple customer-facing segments of the workforce 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. A prospective customer lingering on the enrollment page will receive an invitation for assistance. Figure 3.1a(2) shows how expanding the LC innovation launched a transformation phase across all D49.org pages yielding a 174 percent increase in LC services during the first three semesters of use.

Figure 3.1a(2)
Total Live Chat Services

Spring 2015	1,758
Fall 2015	2,195
Spring 2016	4,819

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 process, answer general questions about the Pikes Peak region, and establish a positive relationship that resulted in a new customer who now has two students in D49 schools.

Our approach of live-streaming BOE meetings and graduation ceremonies, showcasing Fantastic 49 celebrations in front of the BOE and sharing these honorees on public facing communication channels, provides potential customers with 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

A major purpose of the CPP is providing SL and BL with reliable determinations about satisfaction and dissatisfaction from our student and stakeholder segments. On the broadest scale, actionable information obtained through listening channels in the CPP feed

into the CSPP. Information obtained through listening propagates through the organization in regular, typically weekly, meetings between SL, ZL, and other workforce specialists. As an example, each week the communications director and the CEO meet. The communications director advises the CEO on satisfaction and dissatisfaction patterns that have been documented through different listening modes since the previous meeting. These SL make plans to respond to unfavorable patterns and replicate favorable outcomes. Data from SL level meetings are aggregated in chief officer reports to the BOE, which enter the CSPP to inform decisions about value, cost, and revenue implications of existing and potential programs. This communications flow ensures the aforementioned learning does not terminate with the resolution of the customer's issue. The information may also stimulate a cycle of learning to launch a new CSCI innovation phase (Fig 6.1b(3)).

The CD supports organization wide systematic learning opportunities from customers and stakeholders through the cultural compass and other surveys, while individual classroom teachers learn through parent-teacher conferences each semester. When we solicit the insights of our student customers and other stakeholders, we are attempting to refine our practices and communications to preempt future dissatisfaction. 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 Bronto email system allows different messages to be delivered to different customer segments. Targeted messages increase survey participation and engagement with education programs and services. Bronto delivery is integrated with surveys, so different follow-up messages can be sent to individuals who haven't opened a previous email, opened a message but not clicked-through to a survey, or individuals that clicked to the survey but did not complete it. The CD evaluates the performance of each message and delivery, using the analysis to target the best delivery time and day for each individual.

The cultural compass survey is the primary tool for soliciting the satisfaction and dissatisfaction levels of student customer segments. The survey is reviewed each year. The annual cycles of learning 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. The full survey data is AOS.

Developing challenges and the need for responsive communications are monitored through real-time input channels including social media and LC. As an example of this approach, if a customer loiters on the district policy page, indicating a possible desire to engage with policy, LC is configured to begin a chat session that introduces the staff member to the BOE administrative assistant and asks if the customer needs assistance. A patron visiting five or more D49.org pages will also receive an invitation for assistance as shown in Figure 3.1b(1). Letters, phone calls, emails, 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.

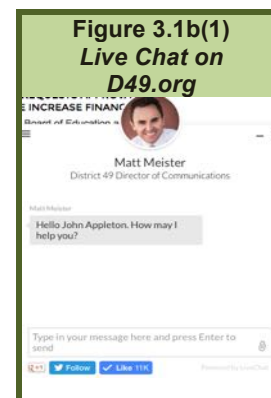
3.1b(2) SATISFACTION RELATIVE TO COMPETITORS

D49 obtains satisfaction relative to other organizations by monitoring school choice numbers. In Colorado, students aren't required to attend a neighborhood school based on their location. Choice data is a convenient, but general, indicator of satisfaction and dissatisfaction with school districts and particular schools. Results in Figure 7.2-2 show how D49 measures a beneficial trend for students exercising choice to enter the district as an indication of overall satisfaction. Segmented market results AOS. D49 has grown consistently in the last decade, while adjacent and geographically close school districts have experienced declining enrollments.

In addition to learning from our own, we can often observe patterns of satisfaction, dissatisfaction, confusion and support by monitoring competitors' social media. 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. The CD 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. The CD was able to engage with the parent and connect them with the relevant ZL. The issue was resolved and the parent used social media to express their satisfaction. D49's approach to having a dynamic and highly engaging social media and online presence has led to superior ratios of active followers on Facebook and Twitter compared with our competitor school districts as shown in Figures 7.2-13. 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 capitalize on our limited access to internal survey results and data when those items are shared and published through board meetings, public DAAC sessions for competitor and comparator districts, and reports by state and industry agencies that capture satisfaction levels by various means. When it is available, the CD collects and SL use the information to benchmark against like districts in the COMDEX, while scoring our direct competition with D11 and D20. In the case of student transfers across district boundaries, we unfortunately have asymmetrical information. We know from incoming students why they chose D49, 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



D49's process to determine EPS offerings begins with personal and technical methods to understand the relative value that customers and stakeholders place on our various program and service offerings. In districts that only offer one kind of school, SL have difficulty inferring choice other than by proximity and neighborhood affiliations. In D49, with a PDES offering state-leading levels of choice and customization, SL can monitor three direct sources of customer voice including: school and program choice, school preference surveys, and citizen support in school district elections.

The default educational choice is attending a conventional neighborhood school. When students and their parents choose anything else, that decision is direct evidence that they prefer another market option. Among our comparison districts and market competitors, D49 has the highest number of students entering our district through choice enrollment. Thousands of students cross borders to attend D49 comprehensive schools, blended and online schools, career and technical programs, and our authorized charter school partners. Over four thousand choose AECs and hundreds of families trust D49 to support their investment in schooling at home. As the only system in Colorado that hosts a full array of all those programs, D49's ability to attract students to our PDES gives us a series of advantages over our two competitors (Fig. 1.1(c)1-2). With every choice enrollment applications, students and parents are voting with their feet to enter the district and voting again to choose the school, program or service that meets their needs. Measuring choice enrollment is a reliable indicator that our PDES is meeting customer needs and requirements.

The second major channel for the voice of customer preference is our annual market survey of customer and stakeholder segments. Through differentiating our survey questions by customer segment (using 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 bimonthly meetings as the school year begins, after the official state student counts are completed, and as survey results are tabulated. SL in the BO, EO, and OO departments along with BL and the BOE use this information as part of the CSPP, ensuring that future program and service offerings meet emerging expectations and remain aligned to the district's CSPI.

After a 2015 cycle of learning from this approach, the BOE authorized adding two new options to the PDES. As discussed in section 1.1(c)1, Power Technical Early College (PTEC) is a charter school designed to offer career and technical programming in a charter school setting with options for concurrent enrollment serving grades 6-14. Pikes Peak Early College (PPEC) is Colorado's only online and blended early college, offering free college credits, certifications, and associate's degrees to its students. Both schools show how attending to preference of our customers through a formal survey instrument, we were able to offer two new school solutions that meet multiple needs expressed by our community and offer additional program and service offerings that our competitors cannot match. Along with PTEC and PTEC, ALLIES and the Peak Program are evidence that D49 uses CSCI to move from innovation pilots to transform our PDES in response to market conditions.

Citizen voters provide a third indicator of customer preference. During elections we seek voter support for school facilities, programs, or BOE governance changes. In 2014, voters approved (60% Yes) a measure to support enhanced technology; program innovations in the classrooms; funds for school security; and additional teacher compensation. In the same election, voters rejected (60% No) a proposal to build additional neighborhood schools and high school expansions. In 2015, voters approved (74% Yes) a measure to change the method of selecting BOE directors from five at-large seats to director districts, allowing for consistent representation of the unique communities within D49. While these results are confounded by other variables such as economic uncertainty and disinterest in raising taxes, they triangulate with preference data like choice enrollment, survey results, polling data and 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 CSPP, SL conducted an assessment of outcomes for previous students determined that an overemphasis on college preparation devalued benefits of career preparation and other applied learning options. During 2014, a CSCI innovation phase resulted in the creation and implementation of the district's *49 Pathways* program, an EO initiative that formally addresses the 'every student' rock of the strategic plan. Through *49 Pathways*, we launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their unique pathway, every student will be prepared to learn, work, and lead our communities into the future. Students, parents, and teachers work to develop individual pathway plans that tailor a path for successful student outcomes. The transformation phase of the *49 Pathways* initiative is under the stewardship of the "*Pathbuilders*", a dedicated task force, which meets monthly to ensure D49 lives out its commitment to program enhancements by coordinating efforts between secondary teachers, counselors, and administrators with district departments. In 2016, the lead cycle of our CSCI 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 creating a refined *49 Pathways* legend, describing the program components that a student can use to build a personal pathway, launching them to success.

The three process channels that determine EPS offerings generate results that are reported in 7.1, 7.2, and 7.5. In addition, survey reports, enrollment analyses, and election analysis are AOS.

3.2A(2) STUDENT AND OTHER CUSTOMER SUPPORT

D49 enables students and other stakeholders to seek information and support from district programs and our workforce. Our primary approach to empower customers as they access our services is direct enrollment into specific schools, programs, and services. After students enroll in a school or program, BL and SME explain options so students and their parents can make informed plans.

Each option carries opportunities and expectations, so D49 actively clarifies academic expectations at back to school nights, parent-teacher conferences, and through direct communication from counselors or instructors. D49 also provides on-demand or as-needed support through videos, documents, and academic guides hosted through our school websites.

The same data and information systems (described in 4.1) that measure student progress provide visibility into student support needs at elementary and secondary. As D49's in-house experts on assessment and evaluation, SME from the LS department share learned insights from support needs with ZL and BL as they allocate resources to general and special education, support for GE and ELD, and targeted interventions to support struggling learners. Intervention resources are managed by SL, and implemented by principals, APs and specialized educators in the PDES through the key educational program offerings in Figure P.1a(1).

In addition to academic supports, students often require assistance from key support processes (Figure P.1a). BL and CT determine key support requirements for individual students through parent and family information obtained during the enrollment process or by personal interactions between the CT or school counselor. Deployment of individual student requirements within a school is facilitated through PLC meetings and school staff meetings. Deployment between schools and district support departments is managed by SL and tracked through the SIS.

Customers and stakeholders receive information about support program options through the ComSys. Institutional information is provided during the enrollment process when families begin their journey in the district. School information is communicated via the school's website on D49.org, back to school nights, newsletters from principals, teacher webpages and emails. District support program and policy information is communicated to students and other customer segments by the CD on D49.org, through social media and via highly targeted Bronto messages on an as-needed basis. The CD publishes BOE vote results that may impact support programs through a monthly Bronto email that segments recipients to highlight BOE decisions most relevant to individuals as identified through their school and innovation zone enrollment, demographic information, and habits when visiting D49.org. In 2015, the CD entered a CSCI innovation phase regarding Bronto emails, adding results of monthly BOE votes as a scheduled email to all customer segments. Figure 7.4-3 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 total number of emails sent each year has risen.

To promote learning for improvement and innovation of support systems, data from the results of support programming is aggregated and presented to BLs, ZLs, SLT and BOE directors as part of the CSPP. The CSPP includes developing Unified Improvement Plans (UIPs) for each school. UIPs are the formal regulatory process by which SL and BL meet state requirements. Schools refine UIPs annually in coordination with LS. BL and their teams evaluate and update UIPs as necessary as part of the CSPP annual cycle. During the 2014 CSPP, it was identified that many early learners were not meeting established benchmarks for literacy. As a result of this CSPP, a key strategic initiative was implemented to improve the impacts of the educational program on our youngest learners with respect to literacy. Figure 7.1-2 and 7.1-3 shows the direct beneficial impact of this initiative on primary literacy performance in the years since D49 commenced that action plan.

Results for customer support—and the positive outcomes that ensue—are reported in 7.1 and 7.2 with archives of support process materials disaggregated by customer and stakeholder segments AOS.

3.2A(3) STUDENT AND OTHER CUSTOMER SEGMENTATION

In a district positioned to serve many kinds of students across a robust PDES, customer segmentation is a key factor for delivering exceptional results that meet the requirements and expectations of our students and parent stakeholders. D49 serves its primary customer segments, elementary and secondary students, across a portfolio of EPS. The portfolio naturally creates further segmentation across D49 operated and D49 authorized (charter) programs depicted in Figure 3.2a(3)-1. Another important type of segmentation disaggregates student customers by the services we provide, as depicted in Figure 3.2a(3)-2. In addition, the USDOE requires us to segment students by ethnicity and socioeconomic status. Segmentation 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 our commitment to operate a PDES. Our SIS empowers us to query and report fine-grained data about students and the segments to which individuals belong. For example, an English language learner might receive language acquisition support (service) while engaged in college prep education (service) at an early college (program) charter school (program).

Resulting data sets are complex and interrelated, but they provide opportunities to compare results and choose innovations that

Figure 3.2a(3)-1
Student Segmentation By Program

	D49 Operated Programs	D49 Authorized Programs
Comprehensive	All FCZ, PZ, SCZ	RMCA, BLA, ICA, PPSEL
Blended/Online	SSAE, PPEC	GOAL
Alternative	PHS	GOAL
Early College	PPEC	PTEC
Home School Support	FHP	RMCA

Figure 3.2a(3)-2
Student Segmentation By Service

	D49 Operated Programs	D49 Authorized Programs
College Prep Education	All FCZ, PZ, SCZ, ICZ	RMCA, BLA, ICA, PPSEL, PTEC
Career Technical Education	All FCZ, PZ, SCZ, ICZ	GOAL, PTEC
English Language Development	All FCZ, PZ, SCZ, ICZ	All Authorized Schools
Special Education	All FCZ, PZ, SCZ, ICZ	All Authorized Schools
Gifted Education	All FCZ, PZ, SCZ, ICZ	All Authorized Schools

advance student performance. For example, many D49 charter schools have significant success at instruction in reading, but our traditional middle schools are much more effective at preparing students through CTE.

Since we offer student-centered programming and services, we segment parents according to the character and needs of their students. We segment staff based on their role in providing support, direct academic services or administrative leadership to our PDES. We adjust and emphasize programming in response to the shifts in student requirements and preferences. As D49 has grown and diversified, we have increasingly served students from varied communities and traditions. That has increased the importance of supporting programs like GOAL, SSAE, PTEC, and ALLIES to offer more flexible options to a wider range of students. Although segmentation is not a technique that produces intrinsic results, the implications of student segmentation are reported throughout category 7 and in the materials and documents AOS.

3.2B STUDENT AND OTHER CUSTOMER RELATIONSHIPS | 3.2B(1) RELATIONSHIP MANAGEMENT

D49 builds and manages relationships with student customers and other stakeholders through the ComSys ongoing educational and support interactions. To provide consistent and transparent communications that express our cultural compass and reflect our VMV, the ComSys braids together multiple approaches using a number of listening methods and learning feedback loops to improve performance. These communications, interactions, and improvements ensure student and stakeholder expectations are being met and cascaded action plans are driving peak performance.

We market our EPS and communicate to D49 residents, realtors and potential customers living in neighboring districts through earned media, social media, personal relationships and the District 49 Dispatch. Once a new student has enrolled in their preferred PDES program, we build and manage personal relationships through one-on-one interactions, assessments, and contact with CTs, parent-teacher conferences, phone calls, and email. On a broader scale, the ComSys allows the BOE, SL and support employees to build and manage relationships with students and invested stakeholders. 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. Learning about her dissatisfaction sparked an innovation phase of the CSCI that included investigating the use of medical marijuana on campuses in New Jersey and Maine and informed an action plan to survey our customer segments and workforce family regarding the potential use of cannabinoid products on school property. In addition to direct listening through a stakeholder 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 CSCI innovation phase, the BOE approved implementation of the policy through a unanimous approval of the first such policy in Colorado. In this instance, our leadership through the transformational phase of our CSCI will influence people outside the organization, as other school districts in the state begin learning from D49 to construct their own policies.

A 2014 CSCI innovation phase that coincided with the hiring of a new communications director resulted in the creation of a new D49 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. As a 2017 cycle of learning, these same concepts have been applied to individual school brands.

One of the most important components of the D49 brand is the "show, not tell" philosophy of storytelling. The amount of stories about education program and service offerings covered by the CD each school year continues to increase (Data AOS). These stories support the VMV and increase customer and stakeholder engagement by sharing the learning experiences of current students across the PDES. The "show, not tell" philosophy, enacted by the CD in 2014, takes longer to increase engagement because it involves simply reporting what was observed, not adding editorial comments. By letting stakeholders come to their own conclusion that our programs and staff are great, versus telling them in written narratives or video recordings that we are great, engagement depth is true and leads to public advocacy for the district. Examples of increased engagement can be measured on social media channels as shown for Facebook in Figure 7.2-12. Social media discussions where students and parents answer each other's questions about programs, policies or decisions, and positive election results as discussed in 3.1a(1) all show the positive effects of increased engagement. Providing platforms for customer and stakeholder discussions, including social media, D49.org, SAC meetings and BOE meetings as defined in the ComSys, help enhance the D49 brand, cultural compass, big rocks and the VMV. We don't delete social media or discussion board comments. While positive online comments are often affirmed by members of the D49 community, comments critical of a decision or a program are engaged with and worked through for all to see.

Results for building and managing customer relationships are reported in 7.2b with logs of relationships and comments AOS.

3.2B(2) COMPLAINT MANAGEMENT

Our Stakeholder Grievance Process (SGP), a process for connecting with dissatisfied customers in a tangible, sincere and effective way resulted from a 2015 cycle of learning. It is a policy-based solution that meets customer and stakeholder requirements 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 and

stakeholder segments to be heard through an authentic system for genuine resolution. The new process is designed to invite both staff and community members to seek redress from the district. Grievances must be based on policy and cannot amount to personal attacks, so it is also a mechanism to de-escalate conflict and foster resolution at the appropriate level. The directors of HR and Culture and Services collaborate to ensure the process is orderly and fair. In the event an investigation is warranted, the facilitating directors may secure an independent investigator to protect the due process rights of all involved.

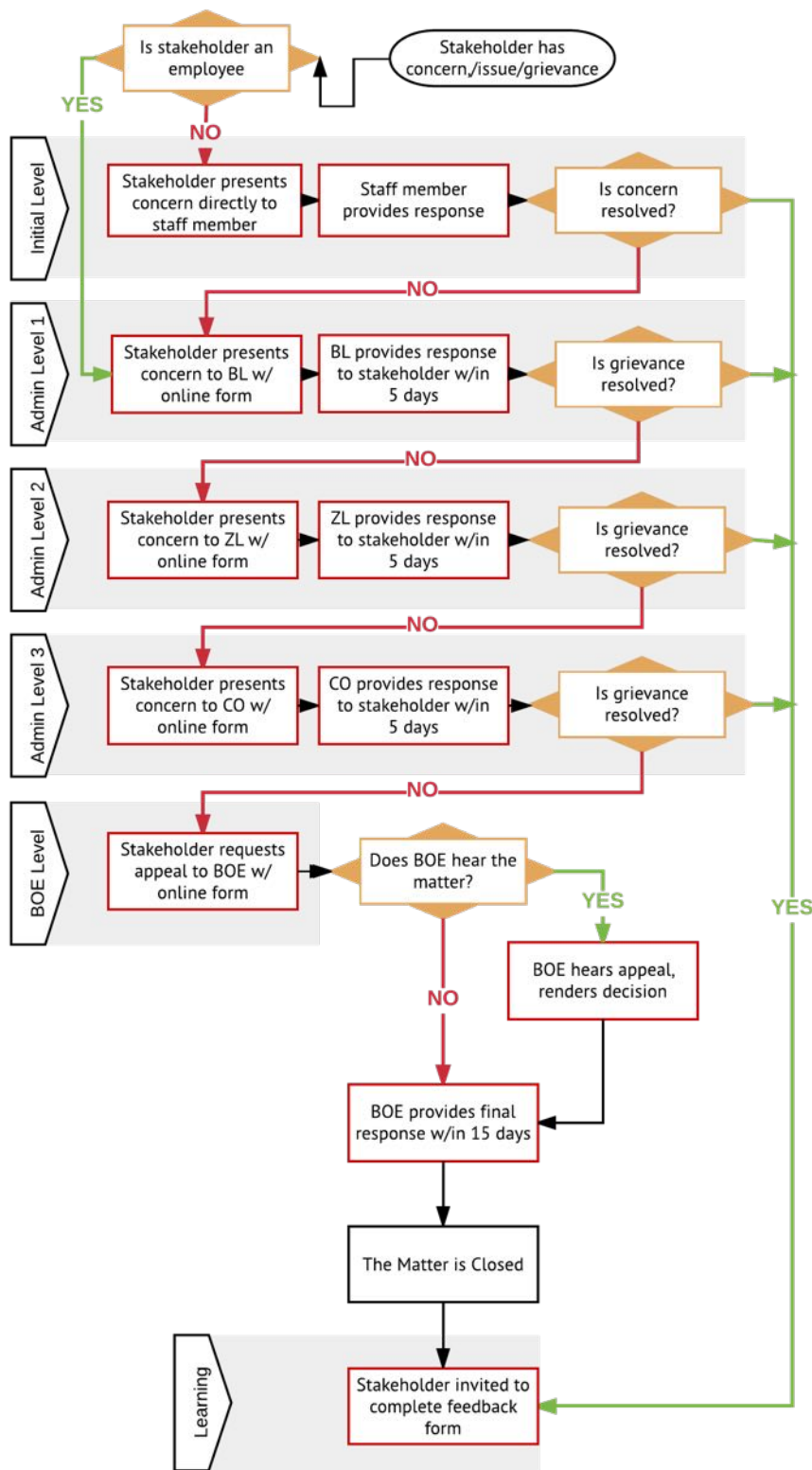
In 2010, D49 was subject to a formal allegation of racial discrimination filed by parents with the U.S. Department of Justice (DoJ). Beginning in fall 2013, D49 commenced a responsive initiative called the cultural capacity initiative, hiring a full-time senior leader charged to develop and initiate strategy to not only address and satisfy the complaints, but become an organization keenly attuned to the needs of a growing and diverse population. Key steps taken include:

- Coordinating efforts and strategy between multiple departments (i.e. LS, HR, COs),
- 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.

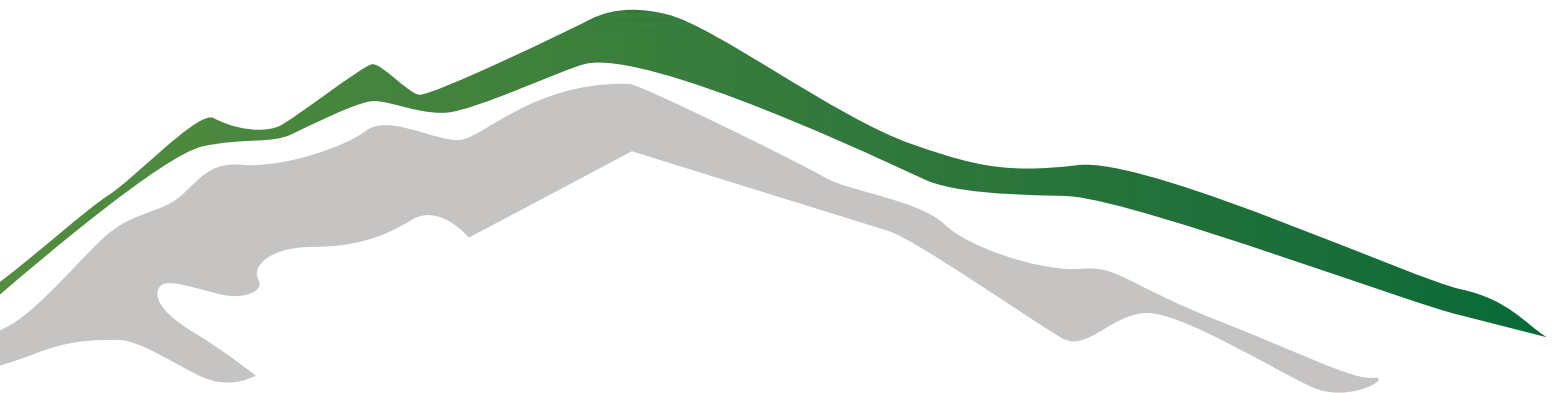
After several years of survey administration, D49 added demographic categories and a several new items to an existing climate survey to disaggregate data along demographic segments. The survey was given in age-appropriate versions in English and Spanish. The target population for the survey was students 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 BOE and SLT. BLs received 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 D49. 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.

Results for formal complaint management are reported in 7.4-8 with grievance process materials and anecdotal evidence of complaint resolution AOS.

Figure 3.2b(2)
Stakeholder Grievance Process Flowchart



CATEGORY 4



**MEASUREMENT, ANALYSIS
& KNOWLEDGE MANAGEMENT**

4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT | 4.1 MEASUREMENT, ANALYSIS, AND IMPROVEMENT OF ORGANIZATIONAL PERFORMANCE | 4.1A PERFORMANCE MEASUREMENT | 4.1A(1) PERFORMANCE MEASURES

D49 uses a suite of sophisticated data management systems to track daily operations and overall organizational performance. SL utilize these data systems to track progress toward improving key performance measures aligned with our CSPI, including the effectiveness of innovations. As data is collected, D49 organizes information into three basic categories: academic performance, stakeholder engagement and operational efficiency. Annotated lists of data information systems (DIS) for the business, education, and operations offices are AOS. If SL need data that is not routinely and consistently tracked, SME's adjust the data collection array or perform ad-hoc data collections, which can include surveys or data mining queries. At monthly meetings of the Knowledge Management Team (KMT) SME's collaborate to prevent data discrepancies or duplications. This allows SME's in different departments to work collaboratively, using CSCI to solve issues and share best practices for how the district manages and utilizes data. Data SME's track the core data set described in Figure 4.1a(1). The selected KPI's represent the most revealing and meaningful performance measures for our key work system along with the KWP and KSP.

The BOE, SL, and BL use Cascade to align action plans with our CSPI. The action plans integrate target levels and timelines with specific assignments and links to multiple initiatives. In addition to district level KPI's listed in Figure 4.1a(1), complementary performance measures for sub-goals for program or school action plans are set at the appropriate level of the organization. D49 selects instruments and assessments that have been nationally validated and normed.

Classroom educators across our PDES review data daily to refine and tailor instruction. CT and BL use interim measures (IM's) such as DIBELS Next, DIBELS Math, AimsWeb, Math Inventory (MI), Reading Inventory (RI) and ACT Aspire to compare and monitor our students' performance. Additionally, educators systematically use summative state mandated assessments such as CMAS, PARCC, PSAT and SAT to identify performance relative to academic standards. Educators examine data for overall student performance, and in comparison to other district schools/zones and state/national norms when available. CT's and building-level SME's track and triangulate student data using the Alpine data warehouse.

SL identify areas of strength and opportunity across grade levels, zones, student demographic groups and the district proper, which enables LS and BL to provide targeted PD. ZL's, BL's, and department SME's monitor the effectiveness of instruction through ongoing evaluation and feedback cycles with teachers. In SY 15-16, D49 instituted a RFP process to complete a cycle of improvement for interim measures and academic data collection to drive instructional decision-making. In 2015, SME's from each zone, the EO and BO participated in the selection of the ACT Aspire assessment platform as the new district-piloted interim measure for academic performance. In 2016, informed by a full assessment cycle, zone teams made independent decisions on whether or not to continue using this measure.

The EO has primary responsibility for the PDES, but operates with explicit dependencies on BO and OO systems. Therefore, tracking data and information for financial and operational systems is a priority for analysis and management. The BO tracks budget performance to report spend levels and trending revenues for zone and district accounts. Because revenues depend on enrollment, the BO produces weekly reports tracking enrollment targets and any variances between projected builds, total enrollment targets, and actual enrollment.

The OO supports the PDES by sheltering, equipping, feeding, transporting and networking the students and workforce who serve them. Measures of operational excellence reflect the daily urgency for safe schools and transportation, secure facilities, nutritious and sufficient meals, and reliable information technology systems. The OO tracks performance primarily through SchoolDude, but integrates service-specific measurement systems for nutrition, transportation, and information technology.

Figure 4.1a(1)
Key Organizational Performance Measures

OPM	Office or Department	Data System of Record	Frequency
CMAS: ELA & Math Percentile Rank	EO/LS	State Reporting	Annual
Business Reports Completed	BO	Office Records	Ongoing
DIBELS Growth	EO/LS	Alpine	3x Annually
SPF Ratings	EO/CEO	State Reporting	Annually
Plan/Initiative Completion	Various	Cascade	Ongoing
VOW Results	Various	Website	Ongoing/Annual
SchoolDude Peak Performance	OO	SchoolDude	Ongoing
Budget Delivery Metrics	BO/Finance & Accounting	Alto	Ongoing
Enrollment Projections to Actual	BO/Finance	Infinite Campus	Weekly Jul-Dec

4.1A(2) COMPARATIVE DATA

SLs employ multiple data sets to identify performance measures, monitor trends and drive operational decision making. In June 2015, SLs evaluated our systems to select key comparison data, and identified a need to improve how we monitor our performance in relation to districts with similar demographics and funding. Previously, we compared our performance to six other districts based only on proximity. SLs now use a data comparison tool provided by CDE (Dish) to select comparison districts based on like-demographic characteristics including: percentage of students receiving special education services, percentage of ELLs, percentage of economically disadvantaged students and percentage of students classified as minorities. The BOE has determined to select and maintain a comparator group for a three-year cycle to maintain consistency for our external comparisons. For purposes of comparative monitoring, we have innovated a measure we call the comparative index, or ComDex, which we use in our CSPP and throughout

category 7. The ComDex comprises a range of performance derived from the high and low performers among our comparator districts. In addition, we measure our performance against two local competitor districts, D11 and D20, based on significant choice enrollment movement across our shared district boundaries. District leaders compare academic trend data annually with our comparison and competitor districts to help set performance level targets.

While D49 has one of lowest per-pupil funding rates in the state, we compare our financial health to the twenty largest districts in population. Although these districts enjoy superior financial resources, the size of their overall budgets provides useful comparisons for revenues, expenses, efficiency, and precise performance. For more localized measures, we compare total local funding contributions with our identified area competitors, D20 and D11. Enrollment data is monitored weekly for the first three months of the school year, to appropriately plan for staffing and gauge budgetary implications. SL track lagging and leading indicators to project future trends in enrollment and make informed decisions about staffing levels and planned expenditures. Our competitors, D11 and D20, typically start the SY two weeks later than D49, so SME's account for this stagger—knowing that some families may not be aware of our early start date and so may delay enrollment. We also monitor net population changes of our competitors.

The Operations Office (OO) uses SchoolDude to track facility and IT operations. SD provides a work ticketing system, efficiency measures, and usage statistics. Since SchoolDude is a national system used by thousands of educational institutions, it is able to identify the top 20 % (of 6,000) performing organizations as comparison data points. D49 Nutrition Services (NS) compares operational efficiency with the top 20 performing of 181 total programs statewide by accessing the Colorado K12 Financial Transparency and Colorado Department of Education websites.

Comparative data results are shared during BOE, ELT, SLT, ZL, principal and DAAC meetings. Data and information is also shared with all key market segments on our district website. An annual report to the public is published in the summer edition of the district newspaper, the District 49 Dispatch, including achievement data and financial stability. The BOE reviews comparative performance data at the APR to inform strategic planning.

4.1A(3) STUDENT AND OTHER CUSTOMER DATA

Leaders at all levels select a variety of data to build more student-focused cultures and to support operational decision making. Since SY14-15, SL have incorporated action plans to improve student-focused culture into schools' UIP's to support integration of data collection and review processes. The robust, two-way communications strategies described in 3.1.1 and 3.2a(2) yield a rich information set to support responsive, fact-based decisions. For example, BL administer the Cultural Compass Survey to all students and parents of young students annually to measure perceptions of school safety. Results of this survey identify trends at the district, zone, and school levels. SL and BL enhance aggregate trend reports with anecdotal reports from Safe2Tell (S2T) as well as comments from district social media accounts, LiveChat services, direct interactions with teachers, and observations or reports from parents and other students. In SY14-15, S2T expanded their data management capability to include demographics including gender, race, school, and grade-level. To manage these disparate sources of data, D49 ensures that all school counselors are trained annually on Colorado's mandatory reporting requirements. These include that all reports to notify the Department of Health Services (DHS) are coordinated through BL with copies sent to IE for auditing and compliance purposes. Following these regulatory protocols ensures that SME's are involved in filtering, weighting, and integrating the sources of data and information. Results for selecting and collecting student data about safety are available in detailed, segmented data sets AOS.

Although matters of student safety, bullying, self-harm and dangerous conditions remain high-profile, D49 also uses the same information systems to gather routine or non-emergency concerns and commendations. We measure and report positive or negative comments on social media and all sorts of coverage in broadcast media. We use the same collection of systems to understand how our PDES is meeting, exceeding or falling short of expectations. Results for the mix of formal and informal, structured and unstructured data collection efforts are reported in 7.2-5 and influence engagement results in 7.2-8 through 7.2-11 and AOS.

4.1A(4) MEASUREMENT AGILITY

D49's need for measurement agility varies in proportion to the time scale of relevant decisions. For example, the main financial performance measurement system is our annual financial audit. For large-scale decisions like budget reserve levels, major contracted expenditures, or multi-year construction projects, agility is measured in months and years. For financial decisions with short-cycle implications like daily enrollment counts, D49 has designed a detail-level accounting system 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 our CSCI, the BO *learned* there was a need to address personnel costs in a timely manner. To support organizational change and improvement, SL *worked* on adding a greater emphasis toward reviewing and analyzing Applitrack data to update zone/school staffing models and budgets. This innovation helped *lead* our district to identify opportunities for funds to be reallocated to address needs.

For services like attendance, transportation and nutrition services, where imprecision could create undesirable safety or waste conditions, we require complete agility. For example, BL and their professional staff must be flexible about collecting and recording daily attendance. In the event of any school emergency, it is imperative that we know exactly which students are in attendance and which are absent. Agile attendance tracking may include teacher counts, parent emails, phone calls, and even verbal reports by siblings or friends. In August 2017, two events stress tested our attendance agility. On one day, a natural gas leak forced closure of a district high school. The staff had to relocate over 1,250 students to the football stadium and then execute a reunification process to release students to parents or verified individuals. One week later, construction crews damaged a water main and forced the closure of a district middle school. Once again, BL and their staff executed reunification procedures. In both cases, the agility of the attendance data system supported 100% safe reunification.

Agility and innovation are key attributes of our organizational structures, which empower our performance management systems to respond and adjust rapidly to internal and external change. The COs each have oversight and expertise in the data management systems (DMS) specific to the areas they lead. The APEX leadership model minimizes continuity disruptions that might be caused by a leadership transition. SL are purposeful about serving 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 representatives to ensure that we are knowledgeable about and can anticipate changing trends, regulations and statutory requirements. Similarly, each ZL has autonomy to make decisions regarding performance measurement, including assessment tools, workforce satisfaction surveys, and student and parent engagement and satisfaction measurement systems to meet the needs of their key communities—so long as those systems remain aligned with our CSPI. Our distributed leadership design and commitment to purposeful autonomy fosters the principles and requires the practices of measurement agility.

4.1B PERFORMANCE ANALYSIS AND REVIEW

D49 reviews district capabilities and performance constantly through every interaction between students, teachers, workforce, BL, SL, and the BOE. Because capabilities and performance are interdependent, we improve performance by enhancing capability, and we detect capability by measuring performance. When classroom teachers check for understanding, they are reviewing C&P. When the board receives a monthly budget report, they are reviewing C&P.

At weekly and monthly meetings, the BOLT, ELT, and OLT review key OPM. Reviews typically include a description of current level—“How are we doing?”; a comparison to past performance—“Are we getting better?”; and a quality analysis—“Is that good enough?” Performance reviews are conversations about progress on measures that matter. When ZL and SL discuss enrollment trends, they carefully analyze the budget implications of enrollment growth below, at, or above projections. Reviews of relevant data drive the SLT and BOLT, ELT, and OLT meeting agendas. The three offices also participate on the IT integration team, which reviews the performance of IT contracted services monthly to support the achievement of our CSPI.

Academic performance reviews reference benchmark standards from normed assessments, Colorado Academic Standards (CAS), or historical district performance and trends. This process of standards benchmarking ensures conclusions made from these reviews are valid.

To assess organizational success, OPMs related to our two KWP, Primary Proficiency and *49 Pathways*, are reviewed with SL, ZL and BL at each school site. ZL host primary literacy (PL) meetings at each elementary school three times a year to review DIBELS performance data and progress toward integrating eight components of effective PL leadership. For secondary education, the Pathbuilders team meets with high school BL and their leadership teams to review OPM for the eight components of career and college readiness. Both PL and *49 Pathways* measures are assessed using a Process PACE rubric describing performance at flatland, foothills, timberline or peak levels. Performance related to these two strategic priorities and other CSPI are reported to the BOE in monthly EO reports and during scheduled BOE presentations.

SL review fund and zone or school/department financial performance daily and report monthly to the BOE. The budget manager meets quarterly with BL and SL to analyze performance patterns. As needed, SL respond to these reviews with reallocations or adjustments to spending and investments. SL can adjust their budget allocations at any time, to meet any unexpected changes. Zones also hold contingencies to fund new innovations or challenges.

All performance analysis and review occurs in the context of the CSPP in support of our CSPI. At the APR each year, the BOE affirms the VMC and sets CSPI. SL develop action plans, complete with performance measures and time horizons to track progress towards achievement of the CSPI. AP's are built in Cascade to provide consistency, visibility, and tracking for actions that fulfill our mission and advance our vision. At the schools that make up our PDES, school-level improvement plans contain specific actions, root-causes and priority improvement strategies aligned to CSPI. Schools analyze their performance in all academic areas and conduct root-cause analyses to determine specific additional actions for academic improvement. SLs present progress on the development and implementation of plans to the BOE quarterly. Once accepted by the BOE, school plans establish a baseline for growth measurement and progress monitoring throughout the year. These plans are approved by the BOE and submitted to CDE in compliance with our accreditation contract annually.

The OO participates in performance analysis and review as part of their multi-year and annual planning for the four operational departments and oversight of our contracted services for IT. In SY16-17, the OO applied the CSCI process to identify a need for additional IT process management and performance tracking. In SY 17-18, D49 responded to that need by hiring a Technology Quality Assurance Manager (TQAM) to provide oversight of the district IT and the IT contractor, network infrastructure, IT Help Desk and Education Technology teams for assessment and instruction). The TQAM supports and reports on technology quality assurance and data integrity issues to the CO through regular audit reports on the effectiveness of all IT processes and procedures, as well as customer and user satisfaction.

Results for our measurement and analysis of organizational performance are reported in 7.1 and 7.5, with detailed examples of reports, analysis, presentations, and action plans AOS and through Cascade.

4.1C PERFORMANCE IMPROVEMENT | 4.1C(1) FUTURE PERFORMANCE

D49 projects future academic performance by analyzing current and past performance and trends, monitoring APs and goals within UIPs and Cascade and by examining future opportunities within our PDES. For example, in SY13-14 we began to authorize GOAL Academy, Colorado's largest online high school AEC. GOAL serves a population of 95% high-risk students. Correlations between high-risk factors and reduced assessment scores are well established and reliable, so D49 accurately predicted that with this addition to our portfolio, our average state assessment scores would decline. Considering projections from previous performance at GOAL, D49

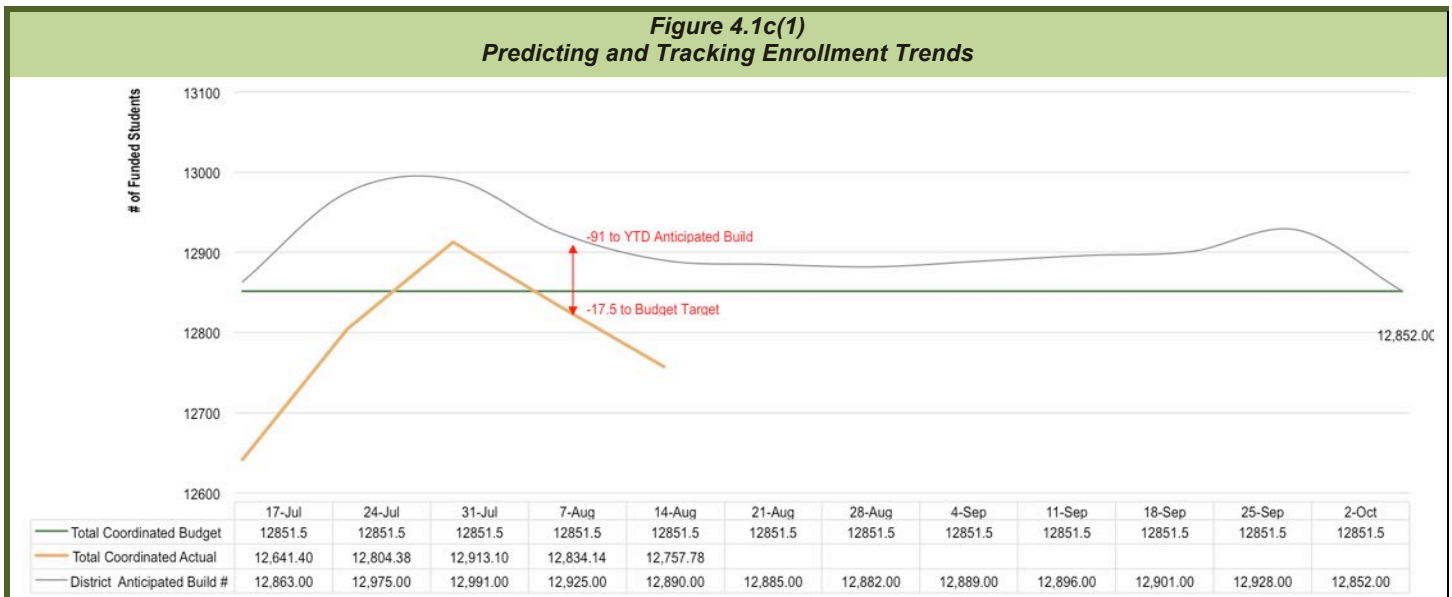
made an informed decision to add GOAL to our PDES while simultaneously adding staff capability and capacity to support the growing high-risk population.

SLs deploy CSCI to project, monitor and evaluate progress towards academic targets within the school APs. Cohort student data is tracked within our assessment DAS to more accurately predict and plan for future performance outcomes. BL and SL also consider: 1) interim assessment results 7.1-1 and -2. Additional segmented data AOS. 2) known changes to levels of rigor/content 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; and 6) financial stability.

Financial projections consider a variety of factors including enrollment trends, the addition of new schools to our PDES, and legislative budget impact. For example, between the first day of school on August 1, and the final student count on October 1, enrollment fluctuates in a predictable pattern of expansion and decline. Figure 4.1c(1) is the model we use to predict the enrollment build, track actual enrollment, and monitor any shortfall or surplus so SL and BL can calibrate staffing models and budget plans accordingly.

In addition to budget impacts, D49 projects future enrollment to support equipment purchase planning. Lifecycle management guidelines outlined in our ITMP enable the district to effectively predict future needs for hardware and required budgets for upgrades, replacements, and additions. BO projections interact with the detailed accounting analysis of each department, zone and school. Monthly budget analyses predict future expenditures and potential cost increases for recurring service contracts, energy consumption and salary changes.

Differences between projections and those developed with Aps are reconciled through modified Aps presented by SLs, ZLs and COs to the BOE during monthly BOE meetings.



4.1c(2) CONTINUOUS IMPROVEMENT AND INNOVATION

D49 uses findings from performance reviews at all levels of the organization to develop priorities for continuous improvement and opportunities for innovation. SL deploy our CSCI and innovation status to set priorities and opportunities through workforce communications including BOE meeting summaries, electronic newsletters, and the district website. Beginning in August of 2016, the SLT began hosting an annual all-staff launch event to emphasize our commitment to continuous improvement and innovation, and reaffirm our VMV and CSPI.

SL and BL respond to our CSCI by identifying priority opportunities for improvement. In the spring of 2014, the BOE reviewed results from Colorado's spring reading assessment. The BOE directed the CEO to establish a priority to improve reading test results in grades K-3. That directive became our PL initiative. Since that directive, performance improvement updates have been standing agenda items during BOE and EO meetings—providing focus for all zones and schools, including our charter school partners. To better identify effective strategies, SL and BL conducted site visits to six top-performing elementary schools in our region. Integrating this qualitative comparative data with our D49 quantitative data, SL established opportunities for improvement such as PD offerings for teachers and principals designed to increase knowledge of instruction in literacy; the initiation of a Literacy Excellence (LEx) program at OES to support students learning with dyslexia; and implementation of intersession READ Camps for struggling students. Additionally, 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.

To continue improving operational performance, monthly meetings between SL and CCS, facilitate review of overall contract performance to include responsiveness to staff needs (IT ticket times), system performance/limitations (network uptime) and effectiveness of technology implementation and support. This information is further used to evaluate the IT support staffing models, the need for the expansion/improvement of network capacity, and the need to target remediation in areas that are deficient or below

service level agreements. After needs have been identified, responsive action plans are developed and entered into project management software, or CCS takes and documents corrective actions to resolve identified issues. Following a cycle of learning, D49 initiated a cycle of improvement by hiring the TQAM to serve in an oversight role between Education Technology and CCS. Improvement strategies for this new role involve identifying evolving requirements for IT support within the classroom and support for the administration of computer based testing, such as district and state mandated assessments. The TQAM monitors the progress of any tasks or projects that emanate from the meeting and considers improvements to any of the processes involved.

4.2 INFORMATION AND KNOWLEDGE MANAGEMENT | 4.2A DATA AND INFORMATION | 4.2A(1) QUALITY

D49 distributes accountability for the quality of data and information across responsible process owners. This practice ensures that individuals who create and manage data sets are also responsible for verifying the accuracy, validity, integrity and reliability of the systems they manage. Distributed data management creates a team of independent SME's while also formalizing some cross-office, multi-department teamwork. A Knowledge Management Team (KMT) meets monthly to calibrate best practices for managing access and strategies to prevent data discrepancies or duplications across the district. Scheduled collaboration allows data process owners to fulfill our value of teamwork—using CSCI to solve issues and stimulate cycles of learning and improvement.

D49 data and information resides in multiple systems, with some variance in data validation processes depending on the nature of the data and the requirements of the data users. The data systems create a web of interdependent and interoperable data flows and reports. We match the architecture of the data system with a similar, interdependent organization of System Support Managers (SSM) and SME's. Individual data experts are responsible for the data integrity of their systems, but data validation is often a shared task facilitated through comparative reports to identify and correct discrepancies.

Information from our KWS, primarily academic assessments, generate the largest data sets in D49. Assessment data quality is verified through a variety of processes coordinated by a full-time data technician, who ensures the quality of data collected and adherence to documentation and state regulations. As a condition of submission to CDE, data is verified through a Student Biographical Data (SBD) process. Through this process, file errors are identified by the state, and rectified by the district. For local assessment data that is not subjected to SBD, the data technician screens and then uploads the data file for storage in AAS. Data analysts (DA) cross-check the file for valid data and student information, particularly student IDs. DA also access base assessment platforms to conduct ongoing quality assurance (QA). Because ELL and SPED units of IE, and Title Programs unit of LS are subject to stringent federal regulations for data collection and maintenance, these units employ designated data experts to ensure that all required data and documentation is properly collected and accurate.

BO leaders ensure integrity of financial data primarily through transparent reporting. As every office, department, zone, and school maintains control of their daily expenditures, independent units require access to monitor revenues and expenses in real time. Additionally, dedicated specialists oversee special financial transactions (e.g. grants, purchasing cards) to ensure expenses and spends remain in compliance with applicable laws and regulations. In the OO, action plans for the four departments and CCS create progress data in SchoolDude which can be correlated in ReportViewer and reviewed for accuracy by OO SL and the TQAM. Across all offices and systems, D49 also contracts with external consultants to conduct audits and data health checks.

SL also contracts with private auditors in response to identified issues or concerns, or during the implementation phase of a new project or innovation. For instance, in SY13-14, an internal review questioned whether we were systematically capturing reliable data on the admissions and eligibility criteria for students enrolling in our AEC's. Consequently, SL contracted with an external expert to investigate and make recommendations, which we implemented to update our processes. These included enhancements to enrollment and acceptance documents to improve compliance and accuracy of student data. In SY14-15, SL initiated an external audit of our Google Apps for Education, (GAPE) configuration. The audit analyzed four areas: operations and GAPE management, service and configuration settings, security and compliance, and adoption and usage. Results from the audit created the baseline we used to transition to G-Suite and plan for future data quality. Results for education, business and operations data systems are reported in 7.1 and 7.5 while numerous validated and audited reports are AOS.

4.2A(2) AVAILABILITY

D49 ensures data and information availability to external and internal stakeholders by providing data in a variety of formats, determined by the intended audience, timeliness, and security considerations of the particular data set. Our public-facing website, D49.org is often the first destination for prospective parents or students to investigate detailed information about the district. The CD manages district-level portions of the website and monitors consistent quality and formatting of all pages. Each department, zone and school maintains pages for their respective stakeholders. District-level information populates from universal content 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 ensure identical information for all customer and stakeholder segments. The CD also manages district social media accounts including Facebook, Twitter, Google Plus, Pinterest, and YouTube. In the event of an emergency, including weather disruptions to district operations, the CE broadcasts email notifications and flash-alerts, and immediately publishes detailed information to D49's website and social media platforms. District events, BOE meetings and materials and other district news are published through all of these communication channels.

Other sources of public data are housed at the state level and maintained on the CDE website. These publically accessible tools, namely Schoolview, Data Lab, and DISH, integrate data on all schools and districts in the state. This data encompasses student achievement, student demographics, staffing information, safety, financial performance and accreditation ratings. An annual report of the data is provided to parents a few months after the close of the reporting year. For more immediate operational data needs, much of D49's data is housed in cloud-based assessment platforms that remain current through real-time processes. SSM grant staff access to

these systems based on identified needs. The majority of these programs have built-in reports, customized visualizations and ad hoc analytic capabilities.

If needed data is not readily accessible through our online systems, or if an external partner needs data, the SSM can supply data or provide access to the area of interest. As a public entity, D49 is also vigilant about providing responsive materials to any CORA request. Under CORA provisions, D49 is obligated to supply data that is not personally identifiable. This includes demographics, workforce data, achievement data and other district reports.

System owners are largely responsible for evaluating and meeting reporting needs. To ensure that the information is presented in a user-friendly format, SL and SME's use accessibility and ease of understanding as the main criteria when selecting data systems. Stakeholder reporting needs may require creating specialized stand-alone reports, building ad-hoc reports within the systems or working directly with the vendor to improve in-system-reports. DA provide the technical expertise to design custom reports using best practices for analyzing data, optimizing data quality, visualizing data patterns, and ensuring reports are reader-friendly and easy to understand.

The district has also taken measures to ensure that its information technology systems are user-friendly by implementing systems that deliver ease of use to our internal stakeholders. Beginning in SY14-15, D49 made the transition to GAFE, now known as G-Suite. The platform provides an integrated suite of easy-to-use cloud-based apps commonly used for productivity, communication, and collaboration. These are accessible by registered staff and students in the district. D49 also deploys a diverse set of computing devices to users, each managed and configured to preserve simplicity and consistent interfaces. Our G-Suite implementation allows for remote group management of Chromebook devices. Configuration settings and applications are pushed to devices with no interaction needed on the part of the user. Technicians manage our fleet of Apple devices—tablet, mobile and desktop—via our JAMF Software Server whereby configurations and applications are, as with Chromebook devices, pushed to the devices with little or no user interaction. Additionally, a JSS Self-Service application installed on the Apple devices allows users to easily download and install needed supplemental software that is not included in the base configuration. Our district staff use Apple MacBook Airs or MacBook Pros with local administrator user accounts giving them complete autonomy over the device with the exception of anti-virus and malware software installations. In addition, the Apple staff devices operate independently from network-based authentication which preserves access in the event of a network disruption.

4.2B ORGANIZATIONAL KNOWLEDGE | 4.2B(1) KNOWLEDGE MANAGEMENT

D49 integrates workforce expertise with communication technologies to create and manage organizational knowledge. The district relies on MWF as its greatest knowledge assets, so mentorship and train the trainer (TtT) models are critical. SL and BL assign mentors to support each new teacher and orient experienced teachers new to D49 with D49's VMV and CSPI. Supervisors along with ZL and SL mentor new administrators as they integrate into our LDS and begin to learn our CSCI. Established mentor meetings and induction process formalizes these relationships and provide venues for sharing experiences. SL employ TtT techniques when piloting new approaches or processes. With Mentors and TtTs, the transfer of knowledge is mediated through direct person-to-person interaction. For technology-mediated learning, published reports, documents and plans function as formal knowledge collection and dissemination systems. Often, these are the products of working teams with SL and SMEs. Specialized online systems including A!N, G-Suite, and AAS complement the district website to offer a repository for sharing staff knowledge. In January 2014, D49 piloted the use of Schoology, Learning Management System (LMS) as way to share best practices and knowledge with teachers across D49. In July 2014, Schoology was fully adopted as a knowledge management enterprise system district-wide. Schoology currently supports all MWF, with 445,442 points of access by MWF since its enterprise launch. Groups in Schoology are virtual spaces that are used to collaborate and share resources. To date, there are 156 Schoology groups supporting licensed and non-certified staff. Knowledge and information is also shared in Schoology through online and blended PD courses. The number of fully online courses has grown 120% in the past year increasing from 47 in SY15-16 to 103 in SY 16-17. Results for Schoology are in 7.3 and with additional segmentation AOS.

4.2B(2) BEST PRACTICES

D49's CSCI promotes the recognition and replication of best practices in key work and key support processes. SL and SME's in the district office serve as internal consultants to schools and zones. For example, DA support departments, schools and zones with data presentation, analysis and interpretation. The Executive Director of LS models leadership through professional learning, improvement planning and educator evaluation. The Coordinator of ELD supports educators as they implement 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. Best practices aligned with Primary Literacy and 49 Pathways initiatives are identified and shared during Primary Literacy and 49 Pathways Meetings and Summits. Processes like identifying innovation scouts for primary literacy, video libraries of model classroom teachers in multiple subjects, recognizing teachers of the year each spring and celebrating talent through *Fantastic 49* ensure that "best practitioners" are widely known and publically affirmed. Additionally, principals, ZLs and SLs identify best practices through our CSCI and UIP's by analyzing action plan progress on student performance outcomes toward strategic targets.

The BOE and SL recognize high performing departments, schools, and individuals during the data review processes described in 4.1b. If our action plans generate a specific question or unique interest, SL or BL conduct ad hoc investigations to discover top performers. Once identified, SL ask the high performing units to provide in-depth descriptions of their successful processes. Because meetings are an effective way to transmit workforce knowledge, SL may ask high performers to share their best practices directly with SL, ZL, BL, or directly with their peers. As part of our literacy initiative, leadership conducted quarterly visits to each school to identify local successes, and the literacy coordinator was then able to function as a compendium of district best practices. Correlated

processes for sharing best practices are described in 5.5.2a(4) and results are reported in 7.3 and 7.1. Examples of best practice recognition and dissemination, segmented by topic, levels, and workforce category are AOS.

4.2B(3) ORGANIZATIONAL LEARNING

Because our organizational structure is dependent on learning, our mission begins with learning, and learning is also the north star of our cultural compass. Even our APEX leadership model depends on partner-experts learning from and with each other. D49’s distributed leadership model is unique in that decision-making is directed toward the most specific level possible to facilitate opportunities for innovation. Our commitment to CSCI encourages innovation, as both the structure and culture of learning permeates all levels of leadership. This intentional design influences reporting structures and deliberate messaging through the CD. Our CSCI ensures that learning is embedded as the first phase of all organizational processes. CSCI is deployed throughout the organization in all offices, at the zone and school levels. The “Learn” phase of CSCI systematically supports embedded organizational learning through initial data collection, review and analysis, reporting, awareness building, and identification of opportunities for improvement and innovation. Transformational learning takes place during the “Lead” phase of CSCI, 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. Results for organizational learning thread through all results categories because learning is embedded in our mission. Specific results for structured professional learning are reported in 7.3 and the impact of learning on our CSPP and outcomes are reported in 7.4b. Illustrative records of cycles of learning for each of our offices and zones as well as many of our programs and schools are AOS.

5.0 WORKFORCE | 5.1 WORKFORCE ENVIRONMENT |

5.1A WORKFORCE CAPABILITY AND CAPACITY |

5.1A(1) CAPABILITY AND CAPACITY

D49 systematically assesses workforce capability and capacity needs through a collaborative annual process (Fig. 5.1a(1)) aligned with the CSPI. SL review key factors, including: the CSPI, enrollment data, 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 budget goals and priorities. SL and BL establish staffing plans based on their goals and priorities for the coming year. Educator certification, particularly for CT, is highly regulated and formulaic so BL track class loads and the mix of service needs carefully. Enrollment is a key driver in determining workforce capacity needs—particularly enrollment in programs that require special certifications such as special education, ELD, and therapeutic programs. D49 tracks enrollment closely and invests significant resources into developing reliable student enrollment projections. Process documents tracking enrollment targets, build rates, and target-to-actual deltas are AOS.

District-level strategic priorities may impact workforce capability and capacity decisions. For example, in 2014, the district established Primary Literacy as a strategic priority in response to declining results on the state reading assessment. Given the charge to reverse that 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 staff (capacity) where needed to achieve primary literacy goals.

5.1A(2) NEW WORKFORCE MEMBERS

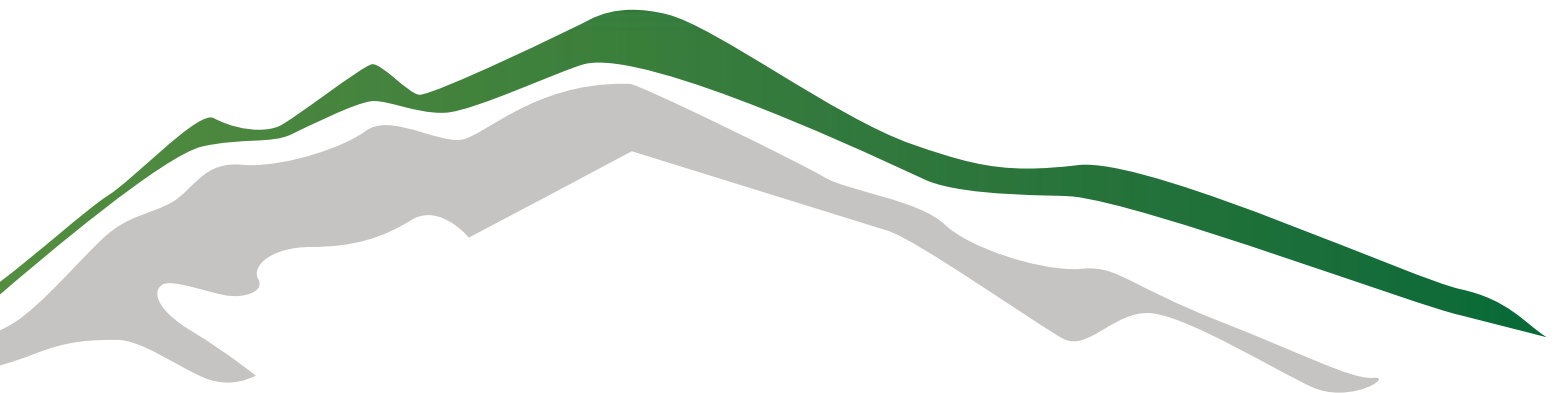
D49 designs recruiting and hiring processes to systematically attract and employ high value candidates (Figure 5.1a(2)). HR partners with SL to recruit and hire new staff members using Applitrack, a candidate tracking service, to systematize the hiring process steps depicted in Fig. 5.1a(2). Posted positions are specific to location and assignment, so SL and BL make specific placement recommendations. HR extends every formal offer of employment and prepares a hiring recommendation for BOE review and approval.

D49 recruits new workforce members via multiple, nationwide efforts, though the vast majority of candidates come from the local market. Local applicants find openings through word-of-mouth advertising, the district web site and at in-state job fairs. In 2013, D49 initiated efforts to ensure that the workforce more fully reflects the diverse ideas, cultures, and thinking of student and other customer communities. Consistent with that initiative, D49 expanded recruiting outside Colorado, by attending national job fairs to help reach new and different pools of talented teachers and administrators and advertising in publications such as *Diversity Recruitment Partners in Education*. In addition, D49 joined the American Association for Employment in Education, an organization that helps connect school districts with universities. To immerse new employees in D49’s CSCI, SL and the LS team host an orientation event, *Base Camp*, to introduce the VMV, CSPI, and CSCI.

Figure 5.1a(1) Budget and Staffing Process Overview	
February	BO sets budget guidance with enrollment projections
February/March	ZL and BL establish staffing plans
June	BOE approves annual budget,
July	BL tune staffing models to start school
October/November	D49 finalizes actual enrollment
December/January	BO and ZL adjust budgets

Figure 5.1a(2) Recruiting, Hiring, and Placement 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 Reviews and Approves Hire
9.	HR schedules New Hire Orientation and Induction

CATEGORY 5



WORKFORCE

To retain new workforce member, D49 provides a teacher induction program (TIP), which includes mentorship and personalized PD for all newly hired teachers and a Principal Induction Leadership Academy (PILA) to support new leaders. In 2014, D49 conducted a thorough external review of the TIP, leading to the implementation of online PD options as an organizational improvement. TIP and PILA are also evaluated on an annual basis, through end of year surveys and focus groups. Results for new workforce members, items from *Base Camp* and other onboarding are AOS.

5.1A(3) WORKFORCE CHANGE MANAGEMENT

D49 prepares the workforce for changing capability and capacity needs through communications and purposeful action plans. The CSPP and BPP enable our leaders to integrate adaptive strategies to meet changing workforce needs. The need for change is typically detected at the building or program level, so D49 relies on BL and SL to adapt training, certification and staffing models to support EPS. SL and BL may adjust class loads, consolidate or replicate class sections, or even balance enrollment between schools. When growth in enrollment for CE courses created a demand for college-certified HS teachers. SL and BL managed that change by developing the TeachBack program to fund teacher advancement and certifications, while hiring temporary professors from PPCC to bridge the gap until the workforce capability met the changing demand. Offering learning and advancement to incentive personal development that supports workforce change needs reinforces and motivates staff members to adapt and grow with the district.

When launching new programs, initiatives or functions, D49 often assigns responsibilities to existing staff while it evaluates the viability or effectiveness of the new program. When vacancies occur, D49 evaluates the best use of the resources moving forward, which may mean backfilling, modifying, or retooling the position. These approaches help D49 prepare for and manage growth and avoid fluctuations that might otherwise lead to workforce reductions.

In January 2016, D49 identified a need for a significant change in organizational structure and work systems in preparation for launching PPEC in the iZ. To prepare for this change, the CEO, CBO and iCZ ZL met to deploy our CSCI 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 SSAE was promoted to Executive Principal of PPEC, recognizing the opportunity to grow a current leader while addressing changing workforce needs.

5.1A(4) WORK ACCOMPLISHMENT

D49 organizes and manages its workforce through the system of CSPP and BPP. Monitoring enrollment and program needs allows SL to adjust workforce capacity if possible, or displace enrollment from one school to another when necessary. During the school year, the BO and ZL conduct budget reviews to calibrate staffing models. Adding a teacher or specialist to a particular school or splitting an assignment across multiple sites gives SL flexibility to ensure continuity of service to students without incurring unbudgeted costs. When COs consider adding a centralized resource, it is either in response to an expressed need by ZLs, or in consultation with ZLs. This collaboration ensures that centralized services only expand to solve an identified need and fit with the district's strategic priorities to support our core competency of portfolio school management. For example, to ensure a successful launch of 49 Pathways, district and zone leaders committed budget resources to fund a concurrent enrollment initiative, immediately establishing capability and capacity to exceed our community's expectations. As a result, hundreds of D49 high school students are now taking college classes on our campuses and at local colleges. With student interest in internships and apprenticeships growing, D49 anticipated a surge in demand, so we added a manager of workplace learning for the 2017-2018 school year to exceed current performance expectations and grow our position in a re-emerging educational market. Results for preserving continuity of operations within established budgets are reported in 7.5 while workforce management tools including schedules, staffing models, and balanced enrollment programs are AOS.

5.1.B WORKFORCE CLIMATE | 5.1B(1) WORKPLACE ENVIRONMENT

D49's VMV call us to be the best choice, which requires that we provide excellent working conditions including health, security, and accessibility. From positional clarity to supervision quality to daily environmental factors, D49 applies our CSCI to improve the workplace. A major commitment to workforce health is expressed through policy ADF, *School Wellness*. As part of ADF, D49 adopted the WSCC model as the framework for schools to improve student learning and health. One component of the WSCC model is employee wellness. D49's 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.

WELLNESS D49's established Wellness Advisory Committee (WAC) provides input into the implementation and continual review and revision of the wellness policy and district-wide wellness initiatives. D49's target is to offer at least five staff-wellness programs each school year. We promote wellness programming through the ComSys (Fig. 3.1a(1) including emails, flyers, BL communication, orientations, and staff meetings (Figure 7.3-2). 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 SHIP 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.

Figure 5.1b(1)
Staff Wellness Offerings, 2016-2017

Program	Physical	Mental	Challenge
Ascent to Excellence	✓	✓	✓
Mindfulness In-Person		✓	
Mindfulness Online		✓	
Optimistic Life		✓	
Health Ed. Seminars		✓	
Workplace Wellness That Works		✓	
Love What You Eat	✓	✓	✓
12 Days of Fitness	✓	✓	✓
AHA Go Red! Challenge		✓	✓
Hot On Yoga	✓	✓	✓

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. D49 uses this scorecard to identify trends and opportunities for improvement and compare our performance with national average worksite scores. Results for wellness initiatives are reported in 7.3 while participation logs, testimonials, and presentations about wellness programming for our workforce are AOS.

SECURITY D49 maintains workplace security through an effective and comprehensive safety and security program. D49's commitment to providing a safe place to work and learn begins with BOE policy. D49 funds a centralized Safety and Security department, which provides leadership and oversight of all security matters in the district. D49 ensures 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" surveillance systems supplemented with front office "panic buttons." HR also issues an ID badge and access fob to every staff member. HR sets access privileges for all employees. D49 ensures workplace security by providing a SRO in each of the 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. The 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.

ACCESSIBILITY D49 ensures workplace accessibility by complying with laws and regulations concerning accommodation. In the hiring process, D49 uses the job description to inform job applicants about essential job functions and accommodations. When job applicants or current employees require elevated support, D49 engages 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 its workforce with a portfolio of services, benefits and policies. D49 strives to keep our benefits affordable for all eligible staff groups and to compare favorably with our competitors' benefits offerings. D49 annually benchmarks its benefit plans with other school districts to ensure that it remains highly competitive in the regional market. D49 offers its benefits package to a significant majority of the workforce at rates that all school employee groups can use. We systematically evaluate and consider workforce needs and expectations through the WAC, led in collaboration by the EO and BO and which includes representation from the all schools and zones. Additionally, 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. We continue working with our health benefits provider to add more attractive and effective wellness benefits. Results for workforce benefits and policies are reported in 7.3, while VOW annual data disaggregated by workforce segment and key community is AOS.

5.2 WORKFORCE ENGAGEMENT | 5.2A WORKFORCE ENGAGEMENT AND PERFORMANCE | 5.2A(1) ORGANIZATIONAL CULTURE

D49 applies CSCI to foster an organizational culture of open communication, and an engaged workforce by continually by asking, "What does our workforce expect of us to best learn, work and lead?" We learned from our 2015 RMPEX feedback that our vision, mission, and culture was not fully deployed throughout the workforce. In response, in 2016, we branded an all-staff event as "Base Camp" to describe our future as an "Ascent to Excellence." To reach peak performance, which we define clearly as top decile results, we depend on an engaged workforce. As we launched from Base Camp we began a comprehensive overhaul of our workforce communications strategies, committing to listen to the Voice of the Workforce through VOW monthly and VOW annual survey cycles. VOW, designed with a cycle of monthly high-level learning (the scan) followed by a deeper inquiry (the focus) we learn more about what our workforce needs and expects to perform at the highest levels. VOW fosters open communication through full transparency of the results of each survey—including critical ratings. D49 also empowers members of the workforce (MWF) segments by consulting with them directly. The Teacher Compensation Task Force (TCTF) met for months working on a proposal that earned overwhelming support from the teacher workforce. Watching their ideas become policy and practice reinforced D49's commitment to empower the workforce. Results for increasing participation and contributions through the VOW and the TCTF are reported in 7.3 while multiple detailed survey results are published online and AOS.

In D49, workforce engagement is cultural work—which is why throughout our organization and throughout this application we consistently pair culture *and* strategy. Our CSCI, CSPI, and CSPP all reinforce our primary commitment to building a culture of excellence. We understand and practice organizational strategy, but we are just as 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, offices, and the organization. Even the BOE has a tradition of creating and revising their social contract.

At the district level, we built our cultural compass (Figure P.1a(2)-2) by aggregating and synthesizing over 80 unique social contracts from classroom, staff, grade level, department and service teams across the district. After three years of shared work and leadership, we used CSCI to refresh the compass values by listening to our staff, students and other stakeholders to adjust the language of the compass so that it is more "kid-friendly" and captures all of our cultural values. Results for the Compass 2.0 cycle of learning are reported in 7.2, 7.3, and 7.4 while artifacts from the process itself are AOS.

CSCI empowers our workforce by beginning with learning. We learn *with*, from and through the workforce and their engagement with our students and parents and stakeholders. In 2015, the BOE tasked SL to review our school year calendar. We heard anecdotal

concerns from the workforce and public communications channels that indicated dissatisfaction with differentiated calendars by zone. So, we initiated a formal learning cycle by surveying our staff, students, and parents. As a result, the BOE adopted a policy that restored a unified calendar, and an early August 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. D49 conducted similar culture-building campaigns to benefit from the diverse ideas, cultures and thinking of the workforce regarding practices for administering medical marijuana, delaying or closing school for inclement weather, naming schools, and other topics of interest to the workforce and our key communities. Artifacts from those cycles of learning, working and leading are AOS.

In addition to the use of surveys and digital discussions, we engage and empower our workforce through strategic storyboarding process (SSP) that bring together MWF to build consensus, make decisions and create action plans. Over the past three school years, workforce members at all levels have participated in SSP 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, teams most often are comprised of MWF representing a variety of schools, programs and departments.

Recognizing high performance through *Staff Saturday*, *Fantastic 49*, and *Teacher of the Year* recognition reinforces D49's commitment to infuse our organizational culture benefits with the diverse ideas, cultures, and thinking of our workforce. These highlights are shared with the workforce through targeted Bronto email campaigns, customized for key segments by the communications department. Additionally, we foster open communication through our stakeholder grievance policy, which is a formal means of bringing concerns forward for resolution. The grievance policy is designed to serve parents, community members and employees, and includes a feedback component that we use to measure progress and improve the process. Finally, we foster a culture of open communication by facilitating the two-way communication strategies described in section 3.1a and Figure 3.1a(1).

5.2A(2) DRIVERS OF ENGAGEMENT

SL determine drivers of engagement through two-way communications and observing how workforce segments respond to various conditions and incentives. The BOE, through its processes of open elections, self-evaluation, and transparent governance create multiple forums for the workforce to advocate for conditions or incentives they value. SL derive the drivers listed in Fig. P.1a(3) from qualitative cultural artifacts such as social contracts and testimonials, quantitative strategic tools such as surveys and SSPs, and task forces such as the TCTF. Using systematic communication cycles such as VOW, SL validate their determinations directly, and MWF affirm and correct those determinations. SL also disaggregate VOW annual by key community, workforce segment, office, zone, school, department, and demographic factors, to segment drivers of engagement. Results for determining drivers of engagement are reported in 7.3, while supplemental narrative and segmentation are AOS.

5.2A(3) ASSESSMENT OF ENGAGEMENT

D49 assesses workforce engagement through VOW (5.2a1). By collaborating with a highly capable vendor for administration and analysis, we built a peak-level system to assess engagement and monitor levels and trends. In addition, D49's commitments to autonomy and innovation complement our district-level assessments in key communities. Additionally, SLs monitor staff absenteeism rates, retention data and PD participation to determine workforce engagement throughout the year. These metrics are also presented to the SL or the BOE through the annual department reports in the fall and spring and at the APR in the winter. The fall and spring reports look back at our success in retaining, hiring and aligning the workforce to our CSPI, while the APR conversation looks forward to changing conditions including enrollment growth and variances in the regulatory environment. In the PZ, SL and BL conduct surveys, focus groups, and digital conversations as part of their continuous improvement process with the Marzano High Reliability Schools initiative. In the SCZ, SL and BL use methods from the Studer Education Group such as staff and parent surveys; rollout presentations to stakeholders; rounding conversations; and spotlight reports to assess engagement and validate their determinations with stakeholders. In 2017, the FZ launched a partnership with Modern Teacher, a provider of continuous improvement programs that include two-way dialogue about satisfaction and dissatisfaction factors that drive engagement. In the iCZ,

SL and BL use ISTE and iNacol standards and Rigor and Relevance Frameworks to conduct coaching rounds to assess workforce engagement in addition to the CSAPR process to assess engagement of charter school partners annually. Other departments assess engagement through instruments such as the Nutrition Services Annual Satisfaction Survey and the BO's cultural compass performance assessment. Measures for assessment of engagement are reported in 7.3 and detailed, segmented reports are AOS.

5.2A(4) PERFORMANCE MANAGEMENT

D49's performance management system fosters high performance and workforce engagement by employing the metaphor of peak performance to set expectations and reinforce performance. In education, the letter A represents the top level of performance—at 90% or higher—describing performance in the top decile. We associate the literal shape of the A with the peak of a mountain and with our local landmark, Pikes Peak, to compose a rich metaphor of expected performance.

To drive workforce engagement toward peak performance we evaluate the performance of all MWF annually incorporating expectations and feedback cycles for workforce around learning, working and leading at all levels. Over the past three years, we have improved evaluation systems for multiple workforce segments.

BOE policy also provides for an annual evaluation of the chief officers. As D49 adopted the APEX Leadership System, the legacy process designed for a solitary superintendent proved ineffective for evaluating a team of chief officers. The former system lacked essential elements of effective evaluation and the rigid timeline did not align plans with outcomes or results.

Recognizing these defects, the BOE and CO piloted a superior evaluation system in 2014 (Fig. 5.2a(4)). At its APR in Jan. 2017, the BOE initiated a cycle of improvement for the CO evaluation system to incorporate real-time monitoring and reporting in Cascade.

The TCTF provides input to SLs regarding workforce compensation and incentive practices. Staff who fulfill additional leadership responsibilities outside of their job description are incentivized either with regular compensation, time or monetary stipends. Additionally, SLs deploy longevity awards at milestone years to all workforce segments and recognize staff at BOE meetings, Fantastic 49 and Staff Saturdays as way to support high performance and engagement.

All zones align teacher and BL evaluation processes with the Colorado Teacher Quality or Principal Quality Standards (TQS) (PQS) to reinforce a focus on students and student learning. To reinforce intelligent risk taking and achievement of innovation, D49 deploys several processes including Mission Innovation, which evolved as a cycle of learning in 2017. The BOE has also commissioned SL to create a more detailed overview of proposed action items called the Opportunity Risk Decision Analysis (ORDA). The ORDA aligns BOE decisions to the CSPI as well as other initiatives, constraints, and election and staffing cycles.

The ORDA aligns BOE decisions to the CSPI as well as other initiatives, constraints, and election and staffing cycles.

5.2.B WORKFORCE AND LEADER DEVELOPMENT | 5.2.B(1) LEARNING AND DEVELOPMENT SYSTEM

D49's learning development system (LDS) supports organizational needs and emphasizes personal development of all workforce segments through differentiated training dependent on job role and responsibility. Since our largest workforce segment is comprised of educators, (teachers and leaders) our core LDS, the Aha! Network, (A!N) provides a multitude of face-to-face, online and blended PD courses to support our KWS, and address strategic challenges. A!N was developed by D49 SLs in 2015 to address the need for a more personalized LDS to meet the needs of PDES, and has been updated and improved each year since.

Because every role supports our mission, workforce-learning needs are determined by the work and leadership expectations of specific roles. Figure 5.2b(1)-1 depicts how the LDS supports MWF in fulfilling our mission to *learn*, *work* and *lead*.

SL coordinate three distinct phases of the LDS; onboarding, on-the-job training (OTJ), and personal development. First, SL support new MWF through a universal process to orient them to our VMV, CSCI, and CSPI. These are universal expectations, so they apply to every colleague who joins D49. Through events we have christened, "Base Camp" we bring new colleagues on board with the metaphor and symbols of our commitment to peak performance. The onboarding phase is a collaboration between HR and the A!N. In addition to presentations about VMV and CSPI, new colleagues learn our expectations for ethical behavior and compliance with applicable laws and regulations and attend training on strategies aligned with our CSPI to reinforce new knowledge and skills.

Following Base Camp, mentors, SLs and BLs tailor OTJ to support each MWF. To ensure our newly hired educators start strong, ZL and BL follow up the full-day Base Camp with two full days at the zone/school to orient them to the instructional expectations of their specific role. During the OTJ phase, ZL and BL introduce the performance measures and tracking systems we use to build, monitor, and report performance on our action plans. OTJ is increasingly specific and personalized, but the main KSA associated with each position are transferrable to service in multiple settings across the district and our key communities.

The third phase of our LDS is personal development—where MWF take the lead in identifying their professional needs and personal desires for further learning and responsibility. The PD team vets courses and offerings by considering which options align closely with our CSPI and action plans. The progression from universal and general training at Base Camp to specific and personalized learning is designed to build workforce engagement and empowerment through learning and development.

The A!N supports student learning and parent engagement by offering a variety of trainings that align with our district challenges overall, and the individual and unique challenges of our PDES. To further reinforce new knowledge and skills, the PD team initiated the concept of SPARK courses within A!N in SY 15-16. SPARK courses are five-hour personalized-learning modules which require MWF to apply new learning. For example, a Classroom Management course may require a teacher to research best practices in classroom design, implement the design in the classroom and reflect in writing on the impact of the new design.

Figure 5.2a(4)
Continuous Improvement for the Culture and Strategy of CO Evaluations

	SY 2013-14	SY 2014-15	SY 2015-16
Criteria	Broad, subjective criteria. Limited quantitative measure	Performance domains aligned with quality standards	Performance domains aligned with quality standards and CSPI
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 CSPI
Input	Did not include a 360° component	Includes 360° multi-rater feedback	Includes 360° multi-rater feedback with items aligned to CSPI
Participation	Some BOE members participated	All BOE members assign ratings and provide evaluative comments	All BOE members, direct reports and workforce representatives rate and comment
Timing	Evaluation was always due June 30	Evaluation follows natural business, education, and operations cycles	Evaluation follows natural business, education, and operations cycles

Figure 5.2b(1)-1
Fulfilling the Mission through Workforce Development




	MWF <i>learn</i> through on-boarding processes varying in intensity and duration depending on the role classification
	MWF <i>work</i> through on-the-job training and mentorship to meet ethical and performance expectations for specific workplace settings and functions
	MWF <i>lead</i> by managing their own development through personalized, on-demand and peer-driven PD

Figure 5.2b(1)-2
Special LDS Events Supporting CC and KSA

Pursuing Peak Literacy Summits	Leadership Launch Equip and Encourage
↓ Specific Sessions Supporting CC and KSA ↓	
Data Walls in Action	Grants and Research Process
Blending Primary Literacy	School Law Update
Re-Defining the School Library	Child Abuse Reporting
Bright by Three	Equity Leadership in D49
Family-School-Community Partnerships	District 49's Journey to Performance Excellence
School-Wide Commitment to Literacy Improvement	Student Safety Threat Assessment Process

The LDS also includes special events (Fig. 5.2b(1)-2) such as a series of literacy leadership summits hosted by D49 in partnership with myON and Amplify, two of our key partners in fulfilling the strategic initiative of primary proficiency in support of strategic priority #4, Firm Foundations. In addition, SL developed *Leadership Launch* in 2017 to provide SL, BL, and aspiring leaders over 20 unique sessions addressing ethical, legal, regulatory, instructional, interpersonal and innovative requirements of leadership.

Operational and support departments provide job-specific training to new hires. D49 uses the performance evaluation system to determine PD needs of each individual to support personal development of MFW. The TQS and PQS rubrics ensure 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 CSPI.

D49 uses the UIP to ensure that training is relevant 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, D49 has 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 an Early Literacy Grant to extend PD to our schools making the least amount of progress beginning in SY 16-17. D49 also partners with CDE to provide Reading Foundations Training for teachers and leaders. Through formal and required learning systems like Base Camp or the Leadership Launch, to unscheduled, on-demand learning like SPARK courses or personalized study, D49 models and supports innovation through the LDS. The option for MWF to build their own professional learning pathway is intrinsically innovative, but D49 has extended that spirit of improvement through an initiative called Peer-Driven Professional Development, or **PD²**. Believing that when an individual pursues personal learning, the topics they learn about might be appealing to colleagues, we have enlisted MWF as learning experts to deliver relevant, personalized PD. Results for learning and development participation and satisfaction are reported in 7.3 and 7.4. Detailed schedules, curriculum, and participation details are segmented and reported to SL and the BOE (AOS).

5.2B.2 LEARNING AND DEVELOPMENT EFFECTIVENESS

D49 evaluates the effectiveness and efficiency of our LDS through systematic external and internal reviews along with individual evaluations of specific learning experiences. For example, in 2014, LS engaged Global Scholar to conduct a thorough review of the teacher induction program. LS implemented findings from the report to improve 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. HR implemented the new survey during SY 214-15 to help improve the new hire experience.

D49 also uses participant feedback to evaluate the effectiveness and efficiency of our learning and development. After every A!N training, participants complete a survey to provide an evaluation of the training. For example, in 2014, the PD team learned that Base Camp participants prefer to have choices for breakout sessions. In response to that feedback, LS improved Base Camp by adding breakout choices in SY 15-16. D49 also evaluates the effectiveness and efficiency of its learning and development offerings by closely monitoring Schoology and A!N participation rates.

SL, ZL, and BL systematically review in-progress measures as well as interim and long-term results from training sessions. For example, after providing PD to support the PL initiative, D49 is now monitoring student results for PL and continues evaluating the correlation between PD and results. Results for all these evaluations are evident in continuing cycles of improvement for all learning and development systems, with selected results reported in 7.3 and myriad evaluations, correlations and other reports AOS.

5.2B.3 CAREER PROGRESSION

D49 manages 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, SL encourage MWF to explore new responsibilities and continue personal development. For example, teachers have the opportunity to serve in dean or lead teacher roles in their schools. This benefits the school by adding leadership capacity and the teacher by supporting career progression. Aspiring administrators can serve in interim roles or as short-cycle administrators for our READ Camps during fall, spring, and summer breaks. D49 also manages 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 A!N also establishes partnerships with various universities to support career progression by offering discounted tuition and scholarship opportunities to the workforce. D49's PILA provides a foundation for aspiring principals that help the district achieve consistency in school leadership and supports the career progression of aspiring colleagues.

COs and SLs discuss potential vacancies and identify high potential leaders. Each ZL facilitates succession-planning processes aligned with their identified performance improvement models. For example, in the SCZ, all AP's are expected to become effective instructional leaders informed by the principles of the Studer Education model. The ZL fosters this by requiring that APs perform

numerous classroom observations and participate in intensive learning teams. The ZL also provides the APs with opportunities to develop and deliver zone-wide PD. Additionally, the ZL meets with the zone AP team regularly throughout the year to help prepare them for the principal role. In its next phase of development as an organization, D49 has targeted the practice of centralized succession planning as an opportunity for improvement and will identify action plans to add depth where D49 lacks identified or possible successors.

6.0 OPERATIONS | 6.1 WORK PROCESSES | 6.1A PROGRAM, SERVICE, AND PROCESS DESIGN | 6.1A(1) DETERMINATION OF PROGRAM, SERVICE, AND PROCESS REQUIREMENTS

D49 determines the requirements for our EPS and inherent work processes by both thoroughly understanding the objective standards of our regulatory environment, and thoroughly understanding the expectations and perceptions of our student customers and other stakeholders.

Our primary approach to determine regulatory requirements is hiring or contracting expert individuals. Colleagues who are qualified as legal, financial, educational, and operational experts contribute functional knowledge and skills to lead D49's determination of our compliance obligations. Through our APEX leadership model of aligned partner-experts, SME are empowered to lead processes and projects that optimize our knowledge base about regulatory requirements. These processes include regular training, certification and recertification, external validation through audits and accreditation, and collaboration across cross-functional or district-wide teams. Many key educational program, service and work process requirements are determined through federal laws including the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (IDEA). Colorado's regulatory requirements are delineated in the Exceptional Children's Educational Act (ECEA), the Reading to Ensure Academic Development Act (READ Act),

Our primary approach to understand requirements of our student customers and other stakeholders is the ComSys described in 1.1b and 3.2a(2). Classroom teachers obtain direct, timely, and regular feedback through their daily interaction with students and routine interactions with parents. CT are expected and empowered to consider student expectations by responding if possible or seeking additional guidance or support from BL as necessary. From assertive marshaling in carpool lanes to clear feedback on written assignments, students and their parents express high expectations for our service and work process performance. Engaging with students and parents in frank, two-way communication is the most efficient and productive approach to determine stakeholder requirements.

SL, BL, and all members of the workforce learn from both regulatory and relational requirements when we do or do not meet expectations. We celebrate successful compliance with processes, such as completing drills with no errors or proctoring assessments with zero faults. We also correct unsuccessful performance such as miscommunication with a parent or failure to document a required student outcome. Either way, reflective evaluation processes reinforce or create knowledge that guides our ongoing determination of performance requirements.

6.1A(2) KEY WORK PROCESSES

The key work system that integrates all we do—our reason for existing—is our portfolio of distinct and exceptional schools. Within that system, our key work processes are Firm Foundations—serving the elementary student segment, and *49 Pathways*—serving the secondary student segment. D49 differentiates key process requirements for elementary and secondary customers because younger students depend on their parents to mediate interactions with the district. Consequently the Firm Foundations key work process is calibrated to parental involvement and parental expectations as a proxy for our elementary student customers. We know that parents require schools to be safe and secure and parents require staff to be competent and caring.

For secondary students, *49 Pathways* depends on more direct interaction with the students themselves. Our student-centered ComSys and all our associated interactions are designed to launch students to success in the future they choose, so a major process expectation for *49 Pathways* is to increase each student's independence as they launch past graduation. Secondary student customers require schools that provide options and flexibility with opportunities for personal and social development. Secondary students have clearly communicated their requirement to choose meaningful levels of academic rigor (from standard to honors to college-level coursework) and a wide variety of athletics and other co-curricular activities. Secondary students expect to take responsibility for their education, so *49 Pathways* empowers and supports them to meet that expectation.

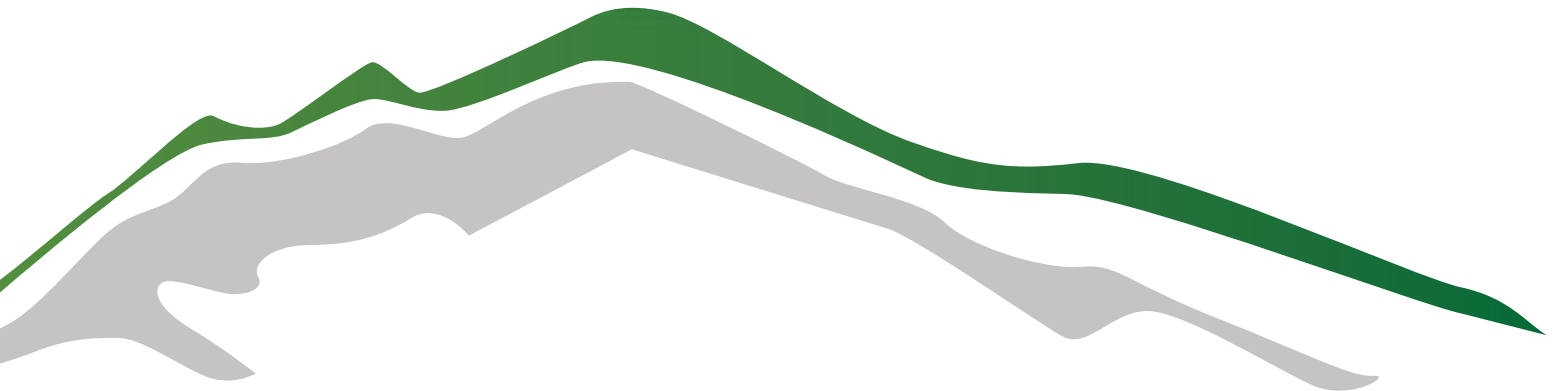
Our key processes of Firm Foundations and *49 Pathways* are tightly linked to the EPS offerings described in 3.2a(3), 1-2, and the student learning results in 7.1a. Illustrations of process analysis, continuous improvements, and cycles of learning for KWP are AOS.

6.1A(3) DESIGN CONCEPTS

D49 designs our EPS, KWP and KSP to meet requirements using process and outcome standards and rubrics. Our approach to “begin with the end in mind” means that SL continually evaluate and redesign existing EPS while considering and designing future EPS based our assessment of customer expectations now and in the future. The BOE bases decisions about proposed new or redesigned programs using an Opportunity and Risk Decision Analysis—meaning that SL proposals must include analysis of impacts on our CSPI, financial viability, enrollment projections, workforce plans and any special factors unique to the proposed EPS. Because a primary purpose of EPS is academic performance, the BOE and SL strongly consider performance levels from state assessments and intermediate measures as well as comparisons of schools and programs within the PDES.

To make our planning horizon both effective (responsive to market factors and customer expectations) and efficient (timed to allow for cost controls and purposeful integration with other district projects) D49 begins the EPS design process at the APR. For design revisions, the BOE approves action plans to plan and implement improved designs for the following school year—beginning 5-6 months later. For newly proposed EPS, the BOE approves action plans with a 17-8 month implementation horizon, typically opening in second school year after the design plan begins. For authorized charter schools, regulations are more prescriptive, so D49 accepts

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applications for new schools until April 1, and if they are approved, supports design plans to begin school operations approximately 16 months later.

6.1B PROCESS MANAGEMENT AND IMPROVEMENT | 6.1B(1) PROCESS IMPLEMENTATION

D49 ensures that key work processes meet requirements by adhering to daily operational protocols. For Firm Foundations, where the key process requirements are safe and secure schools with caring and competent staff, the approach to ensure that performance meets expectations is through repeatable routines, observed and measured by BL and MWF. For example, facility maintenance technicians conduct walk around inspections before the school day to ensure that mechanical systems are working properly and there are no hazardous items or conditions at the school site. If weather conditions require, facilities teams clear snow, manage excess water or deice walking surfaces. Once they enter the building, classroom teachers observe conditions in their classrooms and common areas and report anything that seems out of order or unsafe to the BL. To meet the security requirement, front office staff control entry through a camera and buzzer system, and then check ID's the Raptor™ system to ensure that only verified and permitted visitors gain access to the school. They also use Video Insight™ surveillance systems to maintain remote visibility of internal and external common spaces. To ensure caring classroom environments, CT follow the daily practices of Capturing Kids Hearts™, D49's system for caring classroom cultures. BL ensure that CT meet the requirement of competence through daily walkthroughs, observation and evaluation, instructional rounds, and systematic feedback to teachers and other educators.

In 49 Pathways, our secondary EPS, the process requirements are providing options and flexibility with opportunities for personal and social development. The primary measure of providing options and flexibility is student enrollment across multiple programs and in multiple pathways at our schools. BL track enrollment and attendance daily, while weekly checks ensure students are making adequate progress. "Early warning" or eligibility checks detect student struggles rapidly so CT and other educators can intervene. All secondary EPS also provide for support for personal and social development through licensed mental health professionals in the counseling and administrative offices. These MWF respond to in-person observations, scheduled appointments, and Safe2Tell reports.

In both elementary and secondary programs, daily operations generate multiple visitor logs, video recordings, classroom reports and contact tracking of support and service to students. BL review operational measures with ZL and CT to discover and address opportunities for improvement. Results for process implementation are reported in 7.1, with segmented details and examples of logs, video archives, and contact documentation AOS.

6.1B(2) SUPPORT PROCESSES

D49 determines key support processes by considering the non-negotiable needs of student customers, workforce, and other stakeholders as well as indirect organizational needs to ensure organizational success now and in the future. Students, workforce, and stakeholders depend on the five operations services (FINTS) to support daily conditions for learning. Facilities shelter, Information technology connects, Nutrition feeds, Transportation moves, and Safety and security protects. A defect in any of the operational services would fail requirements, so D49 determines that FINTS are key support processes. Students and the workforce also depend on daily financial services to meet payroll, purchase supplies, collect revenues, fulfill obligations and plan for future needs. If the district stopped executing any of these processes, the EPS across our PDES would rapidly fail to exist, so D49 determines that financial services are key support processes. Human resources support 100% of the workforce who execute operational, financial and educational systems on a daily basis. Without the hiring, compensation, benefits, supervision, and protections provided by HR, the workforce would be unable to sustain performance and the district would stop performing. Finally, if communications between and to the workforce, student customers and other stakeholders were disrupted or terminated, the D49 enterprise would lose all ability to

learn, adjust, plan, or improve. Without communications, D49 could not fulfill any part of its mission to learn, work, and lead. The most basic approach to ensure that key support processes continue meeting requirements is observing successful daily performance of the key work system. If performance of any KSP falls below requirements, that defect would be manifest immediately.

6.1B(3) PROGRAM, SERVICE, AND PROCESS IMPROVEMENT

D49 depends on the CSCI process introduced in P.2c and expanded in Figure 6.1b(3) to improve work processes, increase learning for all stakeholders, improve the PDES, optimize our core competencies, and reduce variability in EPS and key support processes. D49's improvement system is an elaboration of our mission to learn work and lead, applied to systems, processes, plans, and projects. CSCI works as a process improvement technology because the two phases incorporate best practices for innovation leadership and change management.

All improvement efforts in D49 begin with learning. The approaches to learning create new knowledge and equip the workforce to begin working at implementation. The work phase translates new learning into plans, measurement and training for leaders. After piloting the new approach, leaders evaluate the effectiveness of the innovation and make an executive decision to end, extend, or scale up the new approach. If SL decide to end or extend the approach, learning from the first phase contributes to the organization's base of knowledge. If SL commit to transformation, they launch a new cycle of learning, informed by experiences and analysis from the innovation phase. After reflection and reporting, the work of transformation continues as SL develop process tools and equip more leaders. Finally, after improvements are verified, leaders consolidate gains by embedding the new approaches in organizational systems to preserve performance gains into the future.

Figure 6.1a(3)
New or Redesigned EPS and Key Design Elements

SY	Program	Key Design Elements
15	RMCA	New Technology, Customer Value
16	HMS	Customer Value, Intelligent Risk
16	PTEC	Customer Value, New Technology
16	PPEC	Customer Value, Agility, Intelligent Risk
17	PHS	Organizational Knowledge (APEX)
17	ALLIES	Program excellence, Intelligent Risk
17	BLPA	Program Excellence, Customer Requirements
18	BRES	New Technology, Program Excellence

CSCI applies to all kinds of performance improvement because it is a system of systems. By prioritizing learning as the primary and transitional phases, the CSCI remains open to continuous monitoring and new learning. Further, the CSCI itself is infinitely improvable because new process insights and research about organizational performance are constantly emerging.

Examples that illustrate D49's application of CSCI include our primary literacy initiative, the high support for our revision to the district calendar, our nation-leading adoption of protocols for administering medical marijuana, and our success at winning three of four school finance elections in the last two cycles—earning a historical high percentage of community support in the most recent election. Results for performance improvement are reported in 7.1, 7.4a(1) and 7.5 with detailed analyses and in-process measuring tools AOS.

6.1c SUPPLY-CHAIN MANAGEMENT

D49 manages the supply chain by identifying the needs of the organization in three facets of the organization corresponding to the three chief offices. The PDES depends on the business office, specifically the human resources department, to secure a steady supply of capable workforce members who can teach, administer, and support the needs of students and schools. The PDES depends on the education office to ensure a reliable supply of proficient students who can access and capitalize on the learning experiences offered through the district's EPS. Each successive grade level or advanced course requires students who are capable and confident enough to succeed in new learning. The PDES depends on the operations office to ensure a reliable supply of materials, equipment, and all the physical and information assets necessary to sustain the five support processes of the operations office.

For each supply chain, the responsible CO and SME set quality standards and select organizational performance measures to meet our organizational needs and improve our performance. For example, the business office tracks and projects staffing needs to guide recruitment activities and to inform partnerships to increase the numbers of potential candidates. The HR department, in collaboration with LS has facilitated multiple enhancements to the workforce supply chain through partnerships with institutions of higher education and creation of advancement opportunities such as master teacher roles and TeachBack degree reimbursement to retain highly effective teachers. The Education office began a supply chain enhancement initiative in 2014 to increase the percentage and total number of students meeting or exceeding literacy expectations. Knowing that literacy performance by third grade is a leading indicator of success at later educational levels, D49 made primary literacy the district's highest priority—stopping then reversing a decline in the quality of students proceeding through our schools. The operations department employs SchoolDude to track every category of physical assets and consumable materials for district operations. By ranking our performance against over 6,000 districts nationwide, the operations team discovers models for efficiency and cost containment. Results for management of D49's three critical supply chains are presented in 7.3 and 7.5 (business), and 7.1 (education and operations). Numerous reports and analyses to illustrate our improvements in supply chain management are AOS.

6.1D INNOVATION MANAGEMENT

D49 pursues opportunities for innovation by employing the innovation proposal system specified under the Innovation Schools Act. As part of the CSPP, SL and BL propose innovation plans to the BOE in the fall for approval at the APR. After learning from the 2016 VOW annual survey that individual staff members desired a more systematic way to advocate for improvement ideas, D49 is launching Mission:Innovation, a systematic process to solicit, select, and support innovation proposals that constitute intelligent risks. In addition to the Mission:Innovation process, the BOE considers improvement and innovation proposals such as new schools or new programs at schools in the context of their regular review of Opportunity and Risk Decision Analysis that support action items at work sessions and board meetings. If the BOE approves an innovation proposal, SL create action plans as part of the CSPP to determine milestones and benchmarks for determining success and deciding whether to extend, end, or scale up the innovation into system-wide transformation. Results for process improvements and for performance of the PDES in 7.1 are also results for innovation management.

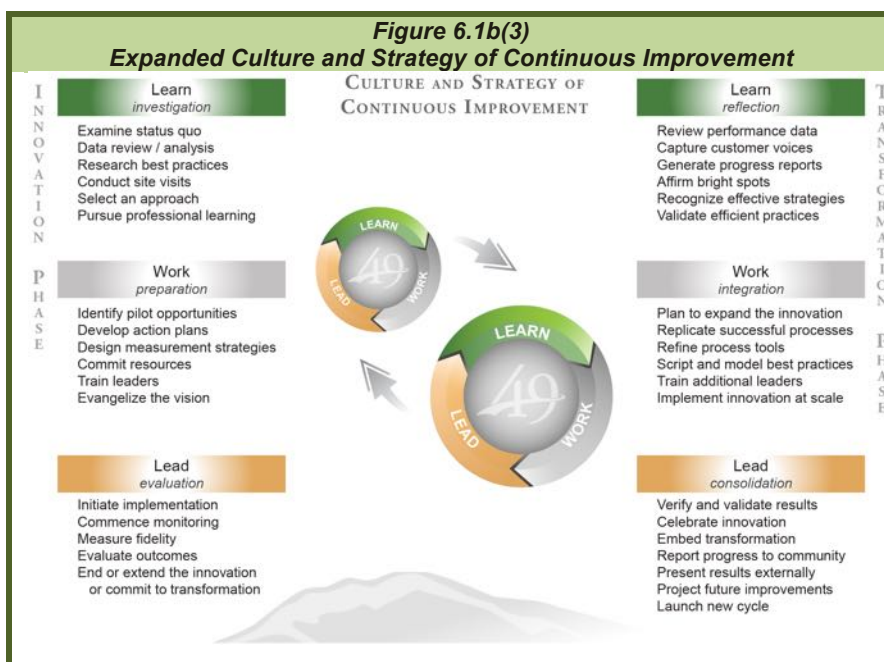


Figure 6.1c
Supply Chain Factors By Primary Office

	Business	Education	Operations
Supply Focus	Capable Workforce	Proficient Students	Materials & Assets
Quality Standards	Highly qualified teachers Expert colleagues	Literacy Proficiency Math Proficiency Subject Mastery	Safe & Secure Operations Sufficient supplies and materials
Measures	% of workforce meeting job qualifications	% of students meeting grade level expectations	Level of resource inventories and speed of delivery

6.2 OPERATIONAL EFFECTIVENESS | 6.2A PROCESS EFFICIENCY AND EFFECTIVENESS

D49 controls the overall costs of operations by carefully tracking actual costs and predicting future costs to identify and capitalize on opportunities to reduce expenditures. Because student enrollment is both the most significant revenue source (through PPR) and the most significant expenditure category (through workforce compensation), D49 contains costs through careful attention to enrollment levels and trends. SME from the BO manage the enrollment tracking system depicted in Figure 4.1c(1) to provide ZL and BL with daily updates and weekly summaries to determine optimal staffing levels. Management by enrollment facts allows BL to avoid adding staff unnecessarily and illuminates the value of shifting enrollment loads to take advantage of underused capacity through our balanced enrollment process AOS. D49 has also controlled costs by shifting more students from full-time conventional school schedules to blended, online, or charter school enrollments, which reduce the facility load on district budgets. D49 also controls food service costs by shifting food purchases for conferences and other meetings away from for-profit vendors in the community to catering provided by our NS or our culinary education program at PHS. The BO SME for contracts conducts regular cost analyses for major contracts and large vendors to maintain district expenses as low as the market will bear. In the EO, delivering remedial education is inefficient, so the primary literacy initiative since 2014 is a cost containment measure because it reduces the need for interventions or re-teaching (rework) at later grades. Every student who leaves 5th grade reading proficiently reduces the cost load in middle schools for intervention or remediation.

In 2016, SL analyzed the costs of serving exceptional students through a regional collaborative agency. That analysis revealed an opportunity to save program and transportation costs by launching an in-district program to serve the same students. To make space for that program in district, D49 relocated programs in the iCZ and IE department to host existing programs more efficiently while creating a new space resource for the new program. Relocating programs is disruptive to students, parents, and the workforce, so D49 carefully considered how to balance value for students, savings for the district and preparation for future program growth. That detailed plan with opportunity and risk analyses is AOS, as one example of the process and implementation approach to cost containment of our EPS. Other evidence of cost savings is reported in 7.5.

6.2B MANAGEMENT OF INFORMATION SYSTEMS | 6.2B(1) RELIABILITY

D49 ensures the reliability of information systems by blending automated and manual integrity checking processes in a data integrity management system. Both our TQAM and CCS manage a monitoring system with real-time alerts for content servers (SIS, Schoology, Alio, etc.), traffic systems (routers, switches, load-balancing controllers) and content management systems (web filter, firewall, G-Suite). To ensure all mission-critical systems are reliable (do what they were designed and installed to do) redundant hardware capacity and software capability provide failover response to a backup in case a primary system goes offline. Believing that access is a precursor to reliability, D49 has invested heavily in wireless infrastructure to ensure that student customers, MWF, and other stakeholders have redundant capacity to access and use information systems.

6.2B(2) SECURITY AND CYBERSECURITY

D49 ensures the security and cybersecurity of privileged content through continuous implementation of CSCI. The first learning phase occurs as both in-house ETS and CCS subscribe to information resources about emergent data threats and techniques. CCS manages critical upgrades and patches to ensure that infrastructure systems are protected from known and emerging threats. D49 has three process advantages related to cybersecurity. One is the legacy of attentiveness to student privacy in our industry. Federal laws such as CIPA and COPPA, along with Colorado statutes for data privacy have established industry standards for K-12 education more stringent than general industry expectations. Secondly, D49 has an active and successful partnership with the national CyberPatriot program, a student competition that draws information security professionals into our schools and into relationships with our IT partner and ET workforce and vendors. Our third advantage is our proximity to the National Cybersecurity Center in Colorado Springs. The presence of national leadership in our community has increased opportunities for our students and data security MWF to learn about cybersecurity threats and protocols. We work at cybersecurity, the middle phase of CSCI, by developing action plans and measurement strategies for our data and information systems. For example, we conduct regular (daily, weekly, or monthly) health checks and stress tests on our systems and on transmissions of sensitive data. D49 submits data to CDE multiple times a month using data security protocols such as encryption, layered permissions for access, intrusion detection, and data validation. D49 completes the application of CSCI in the third phase by leading the prioritization of system protection and continuous upgrades. CCS determines priorities for protection based on the level of access and the degree of disruption that would ensue should anyone successfully breach the system. For example, access to our SIS, ALIO, or Schoology would present significant threats to data privacy, so CCS manages those and other high-value systems through a single sign-on system managed by Active Directory. Remote device management including mandatory upgrades pushed to user devices update security settings to ensure our systems are protected from threats as soon as upgraded protocols are available.

Since 2013, D49 has procured teacher and administration computers by leasing rather than buying. The purpose of this decision was to ensure we host our most sensitive data tasks and users on devices with current specifications. Unlike many school districts who economize by keeping older computers that are so far out of specification, they must run deprecated versions of system software and applications, D49 has just entered its third three-year lease, ensuring that our systems can install the most current antivirus and other security protocols. While this means D49 budgets for a more frequent refresh cycle, SL have made a commitment to invest in protecting the private data of our students customers, workforce, and other stakeholders. In the event of a cybersecurity attack or breach, CCS and D49 implement a response protocol that escalates depending on the severity of the threat. D49 has not experienced a cybersecurity breach that granted access to protected data during our partnership with CCS, but if one were to occur, CCS and D49 have agreed to a sequence of technical and communications protocols to reveal and combat the threat and restore secure services.

6.2C SAFETY AND EMERGENCY PREPAREDNESS | 6.2C(1) SAFETY

D49 provides a safe operating environment by following regulations for physical safety and through early detection and intervention to address social safety. D49's approach to safe operations is operating safe facilities on safe grounds. To accomplish this purpose, D49's facilities and grounds team work with designers, contractors, and inspectors to ensure that all facilities are built and maintained to meet local codes for construction and maintenance. Regular inspections during construction along with regular maintenance after occupancy ensure that potentially unsafe conditions are identified and corrected.

Even with a safe facility, environmental conditions inside or outside the building can create hazardous conditions. In addition to environmental factors, individuals might maliciously or negligently cause harm to others. To anticipate, prevent, and respond to unsafe conditions, D49 convenes a District Safety Committee (DSC) composed of parents, fire officials, a zone SRO, insurance representatives, transportation leaders, and other SL. Following guidance from the DSC, the district and each school review and update Emergency Response Plans annually.

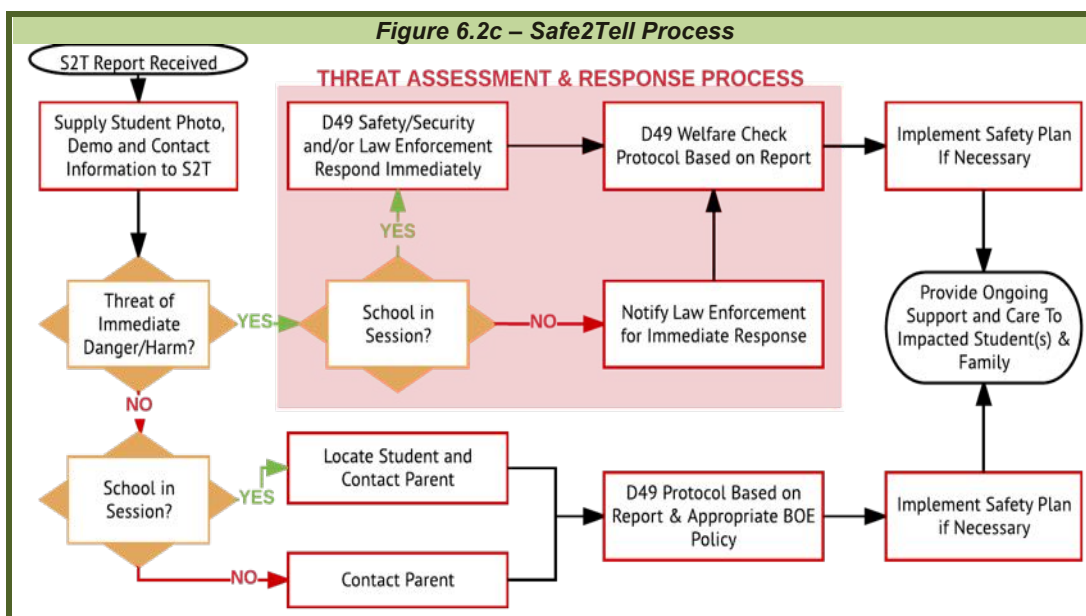
To empower students to protect themselves and others, D49 promotes S2T as a way for students to raise concerns about any type of threat or harm. In the last completed school year, D49 responded to over 300 unique S2T reports with a disposition rate of 100%. With support from the 2014 and 2016 MLO elections, D49 is finalizing a multi-year plan to provide secure entries at all district facilities with secure entrances featuring "buzz in" access after staff verification or electronic fob-based entry for staff.

D49 also conducts an annual cycle of safety preparedness beginning with principal training from the DOSS and the local fire department at the start of the school year. Per Policy EBCB-R, all schools provide emergency response training for students and staff and then conduct, monitor, and report monthly safety drills for emergencies including fire, severe weather, threatening persons, suspicious objects, and missing persons. D49 follows standard response protocols including instituting lockout, lockdown, or evacuation protocols as indicated by the nature of the threat. Every school practices these drills routinely, and the DOSS leads BL and their teams through more complex simulations using tabletop exercises and unannounced drills or threat scenarios. BL and the DOSS conduct after-action reviews including root cause analysis of any performance below expectations which are recorded and archived to use for improved performance or as exemplar performance to model best practices to other schools and leaders. In compliance with the Safe Schools Act, (CRS 22.32.109.1), D49 is subject to annual accreditation verifying policies and procedures for a wide range of

safety and security measures. Results for D49's safety protocols are reported in 7.1b(2) and district and school ERP's and logs of safety drills and cycles of learning are AOS.

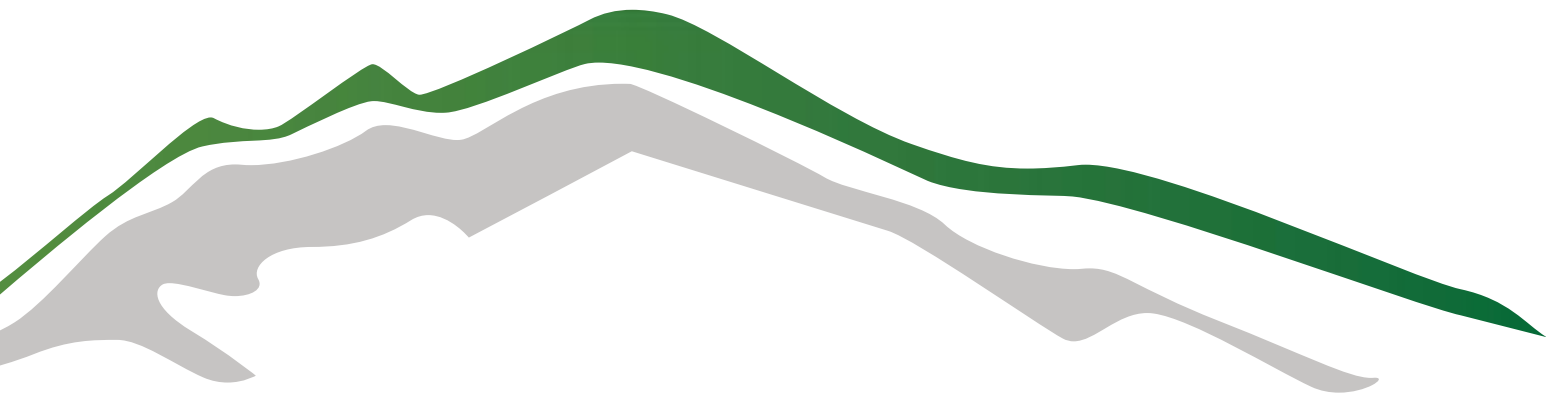
6.2c(2) ORGANIZATIONAL CONTINUITY

D49 ensures that the organization is prepared for disasters or emergencies by creating plans to adjust or replace services in the event of conditions that disrupt normal operations. For example, district data systems are hosted on secure, cloud-based facilities outside the region so that D49 can continue providing services



remotely in case of weather, power system failures, or disruptions in regional internet access. D49 also maintains MOU's with local agencies such as El Paso County and the Red Cross to facilitate emergency shelter services in the event of an area-wide incident such as a wildfire or winter storm. To ensure interoperability with first responders and other agencies, D49 follows the protocols of the National Incident Management System (NIMS) to ensure proper management of any large-scale crisis. D49 has remained NIMS-compliant since 2007. In the event of a single-site crisis, such as a flood, power outage, or natural gas leak, D49 school have developed evacuation and reunification protocols that can be implemented independently of building and network access. In August 2017, two construction-related incidents triggered evacuations at a high school and a middle school. Using our ComSys and advance protocols, BL were able to facilitate 100% safe reunification.

CATEGORY 7

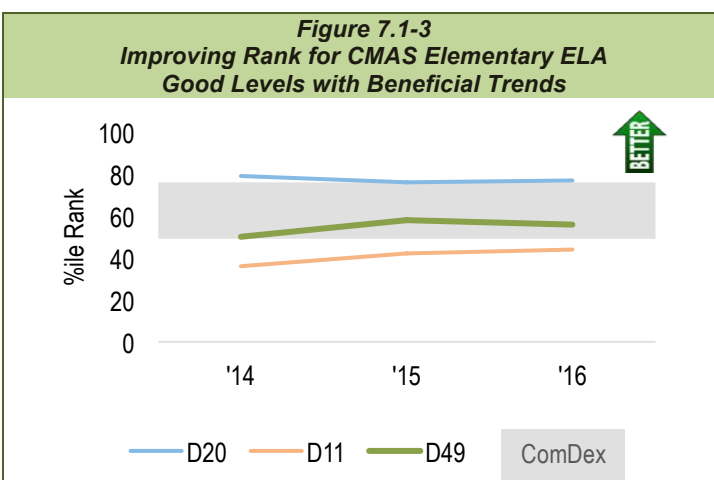
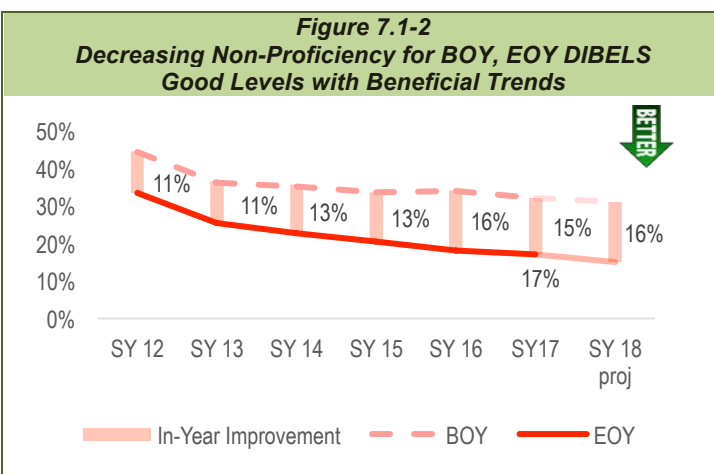


RESULTS

7.0 RESULTS | 7.1 STUDENT LEARNING AND PROCESS RESULTS

7.1A STUDENT LEARNING AND CUSTOMER-FOCUSED SERVICE RESULTS

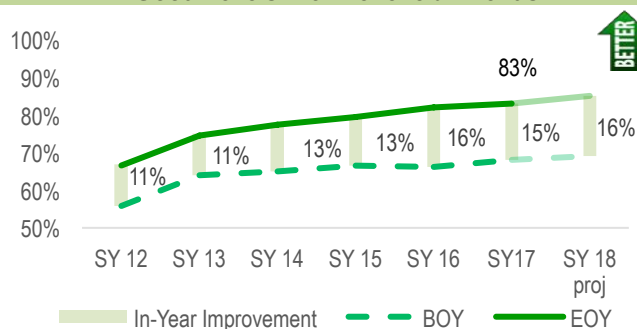
Results for student learning measure D49's success on the KWP of Firm Foundations and *49 Pathways*. To ensure that elementary students demonstrate proficiency, D49 administers DIBELS three times each year. The beginning-of-year (BOY) and end-of-year (EOY) results show intermediate or formative growth from BOY to EOY as well as summative growth at the end of the grade. Figures 7.1-1—2 show how our emphasis on primary literacy is achieving dramatic results. In five years, D49 has reduced the negative of non-proficiency while boosting the positive of proficiency. Not only is the absolute proficiency level improving each year, the amount of in-year growth reflects a beneficial trend. Reducing EOY proficiency below 20% is a significant threshold, and increasing EOY proficiency above 80% is equally significant. These are the most important results for Firm Foundations—and they are improving steadily.



The CMAS measures English/Language Arts (ELA) from grades 3-9, so ELA performance is both a lagging indicator measuring the effectiveness of our K-3 programming and a leading indicator for projecting performance in secondary EPS and beyond. The ELA and Math percentile KPM's are publicly reported and allow for inter-district comparisons. The beneficial trends in Figures 7.1-3—4 validate the strategic decision to prioritize PL, and we attribute the consistent improvement in middle school ELA performance to improvements in the supply chain of proficient students.

The CMAS math assessment in Figures 7.1-5—6 shows D49's elementary 4-year trend is beneficial, while Middle School Math is competitive and stable. These results represent the transition from elementary performance into secondary performance, which equips students to succeed as they travel through *49 Pathways*. Steady improvement from elementary through middle school strengthens the proficient student supply chain that leads to success after graduation.

Figure 7.1-1
Increasing Proficiency for BOY, EOY DIBELS
Good Levels with Beneficial Trends



To analyze our data in the context of competitor and comparator performance, SL innovated the “ComDex”, for “comparator index.” As described in 4.1a(2), the BOE selects a group of four districts with similar characteristics to create a three-year comparison group. Where possible, we use the highest and lowest performance of that group to define the upper and lower boundaries of a performance band—depicted as a grey region. Thus, with a single visual we report how our performance relates to our competitors’ and our comparator districts. On some charts, when the designation is appropriate, we may include the performance levels described in 4.1b using the labels *Flatland*, *Foothills*, *Timberline*, or *Peak* to match our metaphor of peak performance. To supplement our internal DIBELS data above, D49 also compares summative performance by using the KPM of percentile rank on our mandatory assessment, the CMAS.

Figure 7.1-4
Improving Rank for CMAS Middle School ELA
Good Levels with Beneficial Trends

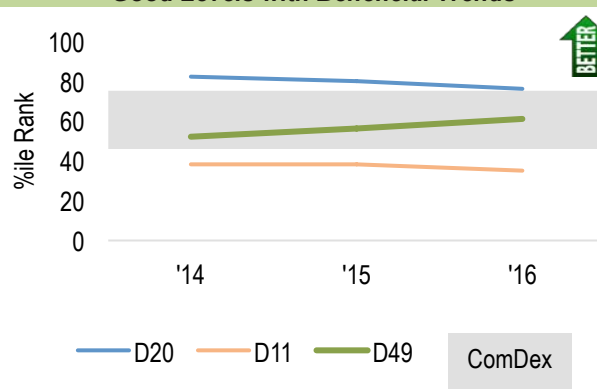


Figure 7.1-5
Improving Rank for CMAS Elementary Math
Good Levels with Beneficial Trends

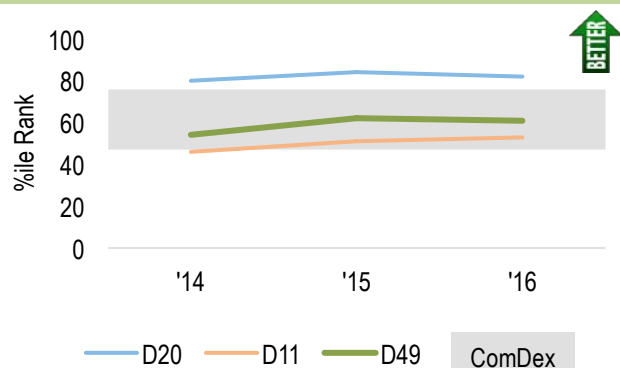
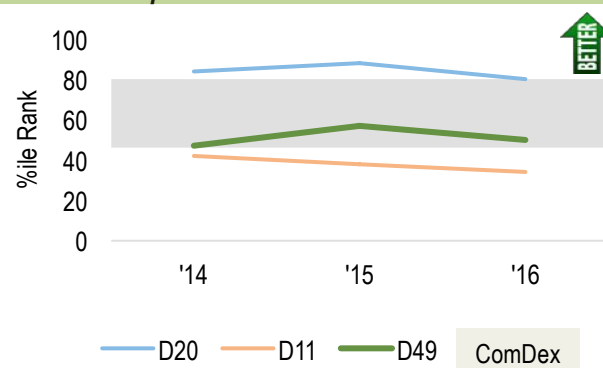


Figure 7.1-6
Steady Rank for CMAS Middle School Math
Competitive Levels with Stable Trends



As students proceed through secondary EPS, *49 Pathways* meets the process requirements of flexible options and personal development. The most important results for *49 Pathways* are CTE and CE performance (Fig. 7.1-7—8). CTE and CE excellence is a growing source of competitive advantage because non-resident students are choosing our schools for CTE and CE programming. CTE program success is measured quantitatively by participation and completion (segmentation by gender, ethnicity, school, and program AOS), and qualitatively by state and nation-leading performance for cybersecurity and health science CTSO's, AOS.

Figure 7.1-7
Participation and Completion of CTE
Excellent Levels with Beneficial Trends

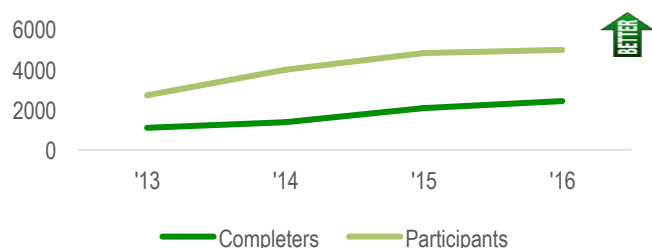


Figure 7.1-8
Participation and Completion of CE
Excellent Levels with Beneficial Trends

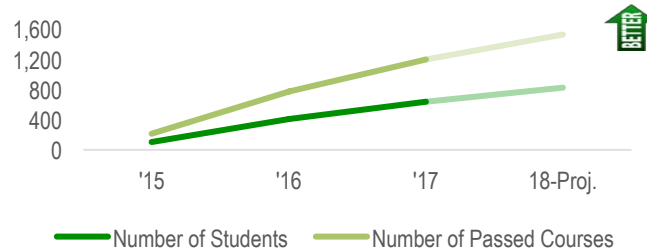
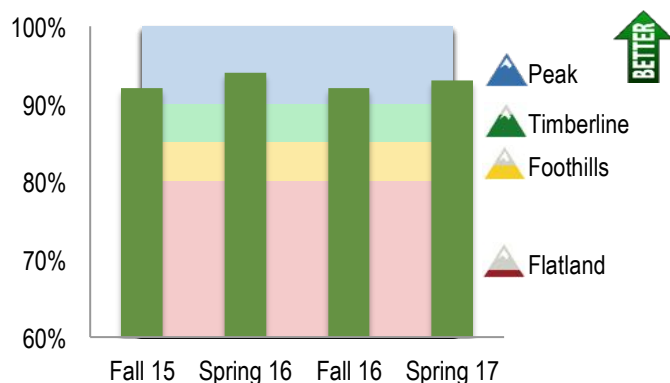


Figure 7.1-9
Sustained Peak Level for CE College Success
Role Model Levels with Beneficial Trends



The percentage of students graduating in four years is a KPM of the success of *49 Pathways* and a public interest point (Fig. 7.1-11). AEC's graduation rates are expected to be lower than other schools because they serve a high-risk population, so D49 removes AEC data for internal performance benchmarking and to create accurate comparisons. Our 4-year graduation rate is good—well above D11, comparable to D20, and at the top of the ComDex. However, D49 expects that the 4-year graduation rate may decline further as more students stay in high school to access early college programs (PPEC or ASCENT) for grades 13 and 14—counting against our 4-year graduation rate. CDE is preparing measures for 5-year and 6-year graduation rates for future school performance reports and D49 will adjust our KPM accordingly. Detailed reports segmented by student segments and schools are AOS.

D49 students in CE consistently outperform expectations with 92% or more successfully completing coursework with a grade of C, B, or A (Fig. 7.1-8). This percentage far exceeds the average success rate of all students at PPCC, which is 58%. In addition, D49 has accelerated the rate of growth for CE participation to 8% annually, which is faster than D20 or D11 (Fig. 7.1-10). Segmentation AOS.

Figure 7.1-10
Superior CE Participation Growth
Excellent Levels with Beneficial Trends

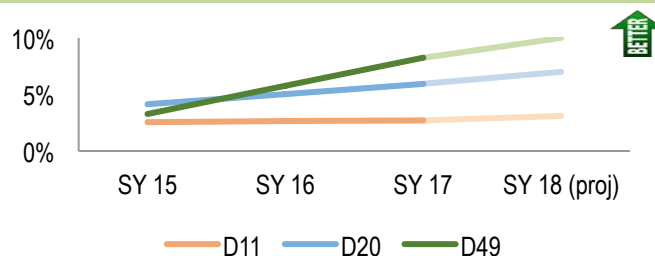
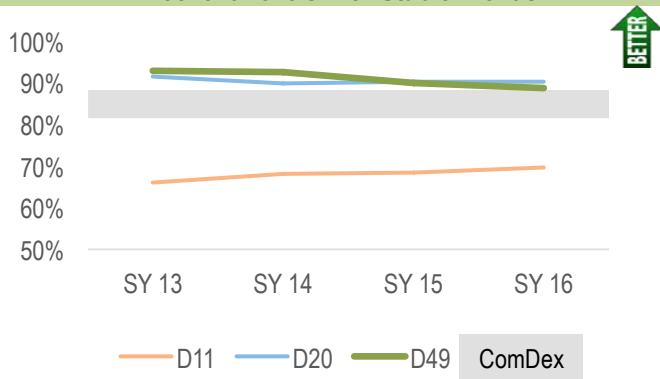


Figure 7.1-11
Excellent 4-Year Graduation Rate
Excellent Levels with Stable Trends



Colorado is completing a transition from ACT to PSAT/SAT as measures of career and college readiness. These metrics serve as a key performance measures for all high schools on SPFs and are used for admission decisions to college as well as career prep programs. The 2 years of PSAT-10 (administered to 10th graders) data we have is showing a beneficial trend, which we predict will continue in SY 18. Our baseline scores were initially lower than our competitor districts, but this year's data shows slightly higher than D11 with a beneficial trend.

Last year was the first year of the SAT. Though we are able to use concordance tables to convert our SY16 ACT scores to comparable SAT scores, this data should still be interpreted with some degree of caution. All districts, including D49, showed a decline. However, our relative position to our competitor districts is unchanged. We project that our scores will increase next year, putting us in the mid-range of the ComDex.

Figure 7.1-12
District Comparisons for PSAT
Good Levels with Beneficial Trends

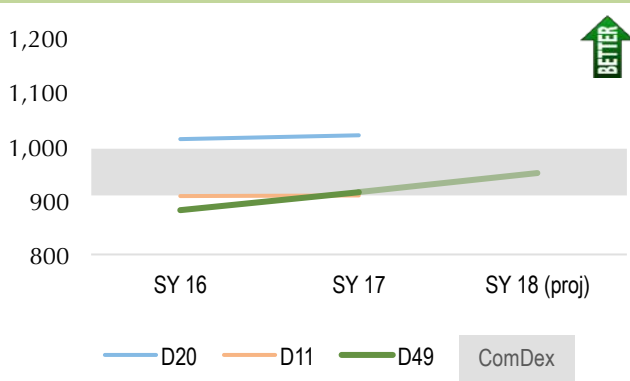
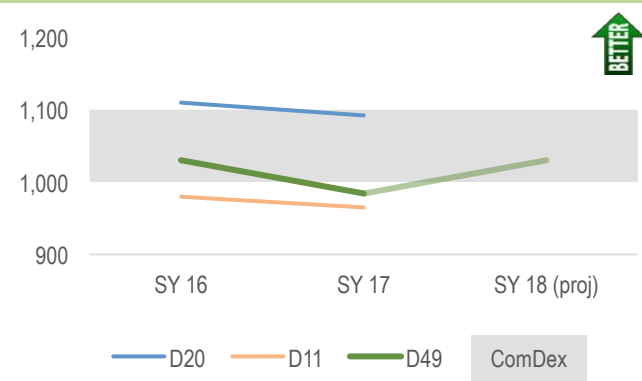


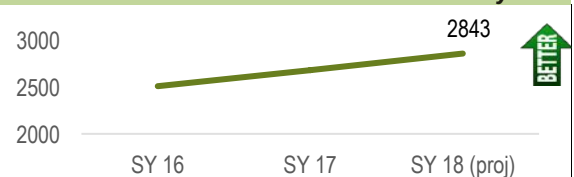
Figure 7.1-13
District Comparisons for SAT Equivalent/SAT
Transitional Levels in Year One



Results for processes that serve student customers and other stakeholders measure D49's success at the KSP of financial, operational, communications, and HR functions serve students by ensuring D49 hires the right mix of teachers and support staff. The projection process described in 4.1c(1) has resulted in projections within 1% of targets each of the last two years, with known overages and shortfalls identified in time to adjust hiring to support students. The enrollment department, often a student's first contact with the district, demonstrates improvements in efficiency and quality of service. In July 2016, enrollment processed 1089 applications, growing to 1139 applications in July 2017. Year over year, the department reduced cycle time from initial contact to complete enrollment to less than one day—a key threshold for customer satisfaction. One mechanism of improvement has been enrollment's adoption of LiveChat™. By maintaining an active presence on both our district's enrollment information page and the SIS parent portal page, central enrollment provided 24% of the district total LiveChat presence. From June to July 2017, enrollment tickets on LiveChat surged from 120 to 273, meaning enrollment is serving nearly 25% of new customers using a more efficient and customer-friendly system during the busiest month of the year. Satisfaction with enrollment is reported in 7.2a(1), with detailed analysis, segmented by school and student AOS.

As they enroll, students join new EPS, provided through our innovation and school approval processes. In 2017, hundreds of students are attending PTEC, PPEC, BLPA, ALLIES, and the Peak Program—all schools that started operations in SY 17 and SY 18. Enrollment patterns for EPS are segmented and updated weekly AOS. Once the school year starts, student and parents depend on the transportation department to provide daily transportation to school and as-needed transportation to field trips, activities, and competitions. Since 2014, transportation has increased the total miles driven by 28% while maintaining the percentage of on-time routes above 99% and reducing preventable accidents per 100K miles below 2, with zero student injuries. Quality and safety logs and reports, segmented by program, trip type, and vehicle type are AOS. Since SY 14, nutrition services increased the number of breakfasts served from under 120,000 to over 140,000. In 2017, NS provided 914,942 school lunches during the school year and extended services into the summer serving 938 breakfasts and 781 lunches during a 20-day optional free-meal program. In addition to

Figure 7.1-14
Central Enrollment Applications Jan—July
Beneficial Trend for Increased Efficiency



direct service to students and the community, nutrition services contributed \$100,000 to the general fund. Detailed reports of NS budgets, quality standards, inspection results, and workforce satisfaction are AOS.

7.1B WORK PROCESS EFFECTIVENESS RESULTS | 7.1B.1 PROCESS EFFECTIVENESS AND EFFICIENCY

D49's results for process effectiveness and efficiency emphasize KSP that sustain the PDES, and complement KWP. Some BO and OO processes serve students directly, (enrollment, transportation and nutrition) while many other facets of KSP deliver critical indirect support. Many cross-functional support functions require real-time collaboration between teams.

To support efficient teamwork, D49 innovated the C3 referenced in 1.1b and 3.1a(1). SL developed the C3 in response to a profound inefficiency with email as a system for communicating and responding to expectations. Previously, support SME at the district office would email requests or information to BL on any schedule that occurred to them. BL responses might include complying with the request, asking clarifying questions, or ignoring or misunderstanding the task. SL had no way to track responses or compliance, so deployment and learning were inconsistent and integration was haphazard. As part of a 2016 cycle of learning, SL listened to the voice of the principals who reported an overload of unmanageable email. By filtering information items through a single office (EO), consolidating those items into a monthly digest, and pre-categorizing items, SL reduced the messaging load dramatically while creating systematic accountability and tracking for required action and information (Fig. 7.1-16).

When MWF require repair, maintenance or upgrades, D49 tracks work requests and responses using the help desk (for IT) and work order functions of SchoolDude. 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% of performers for metrics that serves as a comparison metric—such as work order resolution. The COO reports work order efficiency monthly, identifying trends in the data and performance challenges in need of correction. In SY 17, D49 was designated as a “Campus Champion,” performing in the top 20% of organizations. The target for SY 18 is to meet D49's peak level commitment indicating performance in the top 10% of districts (Fig. 7.1-17).

7.1B(2) SAFETY AND EMERGENCY PREPAREDNESS

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. 100% of D49 buses and vehicles pass annual inspections by the Colorado Department of Transportation to ensure regulatory compliance and safety of students. We also

Figure 7.1-15
Transportation Services
Beneficial Trends for Quality and Safety

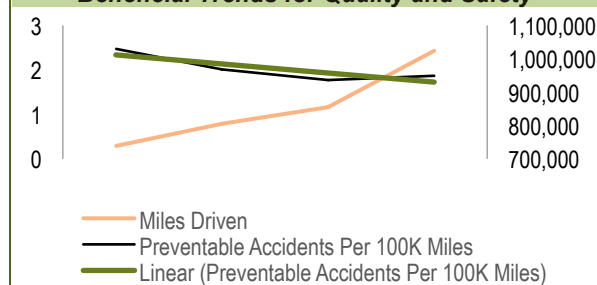


Figure 7.1-16
Consolidated Communications Check (C3)
Dramatic Improvements in Efficiency and Accountability

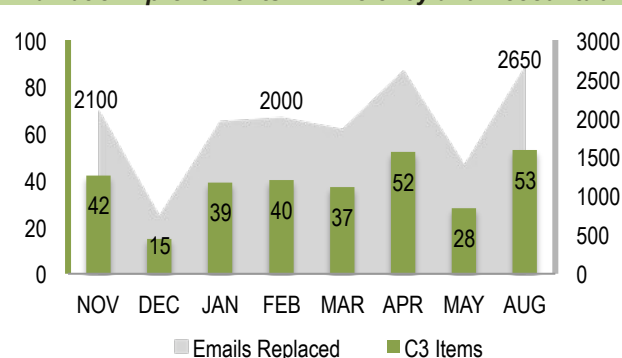


Figure 7.1-17
Work Orders Resolved in Less than One Week
Good Levels with Beneficial Trends

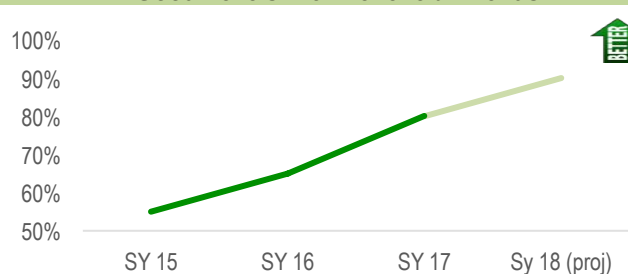


Figure 7.1-18
Health and Safety Preventative Measures
Multiple Years of Full Compliance

Key Preventative Measure	Responsible Party	SY 14	SY 15	SY 16	SY 17
Fire, Weather, and Security Drills	D49 DOSS	100 %	100 %	100 %	100 %
Fire Safety Inspections	Local Fire Department	100 %	100 %	100 %	100 %
Fire Training Completion	Local Fire Department	100 %	100 %	100 %	100 %
Student Vaccination Compliance	D49 School Nurse Lead	100 %	100 %	100 %	100 %
Locations with CPR Trained Staff	D49 School Nurse Lead	100 %	100 %	100 %	100 %
Locations with AEDs	D49 School Nurse Lead	100 %	100 %	100 %	100 %

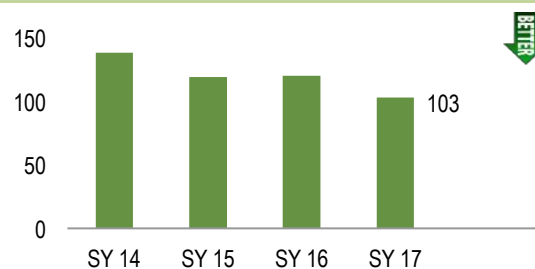
partner with CSPD and EPCSO to have full-time SRO's in our high schools. Conducting lockdowns and fire drills, automated external defibrillators (AED) and CPR training to staff and students, has created multiple processes that surpass minimum requirements for emergency preparedness. We have also adopted the same distributive communications technology called ReadyOp that is used by local agencies so we can be on the same system in real time.

Another indicator of safety is the number of claims for worker compensation. From SY 14 through SY 17, claims for worker compensation incidents dropped by over 25% (Fig. 7.1-19). As a result, D49 has reduced our insurance mod rate, which is an important factor in setting our premium and pricing district insurance, below the industry the industry standard of 1.0 as depicted in Figure 7.1-20.

Figure 7.1-20
Worker Compensation Mod Rate
Excellent Level with Beneficial Trend

	SY 13	SY 14	SY 15	SY 16	SY 17	SY 18
D49	1.0	.86	.82	.87	.72	.73
Industry Rate	1.0	1.0	1.0	1.0	1.0	1.0

Figure 7.1-19
Workers Compensation Claims
Beneficial Trend



7.1C SUPPLY-CHAIN MANAGEMENT RESULTS

Each office manages a different supply chain as described in P.1b(3) and 2.2a(4). In the EO, high schools depend on middle schools for a supply of proficient students. Middle schools depend on intermediate (3-5) grades who in turn rely on the primary grades (K-2). As increasing numbers of proficient students proceed through grade levels, their quality improves performance at subsequent levels. The literacy proficiency results in 7.1a are the most important and promising supply chain management results for the EO office, leading to improved outcomes at our middle schools and eventually at the high schools once those students reach that level. In addition to the quality of proficiency, the upper grade levels manage the capacity for growth, which is also measured through our 2017 DIBELS results for K-3 growth in the cohort reaching benchmark. At the 14 district operated and authorized schools for which we have national comparative data, 10 demonstrated well above average progress, 3 demonstrated above average progress, and only 1 school demonstrated below average progress. For the same assessment, the cohort of students performing well below benchmark, 14 schools demonstrated well above average progress, 3 demonstrated above average progress, and 1 demonstrated average progress. This means that both cohorts of students—those reading at benchmark and those below benchmark—are growing above national averages. Details segmented by school, school type, and student demographics AOS.

In the BO, SL manage the workforce supply chain, recruiting and retaining high performing teachers, support professionals, and administrators. In 2017, D49 attracted over 150 new educators who completed the Base Camp NTO or the Leadership Launch equipping and enabling high performance.

The OO manages the most traditional supply chain, securing physical assets, supplies, and consumables that support transportation, nutrition, IT, safety, and facilities and grounds. As one example of operational supply chain management, the NS department measures vendor performance using 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 overall six-year trend is beneficial and at no point does the service rate go below 97% over the past five years. Additional supply chain management results for transportation and facilities management are tracked and reported as part of the COO report to the BOE each month. Segmented OO analyses are AOS.

7.2 CUSTOMER RESULTS | 7.2A STUDENT-AND OTHER CUSTOMER-FOCUSED RESULTS | 7.2A(1) STUDENT AND OTHER CUSTOMER SATISFACTION

Results for customer and stakeholder-focused results measure D49's success on meeting our VMV and the CSPI. Most explicitly, the beneficial upward trend of overall enrollment (Fig. 7.2-1) and school choice enrollment numbers (Fig. 7.2-2) indicate we are achieving our mission. The population of D11 is on steady decline whereas the populations of both D20 and D49 are rising. D49 benefitted from a dramatic increase in population in 2014 when the PDES grew to include GOAL. The degree of increase from 2014 onward is more predictive of future growth. Segmented PDES and COMDEX market growth data AOS.

Figure 7.2-1
Enrollment
Beneficial Upward Trend

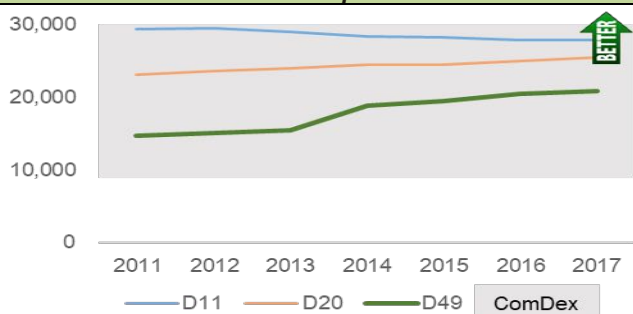


Figure 7.2-2
Choice Enrollment
Beneficial Upward Trend

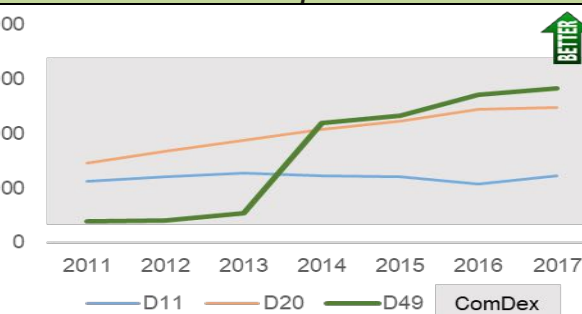


Figure 7.2-3
D49 Has High Quality
Education Opportunities
Beneficial Upward Trend

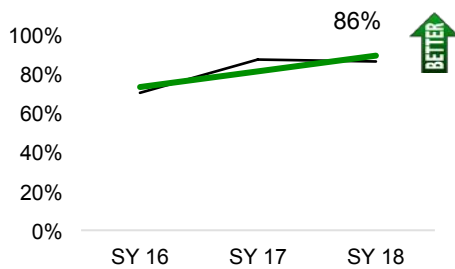


Figure 7.2-4
D49 Communicated Effectively
Beneficial Upward Trend

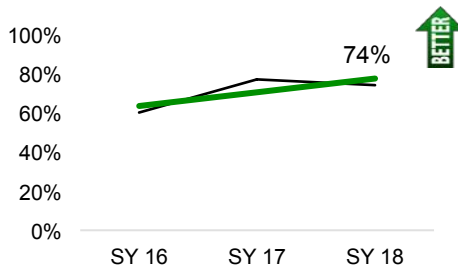


Figure 7.2-5
D49 is Receptive to
Questions & Concerns
Beneficial Upward Trend

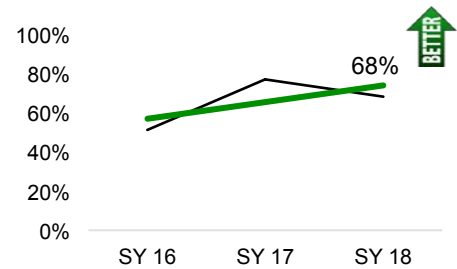


Figure 7.2-6
Satisfaction with Firm Foundations KWP
Levels at and Approaching Target

Aspect of Program	Avg. 0-10
Asks My Opinion/Observation	8.1
Quality of Support System	8.5
Includes Me in Educational Decisions	8.3
Parent Engagement Opportunities	9.0
Child Enjoys Learning At School	9.0
Teachers Are Caring	9.2
Support Staff Are Caring	9.1
Program Supports Child Wellness	9.2

Figure 7.2-7
CE Satisfaction with Firm Foundations KWP
Levels at and Approaching Target

Aspect of Program	% Agree
CE Expectations Easy to Understand	86%
CE Courses Appropriate to Pathway	92%
CE Course Load Was Appropriate	90%
Was Prepared For College Courses	82%
CE Information Easy to Obtain	83%
Appropriate Response Time	81%

Once customers enroll in D49 and use EPS within the PDES, results of satisfaction are obtained through listening channels in the ComSys. Quantitative results for performance against VMV and CSPI as shown in Figures 7.2-3-5 show levels approaching our top decile goal and favorable trends. Segmented satisfaction data for key communities relative to VMV (Fig. 2.1a(3)) AOS. Examples of customer segmentation for KWP include breakdowns by EPS offering and key communities. A 2017 survey at the end of preschool for students in the Firm Foundations KWP indicate satisfaction levels for this segment of customers is at target. A strong start begins a successful student supply chain within the elementary EPS, leading to strong process results for this KWP (Fig. 7.1-1-4) A 2017 satisfaction survey of CE students and parents shows satisfaction levels at or near the target for the secondary KWP. Other segmented satisfaction data for customers, PDES, KWP and EPS AOS.

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 more indirect measures. Student engagement, is gauged by participation in programs (i.e. the CE course completion presented in Fig. 7.1-8). D49, specifically the CD, has made a concerted effort to engage all stakeholders with technology, which yields useful information about the receipt of district communication, attitudes towards the district, and use of district informational tools.

Figure 7.2-8
D49.org Page Views Per Semester
Beneficial Upward Trend

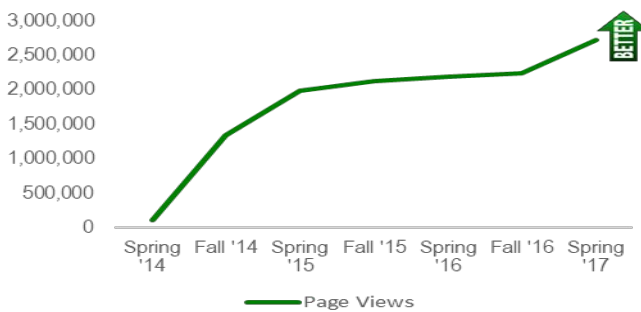
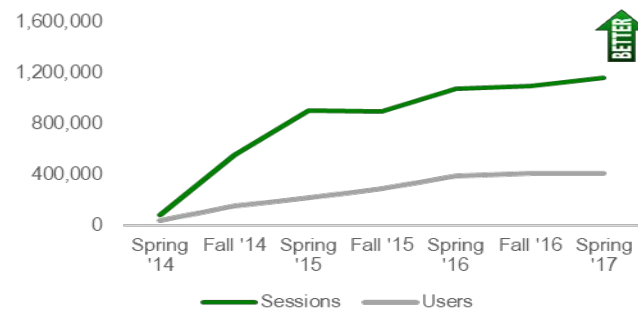


Figure 7.2-9
D49.org Sessions and Users Per Semester
Beneficial Upward Trend



The 2013 cycle of learning leading to a website revamp (3.1a(1)) resulted in a drastic increase in usage. Favorable levels and beneficial trends for D49.org are noted in Figures 7.2-8-9. The increased usage can be interpreted as stakeholders finding the information presented more useful, accessible and available on all screen sizes and platforms. Market segment data available AOS. Social media is open access and due to its public nature, allows for greater engagement with all stakeholder groups. Figures 7.2-10-13 show beneficial upward trends for Facebook reach and interaction. For other platforms and market segments, levels and trends are favorable and available AOS. The public nature of social media allows us to compare our engagement levels (Facebook likes and Twitter Followers) with our competitors. To be comparable, engagement levels are evaluated as a ratio of overall student population. Successful Engagement data indicates that the ComSys (3.1a(1)) is supporting the VMV and CSPI by providing effecting communication between D49, its students and stakeholders.

Figure 7.2-10
Facebook Interactions
Beneficial Upward Trend

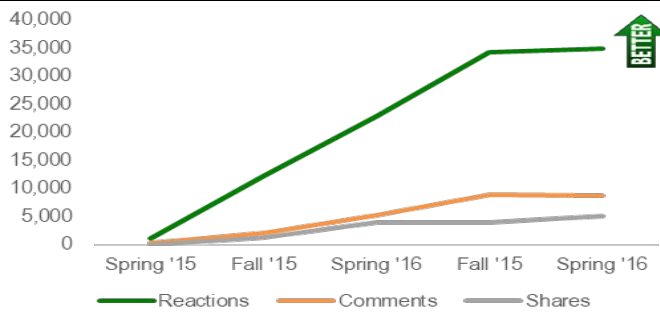


Figure 7.2-11
Facebook Average Reach Per Post
Beneficial Upward Trend

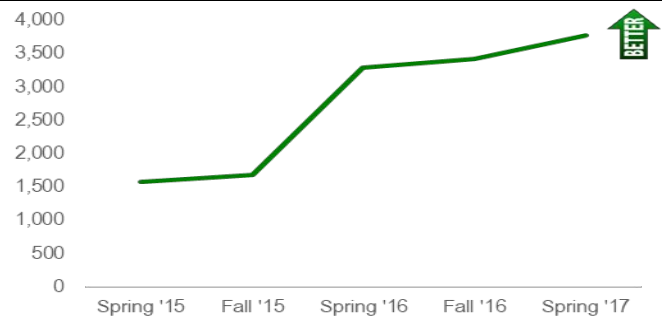


Figure 7.2-12
COSPRA Awards of Excellence
Favorable Levels Against Competitor Market Segments

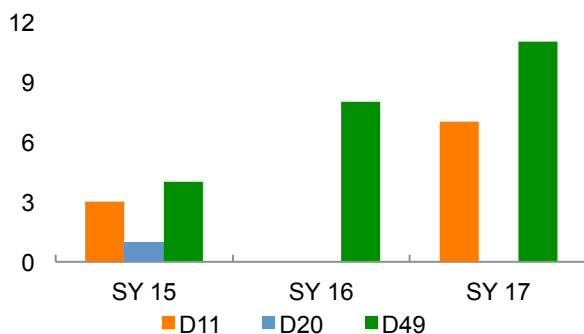
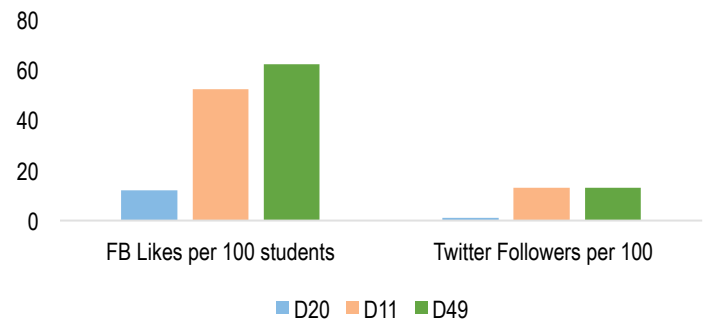


Figure 7.2-13
Social Media Likes & Follows Ratios
Favorable Levels Against Competitor Market Segments



7.3 WORKFORCE-FOCUSED RESULTS | 7.3A WORKFORCE-FOCUSED RESULTS

7.3A(1) WORKFORCE CAPABILITY AND CAPACITY

D49 currently employs just over 1,400 dedicated employees that strive to make District 49 the best choice to learn, work, and lead. Four workforce segments, administrative, professional-technical, licensed, and education support personnel share our VMV. SL monitor key results for D49's workforce through state reports, metrics captured in the HR data system, and data collected solely for the purpose of learning about employee attitudes and engagement.

D49 currently employs 944 teachers, of whom 60% have advanced degrees. This marks a 4-year high. We predict this number to increase over the next three years due to enhanced Concurrent Enrollment planning and commitment. D49 has 78 administrative staff and 72 or 92% have advanced degrees. For positions that require professional certification or licensing, including educational, technical, and other professional positions, D49 is 100% compliant with regulations and policy.

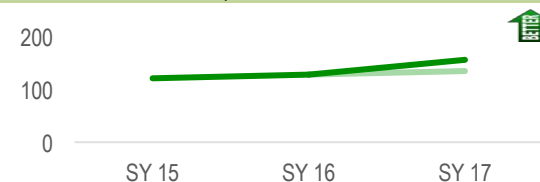
7.3A(2) WORKFORCE CLIMATE

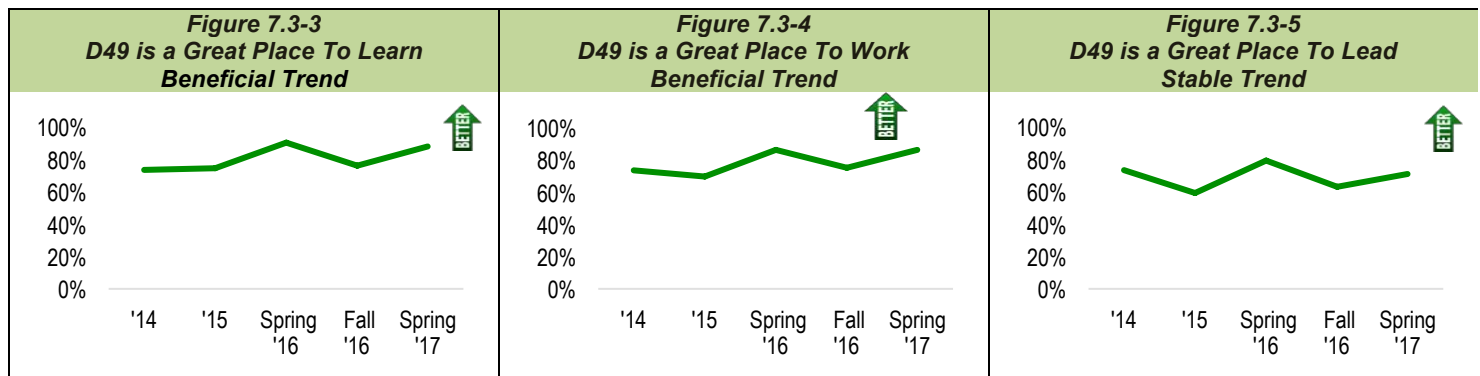
In fulfillment of the district's VMV, SL have made staff wellness a workforce priority. The district health and wellness coordinator tracks data for multiple staff wellness initiatives. D49 aims to offer at least 5 district-level wellness programs per year. In SY 17, we exceeded this target by offering 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, that allows D49 to make comparisons to other worksites. In SY 16, the district demonstrated a 5% increase in total score and targeted an additional 5% increase for SY 17. However, we eclipsed our target and demonstrated a 22% increase for a score of 156, accelerating our beneficial trend (Fig. 7.3-2). CSCI has equipped us to make positive changes in how we assess the engagement of our workforce. Specifically, we have improved the modality and scheduling of our staff surveys. We began surveying staff in SY 14 with an internally developed Big Rocks Survey then partnered with Hanover Research to refine our questions and ensure we were following survey best practices. We administered our second-generation survey through targeted emails and the district website. Though we saw gains, workforce participation was still below 50%. Recognizing the importance of deeper

Figure 7.3-1
Staff with Advanced Degrees
Good Levels with Beneficial Trends

	SY 15	SY 16	SY 17	SY 18
Teacher	58%	56%	55%	60%
Administration		83%	83%	92%

Figure 7.3-2
CDC Scorecard
Excellent Levels, Beneficial Trend Above Target



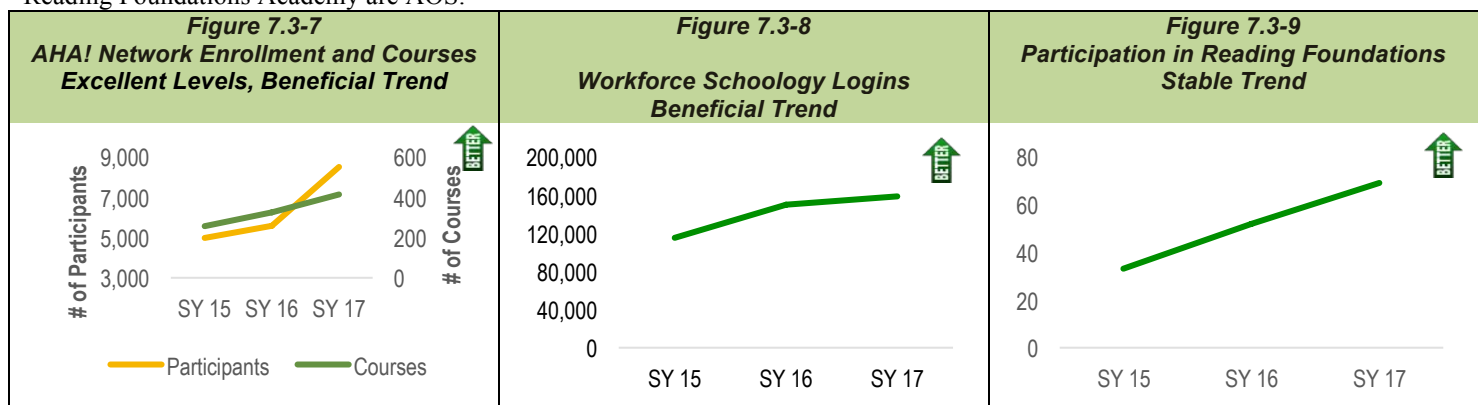
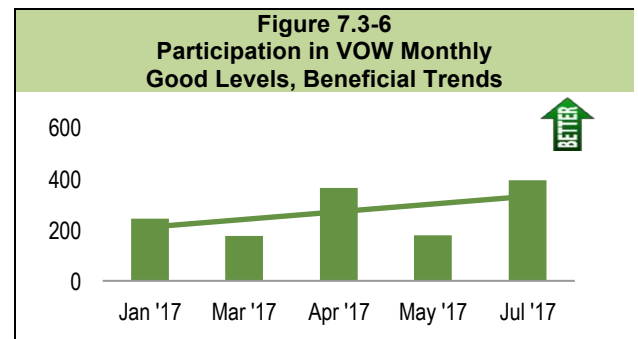


engagement to the district's mission (specifically the district being the best choice to work), compelled us to partner with a national leader—the Korn Ferry Hay (KFH) Group—to pilot the VOW Annual in SY 17.

As part of our work with the KFH group, we deployed a comprehensive workforce engagement survey consisting of both standard normed questions and district-specific questions specific to our mission (Fig. 7.3-3—5). The bulk of this data will serve as a baseline moving forward, but the district-specific questions are trended with earlier survey results. The 4-year trend for workforce engagement is beneficial with 68% of the workforce contributing insights to the VOW Annual 2017. As a complement to the VOW Annual, D49 developed the VOW Monthly process which generated a growing rhythm of input from the workforce (Fig. 7.3-6). Engagement results segmented by workforce classification, location, longevity, and demographic characteristics are AOS.

7.3A(3) WORKFORCE ENGAGEMENT

D49's workforce is engaged with the mission and demonstrates beneficial satisfaction levels. The same results in Figures 7.3-3—5 that show positive perceptions of climate apply to engagement with our culture of learning as well. Results for engagement in learning demonstrate that more MWF are participating in professional learning, and they are consuming more classes and other learning opportunities at dramatically increasing rates. Figure 7.3-7—9 show that workforce members are taking advantage of learning opportunities through the A!N, as well as using other resources on Schoology and attending the Reading Foundations Academy offered in partnership with CDE. This professional development focuses on increasing teacher capacity 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. Segmented registration information and evaluations of A!N, Schoology interactions and the Reading Foundations Academy are AOS.



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. SL track and report workforce and leader development results on a monthly basis through the Aha! Network and Schoology. Three results for leadership development speak to the success of D49's commitment to people development. First, for the second year in a row, D49 is proud that one of our classroom teachers is a finalist for the 2018 Colorado Teacher of the Year. D49 has an excellent history (AOS) of developing teachers and other leaders to the point that we currently employ seven honorees in various state level programs recognizing "of the year" performance. The second result for leader development is the number of state and national conferences what have invited D49 leaders to present. In SY 17 alone, D49 leaders presented more than a dozen sessions at 9 different state and national conferences including five national conferences. The third result that demonstrates leadership development is succession. D49 maintains an excellent balance of direct hires, direct succession, and

indirect succession. Direct hires are SL who were hired from outside D49 directly into a senior leadership role. Direct succession refers to SL who were previously employed in the district in a different or less senior role than that they hold now. Indirect succession refers to SL who worked in D49, left employment to serve in another district, and returned to a position of senior leadership in D49. Figure 7.3-10 demonstrates D49's excellent balance at honoring "home-grown" talent while still recruiting leadership from outside D49. Results for position and succession success segmented by position, demographics, and longevity is AOS.

7.4A(1) LEADERSHIP

D49 measures the success of key measures of senior leader's communication and engagement with all stakeholders first and foremost through our ability to win elections that support funding for our schools.

Our bedrock, priority of maintaining trust with our community has enabled us to produce significantly positive results and beneficial trends resulting in taxpayer support of schools (Fig. 7.4-1—2). The CD deploys a variety of digital communications and surveys to students, parents, MWF and community. D49 also consistently engages with customers via in person meetings. These meetings range from established and scheduled staff meetings, parent engagement evenings, and community open houses. The district website and social media are publically available and allow for the greatest reach among customer groups to communicate, particularly for community members. For customer groups for whom we have digital contact information, the district uses email communication. The Bronto email system allows the district to track the receipt and response to these emails. Combined with automated workflows triggered by customer activity on D49.org has resulted in consistent improvement of click-thru rate in emails over the four-year period, even as the number of emails sent 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 that wasn't present in previous years (Fig. 7.4-3).

Figure 7.4-1
District Election Results Rate
Excellent Levels, Beneficial Trends

Ballot Measure	Yes	No
2011 (Bond)	27%	68%
2014 3A (MLO)	61%	39%
2014 3B (Bond)	40%	60%
2015 3A (Districts)	74%	26%
2016 3B (MLO)	65%	35%

Figure 7.4-2
Voter Participation in School Finance Elections
Historic Levels, Beneficial Trends

Ballot Measure	2010	2011	2014	2016
Falcon Zone	57%	50%	67%	83%
Power Zone	45%	40%	60%	78%
Sand Creek Zone	49%	46%	60%	76%

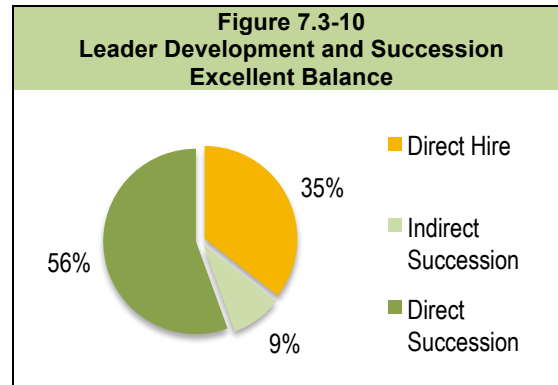
Figure 7.4-3
Email Click Thru and Open Rates

	SY 13	SY 14	SY 15	SY 16	SY 17
Open Rate	23.74	25.07	21.49	22.30	22.20
Click-Thru Rate	5.32%	6.08	5.87	7.68	7.80

personal leadership through volunteering in service and leadership roles for churches, community groups, non-profit agencies, youth sports leagues, leadership boards, and mentorships.

7.4A.2 GOVERNANCE

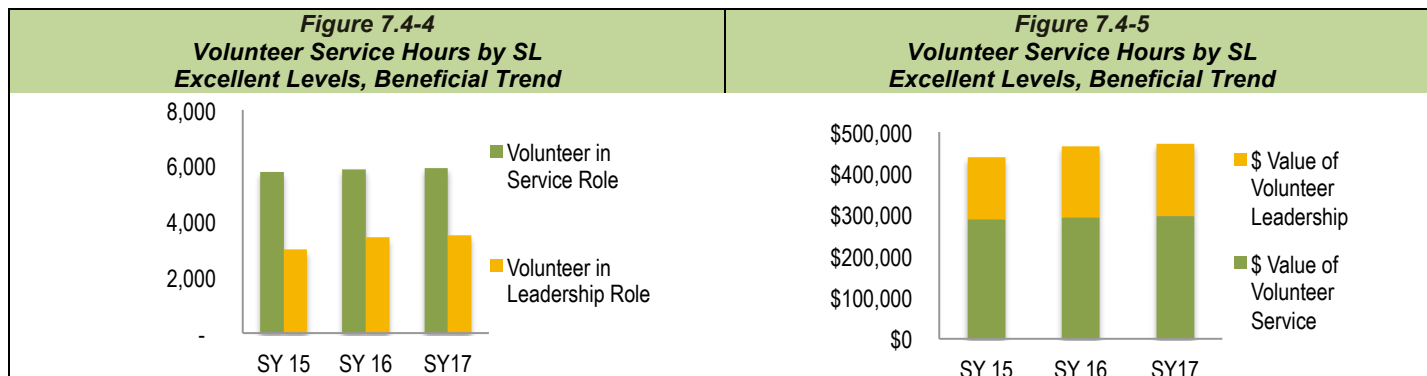
Our key current findings and trends in key governance accountability are measured by the BOEs commitment to policy review annually. Additionally, the BOE's commitment to the CSPP illustrates exceptional levels and trends for five consecutive years (Fig. 7.4-7). Fiscal accountability measure results are illustrated in (Fig. 7.4-1—2). Additionally, leaders at all levels participate in on-going training and development to support governance accountability. For the past 3 years, we have a stable high-level trend of 100% of our leaders, across offices participating in PD (Fig. 7.4-6). In the summer of '17, the district hosted its inaugural 2-day Leadership Launch which was open to district leaders and charter school leadership. Multiple sessions on diverse topics, such as Schoology, Restorative Justice, and Early Literacy, were offered and staff were able to attend sessions of interest. An evaluation concluding the event revealed that 100% of participants felt the event was valuable to their leadership and suggested repeating a similar event next year. In addition, in SY 17 the BOE completed its first self-evaluation, a multi-rater 360° instrument that is now guiding board goals and development. That survey is AOS, along with resultant BOE goals and action plans.



SL in D49 recognize the importance of earning voter support, which is why trust has been the #1 strategic priority and Big Rock #1 since a bond election loss in 2011. The election results since SL began emphasizing trust and transparency have reversed completely (Fig. 7.4-1). Not only is D49 earning more support, but more voters are participating every year, with a significant improvement in 2016 (Fig. 7.4-2). Additional evidence, including the communications plans for elections in 2015 and 2016 are AOS.

In addition to receiving support from the community, D49 SL generate value for society and district stakeholders by providing facilities at reduced or no cost to community

groups, students associations, and non-profit agencies. In SY 16 and 17, D49 returned over \$35,000 each year in in-kind value to our community. Also, according to a report by Hanover Research, *Short-Term and Long-Term Benefits of High School Graduation in District 49* (AOS) economic activity by D49 generates direct and indirect benefits to the district community. D49's educational performance also generates significant, quantifiable economic and social benefit through increased employment, decreased crime, decreased health care costs, increased income, increased income, sales, and property tax revenues, and reduced use of many public assistance programs. The average lifetime earnings associated with graduating classes in D49 equal \$57.2 million per graduating class. To complement the financial value of facilities and educational results, SL in D49 have demonstrated



7.4A.3 LAW, REGULATION, AND ACCREDITATION

D49 operates in a highly regulated environment, subject to local, state and federal regulations. D49 maintains compliance with health and safety regulations and financial law. The district is accredited at the state level and our BOE accredits schools. The BOE considers a variety of inputs when accrediting schools (i.e. academic achievement, growth, postsecondary and workforce readiness, safety). From 2010 to 2017, D49 maintained 100% accreditation for both the district and schools. In addition, since 2012, D49 has maintained 100% compliance with financial transparency requirements, CORA provisions, COMA laws for open meetings, safety accreditation, and inspections and operational practices for nutrition services and transportation. Many detailed results are available on our website and the rest are AOS.

Figure 7.4-6
Leadership Participation in PD

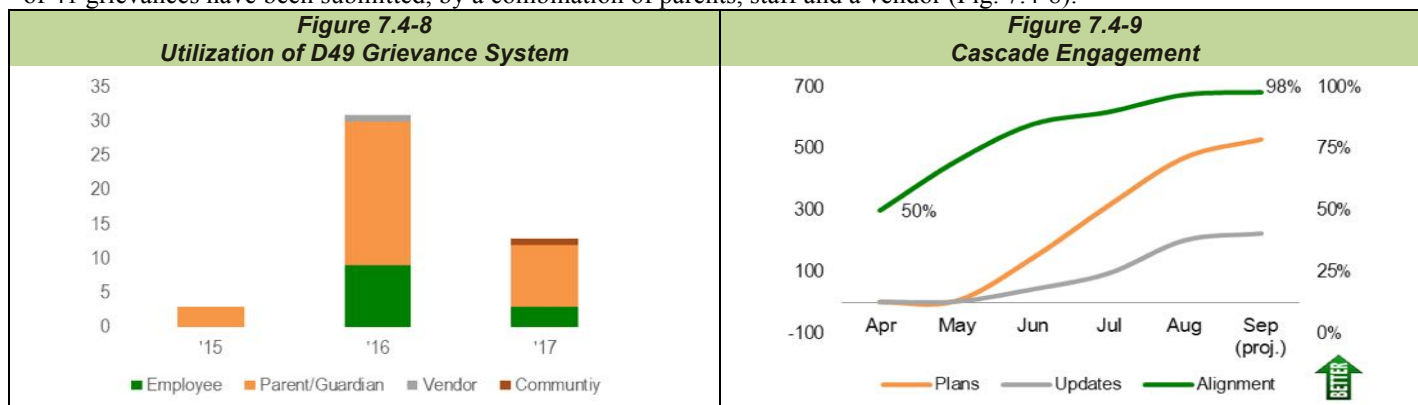
	SY 15	SY 16	SY 17
BOE SL	100%	100%	100%
EO SL	100%	100%	100%
BO SL	100%	100%	100%
CO SL	100%	100%	100%

Figure 7.4-7
Key Governance Process Results
Excellent Levels, Beneficial Trends

	2012	2013	2014	2015	2016
APR Results	<ul style="list-style-type: none"> - Long/Short term mission/vision for the district - Innovation Update - Communication Plan - Mill/Bond 2012 - Organization Structure-Current and future 	<ul style="list-style-type: none"> - Strategic Plan - Org Chart 	<ul style="list-style-type: none"> - Personnel Training - Board Roles & Responsibilities - Governance Review - Board Action Calendar - Board/District Committees 	<ul style="list-style-type: none"> RMPEX feedback review -Strategic Planning -Mission, Vision and Strategic Priority Review 	<ul style="list-style-type: none"> Community of Care Math Proficiency Alignment of VMV BRIGHT Continue PL Continue 49 Pathways
Policies Reviewed by BOE	100%	100%	100%	100%	100%

7.4A(4) ETHICS

To ensure all levels of leadership are acting ethically, D49 collects annual signed commitments to ethical practices and policies. Beginning in 2017, the SLT deployed an Ethics VOW to all BOE, SLT, and BL, aligned with our Compass Values. 100% of those SL vowed to uphold high ethical standards and our compass values. D49 has also formalized a grievance policy and process that can be used by all customer groups to appeal the decision making of leaders. Since initial deployment of this process in February 2015, a total of 41 grievances have been submitted, by a combination of parents, staff and a vendor (Fig. 7.4-8).



7.4A(5) SOCIETY

Results for societal well-being and support for key communities are evidenced in the service hours provided by SLT and ZL (Fig. 7.4-4—5). Further results for contributions to fulfill societal responsibilities and support for key communities are reported in the Hanover report and facility rental and provisions described in 7.4a(1).

7.4B STRATEGY IMPLEMENTATION RESULTS

In SY 14, D49 identified the strategic priorities of PL 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 good results and positive trends (7.1). In addition to maintaining 100% accreditation, 100% of schools submitted UIP APs for the past 3 years. Both of these metrics illustrate an optimum stable trend. Further, 100% of schools developed and submitted SHIPs we complete school health improvement plans (SHIPs). These are to the BOE for approval. We have maintained the stable trend of 100% completion at each schools (Fig. 7.4-10). Beginning in spring of SY 17, D49 began tracking and reporting all action plans developed through the CSPP in Cascade. An early SL pilot let to a launch point in June and the increase in numbers of plans, update, and alignment percentage is a successful result (depicted in 7.4-9) and available for demonstration onsite.

Figure 7.4-10
Action Plan Development Results

	'15	'16	'17
UIP	100%	100%	100%
SHIP	100%	100%	100%

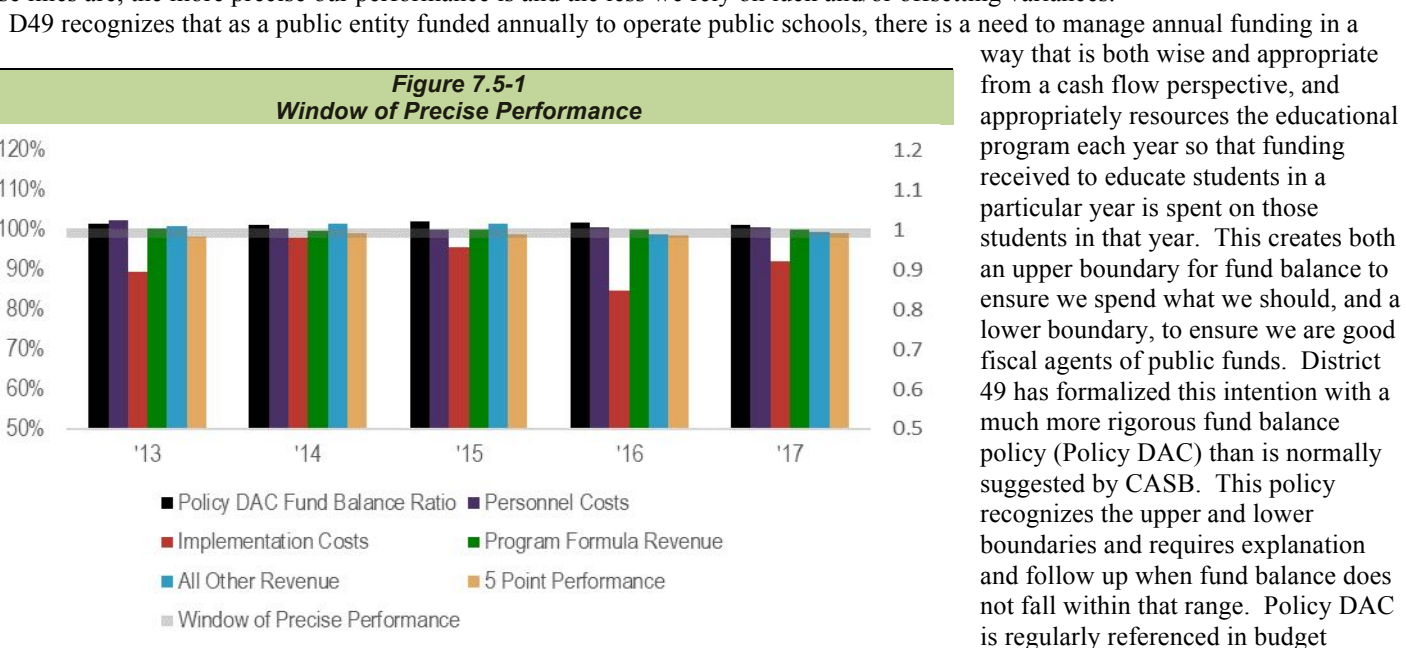
7.5 BUDGETARY, FINANCIAL AND MARKET RESULTS | 7.5A BUDGETARY, FINANCIAL AND MARKET RESULTS

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.

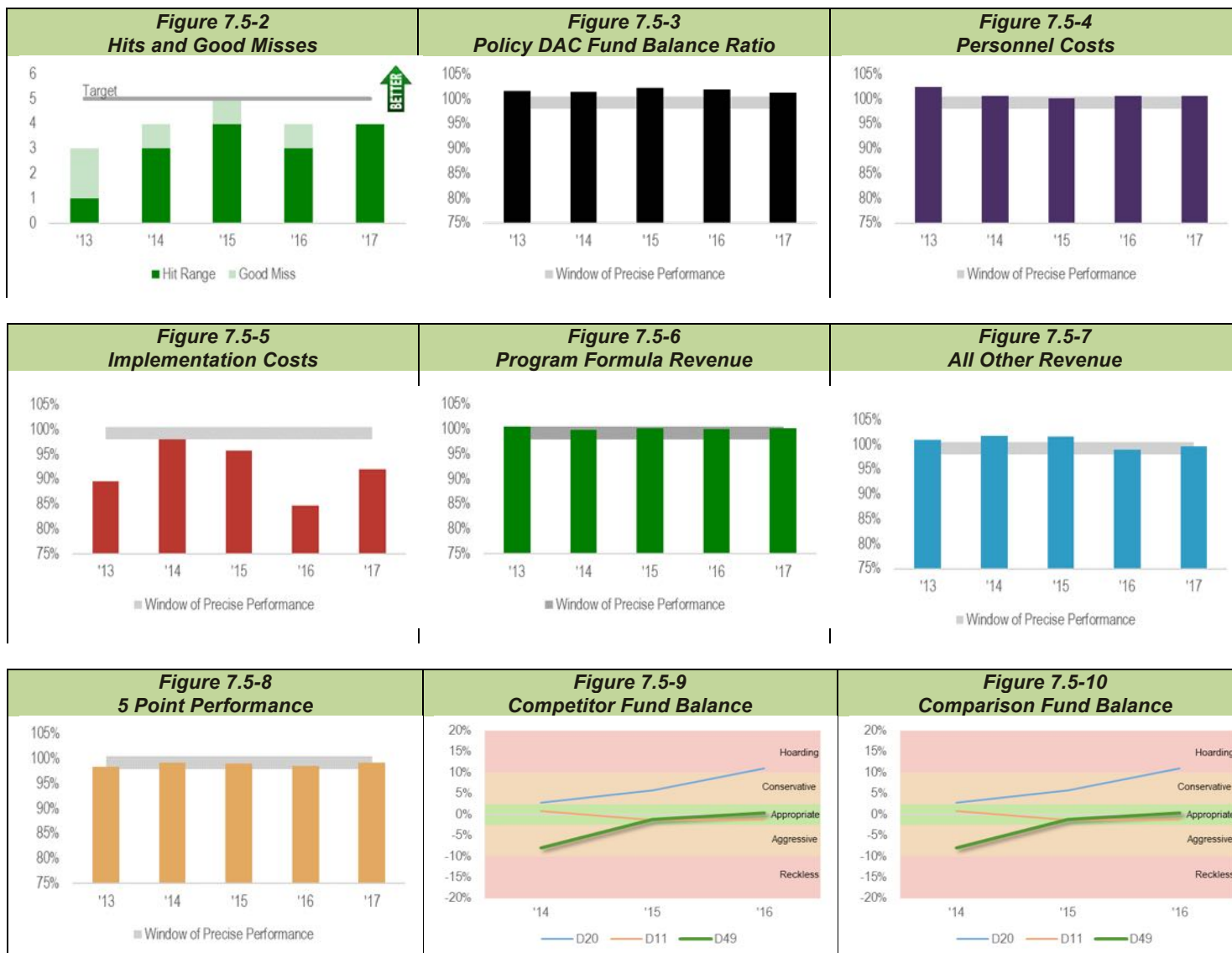
7.5A(1) BUDGETARY AND FINANCIAL PERFORMANCE

The D49 Business Office's Finance & Accounting Groups, intend to have precision in key financial priorities. We achieve 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 precision performance into the '5 point performance' final grade for the year. Our self-imposed window of precise performance is a tight window of 98% - 100.5%. Numbers outside of the range may not be 'bad' - just imprecise. For measures that fall outside of the window, there is often a clear preference for which direction outside is acceptable (i.e. a 'good miss'). For example, fund balance below the window would indicate poor forecasting and execution of financial plans, while fund balance above the window could indicate appropriate conservatism, or cumulative overperformance. 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 2016-17 and 2015-16 results represent the best achievement of what has been an improving trend over the last five years. The 5 point performance melded rate is 99.20%, which is just 0.05% off of the precision window midpoint of 99.25%. The secondary measure is also informative - observing how many points hit within the window each year, and then also, how many points hit or miss in the acceptable direction. In 2016/17, four of the five measures landed within the Window of Precise Performance. The lone outlier missed by only 0.09%. That small miss is in the 'wrong direction' but the immateriality of the miss makes it a 'technical miss' rather than a true indication of process deficiency. The relationship between the two lines is also important to note. The closer those lines are, the more precise our performance is and the less we rely on luck and/or offsetting variances.



presentations and discussions as an anchor point and key indicator of overall success in financial management. The Fund balance policy is a strict measurement of the general fund #10, which is a component of total general funds for the district. Beyond just having an appropriate fund balance is the development of a budget to meet that fund balance target and the execution of an annual financial plan to meet the budget target. This graph shows both the propriety of the target and the ability to meet that target. Again, District 49 strives for a narrow window correct or appropriate results, with acceptable deviations (either conservative or aggressive) on either side that precede inappropriate deviations that show either inappropriate fund balance accumulation (aka 'hoarding') or inadequate fund balance accumulation that is a level of risk that is cavalier and could become reckless.



While not a measure of financial performance per se, spend per pupil, determined by state and local regulation is definitely a crucial metric in terms of planning and district comparison. Our local community has been historically unwilling to pass additional taxes to support education. Thus, our spend per pupil is lower than that of our competitors. This encourages a high degree of fiscal responsibility as we provide a wider range of educational opportunities with a lower level of funding. The overall of trend of D49 is stable, and D49 continues to have a lower spend per pupil funding as compared to our competitors and of the ComDex.

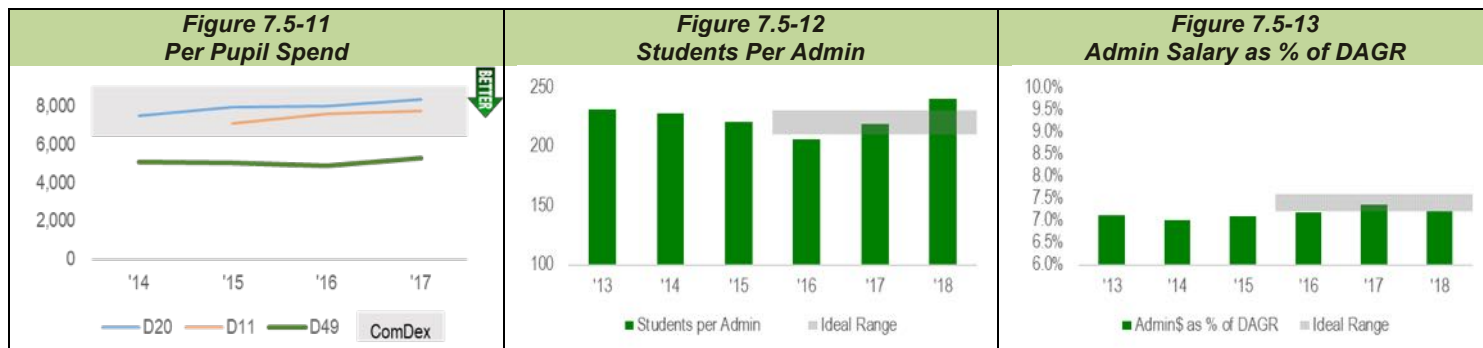
To ensure we are being responsible stewards of taxpayer money, operating at maximum efficiency and keeping resources close to students, target ratios were developed for administrative staffing. In '16, the senior leadership worked to identify ideal ranges for both the ratio of administrative staff to students and the percent of administrative salaries as a percentage of DAGR. The BOE approved these targets. This allows us to "build to the band" and project staffing needs. We met the target in the year following adoption. In the current year, we are currently operating outside of the optimum range, suggesting that while we are operating at a high degree of efficiency, we might be actually too lean, straining the capacity of administrative support for our schools and programs

7.5A(2) MARKET PERFORMANCE

Because Colorado is a choice state, parents may elect to send their students to a district other than that of their residence. This creates a degree of competition amongst school districts. However, attracting students must be done intentionally and thoughtfully to ensure that districts have the capacity to serve first its resident students first. Moreover, because large scale construction projects are generally paid for through bond and mill-leaves, additional taxes paid by district residents, accepting out-of district students to the

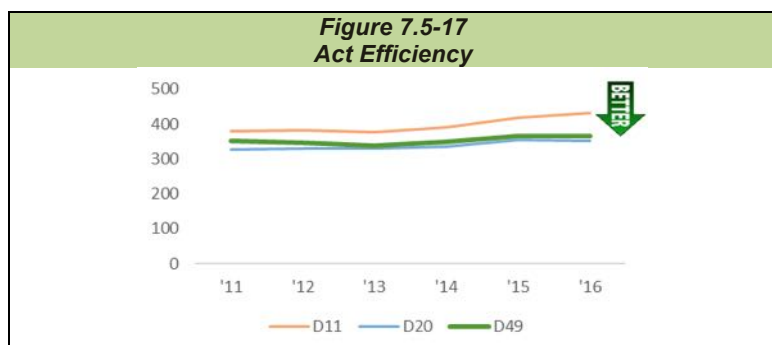
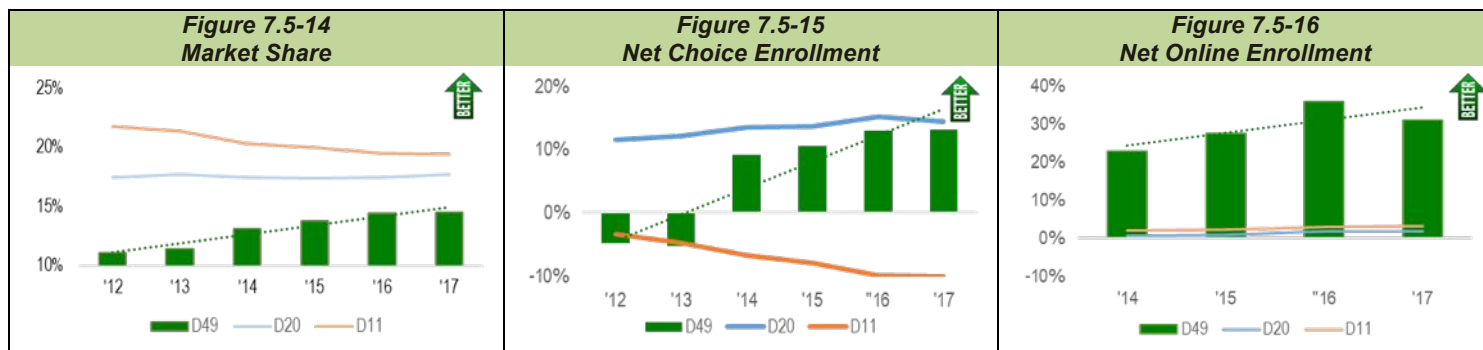
point of needing additional facilities represents a violation of tax-payer and community trust. To this end, D49 monitors several metrics related to choice enrollment: overall market share of students in El Paso County, overall net gain/loss due to choice enrollment and net gain/loss of students by type (traditional vs. online).

Figure 7.5-14 indicates market share for D49 and our competitor districts. The overall trend is beneficial, while that of D11 is adverse and D20 is stable. Our market gains are attributable to both our desirable portfolio of schools and the newer age of our community. In contrast, D11 has an aging community that is beginning to atrophy. D20 has plateaued in terms of community age and development. These factors lead us to predict this upward trend of market share ownership to continue for D49.



The absolute numbers of students choosing in and out of the district can be seen as a measure of student/parent satisfaction, but understanding this same data in terms of percentage of student population provides actionable information for budgetary and planning purposes. As previously noted, the large spike in the net percentage of choice students in D49 in '14 can be attributed to the acquisition of GOAL Academy. However, this trend continues to be upward and beneficial. Our net percentage of choice enrollments is above that of the ComDex and that of D11. Though D20 has a greater net percentage of choice students, theirs is not ideal, as it skews toward traditional enrollment (rather than online) to an extent that they have needed to ask constituents to build beyond their necessary resident student capacity.

However, leveraging D49's exceptional partnerships and PDES, we have found a way to serve larger numbers of non-resident students without overburdening our local community using online offerings. One of our partners, GOAL academy is the largest AEC in the state serving over 3,000 students. Additionally, we have a coordinated blended school, SSAE. This provisioning of online educational opportunities allow us to educate students without concerns about physical capacity and building needs. The additional programs needed to support these students is generated solely with annual per pupil funding. When we look at this percentage of students choosing in to online programs, D49 leads competitor and comparison districts by far. The overall trend is beneficial and upward, though there was a decline in the percentage of students choosing in online as compared to the year prior.



To compare our financial efficiency against the market, we examine the relationship between student funding and ACT scores. For each high school in our competition districts and D49's three coordinated high school, an efficiency value is calculated by taking per pupil Revenue plus MLO money received for each student 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. In examining trends, D49 has consistently been more efficient than D11 and is comparable to D20, (Fig. 7.5-17), analysis AOS.