

El Paso County, Colorado, School District 49

**3850 Pony Tracks Drive
Colorado Springs, CO 80922**



application for the

Malcolm Baldrige National Quality Award

April 27, 2021

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PAGE A-1 OF THE APPLICATION FORM

2021 Award Application Form

Malcolm Baldrige National Quality Award

OMB Clearance #0693-0006

Expiration Date: 07/31/2022

Page A-1 of 2

1. Your Organization

Official name	El Paso County, Colorado School District 49
Mailing address	3850 Pony Tracks Drive Colorado Springs, CO 80922

2. Award Category and Criteria Used

- a. Award category (Check one.)
- ☐ Manufacturing
- ☐ Service
- ☐ Small business. The larger percentage of sales is in (check one) ☐ Manufacturing ☐ Service
- ☒ Education
- ☐ Health care
- ☐ Nonprofit
- b. Criteria used (Check one.)
- ☐ Business/Nonprofit
- ☒ Education
- ☐ Health Care

3. Official Contact Point

Designate a person with in-depth knowledge of the organization, a good understanding of the application, and the authority to answer inquiries and arrange a site visit, if necessary. *Contact between the Baldrige Program and your organization is limited to this individual and the alternate official contact point. If this official contact point changes during the application process, please inform the program.*

☒ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Name	Matt Barrett
Title	Director of Data and Performance
Mailing address	<input checked="" type="checkbox"/> Same as above
Overnight mailing address	<input checked="" type="checkbox"/> Same as above (Do not use a P.O. box number.)
Telephone (office and cell, if possible)	[REDACTED]
Fax	n/a

4. Alternate Official Contact Point

☐ Mr. ☒ Mrs. ☐ Ms. ☐ Dr.

Name	Amber Whetstone
Telephone	[REDACTED]
Fax	n/a
Email	awhetstone@d49.org

5. Release and Ethics Statements

Release Statement

I understand that this application will be reviewed by members of the Board of Examiners. If my organization is selected for a site visit, my organization will

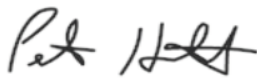
- host the site visit,
- facilitate an open and unbiased examination, and
- pay reasonable costs associated with the site visit (see [Baldrige Award Process Fees](https://www.nist.gov/baldrige/baldrige-award/award-process-fees/) at <https://www.nist.gov/baldrige/baldrige-award/award-process-fees/>).

If selected to receive an award, my organization will share nonproprietary information on its successful performance excellence strategies with other U.S. organizations.

Ethics Statement and Signature of Highest-Ranking Official

I state and attest that

- (1) I have reviewed the information provided by my organization in this award application package.
- (2) To the best of my knowledge, this package contains no untrue statement of a material fact and omits no material fact that I am legally permitted to disclose and that affects my organization's ethical and legal practices. This includes but is not limited to sanctions and ethical breaches.

	04-27-2021
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Signature

Date

☒ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Printed name	Peter Hilts
Job title	Chief Education Officer
Applicant name	El Paso County, Colorado School District 49
Mailing address	<input checked="" type="checkbox"/> Same as above

ELIGIBILITY CERTIFICATION FORM

2021 Eligibility Certification Form Checklist

Malcolm Baldrige National Quality Award

OMB Control No. 0693-0006

Expiration Date: 07/31/2022

0068 - Recv'd

1. Your Organization

Official name	El Paso County, Colorado School District 49
Other name	District 49
Prior name	(if changed within the past 5 years)

Headquarters address	3850 Pony Tracks Drive Colorado Springs, CO 80922
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2. Highest-Ranking Official

☒ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Name	Peter Hilts
Job title	Chief Education Officer
Email	philts@d49.org
Telephone	
Fax	719-494-8900

Address	<input checked="" type="checkbox"/> Same as above
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3. Eligibility Contact Point

Designate a person who can answer inquiries about your organization. Questions from your organization and requests from the Baldrige Program will be limited to this person and the alternate identified below.

☒ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Name	Matt Barrett
Job title	Director of Data and Performance
Email	mbarrett@d49.org
Telephone (office and cell, if possible)	
Fax	n/a

Address	<input checked="" type="checkbox"/> Same as above
Overnight mailing address	<input checked="" type="checkbox"/> Same as above (Do not use a P.O. box number.)

4. Alternate Eligibility Contact Point

☐ Mr. ☒ Mrs. ☐ Ms. ☐ Dr.

Name	Amber Whetstine
Email	awhetstine@d49.org

Telephone	
Fax	n/a

5. Application History

Has your organization previously submitted an eligibility certification package?

☒ Yes. *Indicate the year(s). Also indicate the organization's name at that time, if different.*

Year(s)	2020
Name(s)	

☐ No

☐ Don't know

Has your organization ever received the Malcolm Baldrige National Quality Award®?

☐ Yes.

Did your organization receive the award in 2015 (the year you submitted award-winning application) or earlier?

☐ Yes. *Your organization is eligible to apply for the award.*

☐ No. *If your organization received an award between 2016 and 2020, it is eligible to apply for feedback only. Contact the Baldrige Program at (877) 237-9064, option 3, if you have questions.*

☒ No

Has your organization participated in a regional/state/local or sector-specific Baldrige-based award process?

☒ Yes. Years:

2015 - 2018

☐ No

Is your organization submitting additional materials (i.e., a completed Organizational Profile and two results measures for each of the five Criteria results items [option 8 in section 6k]) as a means of establishing eligibility?

☒ No. *Proceed to question 6.*

☐ Yes. *In the box below, briefly explain the reason your organization chose this eligibility option. (This information will be shared with the Alliance leadership, without revealing your organization's identity.)*

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6. Eligibility Determination

See also [Is Your Organization Eligible?](https://www.nist.gov/baldrige/baldrige-award/your-organization-eligible/) (<https://www.nist.gov/baldrige/baldrige-award/your-organization-eligible/>).

a. Is your organization a distinct organization or business unit headquartered in the United States?

☒ Yes ☐ No. *Briefly explain.*

We received the Peak Level recognition from Rocky Mountain Performance Excellence in 2017.
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Has your organization officially or legally existed for at least one year, or since April 1, 2020?

☒ Yes ☐ No

Can your organization respond to all seven Baldrige Criteria categories? Specifically, does your organization have processes and related results for its unique operations, products, and/or services? For example, does it have an independent leadership system to set and deploy its vision, values, strategy, and action plans? Does it have approaches for engaging customers and the workforce, as well as for tracking and using data on the effectiveness of these approaches?

☒ Yes ☐ No

If some of your organization's activities are performed outside the United States or its territories and your organization receives a site visit, will you make available sufficient personnel, documentation, and facilities in the United States or its territories to allow a full examination of your worldwide organization?

☐ Yes ☐ No ☒ Not applicable

If your organization receives an award, can it make sufficient personnel and documentation available to share its practices at the Quest for Excellence® Conference and at your organization's U.S. facilities?

☒ Yes ☐ No

If you checked "No" for 6a, 6b, 6c, 6d, or 6e, call the Baldrige Program at (877) 237-9064, option 3.

Questions for Subunits Only

If your organization is a subunit in education or health care, does your subunit provide direct teaching and instructional service to students or direct health care services to people?

☐ Yes. (<https://www.nist.gov/baldrige/baldrige-award/your-organization-eligible>). **Then proceed to item 6k.**

☐ No. *Continue with 6g.*

Does your subunit function independently and as a discrete entity, with substantial authority to make key administrative and operational decisions? (It may receive policy direction and oversight from the parent organization.)

☐ Yes. *Continue with 6h.*

☐ No. *Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*

Does your subunit have a clear definition of "organization" reflected in its literature? Does it function as a business or operational entity, not as activities assembled to write an award application?

☐ Yes. *Continue with 6i.*

☐ No. *Your subunit probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*

Is your subunit in manufacturing or service?

☐ Yes. *Does it have 500 or fewer employees? Is it separately incorporated and distinct from the parent organization's other subunits? Or was it independent before being acquired by the parent, and does it continue to operate independently under its own identity?*

☐ Yes. *Your subunit is eligible in the small business category. Attach relevant portions of a supporting official document (e.g., articles of incorporation) to this form.*

If your subunit has 500 or less employees, you may apply under Manufacturing or Service if it is more appropriate than Small Business. **Proceed to item 6k.*

☐ No. *Continue with 6j.*

Is your subunit self-sufficient enough to be examined in all seven categories of the Criteria?

- Does it have its own senior leaders?

- Does it plan and implement its own strategy?
- Does it serve identifiable customers either inside or outside the organization?
- Is it responsible for measuring its performance and managing knowledge and information?
- Does it manage its own workforce?
- Does it manage its own work processes and other aspects of its operations?
- Can it report results related to these areas?

☐ Yes. *Proceed to 6k (table below).*

☐ No. *Your organization probably is not eligible to apply for the award. Call the Baldrige Program at (877) 237-9064, option 3.*

Does your organization meet one of the following conditions?

1. My organization has won the Baldrige Award (prior to 2016).	<input type="checkbox"/> Yes	Your organization is eligible.	No	Continue with statement 2.
2. Between 2016 and 2020, my organization applied for the national Baldrige Award, and the total of the process and results band numbers assigned in the feedback report was 8 or higher.	<input type="checkbox"/> Yes	Your organization is eligible. Year: Total of band scores:	No	Continue with statement 3.
3. Between 2016 and 2020, my organization applied for the national Baldrige Award and received a site visit.	<input type="checkbox"/> Yes	Your organization is eligible. Year of site visit:	No	Continue with statement 4.
4. Between 2015 and 2020, my organization received the top award from an award program that is a member of the Alliance for Performance Excellence.	<input checked="" type="checkbox"/> Yes	Your organization is eligible. Award program: Peak Level, Rocky Mountain Performance Excellence. Year of top award: 2017	No	Continue with statement 5.
5. More than 25% of my organization's workforce is located outside the organization's home state.	<input type="checkbox"/> Yes	Your organization is eligible.	No	Continue with statement 6.
6. There is no Alliance for Performance Excellence award program available for my organization.	<input type="checkbox"/> Yes	Your organization is eligible.	No	Continue with statement 7.

7. Between 2017 and 2020, my organization applied for the national Baldrige Award through the alternate method (option 8 below) and the total of the process and results bands assigned in the feedback report was 6 or higher.	<input type="checkbox"/> Yes	Your organization is eligible. Year:	No, my organization did not apply using this method. <input type="checkbox"/> My organization applied using this method, but did NOT receive a total of 6 or higher.	Continue with statement 8. Your organization is not eligible. Call 877-237-9064, option 3, if you have questions.
8. My organization will submit additional eligibility screening materials (i.e., a complete Organizational Profile and two results measures for each of the five Criteria results items). The Baldrige Program will use the materials to determine if my organization is eligible to apply for the award this year (as described in the fact sheet at Eligibility FAQs).	<input type="checkbox"/> Yes	The Baldrige Program will review the materials and contact your ECP after determining your eligibility.	No	Call 877-237-9064, option 3, if you have questions.

7. Award Category

a. Award category (*Check one.*)

Your education or health care organization may use the Business/Nonprofit Criteria and apply in the service, small business, or nonprofit category. However, you probably will find the sector-specific (Education or Health Care) Criteria more appropriate.

For-Profit	Nonprofit
<input type="checkbox"/> Manufacturing <input type="checkbox"/> Service <input type="checkbox"/> Small business (≤ 500 employees) <input type="checkbox"/> Education <input type="checkbox"/> Health care	<input type="checkbox"/> Nonprofit <input checked="" type="checkbox"/> Education <input type="checkbox"/> Health care

Industrial classifications. In table below, list up to three of the most descriptive NAICS codes for your organization (see NAICS list included at the end of this document). *These are used to identify your organizational functions and to assign applications to examiners.*

611	6117	
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8. Organizational Structure

a. For the preceding fiscal year, the organization had

- ☐ up to \$1 million ☐ \$1.1 million–\$10 million
☐ \$10.1 million–\$100 million ☒ \$100.1 million –\$500 million
☐ \$500.1 million–\$1 billion ☐ more than \$1 billion

in ↓

- ☐ sales
☐ revenue
☒ budget

Attach a line-and-box organization chart that includes divisions or unit levels. In each box, include the name of the unit or division and the name of its leader. Do not use shading or color in the boxes.

☒ The chart is attached.

The organization is _____ a larger parent or system. (Check all that apply.)

- ☒ not a subunit of (See item 6 above.) ☐ a subsidiary of ☐ controlled by ☐ administered by
☐ owned by ☐ a division of ☐ a unit of ☐ a school of ☐ other _____

Parent organization

Total number of paid employees*

Highest-ranking official

Telephone

Address

Job title

**Paid employees include permanent, part-time, temporary, and telecommuting employees, as well as contract employees supervised by the organization. Include employees of subunits but not of joint ventures.*

Attach a line-and-box organization chart(s) showing your organization's relationship to the parent's highest management level, including all intervening levels. In each box, include the name of the unit or division and its leader. Do not use shading or color in the boxes.

☐ The chart is attached.

Considering the organization chart, briefly describe below how your organization relates to the parent and its other subunits in terms of products, services, and management structure.

Provide the title and date of an official document (e.g., an annual report, organizational literature, a press release) that clearly defines your organization as a discrete entity.

Title

Date

Attach a copy of relevant portions of the document. If you name a website as documentation, print and attach the relevant pages, providing the name only (not the URL) of the website.

☐ Relevant portions of the document are attached.

Briefly describe the major functions your parent or its other subunits provide to your organization, if appropriate. Examples are strategic planning, business acquisition, research and development, facilities management, data gathering and analysis, human resource services, legal services, finance or accounting, sales/marketing, supply chain management, global expansion, information and knowledge management, education/training programs,

information systems and technology services, curriculum and instruction, and academic program coordination/development.

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9. Site Listing

You may attach or continue your site listing on a separate page as long as you include all the information requested here. You may group sites by function or location (city, state), as appropriate. Please include the total for **each column** (sites, employees/faculty/staff, volunteers, and products/services). If different sites are located on the same campus (e.g., medical building and acute care hospital), please indicate that in the “Sites” column. See the ABC HealthCare example below. If your organization has any joint ventures, please list and describe those in the second table below.

Please include a detailed listing showing all your sites. If your organization receives a site visit, an examiner team will use this information for planning and conducting its visit. Although site visits are not conducted at facilities outside the United States or its territories, these facilities may be contacted by teleconference or videoconference.

Example (ABC HealthCare)					
	Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Workforce* <i>List the numbers at each site.</i>		<i>List the % at each site, or use “N/A” (not applicable).</i>	Relevant Products, Services, and/or Technologies
		<i>Check one or more.</i> <input checked="" type="checkbox"/> Employees <input type="checkbox"/> Faculty <input type="checkbox"/> Staff	Volunteers (no. or N/A)	<i>Check one.</i> % of <input type="checkbox"/> Sales <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Budget	
	ABC Medical Center, Anytown, NY	1,232	147	77%	Admin. offices, inpatient care, ED, imaging services, lab
	ABC Hospital West, West Anytown, NY	255	78	14%	Inpatient services, ED, lab
	ABC Medical Group, Anytown, NY <i>Located on same campus as ABC Medical Center</i>	236	N/A	6%	Primary & specialty physician care
	ABC Imaging Center, West Anytown, NY	11	N/A	1%	Imaging services
	ABC Hospice Services, West Anytown, NY <i>Different location than ABC Hospital West and ABC Imaging Center</i>	94	89	1%	On- and off-site hospice services
	ABC Urgent Care, West Anytown, NY	8	N/A	1%	Outpatient emergency and urgent care services
Total	6	1,836	314	100%	

District 49				
	Sites (U.S. and Foreign) <i>List the city and the state or country.</i>	Workforce* <i>List the numbers at each site.</i>	<i>List the % at each site, or use “N/A” (not applicable).</i>	

		Check one or more. <input checked="" type="checkbox"/> Employees <input type="checkbox"/> Faculty <input type="checkbox"/> Staff	Volunteers (no. or N/A)	Check one. % of <input type="checkbox"/> Sales <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Budget	Relevant Products, Services, and/or Technologies
	EVANS ELEMENTARY COLORADO SPRINGS, CO	70	N/A	N/A	Educational Support & Delivery
	FALCON ELEMENTARY PEYTON, CO	42	N/A	N/A	Educational Support & Delivery
	MERIDIAN RANCH ELEMENTARY PEYTON, CO	78	N/A	N/A	Educational Support & Delivery
	REMINGTON ELEMENTARY COLORADO SPRINGS, CO	72	N/A	N/A	Educational Support & Delivery
	RIDGEVIEW ELEMENTARY COLORADO SPRINGS, CO	76	N/A	N/A	Educational Support & Delivery
	WOODMEN HILLS ELEMENTARY PEYTON, CO	76	N/A	N/A	Educational Support & Delivery
	SPRINGS RANCH ELEMENTARY COLORADO SPRINGS, CO	71	N/A	N/A	Educational Support & Delivery
	STETSON ELEMENTARY COLORADO SPRINGS, CO	64	N/A	N/A	Educational Support & Delivery
	ODYSSEY ELEMENTARY COLORADO SPRINGS, CO	57	N/A	N/A	Educational Support & Delivery
	BENNETT RANCH ELEMENTARY PEYTON, CO	41	N/A	N/A	Educational Support & Delivery
	INSPIRATION VIEW ELEMENTARY COLORADO SPRINGS, CO	68	N/A	N/A	Educational Support & Delivery
	ACADEMY FOR LITERACY, LEARNING & INNOVATION EXCELLENCE (ALLIES) COLORADO SPRINGS, CO	24	N/A	N/A	Educational Support & Delivery
	FALCON MIDDLE PEYTON, CO	87	N/A	N/A	Educational Support & Delivery
	HORIZON MIDDLE COLORADO SPRINGS, CO	83	N/A	N/A	Educational Support & Delivery
	SKYVIEW MIDDLE COLORADO SPRINGS, CO	98	N/A	N/A	Educational Support & Delivery
	FALCON HIGH PEYTON, CO	98	N/A	N/A	Educational Support & Delivery
	SAND CREEK HIGH COLORADO SPRINGS, CO	110	N/A	N/A	Educational Support & Delivery
	VISTA RIDGE HIGH COLORADO SPRINGS, CO	134	N/A	N/A	Educational Support & Delivery
	PATRIOT HIGH PEYTON, CO	22	N/A	N/A	Educational Support & Delivery
	SPRINGS STUDIO FOR ACADEMIC EXCELLENCE COLORADO SPRINGS, CO	38	N/A	N/A	Educational Support & Delivery
	CREEKSIDE SERVICE CENTER COLORADO SPRINGS, CO	50	N/A	N/A	Educational Support & Delivery
	EDUCATION SERVICE CENTER PEYTON, CO	31	N/A	N/A	Educational Support & Delivery
	SPECIAL SERVICES (ITINERANT) COLORADO SPRINGS, CO	100	N/A	N/A	Educational Support & Delivery
	PERSONAL, EXCELLENCE, ACADEMIC, KNOWLEDGE (PEAK) COLORADO SPRINGS, CO	13	N/A	N/A	Educational Support & Delivery
	AUX SERVICE PEYTON, CO	165	N/A	N/A	Educational Support & Delivery
	ASSIGNED TO CHARTERS COLORADO SPRINGS, CO	37	N/A	N/A	Educational Support & Delivery
Total		26	1805		

**The term workforce refers to all people actively involved in accomplishing the work of an organization. The workforce includes paid employees (e.g., permanent, part-time, temporary, telecommuting, and contract employees supervised by the*

organization) and volunteers, as appropriate; it also includes team leaders, supervisors, and managers at all levels.

Joint Ventures				
	Partner Organization	# of applicant employees included in joint venture	% Owned by the Applicant	Describe extent/level of operational and managerial responsibility your organization has for the joint venture.
Total				

10. Key Business/Organization Factors

List or briefly describe where necessary the following key business/organization factors (we recommend using bullets). Please be concise, but be as specific as possible. Provide full names of organizations (i.e., do not use acronyms). *The Baldrige Program uses this information to avoid conflicts of interest when assigning examiners to your application. Examiners also use this information in their evaluations.*

a. Main products and/or services and major markets served (local, regional, national, and international)

- We provide public educational programs and services for students in preschool through grade 14.
- We serve El Paso County, Colorado (Centered around Colorado Springs) as well as students from across Colorado through our online and blended schools.

Key competitors (those that constitute 5 percent or more of your competitors)

- We consider Academy School District 20 and Colorado Springs School District 11 as our key competitors. They are both neighboring districts and all three districts enroll students from each other across district boundaries. We are also the three largest districts in our region.

Key customers/users (those that constitute 5 percent or more of your customers/users)

- Elementary and Secondary Students
- Parents

Key suppliers/partners (those that constitute 5 percent or more of your suppliers/partners)

Charter Schools	• District authorized charter schools supply programs and services that supplement district-operated educational programs and services.
State Agencies	• Colorado Department of Education supplies extensive technical assistance and resources for educational excellence, equity, innovation, and performance improvement.
Data Services	• Powerschool supplies student information, business information, and a learning management system (Schoology). • Frontline supplies management for individualized learning plans and human resources management
Higher Education	• University of Colorado, Colorado Springs supplies teacher preparation and educator advancement. Pikes Peak Community College supplies concurrent enrollment and work-based certifications.
Business Community	• Pikes Peak Business Education Alliance, as an alliance of dozens of area businesses and associations, supplies work-based standards and curriculum as well as learning opportunities leading to professional certifications and career pathways.

IT Services	• Sentinel Technology supplies expertise and direct oversight to manage, enhance, and secure our information technology networks and services.
Military Community	• The Department of Defense Educational activities supports a range of cultural and learning programs.
Infrastructure Management	• District 49 partners with DLR group for facility design, and with Wember Inc. as an owner's representative to track performance of all contractors.
Emergency Services	• District 49 partners with police and fire departments from El Paso County and Colorado Springs for emergency planning and first responder services.

Financial auditor

Fiscal year (e.g., October 1–September 30)

Hoelting & Company, Inc.	July 1 – June 30
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Parent organization (if your organization is a subunit).

N/A	
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11. Nomination to the Board of Examiners

If your organization is eligible to apply for the Baldrige Award in 2021, you may nominate one senior member from your organization to the 2021 Board of Examiners.

Nominees are appointed for one year only. Nominees

- **must not have served previously on the Board of Examiners** and
- must be citizens of the United States, be located in the United States or its territories, and be employees of the applicant organization.

The program limits the number of examiners from any one organization. If your organization already has representatives on the board, nominating an additional person may affect their reappointment.

Board appointments provide a significant opportunity for your organization to learn about the Criteria and the evaluation process. The time commitment is also substantial: examiners commit to a minimum of 200 hours from April to August, including approximately 40-60 hours in April/May to complete self-study, 24-32 hours in late April/early May to participate in Examiner Preparation, and 95-130 hours from June through August to complete an Independent and Consensus Review. If requested by the program, examiners also participate in a Site Visit Review of approximately nine days.

☒ Mr. ☐ Mrs. ☐ Ms. ☐ Dr.

Pedro Almeida

from our organization will serve on the 2021 Board of Examiners.

palmeida@d49.org

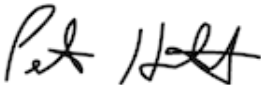
Email address

☒ I understand that if my organization is determined to be ineligible to apply for the Baldrige Award in 2021, this examiner nomination will not be considered for the 2021 Board of Examiners.

12. Self-Certification and Signature

I state and attest the following:

- (1) I have reviewed the information provided in this eligibility certification package.
- (2) To the best of my knowledge,
 - this package includes no untrue statement of a material fact, and
 - no material fact has been omitted.
- (3) Based on the information herein and the current eligibility requirements for the Malcolm Baldrige National Quality Award, my organization is eligible to apply.
- (4) I understand that if the information is found not to support eligibility at any time during the 2021 award process, my organization will no longer receive consideration for the award and will receive only a feedback report.

	Peter Hilts	02-12-2021
Signature of highest-ranking official	Printed name	Date

13. Submission

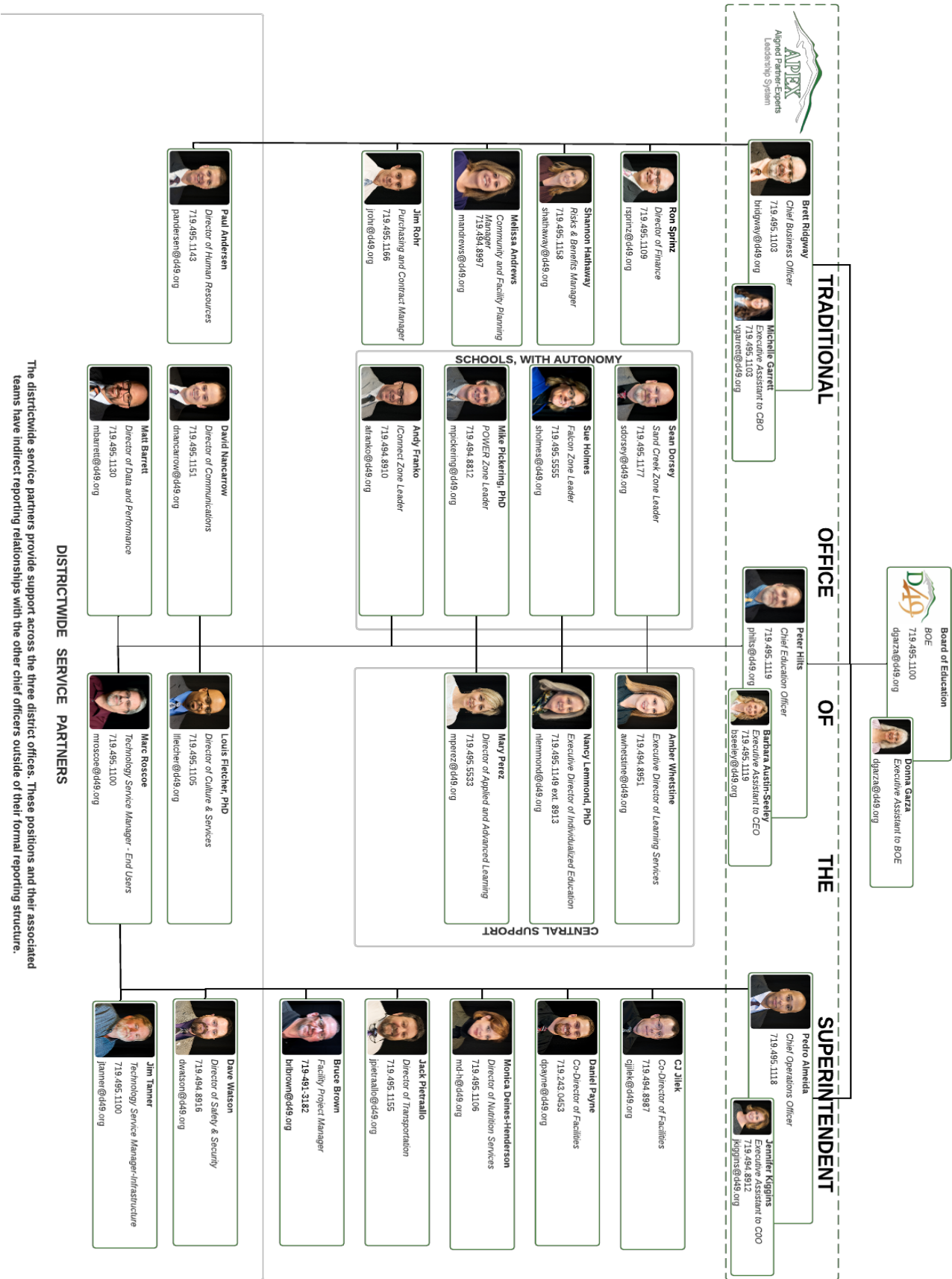
To be considered for the 2021 award, your complete eligibility certification package *must be submitted electronically no later than* February 17, 2021.

To submit your Eligibility Certification package, request a link to NIST's secure file transfer system by emailing asqbaldrige@asq.org. Do not email your eligibility package directly to ASQ.

Do you authorize ASQ to return copies of your date-stamped eligibility forms (required to be included in your application package) via email? *If you check "no" below, the copies will be returned to you via the secure file transfer system.*

☒ Yes ☐ No

ORGANIZATION CHART



DISTRICTWIDE SERVICE PARTNERS

The districtwide service partners provide support across the three district offices. These positions and their associated teams have indirect reporting relationships with the other chief officers outside of their formal reporting structure.

GLOSSARY OF TERMS AND ABBREVIATIONS

GLOSSARY

49 Pathways-----	Our brand for individualized education programs in secondary schools
49 Voices-----	Our collective system of communications to listen to and respond to the voices of our customers, community, and workforce
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-----	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.
AAL-----	Applied and Advanced Learning
ADA-----	Americans with Disabilities Act
AEC-----	Alternative Education Campus: In Colorado, an alternative education campus is one where at least 90% of the students served meet the characteristics of at least one high-risk category.
AimsWeb Plus-----	An online assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Kindergarten through Grade 8
Amplify-----	This software product is a suite of tools that assess, track, report, and archived information about individual and groups of students
AOS-----	Available On-Site
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
APEx LS-----	<u>A</u> ligned <u>P</u> artner <u>E</u> xpert Leadership System: 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 Applicant Tracking-----	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 (See Also Frontline)
APS-----	Annual Planning Summit: The Board's annual planning summit occurs in January each year to review cultural and strategic priorities and initiatives
ASL-----	American Sign Language
ATS-----	Applicant Tracking System: A system within Applitrack which we use to monitor data about our candidate pool

B-----

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 <i>The Seven Habits of Highly Effective People</i>
BL-----	Building Leaders / Leadership
Blended Learning-----	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

BO ----- Business Office

BOE ----- Board of Education / “The Board”

BOLT ----- Business Office Leadership Team: A group of leaders reporting to the Chief Business Officer

BoY ----- Beginning of the Year: A sequence of assessments administered during the first month of the school year to determine levels of student performance

BPP ----- Budget Planning Process

Business Plus ----- Business Operating System in our Business Office/Finance

C -----

C-19 / COVID-19/COVID ----- A highly contagious, acute respiratory illness in humans caused by a coronavirus (SARS-CoV-2 virus), capable of producing severe symptoms and in some cases death, became a pandemic in 2020

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

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

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.

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 ----- Core Competencies

CCHE ----- 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

CDC ----- Centers for Disease Control and Prevention: As the nation’s health protection agency, CDC saved lives and protects people from health, safety and security threats.

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

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

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

Charter School APR -----	D49's report to the BOE about the performance of our authorized charter schools
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
CIPA -----	Child Internet Protection Act: The federal legislation that mandates strict controls over access by children to explicit or dangerous content
CLDE -----	Culturally and Linguistically Diverse Education: Educational program designed to meet the needs of the ELL to focus on Language Acquisition.
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
COALT -----	Colorado Alternative Assessment: A differentiated system of assessments for students who may need specific accommodations
ComDex -----	Comparative Index
Continuous Improvement and Innovation ---	One of D49's Core Competencies
COO -----	Chief Operations Officer
COOP -----	Continuity of Operations Plan
COPPA -----	Children's Online Privacy Protection Act: The federal legislation that mandates strict controls over personal data of students and other children
CORA -----	Colorado Open Records Act: The Colorado equivalent of the national Freedom of Information Act this statute permits public review of most public documents
CO-TOP -----	Comprehensive Training Opportunities for Paraprofessionals
CPS -----	Cascade / Cascade Performance System: A cloud-based software as a service implementation to support cultural and strategic planning, monitoring, reporting, and integration.
CRS -----	Colorado Revised Statutes
CSCI -----	Culture and Strategy of Continuous Improvement
CSP -----	Cultural and Strategic Priorities: 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
CT -----	Classroom Teachers
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 -----	El Paso County School District 49
DA -----	Data Analysts
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.

DIBELS Math / DIBELS Next	Dynamic Indicators of Basic Early Literacy Skills: An assessment designed to monitor the acquisition of early literacy and / or mathematical skills in students from Kindergarten through 6th grade
DMS	Data Management Systems
DOJ	Department of Justice
DPF	District Performance Framework: Document issued by Colorado Department of Education annually recommending accreditation of each public school district based on performance indicators.
E	
E-49	System of remote learning and working during the COVID-19 pandemic
ECEA	Exceptional Children's Education Act
Ed Tech	Educational Technology: The use of information technology and devices for classroom instruction, learning, assessment, and communication. In D49's nomenclature, IT is more of a network and infrastructure term, while Ed Tech (not ET) is more commonly a reference to technology applications for learning. See also, IT
EEOC	Equal Employment Opportunity Commission
EERM	Efficient and Effective Resource Management: One of D49's Core Competencies
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
ELAC	Equity Leadership Advisory Council
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
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
Envisio	Planning platform, second-generation tool for creating, updating, and reporting action plans.
EO	Education Office
EoY	End of the 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.
EPS	Educational Programs and Services
ESCAT	Enhanced Security Community Advisory Team
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	Educational Support Personnel: Designation we use to refer to the category of employees who serve in support roles, including paraprofessionals, nutrition services, transportation, custodial and others; all ESP positions are non-exempt
ESSA	Every Student Succeeds Act: Reauthorization of the previous ESEA Act, a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school

districts with a high percentage of students from low-income families and English Learners.

F

Fantastic 49	District recognition program where honorees are recognized during a special presentation before each monthly board meeting.
FCBC	Falcon Community Builders for Classrooms: A consortium of homebuilders in District 49. Members of this key collaborator contribute \$1500 for each house built to provide financial support for the success of District 49.
FERPA	Family Education Rights and Privacy Act: Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
FLSA	Fair Labor Standards Act
FMLA	Family Medical Leave Act
FTE	Full-time Equivalent: Term used to quantify in budgeting in reference to either students/enrollment or employees/staffing

G

GE	Gifted Education
GOAL Academy	Free public blended-online learning high school, with 36 student drop-in centers statewide
Graduation Rate	Publically available on-time (4 year) graduation rate. Calculated by taking the number of graduates and dividing by the number of students eligible for graduation.
G-Suite	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.

H

Hanover Research	Independent company contracted by D49 to conduct research, in the form of investigative inquiry and/or reviews of best practices.
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.
HR	Human Resources Department
HVAC	Heating, Ventilation and Air Conditioning

I

ID	Form of identification
IDEA	The Individuals with Disabilities Education Act
IEP	Individualized Education Plan: Federally mandated plan developed for students qualifying for special education services
ILD	Individualized Learning
IT	Information Technology: Information technology is the full array of devices, networks, databases, and associated systems that form the backbone of all district technology services. In D49 nomenclature, IT is the infrastructure that supports technology applications, but is not the educational application itself. See also Ed Tech.
ITMP	Information Technology Master Plan

K

K-12	Kindergarten through 12th grade
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

KPM	Key Performance Measures:
KSA	Knowledge, Skills and Abilities
KSS	Key Support Systems
KWP	Key Work Process
KWS	Key Work Systems

L

LDS	Learning and Development System
LDSP (Apex Incubator)	Leadership Development and Succession Process: Processes and systems to identify, develop and promote individuals with recognized leadership potential or performance
LEA	Local Education Authority
Leadership Launch	Program providing leaders over 20 unique sessions addressing ethical, legal, regulatory, instructional, interpersonal and innovative requirements of leadership.
Learn, Work, and Lead	The mission of District 49, integrated into our key work processes through SCCI generally as well as multiple strategic initiatives and processes.
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 Department
LS	Learning Support

M

MGP	Median Growth Percentile: Derived using the Colorado Growth Model, provides a measure of student learning on the state assessment. Statistically, statewide, like-performing students are grouped and the median amount of growth is computed. From there, individual students are assigned a growth percentile, which assess their degree of growth, with 50 being the median or average.
MLO	Mill Levy Override: A mill levy override is money generated from property taxes that support the general operating budget of District 49
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
MOU	Memorandum/a of Understanding
MoW	Members of the Workforce
MoY	Middle of Year: Commonly used to refer to the middle of the year assessment window for interim measures
MTSS	Multi-Tiered Systems of Support: Term used to describe a robust system of core-curriculum and interventions to support student learning needs
MVV	Mission, Vision and Values
myON	A digital library with multimedia supports, real-time reporting and assessments, and reading/writing tools

N

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.
NS	Nutrition Services Department
NSBP	National School Breakfast Program
NSLP	National School Lunch Program

O

OFI -----	Opportunity for Improvement
OLT -----	Operations Leadership Team: Group of leaders reporting to the Chief Operations Officer
OO -----	Operations Office
OSHA -----	Occupational Safety and Health Administration
P -----	
P&C -----	Performance and Capabilities
PD -----	Professional Development and Learning : 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
PILA -----	Principal Induction Leadership Academy
PL-----	Primary Literacy: D49Key initiative aligned with “Firm Foundations” strategic priority to ensure that in District 49, Every Third Grader Reads.
PL -----	Professional Learning
PLC -----	Professional Learning Communities
PLT -----	Principals’ Leadership Team: 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.
PM-----	Performance Management System
PMI-----	Project Management Institute
Portfolio School Management-----	One of D49’s Core Competencies
Powerschool -----	Integrated student information and learning management software system
PPCC-----	Pikes Peak Community College: Local community college which provides Concurrent Enrollment support in D49.
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.
Principal Induction Leadership Academy----	Structured system of instruction, modeling, mentoring and support for new or aspiring building-level leaders
Prof-Tech-----	Classification of non-instructional positions that support various facets of the district’s operations; Prof-Tech positions are classified exempt.
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
R -----	
RACI Framework -----	Responsibility Assignment Matrix—the RACI chart is a simple matrix used to assign roles and responsibilities for each task, <u>milestone</u> , or decision on a project
READ Act-----	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
REAL -----	Regulatory, Ethical, Accreditation, Legal (as in Learning for REAL)
ReportViewer -----	Performance and logistical data platform

Restorative Practices	System in place to support students through a variety of interventions and programs to meet their individual needs
RMPEX	Rocky Mountain Performance Excellence
RTI	Response to Intervention
S	
S&P	S&P “student” means “student-customer”, “parent” means “parent-customer”, and “S&P” is shorthand for all customers considered together.
S2T	Safe2Tell: Anonymous reporting system for students, parents and to report any threatening behaviors or activities endangering themselves or someone they know.
SAC	School Assessment Coordinator: Person responsible at the school level for coordinating state assessments.
SAC	School Accountability and Advisory Committee : Committee of parents and teachers that meet monthly at each school to discuss curriculum, instruction and school budget
SAT	College Board examine that measures career and college readiness required of all 11th graders in Colorado
SBD	Student Biological Data
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.
School Year	July 1 through June 30. Coincides with District 49’s fiscal year.
SchoolDude	Workflow process management system used by the Operations Office for work order submittal, monitoring and tracking of performance.
Schoology	Organization-wide Learning Management System used in District 49 with staff, students and parents
Schoolview	Publically available section of CDE website that publishes district and school data to include population data, finance data and performance on state assessments
SDE	Satisfaction Dissatisfaction and Engagement
SEAC	Special Education Advisory Committee 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
SENG	Supporting Emotional Needs of the Gifted
SHIP	School Health Improvement Plan: Addendum to unified Improvement Plan for each school which supports student, staff and community wellness initiatives
SIS	Student Information System
SL	Senior Leaders / Leadership: One of or all leaders who report directly to one of the three Chief Officers (Education, Business, Operations)
SLT	Service and Leadership Team: Team consisting of all Chief Officers (Business, Education, Operations) and their direct reports.
SME	Subject Matter Experts
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.

SPARK	SPARK courses are designed to create interest and excitement over current trends in education. Participants will read articles and watch videos on a topic and then take part in self-selected project. SPARK courses are self-paced on Schoology
SpEd	Special Education
SPF	School Performance Framework: Document issued to all Colorado Public Schools indicating the comparative level of performance on state accountability measures
SRO	School Resource Officer: 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.
Star 360	Interim assessments for early literacy, math, and reading (also available in Spanish), helping you determine the best instruction to meet the needs of all students
Sys/admin	System Administrator

T

TABOR	Taxpayer Bill of Rights: An amendment to the Colorado constitution that sets guidelines for public financing and campaigns
TCTF	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.
TIP	Teacher Induction Program
Title I	Federal Grant Program Tenet of Every Student Succeeds Act: 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	Federal Grant Program Tenet of Every Student Succeeds Act which provides federal grant funding to support the education of English Language Learners.
Title IV	Federal Grant Program Tenet of Every Student Succeeds Act which supports well-rounded educational opportunities.

U

UCCS	University of Colorado, Colorado Springs The University of Colorado, Colorado Springs is a public research university in Colorado Springs, Colorado. It is one of four campuses that make up the University of Colorado system.
UIP	Unified Improvement Plan: The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan
USDA	United States Department of Agriculture

V

VCT	Voice of the Workforce Compensation Teams: After three years of success integrating teacher voice into the CSPP for compensation matters, the BOE and SL incorporated representatives from both the Pro-Tech and ESP workforce segments to create a comprehensive platform for discussing compensation priorities.
VLT	VoW Learning Tours

Glossary

VMV -----	Vision, Mission and Values
VoC -----	Voice of the Community: a platform of surveys, task forces, focus groups, town halls, advisory committees, and ad hoc methods to solicit, verify and respond to the expressed preferences of our community. The VoC has been instrumental in district decisions about the school calendar, therapeutic administration of cannabinoid medicines, new school development, school naming, district identity, and school funding elections.
VoS -----	Voice of the Students
VoW -----	Voice of the Workforce: 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.

W -----

WAC -----	Wellness Advisory Committee: provides input into the implementation and continual review and revision of the wellness policy and district-wide wellness initiatives
WFS -----	Workforce Segments
WILL -----	Women in Leadership and Learning: A career development initiative that brings women together to study and explore leadership advancement in a supportive setting
WSWC -----	Whole School, Whole Community, Whole Child Committee: District 49's Wellness Council Initiative

Z -----

ZL -----	Zone Leader(s): Executive administrator responsible for supervising principals and overall zone operations. Serves as superintendent of zone.
Zone -----	D49's 22 schools are organized into four autonomous operational zones through which we offer individualized choices for all students. 3 Zones are set up as 1 high school, 1 middle school and multiple elementary schools. 1 Zone encompasses our Charter partners and some specific programs.

ORGANIZATIONAL PROFILE



P.1A ORGANIZATIONAL ENVIRONMENT

District 49 is a Colorado public school district spanning eastern Colorado Springs and several unincorporated areas of El Paso County (EPC). Our logo represents a pathway up Pikes Peak, the landmark that inspires our journey toward peak performance. D49's 22 schools are organized into four autonomous operational zones through which we offer individualized choices for all students. As the fastest-growing district in Colorado, our enrollment of 23,984 PK-12 students ranks largest in EPC and 10th largest in Colorado. D49 competes in an open-choice environment with wealthy and mature districts on our western boundary.

Figure P.1a

Key Organizational Characteristics of District 49

Key Factors	Major Elements
CUSTOMERS	<ul style="list-style-type: none"> Elementary and Secondary Students (PK-12) Parents
STAKEHOLDERS	<ul style="list-style-type: none"> Staff Community Members
WORKFORCE SEGMENTS	<ul style="list-style-type: none"> Education Support Professionals (ESP) Licensed Educators (LIC) Professional-Technical (PT) Administrative (Admin)
COMPETITORS	<ul style="list-style-type: none"> Academy School District 20 (D20) Colo. Springs School District 11 (D11)
COMPARATORS (COMDEX)	<ul style="list-style-type: none"> Widefield (D3) Mesa (D51) Littleton (D6) Poudre (R1) Brighton (D27)
KEY WORK SYSTEMS	<ul style="list-style-type: none"> Learning Delivery Learning Support Firm Foundations
KEY WORK PROCESSES	<ul style="list-style-type: none"> Applied and Advanced Learning APEx Leadership 49 Voices
KEY SUPPORT PROCESS	<ul style="list-style-type: none"> Business Services Data Services Communications Services Operations Services

P.1A(1) PROGRAM AND SERVICE OFFERINGS

Figure P.1a outlines the key organizational characteristics that are essential for understanding how our workforce serves our customers, the context in which we serve, and the competition and comparisons that frame our standards of excellence. We focus on learning delivery and learning support as the key work systems inspired by our vision to be *the best choice* and fulfilling our mission to *learn, work, and lead*. The key work and support processes that organize our efforts form an integrated model to operate and improve our Portfolio of Distinct and Exceptional Schools (PDES).

Basic proficiency is the *Firm Foundation* for all academic performance, so learning in reading, writing, math, and science is our key work process for learning delivery at the elementary level. Senior Leaders (SL) have set reading at

expected levels by the end of third grade as a district performance emphasis for elementary schools. As our primary literacy performance has matured, we have added a complementary emphasis on mathematics.

Our key work process for learning delivery to secondary students is *Applied and Advanced Learning* (AAL). As students mature, they pursue divergent interests and abilities, expressed through individualized learning plans. Whether they pursue workforce preparation, college attendance, or aspire to military or public service, we guide every student to pursue meaningful learning and launch to life success.

Our key work processes for learning support include the *APEx Leadership System* (APEx LS—Figure P.1b(1)), for governing and leading our organization, and *49 Voices* (Figure 1.1b(1)-1), our multimodal system for listening, learning and engaging with students, parents, and the workforce.

In keeping with our metaphor of peak performance and our cultural value of teamwork, we identify leadership teams using the acronym for *Aligned Partner-Experts*—referencing subject matter experts who lead in alignment with our culture and strategy. Because our APEx LS does not include a superintendent, we distribute responsibility across three offices (business, education, and operations). We benefit from expert guidance of business services from our business officer, professional oversight of data and communications services from our education officer, and specialized leadership of operations functions from our operations officer.

Ultimately, all key work systems, key work processes, and key support processes exist to deliver program and service excellence to the students and families that depend on our district. The structure for serving our customers and stakeholders is our PDES. Figure P.1a(1) lists the key market segments and educational programs and services (EPS) that comprise our PDES. Every student is part of the general population, and we commit to ensure they all have access to excellent, personalized education. We also offer specialized schools and programs so students in the groups identified in Figure P.1a(1) can access learning, and flourish as they proceed through district school and programs.

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* (Figure P.1a(2)-1). We operationalize our MVV through a culture and strategy of continuous improvement we commonly call the CSCI (Figure P.2c).

Figure P.1a(1) Key Student Market Segments, Percentages, and Educational Programs and Services

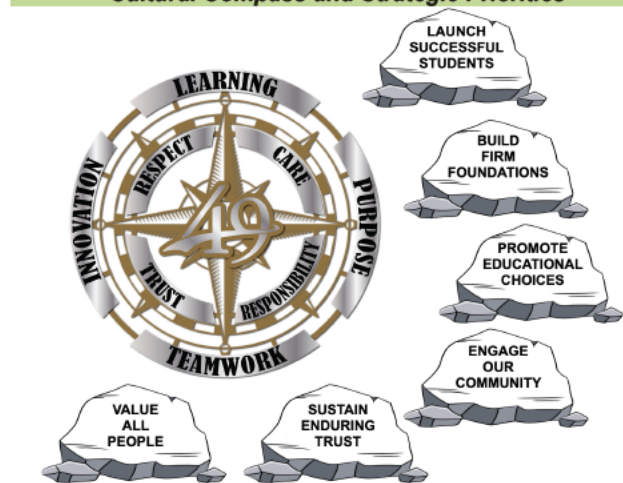
Key Student Market Segment	%	Relevant Educational Programs and Services
GENERAL EDUCATION LEARNERS include all students served by the district across all schools, programs, and services	100	APPLIED AND ADVANCED LEARNING (AAL) for all students in all grades to provide relevant learning applied to life success as well as advanced learning to develop deeper expertise. <i>In addition to AAL</i> , some students benefit from the following EPS:
HIGH-RISK LEARNERS experience adverse experiences or conditions that limit their opportunities for success	1.3%	ALTERNATIVE EDUCATION (AE) programs serve high-risk students at Alternative Education Campuses (AEC) by providing smaller class sizes, more flexible scheduling, and increased systems of support (MTSS) to overcome challenges
ENGLISH LANGUAGE LEARNERS have no or limited English language proficiency	3.8%	CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLDE) programs support students (and their families) with translation and other services to navigate our programs and services effectively
GIFTED LEARNERS are students who are identified with intellectual or functional gifts	6%	GIFTED EDUCATION (GE) programs in elementary include specialized opportunities for students to explore and develop their gifts. In secondary education, gifted programs may include advanced courses or programs
SPECIAL EDUCATION LEARNERS are students who are identified with a learning disability	13.4%	SPECIAL EDUCATION (SpEd) programs provide personalized accommodations and modifications for students with individualized education plans (IEP's)

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

VISION	<i>The Best Choice</i>
MISSION	<i>To Learn, Work, and Lead</i>
VALUES	<i>The organizational values displayed on our cultural compass represent our commitments for how we treat each other and how we treat our work</i>
CORE COMPETENCIES	#1 Promoting Educational Choices for Every Student #2 C&S of Continuous Improvement (CSCI) #3 Effective & Efficient Resource Management

The cultural compass (Figure P.1a(2)-2) organizes our interpersonal values for relationships (inner ring) and our professional values for work ethic (outer ring). We refer to the inner ring as how we treat each other, and the outer ring as how we treat our work. The big rocks (Figure P.1a(2)-2) categorize the strategic priorities that make our mission concrete and guide us to meet our customer and stakeholder expectations.

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



District 49's core competencies (CC—Figure P.1a(2)-1) synthesize our culture and strategy. Our expertise at delivering exceptional choices is the defining identity of D49. We continually strengthen CC #1 by enhancing both the variety of school choices we offer as well as the quality of our programs and services. Improving our portfolio of schools depends on CC #2, our culture and strategy of continuous improvement. We order those two dimensions of excellence intentionally, believing that continuous improvement is a culture (vision and values) first, supported by a strategy (mission and priorities). Finally, we depend on CC #3, because resource constraints in a competitive environment require us to be efficient and effective across all operations.

We tell our story using metaphors like big rocks, the compass, and climbing Pikes Peak because these symbols integrate essential agreements in a memorable way. The values of the cultural compass guide our work and influence our relations with each other. The big rocks are the foundation blocks of our strategic plan. The climb to excellence reflects the attributes required to ascend our national landmark—Pikes Peak. Together, these commitments symbolize our Culture and Strategy of Continuous Improvement (CSCI—Figure P.2c).

P.1A(3) WORKFORCE PROFILE

D49's 1,911-member workforce consists of the four key segments detailed in Figure P.1a(3)-1. No segment has certified a representative association. 1,799 employees

Figure P.1a(3)-1 Key Workforce Segments and Characteristics (as of 9-14-2020)

Segment	Gender		Educational Level		
	F	M	BA	MA	Doc
ESP: 817 Education Support Personnel	629	188	58	12	
LIC: 961 Teachers and other Educators	778	183	401	557	14
PT: 50 Professional-Technical	30	20	6	7	
ADMIN: 83 Administrators	47	36	4	65	10

identify themselves as Caucasian and 162 as minority. All educators and paraprofessionals are licensed through CDE.

Through surveys, focus groups, rounding and advisory teams that make up the Voice of the Workforce (VoW) system (Figure P.1a(3)-2), our workforce segments have communicated their consensus that work/life balance is a key driver of engagement, with additional drivers identified by each segment as described in Figure P.1a(3)-2. We routinely validate and integrate the drivers of engagement throughout the APEx LS by incorporating engagement drivers as decision criteria for strategic plans, workforce plans, and financial plans (budgets).

Figure P.1a(3)-2 Segmented Drivers of Engagement

ESP	1: Work/life balance, 2: Recognition, 3: Continuous development and 4: Relationship with manager
LIC	1: Work/life balance, 2: Reasonable goals, 3: Continuous development and 4: Input into decisions
PT	1: Work/life balance, 2: Input into decisions, 3: Relationship with manager, and 4: Leaders actions align to values
ADMIN	1: Work/life balance, 2: Input into decisions, 3: Leaders actions align to values, and 4: Coworkers actions align to values

P.1A(4) ASSETS

D49's physical assets include 31 campuses and facilities, including charter schools, as well as learning technologies and operational equipment. 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 17,750 computers, laptops, tablets and other devices such as printers and projectors that support learning, working, and leading. D49 contracts with Sentinel for network and other IT services at all facilities. Sentinel and the Service and Leadership Team (SLT) manage an upgrade and refresh cycle to maintain technology equity and effectiveness.

P.1A(5) REGULATORY REQUIREMENTS

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 charters.
WORKFORCE CERTIFICATIONS:	Licensure requirements set by CDE apply to teachers and other educators, while various other requirements apply to other segments.
WORKPLACE CONDITIONS:	D49 provides workplaces with 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.
ACCESSIBLE PROGRAMS AND SERVICES:	D49 ensures that all EPS are accessible by complying with ESSA, IDEA, ADA, and CRS.
SAFETY AND SECURITY FOR STUDENTS AND STAKEHOLDERS:	D49 complies with regulations from OSHA, CIPA, USDA, and CRS.

D49 operates in a highly regulated environment with numerous federal and state mandates detailed in Figure P.1a(5). National educational policy derives from both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). Colorado Revised Statutes (CRS) Title 22 sets the framework for most educational requirements, including mandated content

standards, days and hours of instructional time, and operational mandates. The Colorado Department of Education oversees both federal and state regulations.

Required certifications include teacher licensure, but we also ensure that workforce members who manage specialized 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 support professionals comply with appropriate licensure and recertification expectations. Federal workplace mandates, including the FMLA, FLSA, EEOC, and the ADA regulate D49's as an employer. Federal laws (NSLP and NSBP), regulate D49's provision of free and reduced meals to learners. OSHA, CIPA, the USDA, and CRS determine safety and security regulations.

P.1B ORGANIZATIONAL RELATIONSHIPS | P.1B(1)

ORGANIZATIONAL STRUCTURE

District 49 is governed by a Board of Education (BOE) with five directors elected to serve four-year terms. Each director represents a region made up of political precincts in the district. The BOE's power is granted and defined by CRS Title 22, which specifies that director districts should be sized to represent the most similar possible census total residents.

In contrast to a conventional superintendent model, the BOE directly hires, supervises, and evaluates three chief officers (CO's) who in turn supervise SL and the workforce. Each CO leads an office, (business, education, and operations) and the CO's share accountability to nurture the district's culture and execute the district's strategy. The chief officer model is the most prominent instance of our APEx Leadership System (Figure P.1b(1)) which complements traditional solo leadership positions with teams of partner-experts aligned to our culture and strategy. Together, the CO APEx team is the equivalent of the traditional office of the superintendent.

Figure P.1b(1) Select APEx LS Teams & Expertise

Team	Members	Expertise
CHIEF OFFICERS	Chief Business Officer	Financial Services
	Chief Education Officer	Educational Programs
	Chief Operations Officer	Efficient Operations
FACILITIES	Co-Directors of Facilities	Grounds and Maintenance Systems and Projects
TECHNOLOGY SERVICE	Technology Service Managers	Network and Infrastructure End User Support

The CO's and their direct reports constitute a 30-person service and leadership team (SLT). The chief officer APEx team leads the SLT and holds all senior leaders accountable to guide their respective teams to embody our vision and values while fulfilling our mission and strategy. District 49 organizes schools and education programs into four innovation zones. Zone leaders (ZL), who function as area superintendents, are empowered to work directly with the three district offices to secure business, educational, and operational support. In each zone, ZL's convene a leadership team of principals and other SL who lead the zone workforce to balance leadership of D49's culture and strategy with autonomy to serve localized priorities. This arrangement creates a flat organizational structure that shifts resources and authority closer to our students, parents, and workforce.

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

D49 identifies two key customer segments: students and parents. Students naturally cluster into significant market segments. For example, students from military-connected families have unique needs and expectations. Students from all

of our specialized programs, (including AEC, ELL, GE and SpEd) require high compliance with technical specifications set by statute and identified needs. Parents are connected to specific zones, schools, and programs through their children. Although we identify students and parents as customers, we do not use that term in everyday practice—preferring to refer directly to parents and students by name based on the specific role the play in our system of schools.

D49 relies on the 49 *Voices* system to learn from the workforce, students, parents, and community stakeholders about shifts in expectations or changing levels of engagement, satisfaction, and dissatisfaction. To balance the needs of customers and stakeholders, SL integrate stakeholder expectations when developing cultural and strategic action plans for the annual planning summit.

Figure P.1b(2)

Student Customers' and other Stakeholders' Expectations

STUDENTS: expect learning environments that are 1) physically and socially safe, led by 2) caring adults who offer 3) a variety of relevant learning opportunities and 4) effective career preparation.

PARENTS: also expect safe and caring environments as well as a relevant and preparatory education. Further, parents expect responsive communication that enhances their ability to support their child's education.

WORKFORCE: members expect that District 49 provide competitive compensation, proper tools for the job, and productive collaboration with coworkers.

CITIZENS: express expectations that, while dispersed, are critical to the district's success. Taxpaying voters expect the district to exercise exemplary fiscal stewardship. Business owners who hire our graduates expect skilled and ethical workers.

P.1B(3) SUPPLIERS AND PARTNERS

Figure P.1b(3) Key Partner-Suppliers

Category	Key Partner-Suppliers
CHARTER SCHOOLS	Nine district-authorized charter schools supply programs and services that supplement district-operated EPS.
STATE AGENCIES	CDE supplies extensive technical assistance and resources for educational excellence, equity, innovation, and performance improvement.
DATA SERVICES	Powerschool supplies student information, business information, and a learning management system (Schoolology). Frontline supplies individual learning plan management and Human Resources management.
HIGHER EDUCATION	UCCS supplies teacher preparation and educator advancement. PPCC supplies concurrent enrollment and work-based certifications.
BUSINESS COMMUNITY	PPBEA, as an alliance of dozens of area businesses and associations, supplies work-based standards and curriculum as well as learning opportunities leading to professional certifications and career pathways.
IT SERVICES	Sentinel Technology supplies expertise and direct oversight to manage, enhance, and secure our IT networks and services.
MILITARY COMMUNITY	The Department of Defense Educational activities supports a range of cultural and learning programs.
INFRASTRUCTURE MANAGEMENT	D49 partners with DLR group for facility design, and with Wember Inc. as an owner's representative to track performance of all contractors.
EMERGENCY SERVICES	District 49 partners with police and fire departments from El Paso County and the city of Colorado Springs for emergency planning and first responder services.

To advance our vision and mission, D49 actively seeks productive relationships with key community agencies and business partners. The organizations and agencies listed in Figure P.1b(3) include key partners without whom we could not execute the key work and support systems 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 with our partners include contracts, memoranda of understanding (MOU), collaborative productions, joint evaluation, and service-level agreements.

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 wealthier and more mature districts immediately to our west. Although D49 has fewer local resources compared to both competitors, we operate with superior financial efficiency. Students in D20 demonstrate lower career preparatory and higher college preparatory results than those in D49, while students in D11 demonstrate lower results for career and college preparation.

Figure P.2a(1) Characteristics of COMDEX Districts

	AV/S	PPR	FRL	ELL	IEP
BRIGHTON D27	\$ 69,451	\$7,842	35%	16%	11%
LITTLETON D6	\$ 117,730	\$7,822	17%	5%	10%
MESA D51	\$ 76,897	\$7,716	49%	5%	11%
POUDRE R1	\$ 107,780	\$7,714	30%	8%	8%
WIDEFIELD D3	\$ 42,393	\$7,716	44%	3%	12%

D49 has identified five Colorado districts (Figure P.2a(1)) for comparability across our business, education, and operations units. The five key comparison districts share similar size, financial, and demographic characteristics with D49, such as, assessed value per student; per-pupil revenue; the percentage of students eligible for free and reduced lunch; the percentage of English Language learners (ELL); and the percentage of students with special needs. We use the five 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 compose a new index.

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 expansion of our charter school sector to serve high-risk students across the state through GOAL Academy. Although GOAL Academy serves a 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

CDE 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.

P.2B STRATEGIC CONTEXT

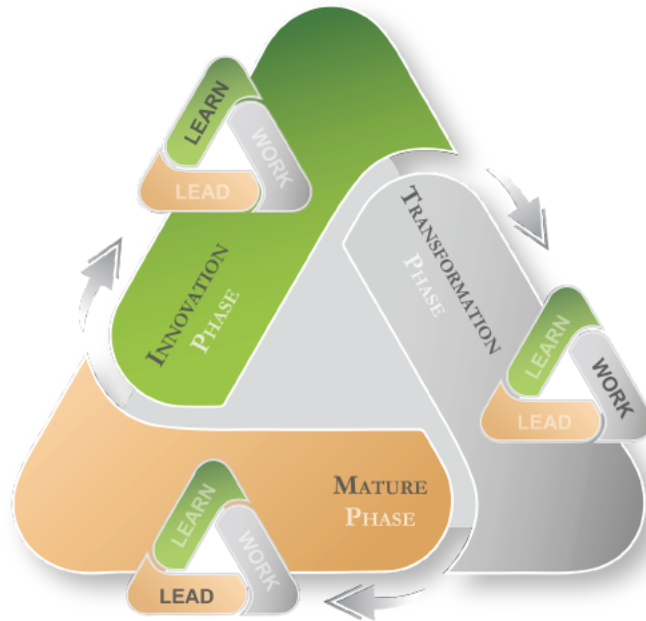
D49's key strategic challenges for learning delivery relate to the divergent requirements of our students and state department of education. Key strategic challenges for learning support entail meeting growing resource demands for financial, personnel, and facility resources. The strategic challenge of balanced autonomy is a factor for both learning delivery and learning support.

D49's key strategic advantages include our core competencies as well as the specific partnerships, systems, and conditions that we cultivate to empower performance excellence. Multiple key processes address strategic challenges by leveraging our advantages to deliver improvement results. Our flat organizational structure empowers building leaders to address support needs directly with support leaders and departments. Figure P.2b details the interactions that constitute our strategic context.

Figure P.2b Strategic Context

	Key Strategic Challenges	Key Strategic Advantages	Key Processes	KPI's
KWS #1: Learning Delivery	Delivering Diverse Programs	<ul style="list-style-type: none"> CC #1—Choices AAL Partners (PPCC & PPBEA) PDES 	<ul style="list-style-type: none"> AAL 	<input type="checkbox"/> Choice Enrollment Total and % <input type="checkbox"/> AAL Participation <input type="checkbox"/> AAL Success
	Improving Academic Performance	<ul style="list-style-type: none"> CC #2—CSCI Multiple Competitive Grants 	<ul style="list-style-type: none"> School Improvement Planning Zone Performance Systems 	<input type="checkbox"/> Performance Ratings <input type="checkbox"/> Enrollment Growth <input type="checkbox"/> Grant Renewals
	Shifting Graduation Requirements	<ul style="list-style-type: none"> Innovation Status CC #2—CSCI 	<ul style="list-style-type: none"> AAL 	<input type="checkbox"/> Approved Mastery Programs <input type="checkbox"/> External Validation
	Balancing Autonomy and Interdependence	<ul style="list-style-type: none"> APEx Leadership System Vigorous Governance 	<ul style="list-style-type: none"> C3 Strategic Planning Process BOE Action and Evaluation 	<input type="checkbox"/> C3 Evaluation (7.3) <input type="checkbox"/> Strategic Plan Fulfillment (7.5-24) <input type="checkbox"/> CASB Evaluation
KWS #2: Learning Support	Constrained Resources	<ul style="list-style-type: none"> CC #3—EERM Student-Based Budgeting 	<ul style="list-style-type: none"> Annual Budget Process Normalization Process 	<input type="checkbox"/> Precise Performance <input type="checkbox"/> Revenues and Fund Balances
	Accommodating Growth	<ul style="list-style-type: none"> Extensive Land for Development FCBC Partnership 	<ul style="list-style-type: none"> Facility Planning Process Project Management 	<input type="checkbox"/> Total Seats Available <input type="checkbox"/> Partner Resource Provisions
	Sustaining Workforce Quality	<ul style="list-style-type: none"> Engaged Workforce D49 Family Calendar Aha! Network 	<ul style="list-style-type: none"> VoW System Calendar Development Professional Learning 	<input type="checkbox"/> WF Engagement (7.3-10) <input type="checkbox"/> Calendar Satisfaction (7.3) <input type="checkbox"/> Professional Learning Performance
	Securing Schools and Facilities	<ul style="list-style-type: none"> Community Engagement LEO Partnerships 	<ul style="list-style-type: none"> Enhanced Security Initiative ESCAT 	<input type="checkbox"/> #'s of Security Officers and Equipment <input type="checkbox"/> Security Drill Results <input type="checkbox"/> Security Incident results

Figure P.2c Culture and Strategy of Continuous Improvement



INNOVATION

- **LEARN** about interna and externa best pract ces
- Work on tra n ng and mp ementat on p ans
- Lead to extend nnovat on or pursue transformat on

TRANSFORMATION

- Learn by rev ew ng performance data
- **WORK** to rep cate successfu process too s
- Lead adopt on at sca e

MATURE

- Learn by measuring engagement
- Work to train and equip leaders
- **LEAD** the sector as a K-12 role model

P.2c PERFORMANCE IMPROVEMENT SYSTEM

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. 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 the peak we are climbing.

Figure P.2c summarizes the three phases of our culture and cycle of continuous improvement. The CSCI begins with an INNOVATION PHASE, where learning, working and leading take place on a specific campus, apply to a specific program, or originate within one of the four innovation zones. Although we express our mission to learn, work, and lead through all phases of the CSCI, our emphasis during the innovation phase is learning. It is D49’s practice to learn by innovating with a pilot project—where an approach is tested in a limited setting (or for a limited timeframe) to evaluate the merits of further adoption. At the conclusion of an innovation phase—typically one year long—leaders might decide to adjust the innovation and pursue a second innovation phase to learn, work, and lead with the benefit of experience. However, if the innovation delivers positives results, and the best indication is that the innovation would be successful at scale, then D49 enters the transformation phase.

During the TRANSFORMATION PHASE our mission emphasis is working on growing innovation to scale. To translate limited implementation to broad adoption we work to develop workforce training plans, process materials (forms and guidelines) and measurement instruments. The work of transformation also includes dedicating resources during our budgeting cycle. During the transformation phase, which may extend for a year or to a multi-year timeframe, we are explicitly growing an approach from new to normal. We

continue to learn by monitoring transformation to accomplish our goal of establishing practices and procedures that prepare us to lead mature systems.

The MATURE PHASE of continuous improvement is when we expect to consolidate our innovation with systematic approaches leading to role-model results. As part of operating a mature system, we train leaders who can measure and document excellence while sharing our innovation as a best practice approach for K-12 education. In 2020, D49 can identify numerous schools, programs, and practices that illustrate this progression.

D49’s vision to be the best choice manifests in major innovation initiatives. Those change initiatives are prominent and obvious. Less obvious improvement efforts go on every day in schools and offices across the district. Every time our workforce lives out the mission to learn, work, and lead, we are practicing continuous improvement because continuous improvement *is* our mission and our mission *is* continuous improvement.

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 and The Baldrige Performance Excellence Program. We believe that our mission to *learn, work, and lead* is 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. In the 56 months since our first submission, District 49 has improved performance in every category assessed by the Baldrige criteria, and in 2017, we were designated as a peak performer by RMPEX. We paused to celebrate that summit, and now we are setting our sights on greater heights—determined to benchmark against national role models and continue our ascent with our second submission to the Baldrige program in 2021.

RESPONSES ADDRESSING ALL CRITERIA ITEMS

LEADERSHIP

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

The Board of Education (BOE) has endorsed a simple vision of District 49 (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, and 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. After an initial version, in 2016 the BOE adopted new, student-friendly language to express our values in the second iteration of our cultural compass.

The Board of Education and Chief Officers review and set the vision, mission, and values (Figure P.1a(2)-1) during the January annual planning summit after being informed by the Voice of the Workforce (VoW) process and pre-Annual Planning Summit (APS) discussions at the Senior Leadership (SL) level. As the first stage of the Cultural Strategic Planning Process (Figure 2.1a(1)-1), SL re-present the Vision Mission and Values (VMV) and Cultural and Strategic Priorities (CSP) for community and board review. Whether they recommend retaining, or adjusting, elements, the SL integrate multiple sources of data (VoW Annual Baldrige 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 the VMV in July at the beginning of the school year.

D49 embraces aligned partnerships as a key strategic advantage in deploying VMV and delivering effective and efficient leadership to direct the organization. The APEX Leadership System (APEX LS) integrates purposeful alignment, genuine partnerships, and recognized expertise to support our core values of trusting and respectful teamwork (Figure P.1a(2)-2), and support processes that implement our Culture and Strategy of Continuous Improvement (CSC I) (Figure P.2c). APEX teams are evident in the district, modeled prominently by the aligned relationship between the five-member Board of Education and the three Chief Officers (CO). Other examples include APEX teams at Sand Creek High School and in our Operations Office. The CO deploy the VMV throughout the APEX LS by responding to decisions made at the APS. SL translate those cultural and strategic commitments into peak plans which are 1) documented, 2) cascaded to the workforce, 3) monitored, and 4) reported using the Envisio™ performance management system. For partners and suppliers, the district empowers SL who manage the relationship to incorporate the VMV and CSP into annual contracting negotiations, service level agreements, and performance review reports. The SL approach to deploying our VMV and CSPI to students includes two-way communication processes described in 1.1b and in Category 3, along with the systematic engagement with the voice of the students expressed through the Student Board of Representatives (SBOR).

Senior leaders deploy our VMV through both systematic integration into our processes and personal involvement in and observable commitments to the VMV (Figure 1.1a(1)-1board). 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. Every significant district initiative includes a discussion or action item at a public board meeting, and SL link every BOE agenda item to one or more of the CSP. The CSP operationalize the VMV, so successful initiatives actualize mission success. Our evaluation systems emphasize district commitment to the VMV. Our VMV are prominently displayed in every major facility in the district. Chief Officers (CO) purposefully model the values of Learning, Teamwork, Care and Respect by annually conducting extensive listening tours with employees and by undergoing a transparent evaluation process which includes input from dozens of employees, peers, and BOE members. Key partners such as Sentinel Technologies are informed of the district VMV while competing for contracts and then have collaborative discussions with district leaders which incorporate our values of Purpose and Innovation in our approach to our work

Figure 1.1a(1) D49 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 All Staff Event	✓	✓	✓	✓
Presence across the PDES		✓	✓	✓

1.1A(2) PROMOTING LEGAL AND ETHICAL BEHAVIOR

D49 affirms that sustainable leadership must be legal and ethical. While many districts in Colorado govern via a standard set of board policies, D49 goes further, often setting a higher standard of responsiveness or transparency. To ensure deployment of our commitments to legal and ethical behavior, SL require annual training and affirmation of compliance practices and policies on the part of every employee. To integrate legal and ethical behavior across the workforce, established 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*.

SLs promote legal behavior by maintaining district legal counsel on retainer, which allows access to legal advice on a wide range of issues without a concern for an hourly cost. CO accessed that advice on 186 issues during calendar year 2020, demonstrating deep commitment to legal and ethical requirements in a multitude of decisions. They also 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 at a minimum. The district maintains membership in CASB and the Employers Council, and SL regularly accesses legal and regulatory updates. Every policy and regulation identify an office of primary responsibility and a qualified individual as the policy custodian—responsible for reviewing and updating the policy on a regular basis.

Figure 1.1a(2) Legal Obligations Fulfilled by D49

Category	Protected Interests	Major Sources of Obligation	Policy Framework Guidance
Equitable Access and Treatment	Students Workforce Stakeholders	<ul style="list-style-type: none"> • § 504 • IDEA • Title IX 	<ul style="list-style-type: none"> • IHBA, IHB, IKA, et al. • AC, GBA, JB, et al.
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"> • ADD, GBGB, JIC, JK, JICDA-D-F, JICI, JS, KFA, KI • EB, EEAE, EI, FB • EF, EFEA
Transparency	Colorado Citizens and Taxpayers	<ul style="list-style-type: none"> • CORA and COMA • Financial Transparency Act 	<ul style="list-style-type: none"> • EHB, GBJ • KDB, DB, DAB
Civil Liberties	Students, Parents Workforce, Stakeholders	<ul style="list-style-type: none"> • The U.S. Constitution • U.S. Civil Rights Act 	<ul style="list-style-type: none"> • AC, BEDH, GBA, GBG, JB, KE, JII, KF

SLs promote ethical behavior by their personal involvement in key programs that support ethical behavior. CO review and monitor the resolution process for every item submitted by our staff, students, or community via our Customer C.A.R.E. line (section 3.2a(3)) whereby anyone can submit concerns related to behavior, ethics, legality, or any item they desire. Another example is that CO are instrumental in the Equity Leadership and Advisory Council (ELAC) by providing senior leadership presence and direction for this critical effort. CO personally meet to directly hear concerns from all levels of the workforce during Fall VoW Learning Tour (VLT) and Spring season employee rounding, thereby providing direct access to COs in small settings where ethical issues and other concerns can be raised.

SL also promote ethical behavior through a public commitment that administrators will not seek, and the board will not grant, multi-year employment contracts. This benchmark practice makes ethical and technical performance the sole source of job security and eliminates the possibility of costly contract buyouts. The BOE and CO systematically reaffirm these commitments through transparent goal setting, performance review, and re-employment actions held in public meetings. SL further exceed expectations through a policy prohibiting the hiring of a BOE member for any position within the district for six months after BOE service.

The BOE and CO make robust performance review a cornerstone of ethical accountability. This includes a thorough system of BOE self-evaluation including multi-rater staff, public, and self-evaluation components. The BOE analyzes each of the 3 CO's multi-rater reviews containing inputs from individual board members, subordinates, and peers, and subsequently sets performance expectations going forward.

1.1B COMMUNICATION

SL communicate with the workforce, students, and other

stakeholders as a matter of regular practice and special initiatives. The workforce expects two-way dialogue over a wide range of settings and channels. In addition to high-profile public events such as BOE meetings, SL communicate widely by sharing documents, videos, and narrated presentations; primarily via BoardDocs for BOE materials, videos posted on the D49 YouTube channel, and postings on the D49 webpage and on Facebook and Twitter accounts. SL from the BOE, CO and Senior Leadership Team (SLT) attend staff meetings, liaise with advisory committees, participate/lead training sessions, and conduct regular school visits to facilitate structured and unstructured dialog. Detailed explanation regarding two-way communications with students and other customers may be found in section 3.2a(1). These diverse points of contact augment the structured systems of surveys, evaluations, and accreditation to form a comprehensive system of two-way communication.

The D49 approach to two-way communications between SL and our workforce is exemplified by the in-depth involvement of CO in the VoW process. This annual cycle of actions starts with CO reviewing the results of the VoW annual survey, a comprehensive survey taken by at least 85% of our workforce for 3 years running (Section 5.2A(2)). CO then conduct a VLT in late fall/early winter, whereby two of the CO visit every school and every department to spend one hour listening to 8-12 on-site employees representing multiple work disciplines. The VLT more clearly illustrates trends identified in VoW annual results, as well as affording a broad cross section of over 200 employees to express concerns and opinions directly to the CO. Following the APS in late winter/early spring, CO again visit every school and department to brief all employees on outcomes of the VoW annual and VLT, as well as on BOE approved strategic priorities for the upcoming year. Finally, during the same site

Figure 1.1b(1)-1 49 Voices Leadership Communications System

	Voice of the Workforce	Voice of the Students	Voice of the Parents
Listening Approaches	<ul style="list-style-type: none"> • VoW Annual Survey 1 • VoW Topical Surveys 1 • VoW Learning Tour 1, 2 • VoW Rollout and Rounding 1, 2 • Vow Compensation Teams 1, 2, 4 	<ul style="list-style-type: none"> • Student Board of Representatives 1, 2, 4 • VoS Learning Tour 1, 2 • VoS Annual Climate Survey 1 • Principals' Councils 1, 2, 4 • Alumni Panels 1, 2 	<ul style="list-style-type: none"> • VoP Annual Climate Survey 1 • VoP Winter Weather Surveys 1, 2, 4 • SAC/DAAC Governance Committees 1, 2, 4 • Zone Innovation Assemblies 1, 2, 4 • Program Advisory Councils 1, 2, 4
Sharing Approaches	<ul style="list-style-type: none"> • Base Camp 49—Workforce Onboarding 5 • Fantastic 49 Recognition 3, 5 • BOE Meeting Live-Stream 5 • Teacher of the Year 3, 5 • Support and Service Stars 3, 5 • Peakview All-Staff Event and Displays 3, 5 	<ul style="list-style-type: none"> • Student Board of Representatives 3, 5 • Fantastic 49 Recognition 3, 5 • Earned Media 3, 5 • District 49 Dispatch 3, 5 • Severe Weather Alerts 2, 3, 5 	<ul style="list-style-type: none"> • Social Media System 2, 5 • School Orientation Meetings 5 • Earned Media 3, 5 • District 49 Dispatch 3, 5 • Severe Weather Alerts 2, 3, 5

1: Purposeful Listening **2:** Frank, Two-Way Dialogue, **3:** Recognition, **4:** Input into Decisions, **5:** Transparent Messaging

visit, CO and Zone Leaders (ZL) randomly select 10-20 employees for brief, one-on-one “Rounding” conversations centered around open-ended questions, thereby allowing the CO to hear concerns and affirmations directly in private settings. This example of our well-defined approach to communications is clearly deployed across the spectrum of employees and the points learned in the cycle are integrated directly into our strategic planning efforts.

The primary method of internally communicating key decisions and organizational change is the C3, a monthly process by which SL distribute content to principals and other Building Leaders (BL). The C3 aggregates what could be hundreds of messages and threads into a single, monthly digest and is comprised of four sections: action, information, opportunities, and policy revisions. The C3 drives the agenda for the SLT, Principals Leadership Team, Education Leadership Team (ELT) and other key meetings, and leads into a monthly cycle of learning and improvement when CO’s and ZL’s debrief with the principals about content and process. Results for the efficiency and effectiveness of the C3 are reported in 7.1. Examples of C3 communications and Action Plans are Available on Site (AOS).

Much of our communications effort is directed by the BOE and carried out by the CO’s and SL. The BOE directed that we go well beyond statutory requirements by video recording and archiving of all board meetings. Any member of our community can attend in person and provide comments to BOE or watch board meetings via the live stream. The blend of attentive and responsive communications we call *49 Voices* (Figure 1.1b(1)-1) enable us to simultaneously model and continuously listen, learn and improve through two-way

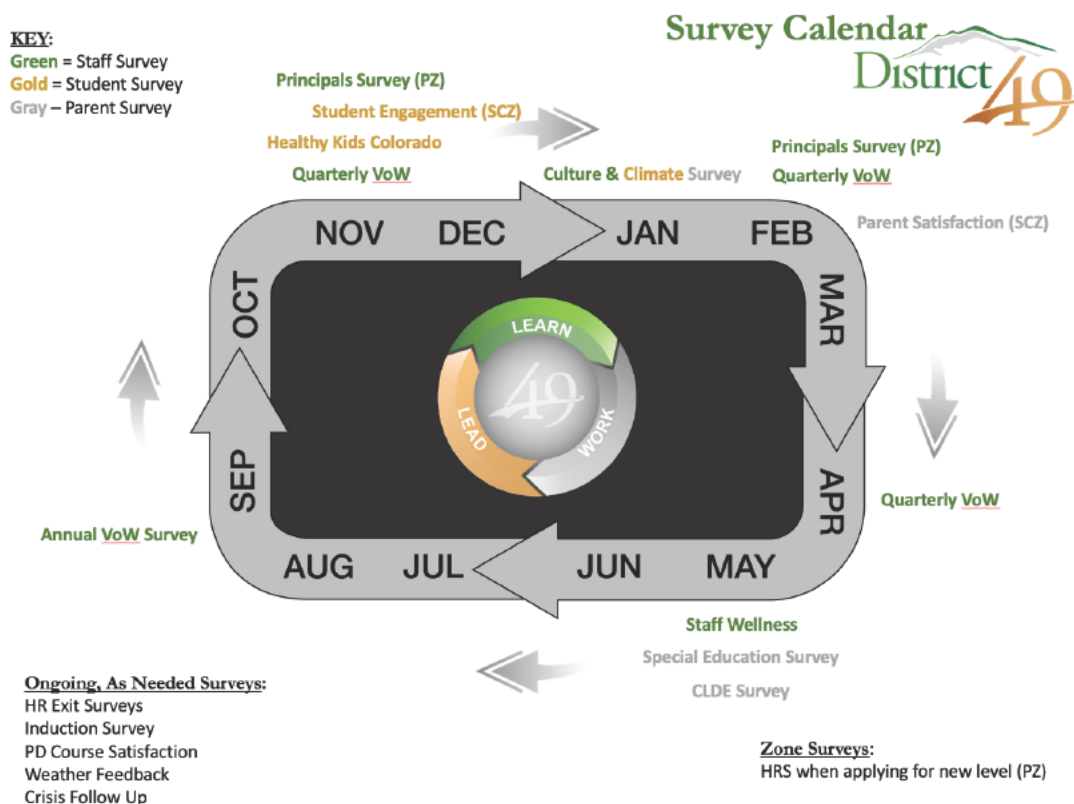
dialogue that honors our mission and culture.

Within the larger context of *49 Voices*, our annual rhythm of surveys has become a recurring, internal cycle of listening and learning. Although we engage in passive listening (monitoring) to our workforce and customers, we also take initiative to create active listening opportunities through the cycle of surveys depicted in Figure 1.1b(1)-2, designed to avoid survey fatigue. Since learning is the true north of our culture and the opening phase of our CSCI, our practice of designing, aligning, administering and analyzing surveys is a major driver of organizational improvement.

Many of the customer and workforce results reported in 7.2 and 7.3 derive from surveys depicted below. To sharpen our listening, we contract with Hanover Research, a national leader in organizational research and improvement, to evaluate and assess our survey implementation plans and conduct item analysis to validate and improve our survey capability. Senior leaders, with support from the communications team and data specialists, design, administer, and analyze surveys on an enterprise-level platform (Alchemer™).

Alchemer is a highly adaptive tool that serves most of our survey needs admirably. But for certain surveys, we secure expertise from partners or specialized vendors. After learning cycles with different platforms, we now partner with Beyond Feedback for our VoW annual survey. They understand the importance of independent examination of satisfaction and engagement for organizational improvement. Since the VoW annual is the foundation of the entire VoW system, our investments in improving that survey have strengthened our entire workforce culture. We also work with partners who have specific or proprietary tools that yield insights and

Figure 1.1b(1)-2 Annual Calendar of Surveys



comparisons that are not available through internal or district-designed surveys. During the dynamic COVID-19 emergency, we partnered with ThoughtExchange, a provider who hosts a community “crowdsourcing” platform to evaluate and illuminate decisions that may be complex or controversial. Our IT provider conducts satisfaction surveys, thereby increasing communications with served customers and with district leadership on performance.

District 49’s intentionality in valuing transparency over image has strengthened our connection with our stakeholders. An example of valuing transparency and exhibiting flexibility and resiliency, is D49’s ongoing communications during the COVID-19 pandemic. CO proactively sought out local, state, and federal guidance, provided weekly updates to our BOE and community, and directly announced scheduling and pandemic mitigation decisions. These announcements generated a multitude of responses from the community, both in support of and in critique of the decisions. We do not filter or curate publicly posted comments. Instead, we make a good faith effort to respond to questions and honor the public’s right to disagree with our decisions. In doing so we build a stronger image as a district that owns its decisions and is willing to take criticism constructively, thereby further deploying our values of trust, responsibility, and respect into the community.

We measure increased community engagement across the board on print, audio, video, digital, social, live, and archived communications. This means that SL have a more potent suite of relationships to engage in cycles of learning and evaluation leading to continuous improvement. During the successful 2016 election cycle, D49 employed an “all of the above” approach to publicly communicate needs for operational and capital improvement. Our purposeful information campaign persuaded community members to join SL, workforce, and students as advocates for the district’s interests.

To encourage our workforce towards high performance with a focus on students and student learning, D49 employs a robust recognition process (Figure 1.1b-2). SL in each key community 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 systems. Those systems culminate in the annual identification of each school’s Teacher of the Year and Service & Support Stars across D49— all of whom are recognized at the Annual All-staff event. To complement our celebration of the workforce, D49 recognizes and features members of the SBOR at every BOE meeting, as well as through photo essays, interviews, and features across our suite of communications platforms. D49 also has a monthly program of appreciation and recognition called Fantastic 49. This program celebrates exceptional people that contribute to our vision and mission, in the programs they serve, across our district. Fantastic 49 precedes every regular board meeting with individualized plaques to commemorate the achievement, and interaction with the BOE.

1.1c MISSION AND ORGANIZATIONAL PERFORMANCE

1.1c(1) CREATING AN ENVIRONMENT FOR SUCCESS

SL create an environment for mission achievement by aligning the CSP and key work and support processes to our VMV and by maintaining a disciplined focus on learning, personnel development, and equity and inclusion.

Figure 1.1b-2 Motivational Reward and Recognition Rhythm

Processes	Ongoing ≥Monthly	Annual
LEADERSHIP ROUNDING	✓	✓
A PEAK INSIDE	✓	
STUDENT BOARD OF REPRESENTATIVES	✓	
TEACHERS AND LEADERS OF THE YEAR		✓
SERVICE AND SUPPORT STARS		✓
FANTASTIC 49	✓	

D49 preserves organizational agility through the CSCI as it requires agile learning, work, and leadership. SL prioritize organizational learning 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 Portfolio of Distinct and Exceptional Schools (PDES). 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)-1).

Figure 1.1c(1)-1 Workforce Learning Processes

Processes	Audience	Frequency
BASE CAMP ORIENTATION	New Staff	2 Annual and OD
PEAKVIEW KICKOFF	All Staff	Annual
LEADERSHIP LAUNCH	SLT	Annual
LITERACY AND LEADERSHIP	ELT, BL, CT	2X Annual
AHA! NETWORK	Workforce	On-Demand
REGULATORY PD	Workforce	3X Annual
ED CAMP	Workforce	Annual
PEER-DRIVEN PD ²	Workforce	On Demand
LEARNING FOR REAL	Workforce	Annual

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). The A!N is our 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 learning management system we use for K-12 education. The A!N tracks learning through external experiences provided by our partners and professional associations, professional conferences, state trainings, and other opportunities.

D49’s CSCI places learning directly in the framework of innovation and transformation. The purpose of learning is to attain a complete understanding to identify opportunities to improve performance. In 2011, D49 became the first district in Colorado to seek and receive designation as a district of innovation, and the BOE realigned our district into four innovation zones organized either by geography or educational style emphases. Each zone works with stakeholders to define its identity and deploy strategic innovation initiatives for localized education and operations. Through systematic innovation, D49 continues expanding the variety and quality of schools across our PDES. As depicted in Figure 3.1B(2), no competitor offers students comparable choices.

The BOE and SL leverages regular student engagement through the SBOR to further reinforce organizational culture. Each year, approximately 24 students are selected by their peers, welcomed by the BOE, and honored by the district’s leadership as representatives of our student customers. 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 is to learn from, celebrate and validate student voices in all we do. Results of SL efforts to incorporate students are reported in 7.2. Bylaws, agendas, while surveys from students are AOS.

In recent years, the district has further enhanced an environment for mission achievement by elevating our focus on equity and inclusion in areas that impact the workforce and our students. The implementation of 1) multicultural education for the staff, 2) anti-bias curriculum for students, 3) restorative practices principles in our approach to student discipline, and 4) a process to rapidly respond to discrimination incidents, have combined to significantly elevate the awareness of equity concerns of staff and students. As we move forward with the ELAC established in January 2021, D49 will systematically identify existing inequity and improve systems and processes.

SL create an environment for agility and resilience by fostering an environment for open communications, thinking “outside the box”, and taking aggressive action as required to meet current mission demands. The primary method for responding to unforeseen conditions and rapid response is both top-down and bottom-up processes, as was clearly demonstrated throughout the COVID-19 pandemic. The flexibility of our processes was illustrated by increasing frequency of already established meetings such as CO and SLT meetings, which provided the venue and structure to identify new challenges and propose innovative solutions. Once new or revised processes were vetted at the SL level, guidance was cascaded down to BLs for site specific implementation in a wide variety of areas to include educational delivery models, purchasing requirements, staffing adjustments, and sanitation methods. Simultaneously our two-way processes allowed for bottom-up refinement and queries to elevate from BL via ZL to SL for user-level impacts of challenges and collaborative discussion on lessons learned.

Figure 1.1c(1)-2

Leadership Development and Succession Opportunities

Role	Opportunities
TEACHERS	<ul style="list-style-type: none"> • Lead teacher in grade level or department • TOSA for curriculum, instruction, or SEL • Teacher Leader role on an APEX team • Teacher evaluation certification through AIN • Graduate credits for CE Instructor Qualification
ADMIN	<ul style="list-style-type: none"> • Team lead for special service cluster • Lead administrator for READ Camp or ESY • Regional or state leadership positions • Principals Induction Leadership Academy (PILA)
PRO-TECH	<ul style="list-style-type: none"> • Advanced certification through GAFE • Position-specific certification programs

Using deliberate and intentional processes, SL personally conduct succession planning with direct reports, thereby modeling leadership development for the workforce. LDSP is detailed in more depth in section 5.2c(4). Major opportunities provided through the LDSP are listed in Figure 1.1c(1)-2. In 2021, a majority of our BL and SL are products of internal selection and professional development. We segment results for the LDSP and present key examples in category 7.4.

1.1c(2) CREATING A FOCUS ON ACTION

Strategic objectives approved at the APS cascade down into action plans that combine cultural and strategic goals with performance metrics, target levels, timelines, and reporting systems. SL disseminate plans to workforce members who

complete the plans and update progress. Through our APEX-LS, SL can assemble permanent or ad-hoc performance teams with flexible membership to accomplish plan goals. SL use the system to delegate, collaborate or “parachute” goals to the team; identify risks, raise issues, and adjust timing of plans.

Following our major process development period from 2012-2015 for strategic and action planning, D49 underwent multiple cycles of learning to arrive at our current strategic planning and action tracking system: Envisio (2.2a(1)). This is cloud-based system facilitates a focus on action planning and makes reporting available in all places to all leaders. It advances the district VMV and CSP by explicitly integrating action plans and projects with our foundational purpose and values. Within each school/department plan, SL identify action plans, projects and tasks. SL also ensure that each action plan is aligned with one or more CSP, 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. Alignment through Envisio minimizes the risk of “empty activity” and maximizes the productive impact of our plans and projects. SL and BL raise issues, flag risk conditions, adjust plan timing, or archive obsolete plans and projects if they are overcome by events such as changes in the regulatory environment or technological advancements.

The construct of our APEX-LS structure allows CO to consider and balance relative value of APs if there are conflicting objectives or a competition for resources, and annual budget process then reflects the relative of value of APs to ensure we focus resources in the right areas. Additionally, actions requiring BOE approval increase focus on relative value by including discussion on value within the description. With all plans and projects fully transparent and visible to every member of 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, with a particular emphasis upon student learning. These processes are described in 6.1 and ZL serve as the focal points for improvement in student learning by innovation zone. They provide reports to the BOE semi-annually on performance results. All expectations should be a stretch, but neither impossible nor impractical.

Accountability for district performance on goals is captured in SL annual performance reviews. For CO, this is a public process with transparent evaluation and accountability linked to goals. Results for engagement and accountability through Envisio are reported in 7.1 and 7.4, with artifacts and a demonstration AOS.

1.2 GOVERNANCE AND SOC. RESPONSIBILITIES | 1.2A ORG. GOVERNANCE | 1.2A(1) GOVERNANCE SYSTEM

D49 ensures responsible governance through a system of elections of five, publicly elected, directors who serve four-year terms, with a two-election term limit. BOE members, represent geographic-defined, director-districts, in which they must reside, that are subsets of the full school district boundary. This encourages their accountability to the neighborhoods they represent, and prevents influences from outside the district having a disproportionate impact on director elections. BOE members are also accountable to each other, to 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 performance review. Directors supervise, through interactions and communications, at BOE work sessions and regular meetings; along with observations at advisory committees, monthly one-on-one meetings, and formative evaluation of SL performance.

Figure 1.2a(1) Governance Approaches for Accountability

Approach	Details
ANNUAL ACTION CALENDAR	The board sets, and reviews at least annually, a calendar of expected AP and performance reports. The calendar drives board agendas.
BOARD LIAISONS	The board appoints its members to serve as liaisons to all advisory councils and action teams (Figure 3.1a(1)). The board also assigns a liaison to each chief officer on a rotating basis.
SL DELEGATES TO ADVISORY	The board ensures that multiple SL are delegated as participants on the same advisory councils and action teams. This increases visible BOE/SL collaboration with the community.
PERFORMANCE REPORTS	BOE members receive and review over 100 reports from SL at board work sessions and regular meetings throughout the year. Board feedback, including formal approval or disapproval of action items, and/or refinement of SL presentations through consensus, is a constant source of ongoing accountability.

All aspects of BOE oversight inform the end-of-year evaluations of SL. The BOE directly reviews the performance of the COs, and the BOE acts on the continued employment recommendations that COs make 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. D49 posts meeting agendas & minutes, and other useful/relevant information on our website and distributes such 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, through our board management software platform—BoardDocs™. 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, timing factors, and balanced value. Recognizing risk and setting tolerance levels as guardrails for operational decisions ensures that the BOE and SL measure and balance the interests of students and other stakeholders. As a result, having worked with every member of the SLT, along with BL, and community leaders; the BOE members are well informed and 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 artifacts and a demonstration of the BoardDocs platform are AOS.

1.2A(2) PERFORMANCE EVALUATION

The BOE contracts with an external agency, the Employers Council (EC), to develop and administer their annual self-evaluation process. EC conducts a multi-rater review of board performance with input from the workforce, SL, and other stakeholders. At the APS, and other public meetings, the BOE discusses the results, adopts improvement goals, and plans 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 through a CO performance review process aligned with the goals, performance expectations, and timelines set forth in board policy. All CO performance reviews include a multi-rater peer and staff review, review of measurable performance targets, and review of personal performance goals; that leads to a final written evaluation and a re-calibration of goals for upcoming years when continued employment is recommended. Those goals are approved publicly at the board meeting following the completion of the reviews. The evaluation period is calendar year-based, designed to align with the BOE election cycle and, in the event a change in leadership is necessary, allows for good transition planning. Both the BOE self-evaluation process and the CO performance review process are subject to reflection, analysis, and improvement as part of a yearly cycle of learning that begins and culminates at the APS.

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 REAL 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). Each obligation relies on standards of measurement and compliance assessment. The principal means of communicating and validating complete knowledge of necessary Regulatory, Ethical, Accreditation or Legal obligations is D49's *Learning for R.E.A.L.* Schoology course that is completed each year—by every staff member. Beyond that one comprehensive, district-wide effort D49 has many office-specific external reviews of components of our operation. 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. In the lead up to the APS, our BOE receives many formal reports from internal subject matter experts and external authorities. Compliant results for many years of school accreditation, finances, and operations are reported in 7.1, 7.2, and 7.4 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 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 §504 plans; D49 benefits gifted students, students with disabilities, English language learners, and students with medical limitations.

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 monitoring and 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.

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 non-discriminatory hiring and evaluation systems that protect individuals. D49 also employs an institutional review board (IRB) to evaluate all research requests to ensure adequate protections for human subjects. To protect both students and the workforce, D49 provides annual training and ongoing support for ethical practices in administration of assessments.

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 monitors all purchases and acquisitions using district funds in the Learning for REAL process. 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 or any district staff member, policy KEA provides a stakeholder grievance process described in Category 3.2. Results for

workforce perceptions of ethics as well as benefits and protections provided to students are available in 7.4 and 7.5.

1.2c SOC. RESPONSIBILITIES | 1.2c(1) SOC. WELL-BEING

SL consider societal well-being throughout our operations by focusing our two key work processes on student learning and learning support. Our greatest contribution to the community is launching successful students, ensuring 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 three high school 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. In new construction, we commit to designs and construction of modernized schools that meet a minimum LEED Silver rating. This reduces the district's carbon footprint, models good organizational citizenship, and provides 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; and obsolete electronics are recycled through a district-wide facilities program in cooperation with a local vendor accredited in electronics recycling.

As the school system of a rapidly growing community, D49 is highly sensitive to the location and traffic patterns for new school facilities. We conduct community engagement campaigns to meet our stakeholders' expectations. We are intentional about sharing land dedications for use as parks, as charter school sites, and community gardens. D49 hosts a community health clinic, a range of meal programs including, summer breakfast and lunch for all qualified children and adults. D49 authorizes several AEC programs, including one of the country's largest, and most successful, statewide online programs – done intentionally despite the impact it has on district educational performance results. 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. Community engagement improves societal well-being because D49 is living out our mission to *learn, work, and lead*.

1.2c(2) COMMUNITY SUPPORT

SL determine the needs of each community through our innovation processes, outreach efforts, surveys, election results, and by listening to stakeholders through all the platforms that make up *49 Voices*. Differentiated programs in

Figure 1.2c(2) Key Communities and Support Activities

Key Community	Defining Characteristics	Key Outreach and Support
DISTRICT RESIDENTS	Students, Parents, and Stakeholders who live in D49 and depend on us for public education	We support district residents by operating our PDES and delivering wrap-around services for students and families.
MILITARY-CONNECTED FAMILIES	Students and parents who are connected to the military through active duty, reserve duty, or veteran status	We support military-connected students through our student2student, JROTC, and military liaison programs.
HOME-SCHOOL FAMILIES	Students and parents who conduct all or part of their education in home settings	We provide academic and enrichment part-time programs as well as parent training and advocacy for home school families.
CHARTER SCHOOL FAMILIES	Students and parents who choose to enroll in one of D49's nine charter schools	We support charter school families through rigorous approval, ongoing oversight, and training for staff and parents.

STRATEGY

our PDES serve the key communities (Figure 1.2c(2)). Our core value of *Purpose* helps determine where and how we schedule our programs 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.

CATEGORY 2 STRATEGY

2.1A(1) STRATEGIC PLANNING PROCESS

District 49 conducts cultural and strategic planning through a ten-step process (Figure 2.1a(1)-1) that engages key stakeholders in developing action plans (AP) to realize our vision and execute our mission. Planning activities include learning steps, (1-3); working steps, (4-7); and leading steps (8-10). By sequencing strategy planning in terms of our mission to learn, work, and lead, the Cultural, Strategic Planning Process (CSPP) integrates action planning and implementation with key processes for change leadership, workforce, and measurement. Plans and implementation extend across time horizons detailed in Figure 2.1a(1)-2, with intermediate monitoring and adjustment as needed.

Figure 2.1a(1)-1 Cultural and Strategic Planning Process (CSPP)

Step	Key Participants	Cycle	Activity
1. Data Collection	CO, SLT	JUL-DEC	Report Performance to SLT and BOE
2. Summative Program Evaluations	CO, SLT	DEC	Finalize Annual Reports (VoW, HR, Audit, DPF, etc.)
3. Strategic Plan Performance	BOE, CO	JAN	Finalize Strategic Plan Performance Dashboard
4. Annual Planning Summit	BOE, SLT	JAN	Validate VMV and New Strategic Objectives
5. Adopt Refined Strategic Plan	BOE, CO	FEB	Formal Adoption of Strategic Objectives and Measure Types
6. Localize Implementation Plans	CO, SLT, SME	MAR-MAY	Embed Strategic Objectives and KPIs in Zone/School/Dept. Plans
7. Launch Implementation	CO, SLT, WF	JUL	Initiate Work and Support Processes
8. Monitor In-Progress Performance	BOE, CO, SLT	JUL-JUN	Submit Monthly Performance Updates
9. Adjust Implementation Plans	CO, SLT, WF	JUL-JUN	Refine Processes and Data Collection Methods
10. Summative Strategic Evaluation	CO, SLT	JUN	Complete and Document EOY Evaluation

Figure 2.1a(1)-2 CSPP Planning Horizons

Short-term 0-18 Months	Short-term plans include 6 months of planning followed by 12 months of implementation—often aligned to the school year or fiscal year cycles. Consequently, the education and business offices often employ short-term planning horizons.
Mid-term 18-36 Months	Mid-term plans include 6-12 months of planning and 12-24 months of implementation. -Common mid-term plans include school expansion or construction projects under the leadership of the operations office.
Long-Term > 36 Months	Long-term plans integrate perspectives and assessments from all three offices, often integrating the learning and performance from other projects. Long-term plans are the least specific and most flexible—until transitioning to mid or short-term projects.

This process facilitates agility and resiliency by providing many different opportunities to change course when necessary. Review of strategic objectives (SO) during performance evaluations, Board of Education (BOE) updates, Apex Leadership System (APEX LS) meetings and 49 Voices create learning opportunities that signal an adjustment needs to be made. Any potential changes are prioritized using the Big Rocks and Vision Mission Values, and then deployed just like the original plans. These new adjustments are again monitored using the same process.

2.1A(2) INNOVATION

D49 stimulates innovation via four drivers referenced in Figure 2.1a(2) during the Learn, Work, and Lead phases of our culture and cycle of continuous improvement. The Culture and

Strategy of Continuous Improvement (CSCI) begins with an INNOVATION PHASE, where learning, working and leading take place on a specific campus, apply to a specific program, or originate within one of the four innovation zones. Although we express our mission to learn, work, and lead through all phases of the CSCI, our emphasis during the innovation phase is learning. It is D49's practice to learn by innovating with a pilot project—where an approach is tested in a limited setting (or for a limited timeframe) to evaluate the merits of further adoption. At the conclusion of an innovation phase—typically one year long—leaders might decide to adjust the innovation and pursue a second innovation phase to learn, work, and lead with the benefit of experience. However, if the innovation delivers positives results, and the best indication is that the innovation would be successful at scale, then D49 enters the transformation phase.

During the transformation phase our mission emphasis is working on growing innovation to scale. To translate limited implementation to broad adoption we work to develop workforce training plans, process materials (forms and guidelines) and measurement instruments. The work of transformation also includes dedicating resources during our budgeting cycle. During the transformation phase, which may

extend for a year or to a multi-year timeframe, we are explicitly growing an approach from new to normal.

The mature phase of continuous improvement is when we expect to consolidate our innovation with systematic approaches leading to role-model results. As part of operating a mature system, we train leaders who can measure and document excellence while sharing our innovation as a best practice approach for K-12 education.

D49's vision to be the best choice often manifests in major innovation initiatives. Those change initiatives are prominent and obvious. Less obvious improvement efforts go on every day in schools and offices across the district. Every time our workforce lives out the mission to learn, work, and lead, we are practicing continuous improvement.

Figure 2.1a(2) Drivers of Innovation

Annual Planning Summit	The chief officers propose short or mid-term strategic objectives at the APS. Those proposals are innovative responses to strategic challenges or opportunities identified through the VoW system, ongoing performance reporting, or program evaluations.
Instances:	•Enhanced Security •Concurrent Enrollment •ALLIES
Falcon Educational Foundation	The Falcon Education Foundation hosts a competitive grant program to solicit, select, and fund innovative proposals from teachers and other educators. Many FEF grants have launched innovative approaches that scaled up through the transformation phase to become mature processes.
Instances:	•Robotics •School Gardens •Coding Academy
Grant-Making Agencies	Programs from federal and state agencies, the defense sector, and private philanthropies solicit proposals for

Instances:	innovation in response to specific grant criteria. D49 currently manages nearly 100 separate grant programs.
Personnel & Position	•Restorative Practices •Youth Mental Health First Aid
Configurations	With personnel as a key resource, we innovate positions to enhance our culture and strategy. APEX leaders and teams deliver agility and excellence.
Instances:	•Tech Service Managers •SpEd Coordinators

No matter the source of innovation, we incorporate improvement initiatives during development of AP for schools and departments. By practicing active learning during the innovation phase, leaders and AP owners identify strategic opportunities based on competitive changes or emergent best practices in the K-12 sector. In 2021, leaders identified strategic opportunities for addressing disruptive and harmful student behaviors, fostering mental wellness, elevating local accountability, and increasing school funding.

D49's approach to evaluate and balance risk includes the analysis and recommendations leading up to the Annual Planning Summit (APS). By the time we arrive at the APS, Senior Leaders (SL) have analyzed the costs, benefits, and risks of action and inaction. Using 49 Voices to gather stakeholder perspectives adds a layer of community insight and helps set our risk tolerance for proposed initiatives. Following the principle that better information leads to better decisions, we emphasize learning and analysis so our BOE and SL can make intelligent selections of SO.

2.1A(3) STRATEGY CONSIDERATIONS

Converting raw data into decision intelligence is a major function that integrates the APEX LS with our CSPP. Listening and learning processes (surveys, focus groups, rounding, social media) that make up the 49 Voices system synthesize quantitative and narrative data (Figure 2.1a(3)). Through planning sessions that generate analyses and proposals, SL use data-based intelligence to manage projects and evaluate performance. During performance reports at BOE meetings, APEX LS meetings, and at the APS, leaders present their analyses and make recommendations to fine tune AP. During the APS, the BOE's review of data, presented by Chief Officers (CO) and SL to evaluate strategic plan performance, informs decisions about strategic challenges and prioritized objectives. Because all action planning originates at the Annual Planning Summit, infusing that meeting with strategic considerations informs the entire CSPP.

At more than 20 BOE meetings and the APS, CO and other SL review legislative and regulatory developments that may impact district obligations and performance. We also contract with a professional lobbyist to advise our legislative advocacy. To ensure early detection of coming changes, and simultaneously expose blind spots in our planning, D49 leaders maintain active memberships in professional associations for board leaders as well as business, educational, and operational administration. At national, statewide, and regional conferences, D49 leaders are frequent contributors and constant consumers to insights about developments in K-12 education. Over 20 SLT members serve in leadership roles for national, state, and regional associations.

In addition to looking out and up to external agencies, we enlist our workforce to fill gaps and gain internal perspectives about our plans. As part of the Voice of the Workforce (VoW) System, (Figure 1.1b(1)-1) chief officers have ramped up their direct dialogue with workforce members to invest more than

350 hours a year discussing strategic considerations and deploying strategic and operational AP.

Figure 2.1a(3) Strategy Considerations	
Sources	Key Approaches for Collecting and Analyzing Data
Students	VoS Climate Survey VoS Learning Tour SBOR and BOE Meetings,
Parents	VoC Climate Survey SAAC DAAC Advisory Teams (ELDAC, ESCAT, SEAC)
Workforce	VoW System SLT and Principals' meetings SAAC DAAC Advisory Teams
Community	BOE participation DAAC Advisory Teams
Partners/Suppliers	Acadience™ data meetings Sentinel quarterly reviews BOE Project Reports JROTC site evaluations CDE grant audits regulatory compliance audits

All sources of collected data, legislative insights, sector guidance, and workforce intelligence factor into the district's CSPP. AP and proposals for board approval include links to strategic considerations, provisions for resource deployment (budget and people), and timeframes to launch, monitor, and complete each plan. District and BL design, monitor, and report on AP built in our Envisio™ planning system. Our plans mirror the functional and educational organization depicted in Figure 2.2a(4).

2.1A(4) WORK SYSTEMS AND CORE COMPETENCIES

Figure 2.1a(4) RACI Matrix	
RESPONSIBLE	The Responsible person actively works to accomplish project goals and meet project expectations.
ACCOUNTABLE	The Accountable person has ultimate authority to initiate, terminate, or evaluate project performance.
CONSULTED	Consulted individuals contribute cautions and considerations before and during implementation.
INFORMED	Informed individuals depend on decisions and outcomes from projects and initiatives.

D49's approach for deciding which key processes will be accomplished by our workforce and which by external partner-suppliers, depends on a management matrix adapted from the Process Management Institute. The RACI matrix assigns four relationships to each task: Responsible, Accountable, Consulted, and Informed (Figure 2.1a(4)).

We never delegate accountability, so most of our decisions about collaborating with partner-suppliers address responsibility and consultation. Some partnerships (higher education, state agencies) emerge because we do not possess the organizational expertise or status to adequately execute an element of our strategic plan. In other cases, where we could retain responsibility, (such as IT support, transportation services, or human resources), we apply our core competency of efficient and effective resource management. That process takes the form of a robust Request for Qualifications/Request for Proposals process administered by our contracts department. If we conclude that a partner demonstrates core competencies that are more efficient and effective than ours, we seek to contract with that partner for services.

Promoting diverse educational choices is both a strategic priority and a core competency (Figures P.1a(2)-1 and P.1a(2)-2). D49 retains responsibility for operating district schools and programs. However, we partner with charter schools that offer specialized models or industry relationships we do not replicate. Combining operated and authorized schools lets us honor our core competency and our strategic priority of promoting educational choices.

Innovation and improvement activities are so essential to our vision and mission, that D49 maintains tight control and oversight. Our core competency of continuous improvement is

the primary example. We do not delegate accountability or responsibility for performance excellence; and we are highly selective about which organizations partner with us to support improvement efforts.

For plans on a long-term timetable, such as facility construction or launching new service models, SL propose new position descriptions, new departments, or new training programs. One method we use to project future competencies and associated work systems is to compare growth trajectories for strategic challenges (such as shifting graduation requirements) with our current capacity. Where we observe or project a gap, SL proposes and the BOE considers means to increase our district capacity.

2.1B. STRATEGIC OBJECTIVES

2.1B(1) KEY STRATEGIC OBJECTIVES

Key SO and OO are identified in Figure 2.1b(1)-1. During the APS the Board assigns accountability for strategic and OO to the CO by setting expectations for achievement, and establishing initial timelines for short-term, mid-term, or long-term outcomes. CO then assume or delegate responsibility and begin consulting with subject matter experts and other contributors.

Figure 2.1b(1)-1 2021 Key Objectives and Leadership		
	Objective	Lead
1—SO	Address Disruptive and Harmful Student Behaviors	CEO
2—SO	Foster Mental Wellness for Students and Workforce	CEO
3—SO	Elevate Local Accountability Measures and Systems	CEO
4—SO	Secure Community Leadership to Increase Funding	CBO
5—OO	Implement a Strategic Communications Plan	CBO
6—OO	Optimize Facility Planning and Configuration	COO
7—OO	Sustain and Extend Enhanced Security	COO

The CO and other contributors employ Envisio to build AP and projects for each objective. Those AP incorporate goals and measures aligned to our strategic challenges, opportunities, priorities, and objectives. These elements are aligned in Figure 2.1b(1)-2.

2.1B(2) STRATEGIC OBJECTIVE CONSIDERATIONS

The district's strategy rests on the six foundational priorities we call the big rocks. As the board has established (2012) revised, (2016 and 2020) and reaffirmed (annually) the big

rocks, they have intentionally balanced the needs of the organization and the needs of our key stakeholders. The big rocks address our community, our student and parent customers, and our workforce. They balance overarching commitments like *sustaining enduring trust* with measurable outcomes like *launching successful students*.

To ensure that strategic and operational priorities are properly calibrated to the balance inherent in the big rocks, the board and chief officer's approach is to represent initiatives on a star chart showing how key objectives align to our strategic priorities (Figure 2.1b(2)). Just as the cultural compass aligns our core values, the star chart is like a gyroscope—keeping our objectives in balance with our priorities—as we implement our plans. The APS also provides a venue for the board, chief officers, and other SL a venue to balance our emphasis on SO to improve performance with OO to sustain and strengthen mature performance. Figure 2.1b(1)-2 details how the key objectives address strategic challenges and plan key changes to accomplish important goals.

The APS also provides an opportunity for the board to balance the load of key objectives across the chief officer APEx team, and to balance timetables across the three planning horizons. So, for every key objective we know why we are doing it (alignment to the big rocks); who is leading it (assignment to an accountable chief officer); and when we are doing it (short, mid, or long-term). When it's determined that we require external partners or vendors to achieve SO and AP, D49 brings them into the planning process at the earliest time possible. For our most complicated and resource-intensive projects (new facilities) external partners and vendors become part of the planning team to mitigate any obstacles and ensure equipment and labor are available to meet all timelines.

2.2 STRATEGY IMPLEMENTATION 2.2A(1) ACTION PLANS

In 2019 and again in 2020-21, our key action plans (AP) (Figure 2.2a(1), mirror our key annual objectives (Figure 2.1b(1)-2). Our key objectives are aligned to our cultural and strategic priorities (CSP), so our implementation activities, which are organized and aligned at the AP level, inherit that

Figure 2.1b(1)-2 2020 Key Objectives: Challenges Addressed, Important Goals, Key Changes, and Timetables					
		Challenges Addressed	Key Changes	Important Goals	Timetable
1 SO	DISRUPTIVE & HARMFUL BEHAVIORS	<ul style="list-style-type: none">Improving Academic Performance	<ul style="list-style-type: none">Enhancing trainingEffective Interventions	<ul style="list-style-type: none">Increase Staff CapacityDecrease Disruption and Harm	S-T
2 SO	MENTAL WELLNESS	<ul style="list-style-type: none">Sustaining Workforce Quality	<ul style="list-style-type: none">Destigmatize Self-CareCampaign for Work-Life Balance	<ul style="list-style-type: none">Increase Assistance ProvidedMeasure Positive Perceptions	M-T
3 SO	LOCAL ACCOUNTABILITY	<ul style="list-style-type: none">Improving Academic PerformanceShifting Graduation Requirements	<ul style="list-style-type: none">Anchor Accountability to Community ExpectationsEngage Community in Accountability Reporting	<ul style="list-style-type: none">Community Endorsement of Accountability SystemFull Compliance with Federal & State Requirements	M-T
4 SO	SCHOOL FUNDING	<ul style="list-style-type: none">Constrained Resources	<ul style="list-style-type: none">De-Skew State Funding MechanismRe-Calibrate Funding Formulas	<ul style="list-style-type: none">Move Toward Funding EquityIncrease Funding for D49Measure Positive Perceptions	M-T
5 OO	STRATEGIC COMMUNICATIONS	<ul style="list-style-type: none">Delivering Diverse ProgramsBalancing Autonomy and Independence	<ul style="list-style-type: none">Calibrate Communications to Balance Priorities and NeedsAnticipate Communications Needs for Planning and Implementation	<ul style="list-style-type: none">Integrate Planning and CommunicationsAffirm District Distinctives	S-T
6 OO	FACILITY PLANNING	<ul style="list-style-type: none">Constrained ResourcesAccommodating Growth	<ul style="list-style-type: none">Establish Mid-Term and Long-Term Facility Construction TargetsAdapt Secondary Schools To Shifting Populations and Methods	<ul style="list-style-type: none">Secure Additional Capacity for Growing EnrollmentIncrease the Efficiency of Operated Facilities	L-T
7 OO	ENHANCED SECURITY	<ul style="list-style-type: none">Securing Schools and Facilities	<ul style="list-style-type: none">Expand the District Security TeamCoordinate Community, District, and Building Security Personnel	<ul style="list-style-type: none">Increase Security StaffingEnhance Security Efficiency	M-T

Figure 2.1b(2) 2020 Star Chart: Key Objectives' Alignment to the Big Rocks

	People	Trust	Community	Choices	Foundations	Students	Total Impact
DISRUPTIVE & HARMFUL BEHAVIORS	☆☆☆	☆☆	☆☆	☆☆☆	☆☆☆	☆☆☆	16
MENTAL WELLNESS	☆☆☆	☆☆	☆☆	☆	☆☆☆	☆☆☆	14
LOCAL ACCOUNTABILITY	☆☆☆	☆☆☆	☆☆	☆☆☆	☆☆☆	☆☆☆	17
SCHOOL FUNDING	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	18
STRATEGIC COMMUNICATIONS	☆☆☆	☆☆☆	☆☆☆	☆☆	☆	☆☆	14
FACILITY PLANNING	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	18
ENHANCED SECURITY	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆	☆☆	16
TOTAL WEIGHT	21	19	18	18	18	19	
☆ Minimal Impact ☆☆ Moderate Impact ☆☆☆ Major Impact							

alignment. As part of the annual planning rhythm of our APEX leadership system (APEX LS), (during step 6), Chief Officers (CO) develop AP to implement the key objectives for which they are accountable. These key plans (typically seven) are the “vital few” that focus our leadership efforts. Zone, department, and school leaders develop additional AP and projects aligned with our CSP. The development process includes high-level approval by the Board of Education (BOE) at the Annual Planning Summit (APS), followed by collaboration and elaboration of plans and projects in our planning system software from March through June. Benchmarks, timelines, and RACI responsibilities are detailed in project plans. To balance leadership and organizational autonomy with unified planning and implementation, District 49 (D49) relies on an integrated planning system with common categories, measures, and templates. We upgraded our planning system from hard copy documents (“plans on a page”) to a server-based system (Cascade™) in 2016-2018 to our current cloud-based planning platform, Envisio™.

Improving our system for planning and implementation represents two cycles of learning in pursuit of increased

integration and ease-of-use to drive deployment. Our implementation of Envisio includes district-wide planning categories (identical to our CSP) and district-wide measures categories (identical to the six Baldrige criteria).

D49 organizes our key short, mid, and long-term AP by functional divisions (offices/zones) and by SO. As noted under 2.1B(1) and (2), we differentiate *strategic* objectives (SO) and plans from *operational* objectives (OO) and plans. SO are change initiatives to 1) improve performance of existing systems, or 2) capitalize on strategic opportunities to innovate new systems in support of our culture and strategy. OO are maintenance initiatives to sustain mature systems and processes which already meet performance expectations. Therefore, our key objectives and key AP integrate both strategic and operational leadership.

All division and school-level AP are presented at APEX LS and then BOE meetings for accountability and approval. Major changes to approved plans are re-presented for additional transparency, accountability, and approval. Results for AP completion and accomplishment are integrated into program as well as workforce evaluations.

Figure 2.2a(1) Key Action Plans, Measures, and Results for 2020-2021

	Key Objective	Key Action Plans	Measures	Proj..	Results
2020-2021	1 DISRUPTIVE & HARMFUL STUDENT BEHAVIORS	<ul style="list-style-type: none"> Design an innovation plan for DHSB Develop a workforce capability plan 	<ul style="list-style-type: none"> The DHSB plan is approved 		<ul style="list-style-type: none"> Future KPI
	2 MENTAL WELLNESS	<ul style="list-style-type: none"> Initiate focus on social emotional and mental health training opportunities for staff Continue emphasis of Whole School Whole Child Whole Community (WSWC) Wellness Program Incorporate CASEL Indicators for Schoolwide SEL in school health improvement plans Host Wellness Summit 	<ul style="list-style-type: none"> # of PD offerings # of participants in PD offerings SEL goals incorporated in SHIPs CASEL Indicators incorporated in SHIPs Wellness Summit Completion 	10 PD 100 Part. 85% 85% 100%	<ul style="list-style-type: none"> Future KPI
	3 LOCAL ACCOUNTABILITY	<ul style="list-style-type: none"> Solidify local accountability indicators and measures Implement local accountability measures as part of school accreditation process Refine measures with input from teachers, leaders and stakeholders Publish Envisio school improvement plans for community view 	<ul style="list-style-type: none"> Implementation of DAAC, Zone Accountability and Community Surveys/ Thought Exchange Board documents reflect inclusion of local measures for accreditation Benchmarking committee and DAAC provide input on refining measures All school plans published for public view by October 15, 2021 	100% 100% 100% 100%	<ul style="list-style-type: none"> Future KPI
	4 SCHOOL FUNDING	<ul style="list-style-type: none"> Configure equitable state and local funding Secure community support for the model 	<ul style="list-style-type: none"> Increased equity % per model 		<ul style="list-style-type: none"> Holding per COVID-19
	5 STRATEGIC COMMUNICATIONS	<ul style="list-style-type: none"> Produce incident communications plans Provide anticipatory and responsive comm. 	<ul style="list-style-type: none"> Satisfaction with Communications 		<ul style="list-style-type: none"> 7.3a
	6 FACILITY PLANNING	<ul style="list-style-type: none"> Complete the SSAE and PPEC expansion Secure and design a site for Mid. School 2020 	<ul style="list-style-type: none"> Expansion on schedule and budget 	June, 2020 June 2021	<ul style="list-style-type: none"> 7.5
	7 ENHANCED SECURITY INITIATIVE (ESI)	<ul style="list-style-type: none"> Onboard cohort one of ESI security team Propose phase two of ESI implementation 	<ul style="list-style-type: none"> % of schools served by ESI cohort 		<ul style="list-style-type: none"> 7.5

Figure 2.2a(4) Key Workforce Plans

Workforce Plans	Strategic Objectives	Primary Element
SERVICE & LEADERSHIP PLANS	LOCAL ACCOUNTABILITY	Efficient Administrative Ratio
RECRUIT AND RETAIN PLANS	SCHOOL FUNDING	5-5-90 Discretionary Compensation
DEVELOPMENT PLANS	LOCAL ACCOUNTABILITY	Aha! Network and Pro Days
ONBOARDING PLANS	LOCAL ACCOUNTABILITY	Base Camp Orientation and Mentoring
COMPENSATION PLANS	SCHOOL FUNDING	VoW Collaboration Team
ENGAGEMENT PLANS	MENTAL WELLNESS	VoW System
RECOGNITION PLANS	MENTAL WELLNESS	"Of the Year", Support Stars, and <i>Fantastic 49</i>

2.2A(2) ACTION PLAN IMPLEMENTATION

Senior Leaders (SL) deploy AP across our APEx leadership system (1.1A1) and organizational units (offices and zones) using the Envisio system as a platform for designing, monitoring, and reporting on AP implementation. Our implementation of Envisio is fully transparent, meaning all users can review all plans, down to the level of project checklists, timelines, and completion status. Public dashboards give our community full access to drill down from key objectives through AP to individual projects.

By deploying APs through our existing leadership structure, we empower senior, department, and building leaders (BL) to engage the entire workforce in planning and monitoring projects and plans. At schools, individuals and teams own and contribute to unified improvement plans. For offices and departments, individuals contribute, and teams are responsible for completing projects and achieving AP goals. For AP or projects that depend on partner-suppliers, (such as IT support, concurrent enrollment, construction, or data services), plan owners (identified in Envisio) are responsible to integrate providers in all three phases of planning—designing, monitoring, and reporting—AP performance.

Local leaders customize implementation to meet specific customer and workforce needs. Although schools pursue objectives in different ways, all BL prepare Envisio AP to ensure accountability and comparability across the district. Leaders at all levels monitor AP performance at APEx LS meetings (BOE, SLT, Business Office Leadership Team (BOLT), Education Leadership Team (ELT), Operations Leadership Team (OLT), and Zone Leadership Team (ZLT); zone principals' meetings, school or department staff meetings, and grade level or functional team meetings. Using the RACI matrix to manage localized autonomy, we assign responsibility to department and Zone Leaders (ZL) to deploy APs aligned with CSP and key objectives. Plan owners direct efforts of the workforce and key partners as specified in each plan. SL set long-term outcomes, but principals or department leaders are responsible for all site-specific and short-cycle action planning. Plan owners report at least monthly at APEx LS meetings, and all plan owners, including partner-suppliers and community groups, report at least annually to the BOE.

2.2A(3) RESOURCE ALLOCATION

As part of plan development, SL must determine if the plan generates cost savings, neutral impact, or new costs. The BOE must approve all significant new costs (> \$25,000) so the business office analyzes and the Chief Business Officer approves all proposed new spending prior to BOE review or approval. Most of the district's costs are personnel, which are incorporated into workforce plans. Resources to address all other costs are categorized according to Colorado's chart of accounts and then allocated tracked, reported, and audited through our business office operating system, Business Plus™. Because so much of our business activity supports activity in

zones and schools, the business office leads an annual budget development process with ZL and principals to normalize allocations by considering variance in facility conditions, staffing models, special programs, and strategic investments.

To ensure that innovation pilots and strategic initiatives do not erode core resources (the general fund) on which operations depend, those projects rely on grants, fees, local tax overrides (MLO), or support from foundations such as the Falcon Educational Foundation (FEF) or the Falcon Community Builders for Classrooms (FCBC). FEF, through mini-grants awarded to educators, and FCBC, through donation of facilities and equipment, represent risk-free, local sources of funds for program improvements. Using supplemental revenues to fund new or optional plans does not guarantee those programs will be successful, but it does protect core operations from risk in case an initiative is unsuccessful. In addition, federal, state, and local grants fund multiple programs, in some cases including staff who implement the programs.

All these resources, from supplemental funds to philanthropic donations to agency grants, are conditioned on submission and approval by the District Accountability Advisory MLO committee, the foundation, or the grantor of a comprehensive application, including detailed action and project plans. Therefore, the relationship between planning and resource allocation is hard-wired into the approval process.

2.2A(4) WORKFORCE PLANS

D49 relies on a full-capacity, high-capability workforce to serve students across our schools and programs. SL deploy workforce plans at the district, department, zone and school levels to support our CSCI and the action plans that implement our key objectives (Figure 2.2a(4)). Many staffing models rely on student-teacher ratios calculated from school and program enrollment. To complement ratio-driven staffing plans, D49 relies on seven plans to create, develop, engage, and reinforce our workforce capacity and capability.

1. SERVICE & LEADERSHIP PLANS (5.1a(1)) are a BOE practice to ensure that district administrative overhead is constrained by ratios balancing effectiveness and efficiency.
2. RECRUIT AND RETAIN PLANS (5.1a(2)) are developed by building and zone leaders to create recruitment retainment incentives funded by paired 5% allocations from the MLO. Annual adjustments to incentive programs allow BL and ZL to fine-tune the workforce in response to changes in the labor market or emerging needs for capacity and expertise.
3. DEVELOPMENT PLANS (5.2c) build capacity across all workforce segments by offering required, peer-led, job advancement, and personalized professional learning through the Aha! Network. Adapting development plans by requirement, demand, interest, and opportunity ensures that our workforce is prepared for a range of career developments.

4. ONBOARDING PLANS (5.1a(2)) incorporate cultural, technical, and professional orientation to integrate new colleagues into our culture and strategy of continuous improvement.
5. COMPENSATION PLANS (5.1b(2)) are a shared responsibility between senior leaders and the VoW Compensation Team. Those plans produce annual salary schedules designed to be fair, transparent, competitive, and sustainable.
6. ENGAGEMENT PLANS (5.2a(2)) foster satisfaction and engagement through the Voice of the Workforce (VoW) system of surveys; direct, two-way dialogue; leadership rollout, and rounding.
7. RECOGNITION PLANS (5.2b) reinforce exemplary service and leadership through an assortment of “of the year” awards for licensed staff as well as district recognition for ESP service and support stars. Monthly *Fantastic 49* recognition complements the annual programs.

District 49 has no automated processes; everything we do is dependent on human talent and motivation. That means every key objective, action plan, and project is built on a foundation of contributing individuals. Together, D49’s seven workforce plans ensure that service leaders¹ can recruit and retain² the right number of people, with necessary skills and training³ to understand and embrace⁴ our strategic and operational plans. Further, these plans motivate the workforce through compensation⁵, engagement⁶, and recognition⁷ to give discretionary effort and excellent performance.

2.2A(5) PERFORMANCE MEASURES

D49 measures AP performance using project milestones embedded in Envisio and plan-specific KPIs identified in Figure 2.2a(1), and aligned to the measure categories derived from the Baldrige criteria. Education office KPIs are also detailed as part of our key work system in Figure 6.1a(2)-1. KPIs for education support as well as business and operations processes are detailed in Figure 6.1b(2)-1. Our universal template for plan development (in Envisio) includes categories and individual KPIs, along with selection criteria. The BOE has determined that all KPI’s must meet the requirements identified in Figure 2.2a(5), and better KPIs practice meet one or more of the recommended criteria.

Figure 2.2a(5) KPI Selection Criteria	
Required	Recommended
RELIABLE KPIs are consistent and replicable, providing insights across time and multiple settings.	COMPARABLE KPIs are used by competitor or comparator organizations.
CREDIBLE KPIs have “face validity” and are perceived as real and meaningful measures.	SEGMENTED KPIs can be disaggregated by groups or relevant units to identify patterns or variance.
USEFUL KPIs provide relevant information about performance.	PRACTICAL KPIs are accessible and worth the effort to measure.

Generally, AP embed KPIs that measure change in the desired quantity, quality, or perception of programs or services. Parent, student, and workforce voice are all reliable sources of engagement and satisfaction measures. Decreasing the frequency, intensity, or duration of problematic conditions (accidents, security breaches, misconduct, disruption) is a useful class of KPI which we use for many operational plans. Increasing the quantity, quality, or reliability of a desirable outcome (graduation, choice enrollment, net promoter score, satisfaction with communications) is another class of useful measures—which we frequently employ to measure the

performance of educational programs and services. Measuring AP performance with universal categories ensures organizational alignment.

2.2A(6) PERFORMANCE PROJECTIONS

Setting performance projections is a key component of the CSPP. Projections are extrapolated from levels and trends in past performance, and consider the potential impact of initiatives with AP.

In 2021, 18 key AP support 7 key objectives. The projected outcomes of those plans are noted in general terms as important goals in Figure 2.1b(1)-2. Developing specific qualitative and quantitative goals is part of step six in the CSPP, although the BOE approves types of KPIs at the APS. For 2020, SL selected multiple measures for each key AP, established targets and projections, and tracked performance against those indicators. Where quantitative projections are possible, (choice enrollment, construction projects, VoW survey approval, retention %, ESP raise %) D49 projects and then compares actual to projected performance. Many measures are not comparable, or competitors do not disclose their performance, but where data are available, such as salaries, enrollment, satisfaction ratings, etc., we use those comparisons to set targets for levels to improve our relative position. For raise % increases, choice enrollment, CE participation, WF engagement and voter support, D49 has reversed gaps with our competitors and now leads the region.

2.2.B AP MODIFICATION

D49 recognizes a shift in AP is needed by negative trending results in APs, negative trends in 49 Voices, or unavoidable occurrences outside our control (Covid 19). All three of these situations pose a threat to SO or Mission accomplishment. A change in AP starts with brainstorming for possible solutions by people that interact with this issue all the time. This may include SL, BL, other staff, outside vendors, and community members. The next step is to propose possible solutions and have SL approve a solution that includes what action will change or occur, who will carry it out, by when and for how long, and what resources are needed. The change is then communicated and deployed through APEx LS and Envisio. AP owners review AP status and progress during departmental and other APEx LS meetings. In alignment with the three-phase model of continuous improvement (CSCI, Figure P.2c), these reviews differ by stage of each AP. When AP are in the innovation phase, owners treat early successes and early failures as valuable learning opportunities. During innovation, leaders develop and refine training and implementation plans. At the end of the innovation phase, leaders make one of three major modifications: choosing to 1) abandon the innovation, 2) extend innovation for another cycle (usually one year), or 3) commit to scale up a transformation plan.

For AP in the transformation phase, the purpose is to improve school or program performance across multiple sites and for multiple years. AP leaders in the transformation phase place a higher priority on consistency and comparability, as they begin to trend data and use data intelligence to develop and refine process tools. During transformation, modifications to AP affect multiple units, therefore decisions depend more on consensus and deliberation. Compared to innovation phase plans, transformation plan modification is more systematic

CUSTOMERS

and purposeful, depending on recurring resources and plans for open-ended workforce commitments.

For leaders who own mature AP, often defined as operational versus strategic, modifications are intended to preserve strengths by making moderate or minor adjustments to increase engagement with customers or expand deployment to more workforce members and district partners. During the mature phase, modifications are designed to iterate already strong systems toward role model performance.

CATEGORY 3 CUSTOMER

3.1 CUSTOMER EXPECTATIONS:

3.1A(1) CURRENT STUDENTS AND OTHER CUSTOMERS



















































District 49's (D49) system for listening to customers has three distinct methods. Those methods are collaboration, listening, and sharing, summarized in Figure 3.1a(1) organize the array of approaches we use to accomplish our mission with and for our students and parents. Although many of our approaches to customer engagement integrate with *49 Voices*, the system synthesizes more than customer voices, extending to the D49 workforce and community as well. Following the '18-'19 performance excellence cycle we looked closely at the term customer for current and future applications, determining students and parents are the direct recipients of the product we deliver. We rarely use the term "customers" in our communications, because the terms parents and students carry the same meaning with more personal and precise connotations. For us, "student" means "student-customer", "parent" means "parent-customer", and "S&P" is shorthand for all customers considered together. We consider that the duration of our relationship with S&P consists of a life cycle of three main stages, pre-enrollment, active enrollment, and post-enrollment. Active enrollment is further divided into elementary, middle, and high school experiences, as the parent-child dynamic shifts from parent-dominated engagement to student-directed engagement as children develop and become more independent.

Listening methods include approaches to survey, poll, or query our S&P. The district initiates most listening processes, but S&P drives participation and response topics. We listen at specific times on specific topics so we can incorporate Voice of the Students (VoS), and Voice of the Community (VoC) insights into our messaging, programming and decisions which can be visualized as feeding into the innovation arm of our Culture and Strategy of Continual Improvement.

Actionable information derived from this listening method is aggregated by the appropriate leadership member, and may be identified as an opportunity to innovate an existing system or create a new one. This allows us to stay in touch with the priorities of our S&P and integrate their voice into strategic objectives which are organized by the chief officers, reviewed, and presented for formal adoption annually by the Board of Education (BOE). Where S&P may have limitations for participation, such as youth, limited language proficiency, or challenges accessing digital content, we simplify, translate, or print materials to facilitate accessibility. Listening methods align to learning, the first imperative of our mission. We expanded this method in 2020 to include a crowd sourcing program known as ThoughtExchange, which offers rapid deployment and robust analysis to let us learn from our S&P who share their thoughts and rate the thoughts of others. This proved particularly useful when managing graduation options to honor the class of 2020 in the ongoing COVID-19 pandemic. Because we learned students and parents wished to hold on to tradition while acknowledging health considerations, we deployed the first outdoor, distanced graduation ceremonies for our large high schools, driving satisfaction and relationships through this listening channel.

Rapid-response systems like Safe2Tell and Securly track emergency conditions (self-harm, threatened violence, unsafe conditions) in real time, permitting 24/7 coordination with community first responders. In addition, in 2017 D49 added a supplement to our website called LiveChat which connects

Figure 3.1a(1) Selected Engagement Methods for Listening, Collaborating, Sharing, and Monitoring Student and Parent Customers

	Specific Approach	Customer Life-Cycle Focus			Two-Way Engagement			Origination D49/Cust.	Moderated		Lead
		Pre—	Enrolled	—Post	Listen	Share	Observe		Yes	No	
Listening Methods	Voice of the Community Surveys		S&P	S&P				D49	✓		CD
	School Climate Surveys		S&P					D49	✓		CEO
	VoS Learning Tour		Students					D49	✓		CEO
	Program and Course Preferences	S&P	S&P					Cust	✓		BL
	Severe Weather Evaluation		S&P					D49	✓		CD
	E49 Performance Assessment		S&P					D49	✓		CD
	AAL Planning Questionnaire	S&P	S&P					D49	✓		AAL
	Safe2Tell and Securely Alerts		S&P	S&P				Cust		X	S&P
	Live Chat	S&P	S&P					Cust	✓		Cust
	Compass CARE Line	S&P	S&P	S&P				Cust		X	Any
Collaboration Methods	Formal Grievance Process	S&P	S&P	S&P				Cust	✓		Any
	Accountability Committees		Parents	S&P				D49	✓		SL
	Advisory Teams		S&P	S&P				D49	✓		SL
	Student Board of Representatives		Students					D49	✓		CEO
	Parent-Teacher Conferences		S&P					D49/Cust.	✓		CT
	Board of Education Meetings		S&P	S&P				D49	✓		BOE
Sharing Methods	Facility and Security Town Halls		S&P	S&P				D49	✓		COO
	District 49 Dispatch		S&P	S&P				D49	✓		CD
	D49 Social Media and Web Posts		S&P	S&P				D49	✓		CD/BL
	Email, Text, and App-Based Alerts		S&P					D49	✓		CD
	Video Distribution Channels		S&P	S&P				D49	✓		CD
	School Orientation Meetings	S&P	S&P					D49	✓		BL
	Earned Media (Broadcast & Print)	S&P	S&P	S&P				Media		X	SL

S&P and other potential customers to school and district representatives who provide immediate contact. In 2020, D49 developed the D49 Compass CARE Line serving as a management system for critical and complementary input from S&P. This process provides immediate and actionable feedback and fulfills critical customer engagement functions described in sections 3.2a(2)/(3).

Our collaboration approaches are largely district initiated, through recruitment or invitation, but once they launch, S&P are equal or often primary contributors, as when they chair accountability committees, lead advisory teams, or serve as representatives. Integrating the outcomes of these collaborative engagements into strategic priorities are described in section 2. 1a(3). Collaboration methods align to working, the second imperative of our mission while building and nurturing the personal connections and commitments we call relationships. Sharing methods include district-initiated communications published or posted through channels we operate or influence. Depending on the lead responsibility, approaches within the sharing category may originate at district, zone, or school levels. Although sharing approaches often stimulate feedback, they are not designed to facilitate two-way collaboration or interaction to the same degree as other methods. Sharing methods align to leading, the third imperative of our mission.

Beyond the systematic engagement methods, we also observe and act on data derived from the choices of S&P as they select schools, prefer programs, and commit to individualized learning opportunities. Observed data stimulated enhancements to concurrent enrollment, work-based, arts-integrated, and dyslexia-supportive schools and programs. Participation data from parent events, co-curricular activities, and community education helps determine where to expand, contract, or abandon programs and services. In particular, enrollment trends in specialized programs are revealing and direct resource allocations and innovation priorities. Enrollment data directly drives master schedules, classroom assignments, staffing models, and budget decisions.

Is it working? The value we derive from obtaining actionable insights from our listening system through listening, sharing and collaborating tells us we have in place mature processes, that inform strategic priorities in support of our VMV. Mature processes are reviewed regularly and adjusted to improve performance. 49Voices provides a framework of mature processes that may be improved deliberately or rapidly.

3.1A(2) POTENTIAL STUDENTS AND OTHER CUSTOMERS

More than 125,000 PK-students who call the Pikes Peak region home are served by 17 distinct school districts, and D49 is the most rapidly growing district among them. Many of those students are potential customers, but most of them have already made the choice to attend other district schools. As a delicate matter of community respect and integrity, D49 does not interact with students and parents from neighboring districts to glean competitive information. Nor do we recruit disaffected customers from our competitors; instead, we promote our programs and people as the best choice. We use our relative advantage of being the fastest growing school district in the state to anticipate the needs of future students and build our market share of S&P. On a yearly basis, the D49

Business Office uses development plans to evaluate student generation rates at elementary, middle and high school levels based on actual students residing in new and existing homes. Because we promote a full and growing array of educational choices (Figure 3.1b(2)), we know we can lead these students to success through collaborative and sharing methods in Figure 3.1a(1) as well as support and communication methods outlined in Figure 3.2a(2). Our share of S&P including potential customers is on a positive trend, the results of which are explained in section 7.5A(2). We do analyze depersonalized enrollment, satisfaction surveys, and public media interactions data to benchmark our programs and identify opportunities to improve our competitive position. Those analyses were key factors in launching ALLIES, the Academy for Literacy, Learning & Innovation Excellence to serve the dyslexia-sensitive community in our area. All of the engagement approaches that focus on pre-enrollment (Figure 3.1a(1)) facilitate listening and interaction with potential S&P. D49 uses a subset of direct and indirect methods to obtain actionable information from potential customers in the competitive environment. Tracking growth in new and existing neighborhoods is a function of the business office, telling us how many potential customers we have to serve, segmenting elementary, middle and high school students. Through analysis of growth data (indirect) not only to manage capacity requirements at our schools, we also recognize opportunities to directly engage with customers who will likely choose to attend a D49 school. We know a significant portion of these customers will choose to attend schools in our district, so we offer direct connections to our programs and services at multiple stages of the relationship cycle, welcoming families new families who've enrolled to engage directly with our preschool program through an annual Preschool Roundup. We derive critical information from new and potential customers, directing them to Child Find, a system that uses customer input to determine our incoming population of specialized learners. Survey data explains how understanding this information from potential customers drives S&P satisfaction year to year (figure 7.2-6).

LiveChat, social media and website content are primary entry points for parents with questions about district programs and services. In 2020 D49 evaluated its digital platforms with a goal of improving accessibility and understanding of programs-based content for potential customers. The district is moving toward that goal creating a new section of D49.org featuring intuitive, point and click navigation to facilitate choice enrollment-based program offerings and location within the district. With 30% of our students from military-connected families, we field high numbers of inquiries from military personnel who are considering or managing an assignment to our region.

Post-enrollment engagement includes alumni who have left or graduated from the district as well as former S&P who now work for D49 or serve on one of our collaborative teams. We conduct formal panels and focus groups with alumni to complement our analysis of postsecondary matriculation data and to obtain first-person intelligence about how well D49 programs and services prepare our graduates for success.

3.1B(1) STUDENT AND OTHER CUSTOMER SEGMENTATION

In D49, we determine market segments according to student characteristics and associated programs and services. The five segments identified in Figure P.1a(1) constitute a high-level organization that includes all the students we serve, and by affiliation, their parents. We further serve these student segments by location (zone/school) and level (E-M-H), but we do not materially change educational programs or services based on where a student learns or what level they attend.

We leverage our learning from growth projections, voice of the customer and market data through every phase of the S&P relationship to pursue program offerings to support our identified segments. Year to year analysis confirms our annual projections, and increasing enrollment and retention data in programs and services unique to D49 tells us we are preparing for and meeting the expectations of this multiple subsets of customers. 7. GOAL, ALLIES, SSAE/PPEC, HPP, CHARTER

As part of the regulation of the K-12 sector, (which drives special funding allocations) we use validated assessments to determine student memberships in all but the general education segment which includes all learners. We use Colorado Department of Education alternative education inventory of experiences and conditions to categorize high risk students. We use language proficiency screening assessments (*Access*, from WIDA—the World-class Instructional Design and Assessment Consortium) to determine if students have no or low English language proficiency. To identify gifted learners, we employ a suite of validated assessments to identify individuals who learn with intellectual, artistic, physical, leadership, or other gifts. To qualify students for special education, we follow federal guidelines to enlist multiple experts, using specialized assessments to determine eligibility for individualized education plans.

We track membership levels and trends for all students segments carefully (Figure 7.2-2), because specialized staffing models, revenue projections, and even facility decisions all depend on accurate projections. Enrollment specialists and special service providers collaborate to ensure we have the right financial, human, and facility resources to serve all learner segments.

Building or program directors lead our learning year to year by observing growth trends that will over enroll existing programs, which informs the budget planning process to add capacity at schools, or invest in new program/school locations to serve the growing need. Specialized programs are underfunded compared to their operating costs, so D49 does not explicitly seek to grow those student segments—rather to identify and serve their needs.

3.1B(2) PROGRAM AND SERVICE OFFERINGS

Student segments are the primary, but not exclusive, driver of program and service offerings. Both regulation and funding models require that we serve all students, with targeted support through the segment-aligned programs and services identified in Figure P.1a(1).

For all learners, we offer applied and advanced learning. All students require relevant learning experience that apply to future learning, personal development, or life preparation. Students in the specialized segments require additional

programs and services that help them access and master applied and advanced learning.

While the substance of our program and services is required, the mode of delivery is not. D49 has made promoting educational choice a strategic priority, so we determine S&P interest in alternate delivery modes such as online, blended, work-based, or concurrent enrollment. Our method for determining offerings is highly pragmatic. When district or prospective charter school leaders detect sufficient interest in a particular mode through surveys, requests, focus groups, etc., they develop a proposal and seek formal commitments from students and their parents. If programs attract enrollment, we offer them. If they don't, we don't.

When we propose to operate or authorize (charter) new programs or schools, we host informational meetings where S&P express, through questions and comments, their needs and requirements. We also conduct market research through surveys and focus groups to determine what kinds of school models our community desires. Those inputs help refine and customize proposed program and service offerings. Twice, D49 has approved charter school applications that did not open because the model did not attract sufficient enrollment. However, D49 has also opened and filled nine new schools and innovative programs in the past five years—offering a range of programs including online early college, dyslexia support, arts-integration, core knowledge, project-based, and skilled trades education. In 2019, based on new federal funding (Perkins V) requirements, D49 began pursuing a systematic approach to developing skilled trades programs. The regional needs assessment is a bi-annual collaborative process pairing school districts with regional industry and business leaders. The results of targeted Q&A around economic landscape (jobs), postsecondary and workforce preparation, inclusion of all student populations, and teacher development shape district and building level decisions about program offerings that support high demand occupations in our region and around the state. Based on these discussions and in partnership with the Pikes Peak Business Education Alliance D49 identified high-demand careers such as Culinary/Hospitality, Nursing/Health Science Cybersecurity, Skilled Trades/ Advanced Manufacturing which further shape course and program offerings within our catalogue of exceptional educational choices. We have also expanded existing programs (ie. from K-8 to K-12, or from a single campus to multiple sites) in response to observed and documented demand. The causal link between offering, committed enrollment, and long-term viability ensures that operated and authorized schools meet or exceed S&P customer requirements and expectations.

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 (Figure 7.5-17—19). As the only system in Colorado that promotes a full and growing array of educational choices (Figure 3.1b(2), D49's reputation for adaptive school programming has established our approach to providing choice as a competitive advantage in the K-12 market. Promoting choice has become a

self-strengthening approach as success with existing models helps S&P trust us to develop desirable programs and services.

3.2A STUDENT AND OTHER CUSTOMER EXPERIENCE |

3.2A(1) RELATIONSHIP MANAGEMENT

Every strategic priority and every core value in District 49(D49) cultivates student and parent relationships. Consequently building well-managed relationships with Students and Parents (all student and parent customers (S&P)) is foundational to our mission. Our overall approach is to execute our mission—primarily through *49 Voices*.

We relate to our customers by *learning* about them through active listening, including all the listening and monitoring methods in Figure 3.1a(1). We also learn about our customers indirectly, by listening to the workforce via the Voice of the Workforce system—adding educator insights about what S&P require and expect. We learn from our current S&P directly, and we learn about potential or former S&P by studying public enrollment and survey data from competitor and comparator districts. We infer the requirements and expectations of current and potential customers based on the questions they ask, the programs in which they enroll, and the concerns that they raise about our performance.

Figure 3.1B(2) Competing for S&P Via Choice Programs

Are students served by:	D49	D11	D20
CONVENTIONAL K-12 SCHOOLS	✓	✓	✓
CONVENTIONAL AEC	✓	✓	✓
ONLINE AEC	✓	X	X
ALLIES FOR DYSLEXIA	✓	X	X
CONVENTIONAL EARLY COLLEGE	✓	✓	X
ONLINE EARLY COLLEGE	✓	X	X
ONLINE K-12	✓	X	X
K-5 CHARTER	✓	✓	✓
K-8 CHARTER	✓	✓	✓
K-12 CHARTER	✓	X	✓
HOMESCHOOL SUPPORT	✓	X	✓
P-TECH EARLY COLLEGE	✓	X	X
HEALTH ACADEMY	✓	X	X

We tune in to our customers on multiple frequencies, which exemplifies our strategic priority to value all people, and builds relationships based on values and facts. Learning about our S&P enables both acquiring and retaining because it enhances our brand image as a district striving to earn every choice. D49 confidently operates a unique extended school year calendar; confidently led the nation in permitting on-campus administration of cannabinoid therapy; confidently asserts our identity, Vision, Mission, Values (VMV), and priorities; and confidently makes severe weather and E-learning decisions. We are confident about making those decisions *for* our community because we first worked on setting expectations *with* them.

We relate to our students and parents by *working* with them as we execute our key work systems of learning delivery and learning support (Figure P.1a). A strong majority of the work we do delivers or supports learning in direct cooperation with students and their parents. All of the interactions necessary to deliver and support learning build the personal connections and commitments we call relationships. We also work with S&P through the collaborating approaches listed in 3.1a(1), as well by engaging S&P in governance as part of our APEx

leadership system (1.1a(1) & 1.2a(1)), on advisory committees, community teams, and representative boards. As we fulfill our mission by working, S&P are not peripheral, they are central. Although most of our shared work involves current S&P, all school development work invites and depends on engagement with potential customers. Our new school development processes enlist parent leaders and committed students in developing the very programs they have chosen.

Our third approach for building and managing relationships is to serve students and parents by *leading* them and the schools they choose to ever higher levels of performance. Leading our Culture and Strategy of Continuous Improvement (CSCI) requires that we know and exceed the expectations of S&P through all the phases of our relationship: before they choose to enroll; as they progress (and stay enrolled) through elementary, middle, and high school; and after they finish their time in D49. Although we serve and partner with students during all phases of our relationship, younger students engage more with perspectives and questions (primarily through the Voice of the Students (VoS) Learning Tour) while older students share perspectives, advice, and actual decision-making authority as part of our VoS and the Student Board of Representatives (SBOR) processes.

Leadership practices that ensure transparency and responsiveness include all of the sharing approaches that make up *49 Voices* as well as our commitment to “close the loop” by following up when our actions or decisions have not met customer expectations. For urgent discussions like severe weather decisions or E-learning adjustments for COVID-19, we respond to concerns and questions in real time—often replying to comments or questions within minutes. The combination of targeted marketing (in theaters, relocation guides, real estate publications and mass media) and communications (D49 Dispatch, web and social media, video channels) along with word-of-mouth referrals, builds loyalty and pride in D49.

In response to feedback from our regional Baldrige association in 2015, D49 adopted simplified language and a consistent brand kit (logo, font, color palette, nomenclature) across all district communications. In 2017, the communications department led a similar refresh of logos and other branding elements at all operated schools.

Evidence that our interactions with students and parents transcend mere transactions and become true relationships is reflected in enrollment growth (7.1-24), deepening engagement with our communications platforms, and superior perceptions about district performance (7.2-10 and 7.2-11).

3.2A(2) STUDENT AND [PARENT] ACCESS AND SUPPORT

D49’s approach to enable information access and support depends on giving customers the choices depicted in Figure 3.2a(2). Depending on how they access our systems, students and parents might access basic support through self-service means, such as researching online materials or completing automated processes. For more interactive needs, such as transcript reviews for new students, accessing school choice options, or setting up school meal and transportation accounts, we offer concierge-style support where skilled staff members guide the parent or student as they complete tasks and define their support requirements. To help customers access more technical support requests, including initial enrollment in the

district, specialized educational needs, or dispute resolution, we use a “white glove” approach where a district specialist assumes responsibility for shaping the support request and following through to resolution.

Figure 3.2a(2) Varied Means of Support and Communication

		Support	Communication
STUDENTS	Pre-Enrolled	<ul style="list-style-type: none"> • Orientation Meetings • Individual Counseling 	<ul style="list-style-type: none"> • School Websites • School Tours
	Enrolled Elementary	<ul style="list-style-type: none"> • Daily Circles • Academic Intervention 	<ul style="list-style-type: none"> • Friday Folders • School Assemblies
	Enrolled Middle	<ul style="list-style-type: none"> • Class Counseling • Peer Mentors (WEB) 	<ul style="list-style-type: none"> • VoS Learning Tour • School Assemblies
	Enrolled High School	<ul style="list-style-type: none"> • Counseling Groups • Academic Advising • Postsecondary Plans 	<ul style="list-style-type: none"> • D49 App Content • Interactive Media • Student Government
	Post-Enrolled	<ul style="list-style-type: none"> • Transcript Requests • Letters of Reference 	<ul style="list-style-type: none"> • 49 Voices
PARENTS	Pre-Enrolled	<ul style="list-style-type: none"> • Facilitating Enrollment • Screening & Placement 	<ul style="list-style-type: none"> • School Websites • School Tours
	Enrolled Elementary	<ul style="list-style-type: none"> • Parent Advisory (SAC) • Parent Academies 	<ul style="list-style-type: none"> • Friday Folders • 49 Voices
	Enrolled Middle	<ul style="list-style-type: none"> • Parent Advisory (SAC) • Parent Academies 	<ul style="list-style-type: none"> • School Messaging • 49 Voices
	Enrolled High School	<ul style="list-style-type: none"> • Parent Advisory (SAC) • Parent Academies • Financial Aid Seminars 	<ul style="list-style-type: none"> • D49 App Content • School Messaging • 49 Voices
	Post-Enrolled	<ul style="list-style-type: none"> • FERPA reserves alumni support for students only 	<ul style="list-style-type: none"> • 49 Voices

These three choices, often determined by the nature of the support need, might be summarized as empowering customers to support themselves, assisting customers as they complete tasks, and serving customers by executing complex processes on their behalf. Our support choices compare to serving meals as grab-and-go, buffet style, or sit-down service.

In addition to school and district methods for access and support, D49 depends heavily on relationship-based support through teacher interaction at scheduled conferences, weekly messages, and meetings as-needed between teachers, students, and parents. As students proceed through the life cycle of their relationship with D49, we increasingly depend on specialists like school counselors, school psychologists, academic advisors, coaches, and activity leaders (theater, debate, etc.) to provide relationship-based support and communication.

For all types of support, from automated to individualized, we respond to the customer expectations listed in Figure P.1b(2). After multiple cycles of learning from our students and parents through the annual climate survey, we have verified the core requirements of safety, care, relevance and effective preparation. Physical and social safety requirements are a high priority for D49, with enhanced security as a key objective for 2019 and 2020, deployed through safety training, drills, and communications described in Figure 2.2a(1). Personal care is a major feature of school culture models including Capturing Kids Hearts™, and the restorative practices training provided across the district. Relevant learning and career preparation are emphases for Applied and Advanced Learning, (AAL) one of our key strategic advantages and a key process the key work system of learning delivery. All teachers, providers, and support staff who interact with students and parents are trained and evaluated in part on their adherence to safety and care expectations. To ensure the broadest access possible, D49 provides Spanish

language translations of all key documents, and adds closed-caption text for published video content.

3.2A(3) COMPLAINT MANAGEMENT

As we do for educational programs and support needs, we offer students and parents options for registering complaints about district programs or performance. Often, a complaint is a report of an unmet expectation for communication or support, so the approaches in Figure 3.2a(2) can facilitate the presentation and rapid resolution of customer complaints, especially when presented directly to a classroom teacher or other school personnel. In the context of relational support, many customer complaints are resolved without documentation.

For complaints that bypass or escalate beyond the point of rapid resolution, we have five systems of record to receive, document, and respond to customer complaints:

1) LiveChat, a monitoring system within 49 Voices, enables users on our district website to register concerns about specific schools, programs, or even individuals. All LiveChat interactions are routed to the responsible individual, logged, and analyzed for pattern detection and improvement (Results fig. 7.2-16).

2) We similarly track complaints using the school complaint category of Safe2Tell (S2T). Identified or anonymous reporters use S2T as a method to raise concerns or report complaints. All S2T reports are routed immediately to local law enforcement and district security, as well as district, zone, and school leaders. All S2T reports are logged, and the final disposition of each report is part of ongoing audits for timely and complete resolution.

3) A third avenue for complaint registration is our system of participatory media. From Twitter and Facebook to Instagram and YouTube, D49 practices genuine and public interaction with our patrons and stakeholders. Alone among our competitors and the COMDEX, we enable comments and two-way dialogue on our social media sites. For more than seven years, we have enabled reviews and user posting on our Facebook site, without censoring or removing critical content. Office managers in departments and schools as well as digital media staff in the communications department, monitor and respond to complaints (and query's or compliments) and route actionable items to the appropriate unit leader.

4 & 5) The fourth and fifth avenues for complaint registration are our formal stakeholder grievance process and an open forum process at every regular board meeting. Open forum is an opportunity for any citizen to speak directly to the board on any topic of concern. Only personal attacks are prohibited, and the board is receptive to all input received during open forum. The executive assistant to the board records all open forum complaints in the meeting minutes, and the board, by consensus, directs an appropriate chief officer to manage any appropriate response. During open forum, the board may also suggest the stakeholder file a formal grievance. Policy KEA and regulation KEA-R outline what may be grieved, who may use the policy, how it may be accessed, and who facilitates the process. Grievances must address a policy or performance concern and cannot amount to personal attacks, so KEA has also become a mechanism for conflict de-escalation and resolution. The directors of Human

Resources and Culture and Services collaborate to ensure the process is orderly, fair, and timely (Results fig. 7.4-6).

After a site visit team identified an opportunity to improve collection and analysis of complaint data across multiple platforms, D49 developed the Customer CARE Line (CCL), an intake system to receive and track Complaints, Assistance Requests, Respectful Praise, and Everything else. As part of a key objective to develop a comprehensive communications plan, the CCL functions as a central repository for all complaints, whether received through one of the five structured systems, or informally through digital or personal communications. By reporting the gap between complaint receipt and resolution, as well as data about locations, and topics, the CCL provide actionable, system-level data to improve customer support and service recovery (Results 7.4).

Although we do not characterize responses as complaints proper, D49 solicits for constructive criticism through systematic performance surveys for severe weather operations, transportation effectiveness, workplace operations, and, during the COVID-19 emergency, performance across E-learning and E-working platforms. By engaging in transparent and two-way exchange with our community, we have earned praise and positive results for accepting responsibility, rectifying problems, and seeking restoration with those harmed.

3.2A(4) FAIR TREATMENT

Fair treatment is emphasized by our strategic priority of valuing all people and our commitment to the fundamental aspects of respect, care and responsibility that serve as the foundation of our district's culture.

Our approach is to engage with S&P through 49 Voices in all phases of the life cycle with D49. Through active listening, our Individualized Learning Dept (ILD) is particularly important in identifying student segments assisting parents when necessary, to direct S&P to available programs. Using processes like Child Find, ILD shares S&P information of specialized learners with our schools to ensure their access to education is fair and equitable. Similarly, in all phases of the S&P life cycle we share information with Limited English Proficient (LEP) students and parents through our platforms D49.org and Parentlink mass notification program. All pages of D49.org can be translated with a click of a button, presenting the information in our families' preferred language. When we send information by email, text and push alert, our schools can use a translate function to deliver those messages in a preferred language designated in our Student Information System. District and school specialists use phone conversation or LiveChat to assist families with setting and updating their preferences in the SIS.

Figure 3.2a(4) Systematic Advocacy For Fair Treatment

Student Segment	Advocate	Processes
Primary	Building leaders	• Daily Circles
	Teachers	• Academic Intervention
Secondary	Counselors	• Individual Counseling
	Building Leaders	• Child Find
	Teachers	• Restorative practices
	Counselors	• Class Counseling
	SBOR	• Peer Mentors (WEB)
	ELAC	• Counseling Groups
		• Restorative Practices

Fairness is built into our CSCI. In 2014 the Department of Justice (DOJ) began an active monitoring of D49 in response to reports of unfair treatment and cases of harassment. As an outcome of this partnership, D49 established our cultural compass, the inner and outer rings of which directs how the district treats our work and each other. Building on intrapersonal characteristics of Respect, Care, Trust and Responsibility, our work with S&P encourages Learning, Purpose, Teamwork and Innovation.

In multiple cycles of learning during the DOJ partnership D49 also launched a school conduct and discipline improvement effort while developing a restorative practices framework to refresh our processes on conflict resolution. Focusing on restoring relationships with the oversight of Restorative Practices specialists has replaced the traditional punitive approach to disruptive behaviors - ensuring all are heard fairly through processes like restorative circles and focused discussion, giving all students an opportunity to rebuild rather than face traditional punitive response. In addition, anti-discrimination policies are deployed district wide. Each school's principal is that building's designated administrator for monitoring daily alleged incidents of harassment or discrimination, and submitting monthly reports to the district's compliance officer.

In 2021 D49 formally introduced the Equity Leadership Advisory Committee (ELAC) which works to integrate best practices for diversity, equity, and inclusion into district policies and programs. S&P have an active role in providing research, recommendations, event support, and policy guidance to the D49's leadership as requested and as outlined in the D49 ELAC's annual work plan. The work of the ELAC rolls up to top leadership and then back down to the S&P experience in the form of new or adjusted policy directed to the value and fair treatment of all people.

3.2B DETERMINATION OF STUDENT AND [PARENT] SATISFACTION AND ENGAGEMENT

3.2B(1) SAT., DISSAT., AND ENGAGEMENT

District 49 uses structured and unstructured methods to determine customer satisfaction, dissatisfaction, and engagement (SDE). Figure 3.2b(1)-1 shows that most of our structured methods incorporate paper or digital surveys, while our unstructured methods depend on two-way dialogue featured in 49 Voices and our complaint systems. Although we differentiate approaches for pre and post-enrollment status, our methods are consistent across the three levels of school programs (EMH). The degree of student participation in our systems varies by age. Younger students participate at higher rates with surveys and structured solicitations but are less likely to initiate reports. Older students are more likely to opt out of structured systems, but are much more likely to report and advocate for their concerns through relationships with teachers and staff.

The Director of Community Care, along with communications specialists leads our most systematic approach for determining SDE—the school climate survey (SCS) process, (Figure 3.2b(1)-2), which produces data about SDE segmented by school and key student groups. Principals review and incorporate segmented results into school-specific Universal Improvement Plans (UIPs). Some SDE results, such

MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

as perceptions of safety or efficiency inform action planning for operations and business departments. In 2019, after a site team identified an OFI for data consistency, the SCS process team unified on a 10-point satisfaction scale, along with frequency measures, as enhancements to support data intelligence analysis. Results for customer SDE appear in 7.2.

3.2B(2) SATISFACTION RELATIVE TO OTHER ORGS.

Out of 178 K-12 districts in Colorado, D49 is the only member of the Baldrige performance excellence community. Measuring customer satisfaction is an uncommon practice for K-12 systems in Colorado and nationally. Even the American Customer Service Index (ACSI), which lists 51 industry sectors, has no index for K-12 or any level of education. These factors make comparing satisfaction data challenging, so we shape our approaches accordingly.

Our most universal measure for satisfaction relative to other districts is comparing choice enrollment data. In Colorado, students aren't required to attend a neighborhood school based on their location. Choice data is a public, but general, indicator of satisfaction and dissatisfaction with the school district. We see a positive trend of S&P choosing D49, explained in section 7.5A(2)

Figure 3.2b(1)-2 Annual School Climate Survey Process

Q1 JUL-SEP

- Principals Implement Action Plans to Address Climate Survey Results
- Workforce members complete training and compliance requirements

Q2 OCT-DEC

- Process leaders review survey design with external partner (Hanover)
- Process and building leaders revise survey elements and processes

Q3 JAN-MAR

- Principals recruit student and parent participation in the climate survey
- Principals and other supervisors recruit workforce participation

Q4 APR-JUN

- Process leaders, with data and communication specialists generate school reports segmented by customer group (S&P) and student segments

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 Communications Department (CD) CD has a record of success at proactively engaging online. For example, D49's approach to having a dynamic and highly engaging social media and online presence has led to ratios of active followers on Facebook, Twitter, and Instagram nearing or surpassing our competitor and comparator school districts as shown in Figures 7.2-13—15. Although we serve similar sized populations, our media presence is superior, a measure we monitor and compare to infer levels of SDE.

In 2020, D49 is adding net promoter score metrics to student and parent climate surveys, as a way of generating comparable data across sectors provided by NICE Satmetrix, the co-creator of the Net Promoter Score metric. We will also compare the health/personal services, public government, and multi-sector index scores from ACSI.

3.2c USING VOICE-OF-THE-CUSTOMER AND MARKET DATA

Choice enrollment patterns, robust participation in the annual Climate Survey, and significant customer engagement with the four methods described in Figure 3.1a(1) give D49 unparalleled insights into our customer characteristics and expectations. Our vision to be *the best choice* requires that we

understand the criteria students and parents use to choose our programs and services. We know more because we create more systems and processes to learn from our customers, work with them to improve operations, and lead them by innovating and serving in ways that meet their expectations. We gather the customer data defined in Figure 3.2c and apply it to relevant decisions for strategic, operational, workforce, and resource planning.

The four drivers of engagement shared by S&P, as well as the parent expectation of excellent communications determine what data we emphasize and how we apply that data to focus our decisions and outcomes on customer satisfaction, success, and loyalty. Our approaches for listening to customer voice are learning approaches, but they require sustained work, and empower effective leadership, so our customer engagement approaches put our mission into action.

CATEGORY 4 MEASUREMENT, ANALYSIS, & KNOWLEDGE

4.0 MEASUREMENT, ANALYSIS, & KNOWLEDGE MGMT

4.1a(1) PERFORMANCE MEASURES

District leaders and data specialists use a suite of sophisticated data management systems (Figure 4.1a(1)-1) to track daily operations and overall organizational performance. We monitor key performance measures (KPM) to inform action plans, direct operations, guide student outcomes, and reveal the quality of organizational performance. Senior Leaders (SL) utilize the data systems listed in Figure 4.1a(1)-1 to track progress on KPM aligned with our cultural and strategic priorities (CSP). As they collect data, subject matter experts (SME) organize insights in support of our key work system (KWS) learning delivery, and our key support system (KSS) learning support.

As data is collected, SME's organize insights in support of

Figure 3.2c Using Voice-of-the-Customer and Market Data

S&P and Market Data	Organizational Uses
Choice Enrollment Preferences	<ul style="list-style-type: none"> • Determine Program Offerings • Determine Secondary Course Offerings • Establish School Staffing Models • Project Facility Needs • Inform Charter School Authorization
Student Characteristics	<ul style="list-style-type: none"> • Determine Special Provider Staffing for SpEd, Gifted, language learning, work-based learning • Plan specialized spaces (for intervention, de-escalation, small-group, limited mobility etc.) • Set planning thresholds for professional training
Climate Survey Results	<ul style="list-style-type: none"> • Inform the Enhanced Security Initiative Key Objective • Emphasize key objectives for mental wellness and community care • Clarify expectations for comprehensive, strategic communications
Service Demand	<ul style="list-style-type: none"> • Transportation Fleet Size and Route Configuration • Nutrition Services Menu and Workforce Planning • Activity Fees and Coach/Director Staffing
Critical Communications	<ul style="list-style-type: none"> • Calibrating weather decisions and timing • Setting protocols for E-learning during the COVID-19 health emergency

our KWS and our KSS; learning delivery and learning support respectively.

Figure 4.1a(1)-1 Key Data Systems

System	Supporting	Ownership
BOARDDOCS	Governance	BOE

BUSINESS PLUS	KSS	Finance Team (BO)
D49 ORG	KSS	Comm. Dept. (EO)
ENRICH	KWS	Special Ed (EO)
ENVISIO	KWS & KSS	Chief Officers
FRONTLINE HR	KSS	HR (BO)
POWERSCHOOL	KWS & KSS	Data Team (EO)
SCHOOLDUDE	KSS	COO (OO)
SCHOOLGY	KWS & KSS	Ed Tech (EO)

Our primary approach for tracking data and information is oversight through the APEx Leadership System (APEx LS). During the monthly cadence of APEx LS meetings, action plan owners report progress, identify obstacles, and propose modifications to plans. The main tool supporting this approach is our Envisio planning platform, our second-generation tool for creating, updating, and reporting action plans (see 2.2a(1)). Within Envisio, we identify an owner for each plan who is accountable for integrating target levels and timelines that align to key objectives or CSP. Additional contributors may share responsibility for plan execution (using the RACI framework described in 2.1a(4)). Plan owners integrate Envisio progress tracking measures into reports, on-screen presentations, or online dashboards. Because the data we collect is fluid, our approach permits updating of plans at any time to match the APEx LS monthly meeting cadence.

Figure 4.1a(1)-2 KPM Owners and Tracking Frequency

KPM	Owner(s)	Frequency
STUDENT LEARNING	Education	Ongoing
CUSTOMER RESULTS	Education	Monthly/Annually
WORKFORCE	Human Resources	Monthly/Annually
LEADERSHIP & GOVERNANCE	BOE and Chief Officers	Monthly/Annually
FINANCIAL	Business	Ongoing
OPERATIONS	Operations	Ongoing/Annually
STRATEGY	Departments/ Zones/Schools	Monthly

When SL need data that is not routinely tracked, SME build ad hoc queries to mine existing databases for new data sets of correlations. SME collaborate to prevent data discrepancies or duplications by sharing best practices across platforms. For larger projects, data SME implement a Culture and Strategy of Continuous Improvement (CSCI) to learn about options, work to develop solutions, and then lead implementation of the improved process or data tools.

Data SME track the key organizational performance measures described in Figure 4.1a(1)-2. Selected KPMs represent the most revealing and meaningful performance measures for our KWS along with the KWP and KSP. In addition to the district identified KPM, District 49 (D49) collects data on and responds to state and federal reporting requirements.

D49 selects nationally normed instruments and assessments. As currently adopted assessments are updated or made obsolete, D49 begins CSCI to stay current with research, regulatory requirements, and student need. As part of our internal learning process, SMEs provide input on new technology products for compatibility, educational value, data management/mining considerations, and contractual obligations prior to the release of a Request for Proposal.

If leader analyses of data reports reveal a probable root cause or strong correlation, data specialists may use CSCI to

research and select new data management tools. Any building, zone, or department leader may pilot an analytic tool or assessment as part of the innovation phase of CSCI. If the tool reveals actionable patterns, or improves the efficiency of data intelligence processes, then a Chief Officer (CO) will authorize a transformation phase to implement the tool at scale across the district.

Assessment systems are a special class of data systems, with highly technical constructs for academic performance measures. Classroom educators review progress data daily to refine and tailor instruction. Teachers and BL use interim measures such as Acadience Reading/Math, AimsWeb Plus, and Star 360 to compare and monitor our students' performance. Educators systematically use summative state mandated assessments such as CMAS and SAT to measure student performance against academic standards. Educators examine data for overall student performance and in comparison to other districts/schools/zones and state/national norms when available. Teachers and building-level SME track and triangulate student data using data warehousing applications. SL identifies areas of strength and opportunity which enables SL and Building Leaders (BL) to provide targeted Professional Development & Learning (PD). Zone leaders (ZL), BL, and department SME monitor the effectiveness of instruction through ongoing evaluation and feedback cycles with teachers.

Education Office (EO) holds primary responsibility for the KWS, but operates with explicit dependencies on EO support departments and the Business Office (BO) and Operations Office (OO) support systems. BO tracks budget performance to report spend levels and trending revenues for zone and district accounts. Because revenues depend on enrollment, the BO integrates Powerschool enrollment data with Business Plus analytics to produce weekly reports on enrollment targets and variance between projected growth, enrollment targets, and actual enrollment.

OO provides learning support by sheltering, equipping, feeding, transporting and networking the students and workforce who serve them. Operational measures track the daily imperative for safe transportation, secure and safe facilities, nutritious and sufficient meals, and reliable technology systems. OO tracks performance primarily through SchoolDude, and integrates service-specific measurement systems for nutrition, transportation, and IT.

4.1A(2) COMPARATIVE DATA

SL employs data platforms identified in Figure 4.1a(1)-1 to monitor data that adds value to district operations. The same criteria that drive selection of Key Performance Indicators (Figure 2.2a(5)) drive our pursuit of comparative data and information.

To monitor and compare our performance, we innovated a measure we call the comparative index, or ComDex which we use to set benchmarks and evaluate our implementation. The ComDex comprises a range of performance derived from the high and low performers among our comparator districts (Figure P.1a). D49 uses an online tool provided by Colorado Department of Education (CDE) to select comparator districts based on similar key demographic characteristics including: percentage of students receiving special education services, percentage of Culturally and Linguistically Diverse Education,

percentage of economically disadvantaged students, and percentage of students classified as minorities. CO propose and the Board of Education (BOE) approves a comparator group for a three-year cycle to ensure consistency for our external comparisons. We measure our performance against other two largest local competitor districts, Colorado Springs School District 11 (D11) and Academy School District 20 (D20), based on significant choice enrollment movement across our shared district boundaries. District leaders compare KWS and KSS trend data annually with the ComDex and competitor districts to set performance targets.

While D49 has one of the lowest state-determined, per-pupil funding rates in Colorado, we compare our financial execution to the twenty largest districts by population. Although these districts enjoy superior financial resources and serve varying populations, 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, D11 and D20. The BO monitors and reports on enrollment data weekly for the first three months of the school year, to appropriately fine tune 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. The planning manager also monitors population changes for residents of our competitors.

Other sources of comparative data include data provided by vendors (normed data), industry benchmarks, and research on high-performing schools and districts obtained through our partnership with Hanover Research. The Operations Office uses SchoolDude to track facility and IT operations. SchoolDude provides a work ticketing system, efficiency measures, and usage statistics. Since SchoolDude is a national system used by thousands of institutions, the OO 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 performers of 181 total programs statewide by accessing Colorado's K-12 Financial Transparency and Department of Education websites.

4.1A(3) MEASUREMENT AGILITY

D49 places a premium on agility when responding to large-scale crises such as wildland fires, severe weather, or the COVID-19 pandemic. For other classes of decisions, more deliberate and local approaches balance effectiveness and efficiency. Figure 4.1a(3) organizes and illustrates how calibrating decision agility results in properly informed and properly timed decisions.

Measurement agility serves the right information, at the right time, to make right decisions. Quarterly reviews of data and regulatory requirements occur between internal and external

stakeholders. In response to COVID-19, we shortened our cycle of review to ensure all stakeholders received timely and relevant information for decision-making. 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 dependencies like daily enrollment counts, D49 operates a detail-level accounting system for rapid analysis and reporting to support responsive decisions.

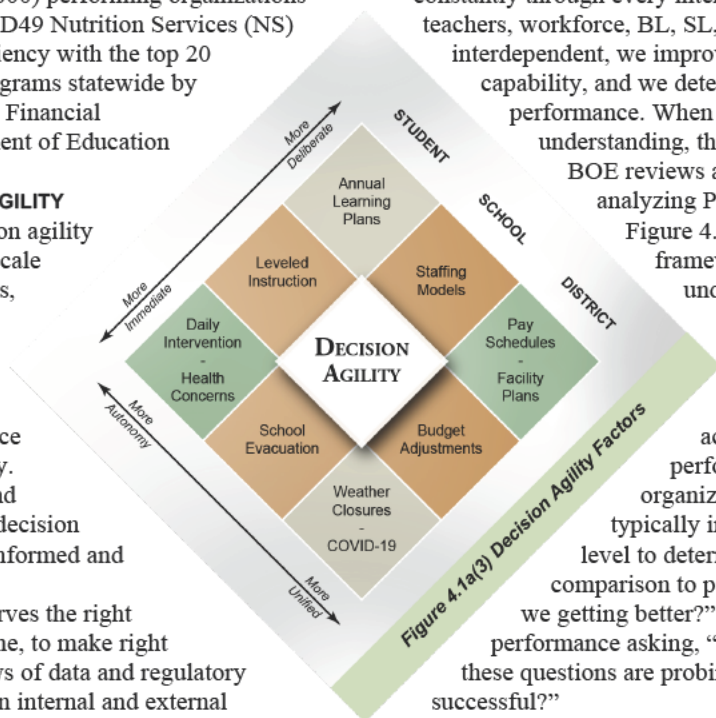
For services like attendance, transportation and nutrition services, where imprecision could create undesirable safety or waste conditions, we require complete agility. For example, BL and their professional staff must be flexible about collecting and recording daily attendance. In the event of any school emergency, it is imperative 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. 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. COs each have oversight and expertise in the data management systems specific to the areas they lead.

Unlike solitary leadership structures where an executive transition can paralyze decision-making, the APEX leadership model minimizes continuity disruptions by retaining 2/3 of the chief executive. The distributed leadership design, described in 1.1a(1), with its commitment to purposeful autonomy fosters the principles and requires the practices of measurement agility. With a leadership structure that embraces purposeful decentralization, making sure offices, departments, zones, and schools have access to data is key to efficient and effective operations.

4.1B PERFORMANCE ANALYSIS AND REVIEW

D49 reviews district performance and capabilities (P&C) constantly through every interaction between students, teachers, workforce, BL, SL, and the BOE. Because P&C are interdependent, we improve performance by enhancing capability, and we detect capability by measuring performance. When classroom teachers check for understanding, they are analyzing P&C. When the BOE reviews a monthly budget report, they are analyzing P&C. SL apply the protocols in Figure 4.1b as common analytic frameworks for reviewing and understanding performance.

At weekly and monthly meetings of the APEX LS, business, education, and operations lead teams review action plans with embedded performance measures to assess organizational success. Reviews typically include a description of current level to determine, "How are we doing?"; a comparison to past performance to track, "Are we getting better?"; and analysis of benchmark performance asking, "Is that good enough?" Together, these questions are probing the overall question, "Are we successful?"



For the EO, Academic performance reviews reference benchmark standards from normed assessments, Colorado Academic Standards, or historical district performance and trends. Benchmarking against external standards ensures we hold our KWS to credible expectations of excellence. To assess success for the KWS, SL review Learning Delivery and Learning Support objectives, with ZL and BL at each school site. Because it is the main performance measure for elementary, ZL host primary literacy meetings at each elementary school three times a year to review literacy data and progress toward integrating eight components of excellent literacy. For secondary education, the Applied and Advanced Learning team consult with high school BL and their leadership teams to review action plan progress on the eight components of career and college readiness.

Figure 4.1b Analysis Protocols

Analysis	Purpose	Lead
ACADEMIC ACHIEVEMENT	Assess Performance Level	EO
ACADEMIC GROWTH	Assess Performance Trend	EO
BENCHMARKING	Compare Performance Level	All
BUDGET TO ACTUAL	Monitor Resources	BO
CLIMATE SCAN	Detect Cultural Strengths/OFls	All
COMPLIANCE AUDIT	Verify Compliant Performance	All
PERFORMANCE TO TARGET	Monitor Performance	All
ROOT CAUSE ANALYSIS	Determine Performance Factors	All
SCHEDULE TRACKING	Mark On-Time/Late Performance	OO
S.W.O.T.	Predict Future Conditions	All

For the BO, finance specialists provide performance daily and report monthly to the Service and Leadership Team and BOE. The budget manager meets quarterly with ZL and BL to analyze financial performance trends and conditions. As needed, SL respond to these reviews with adjustments to spending and investments. SL can adjust their budget allocations at any time, for any change, and they reserve contingency funds to stay agile for innovations or challenges.

Schools' universal improvement plans include measures to track priority improvement strategies aligned to the CSP. Once approved 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 annually, in compliance with our accreditation contract.

All offices, departments, zones, and schools review and assess performance on all action and improvement plans throughout the year. Analytic methodologies detailed in Figure 4.1b ensure SL apply the proper tools to assess success, compare performance, and measure organizational health and viability across educational, financial, operational, and cultural indicators. The types and timing of decisions depicted in Figure 4.1a(3) demand not only performance agility, but also the analytic agility provided by purposeful selection and application of discrete analytic protocols.

4.1c PERF. IMPROVEMENT | 4.1c(1) FUTURE PERFORMANCE

D49 projects future performance trajectories for student learning by examining internal formative results and leading indicators as well as by examining external factors that impact increased or decreased student achievement. Principals set goals for academic achievement and growth within school action plans annually and monitor progress toward those goals through interim assessments throughout the year. They also consider the impacts of new curriculum or programmatic

changes that may cause implementation dips or spikes and the impact of changes in staffing including staff experience levels, turnover and placement. External factors such as known changes to the levels of rigor/content in state assessments, growth or significant population or demographic changes and the impact of e-learning beginning in the spring of 2020 are considered when projecting learning growth. Student cohort data is analyzed to project in-coming grade-level achievement and to respond to student learning needs. To project future enrollment, track retention and roll-up patterns to determine how many students will remain from one grade to the next. D49 uses key comparative and competitive data measures such as the state assessment results of the ComDex to project D49's future performance comparatively.

Financial projections incorporate a variety of factors including enrollment trends, the addition of new schools to the district, legislative budget impacts and macroeconomic developments like the great recession of 2009 or the predicted recession in the wake of COVID-19. Using the ComDex and local competitors to compare factors like budget to actual precision, fund balance levels, administrative staffing ratios, and competitive pay schedules helps project the direction and magnitude of future financial stability or instability.

D49 projects future enrollment to inform equipment purchasing (buses, technology), facility needs, supply-chain demand (facility and nutrition services) and specialized personnel hiring. Lifecycle management guidelines outlined in our IT Master Plan enable the district to effectively predict future needs for hardware and required budgets for upgrades, and additions. BO projections interact with detailed accounting analyses for each unit. Budget analysis predict future expenditures and potential cost increases for recurring service contracts, energy consumption and salary changes.

4.1c(2) CONTINUOUS IMPROVEMENT AND INNOVATION

SL, especially the BOE and CO, use findings from performance reviews at all levels of the organization to set priorities for continuous improvement and innovation. SL deploy those priorities and objectives through workforce communications including BOE meeting summaries, electronic newsletters, sharing approaches within the Voice of the Workforce (VoW) system, and content available from the district website. During the annual all-staff "Peakview" event, BOE representatives and the CO team celebrate innovators and achievers, report progress on past objectives, and cast a vision for improvement priorities.

As our understanding of performance excellence has matured, and the importance of continuous improvement has permeated our culture and strategy, (hence CSCI), D49 has adopted language to define two types of opportunities for improvement (OFI). Some OFI arise as a need to correct performance deficits or improve non-profit practices. We call those corrective OFI and they are always our highest priority because failure to address out-of-compliance performance could be dangerous or negligent. The other type of OFI identifies an opportunity to grow our programs and services to serve new markets or attract new customers. Constructive OFI present an opportunity to build new value.

Performance reviews are especially helpful for identifying corrective OFI. Evaluating our performance against standards, and seeking input from student and parent customers give us

two essential lenses to target improvement efforts. Both the VoW system (Figure 5.2a(2)-1) and the Voice of the Community system (3.1a(1)) generate qualitative data for performance reviews. When SL triangulate qualitative feedback with quantitative performance and expert analysis, key improvement objectives emerge, with consensus support.

Performance reviews by the BOE and SL determined primary literacy performance is a key foundation and primary indicator of success across our KWS. This determination led us to refine our tracked data, services provided by partners, and made grant-funding a prioritization as a foundation for our initiative. The imperative to improve primary literacy began as a strategic objective, matured into an operational objective, and is emerging as a role model practice within our state and region. Senior leaders demonstrate commitment to this priority by securing multiple millions of dollars of recurring grant funding for literacy, creating dedicated leadership positions, hosting more than 200 hours of literacy performance consultations, (three times a year with literacy teams at each school—including charter school partners), hosting semiannual literacy leadership seminars, collaborating with the University of Colorado, Colorado Springs to sponsor a masters degree cohort for literacy specialists, reporting literacy performance to the BOE at least twice a year, and incorporating literacy expertise questions and demonstrations in every hiring process for elementary educators.

For KSS like business and operational departments, performance reviews may identify needed corrections, such as inefficiencies with our yellow bus fleet or vulnerabilities across our network infrastructure. When identified performance deficits attract a confluence of community, comparative, and expert conclusions, we present improvement proposals at the annual planning summit. Thirteen of fourteen current and recent key changes listed in Figure 2.2a(1) arise directly from performance reviews. The lone objective not related to a performance review was our triennial review of our strategic priorities construct—a case of balancing important objectives against urgent objectives.

4.2 INFORMATION AND KNOWLEDGE MANAGEMENT

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

Information management in District 49 (D49) is a project, so we apply insights about project management roles embedded in the RACI matrix (in 2.1a(4)), from the Project Management Institute. The role of the data user determines the type of access and availability that is most valuable.

For all data users, quality is imperative. D49 data and information resides in multiple systems, with some variance in data validation processes depending on the composition 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 administrators (SysAdmin) and Subject Matter Experts (SMEs). D49 pairs responsibility (R) for data management with accountability (A) for data quality across process owners and system administrators. This practice ensures individuals who create and manage data sets are also accountable for verifying the accuracy, validity, integrity and reliability of the systems they manage. Other specialists or SME may contribute as consultants, but owners and admins retain

responsibility and accountability. Our approach to distributed data management creates a team of independent SME while also nurturing cross-office, multi-department teamwork with defined RACI roles to ensure continuing data quality.

Information from educational programs and services, primarily academic assessments, generate the largest data set in fulfillment of our Key Support Systems (KSS). A data technician verifies assessment data meets quality standards through a variety of error-checking processes to ensure adherence to state regulations. All data submitted to Colorado Department of Education (CDE) goes through an automated verification process that flags data violating business rules or is in conflict with information submitted by other districts (such as two districts claiming funding for enrolling the same student). Assessment data is verified through a Student Biographical Data (SBD) process during which data team staff require schools to verify their own data. If any errors are discovered through these validation processes, data specialists rectify those entries prior to final submission. For local assessment data that is not subjected to SBD, a full-time data technician ensures the quality of data collected and then uploads the data file for storage in a data warehouse. For accuracy and integrity, data analysts, (DA) cross-check the file for valid data and student information, especially accurate and unique student IDs. DA also access educational assessment platforms to conduct ongoing quality assurance analyses.

Culturally and Linguistically Diverse Education, General Education, Special Education and Title Programs are subject to stringent federal regulations for data collection and maintenance. They employ a data verification process; first ensuring compliance with accurate data entry into various data collection systems, then utilizing experts to ensure all required data and documentation is accurate prior to submission.

Business Office (BO) leaders deliver key support quality by ensuring integrity of financial data—primarily through transparent reporting. As every unit maintains control of their daily expenditures, independent units require access to monitor revenues and expenses in real time. Dedicated specialists oversee special financial transactions (e.g. grants, purchasing cards) to ensure expenses and spends remain in compliance with applicable regulations.

The Operations Office delivers quality data for the key support system by managing work ticket progress data in SchoolDude. Department directors and technicians correlate performance and logistical data through a platform named ReportViewer which composes the operational data for review and accuracy checks for operations Senior Leaders (SL) and the technology service manager. Nutrition services, security, and transportation are each responsible for complying with data protocols for their respective subject-specific software platforms. Each operations department relies on the technology service manager to maintain reliable and accessible data interfaces.

When users identify challenges with data quality, the relevant SME, system owner, or leadership team conducts a root cause analysis and address the issue. Mitigation strategies vary, but may include increased training on topics like data entry and validation, programming changes, or hiring external auditors or consultants. Use of external expertise is common during the implementation phase of a new project or

innovation to help determine data needs and establish data collection processes. As our capability for using data and our need to create data intelligence has grown, D49 increasingly turns to Culture and Strategy of Continuous Improvement (CSCI). Recognizing the need for greater data integration and standardization across D49 we subsequently created a Data and Performance department. From a system that valued autonomy above data integrity, we are transforming our practice to balance independence and interdependence.

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. The aforementioned SMEs and data teams evaluate and determine needs on a continuing basis in order to meet the requests and requirements of internal and external stakeholders. This was recently evidenced by the creation of a district dashboard of staff and student COVID-19 cases after it was determined this information was critical to our community.

Our public-facing website, D49.org, is the main public-facing repository of detailed district information. District-level information populates from universal content to individual sections on school websites and the overarching district site. For example, district level services, such as transportation or nutrition, are cloned from central source documents to ensure individual school sites provide identical information for all customer and stakeholder segments. This also creates system efficiencies in case core information changes. Any change at the core source document populates across the system automatically. In 2019, in response to feedback from the Voice of the Workforce (VoW) and Voice of the Community as well as a site review audit by an external collaborator, the Communications Department (CD) redesigned the main website and launched an upgraded workforce-specific website aimed at providing employee updates and resources.

In addition to automated approaches, LiveChat adds the human touch—enabling visitors to instantly contact a member of the CD or a department specialist to answer questions or to submit a ticket outside business hours. The system automatically prompts for evaluative feedback that system administrators gather to analyze effectiveness and determine customer perceptions of the utility and helpfulness of this feature. The CD also manages district social media accounts including Facebook, Twitter, Instagram, Pinterest, and YouTube. In the event of an emergency, including weather disruptions to district operations, the CD broadcasts email notifications and flash-alerts, and immediately publishes detailed information to D49's website and social media platforms. District events, Board of Education (BOE) meetings and materials and other district news are published through all of these communication channels. The COVID-19 pandemic has created a profound stress test for accessibility approaches, and D49 is measuring unprecedented access and satisfaction reported in 7.2-11.

Additional archives of public data are housed at the state level and maintained on the CDE website. These publicly accessible data tools, primarily 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. 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. System administrators 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. When users need data, the SysAdmin can supply data or provide access to the area of interest. SL and BL also document their action plans and associated Key Performance Indicators (KPI) in Envivio allowing SL to see organizational performance in one location.

SL hold SME accountable for evaluating and meeting reporting needs. To guarantee the information is presented in a user-friendly format, SL and SME 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. In collaboration with SME, DA provides 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. When appropriate, we work to establish reporting cycles, establishing consistency in when information is collected and available.

D49 has also taken measures to ensure its information technology systems are user-friendly by thoughtfully selecting and implementing systems that deliver ease of use to internal stakeholders and our community. After a needs assessment identified disruptions in service (corrective OFIs) and emerging enterprise platforms (constructive OFI), D49 adopted Google G-Suite (G-Suite). Students and staff use an integrated suite of easy-to-use cloud-based apps commonly used for productivity, communication, and collaboration.

D49 also deploys and manages a diverse set of computing devices including Chromebooks and Apple iPads for students, with Macbook computers for educators to support learning delivery. We also operate a fleet of Windows-based devices for learning support and operational users who need access to more business-oriented or legacy data systems. The purpose of deploying a diverse technology fleet is to ensure a range of users have immediate and agile access to role-specific data from a variety of systems and applications.

4.2B ORGANIZATIONAL KNOWLEDGE

4.2B(1) KNOWLEDGE MANAGEMENT

District 49 depends on both direct person-to-person interaction and the integration of workforce expertise with communication technologies to create and manage organizational knowledge. D49 relies on the Members of the Workforce (MoW) as its greatest knowledge assets. Mentorship and train the trainer models support critical knowledge transfer. SL and Building Leaders (BL) assign mentors to support each new teacher and orient newly hired, but experienced, teachers to D49's Vision, Mission & Values and (CSCI). Supervisors, Zone Leaders (ZL) and SL, mentor new administrators as they begin to learn our CSCI. Established mentor meetings and induction processes formalize these relationships and provide venues for sharing experiences. As they deploy to buildings, the on-boarding

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continues with specific training and guidance provided by their direct supervisor. To ensure more systematic learning and retention, we leverage technology to provide access to published reports and documentation, including online courses. This material is a direct product of synthesizing workforce knowledge.

Specialized online systems, including the Aha! Network and G-Suite, complement the district website to offer a repository for sharing staff knowledge. D49 uses Schoology extensively as an enterprise system for knowledge management to support all MoW. Knowledge and information are also shared in Schoology through online and blended Professional Development & Learning (PD) courses. A key category assessed by our annual VoW survey provides feedback on efficiency and efficacy of knowledge transfer to our workforce.

For partners and suppliers, we leverage both digital platforms, dedicated meetings, and publicly available platforms to share district knowledge. For our parents, we utilize the parent portal within the Student Information System (SIS) along with more traditional methods of communication, (e.g. emails, letters home, district websites). Dedicated meetings are held with the District Accountability Advisory Committee and the School Accountability and Advisory Committee, student board of representatives, and topic-focused groups (Special Education Advisory Committee, Social and Emotional needs of the Gifted (SENG)) to provide information to specific groups of parents and students. All BOE meetings and key communications from chief officers are live-streamed, hosted on YouTube and posted to social media and our website. We leveraged our platforms to keep our community aware of changes in district operations during COVID-19.

In support of the need to blend and interweave assorted data sources, D49 employs a Senior Data Analyst on the Data and Performance team. This leader's primary role is to obtain knowledge of departmental data, goals, or objectives as a resource to assist leaders in synthesizing coherent information across data sources to build new knowledge and support action plan achievement. Envisio tracks Action Plans with embedded KPIs for all units of the organization, making an instant and comprehensive view of organizational performance available. To ensure data is available for use in strategic planning, we have developed timed reporting cycles. This allows for key reports and data input to be available for our planning summit in January, as the BOE reviews and renews key objectives.

4.2B(2) BEST PRACTICES

Most of D49's practices for measuring, analyzing, and managing information fulfill our mission to learn and work. Best practices constitute our opportunity to lead information use and generation. Our CSCI anticipates SL will recognize and replicate best information practices for the Key Work Systems and KSS. SL and SMEs in the district office serve as internal consultants to schools and zones. The Learning Services Department (LS) provides leadership through professional learning, improvement planning and educator evaluation. These experts share best practices across the organization by modeling, sharing exemplars and providing data and resources departments, schools, and individuals.

Practices such as identifying innovation scouts for primary

literacy, publishing video libraries of model classroom teachers, recognizing teachers of the year each spring, celebrating talent through *Fantastic 49*, and rewarding our Service and Support Stars, ensure "best practitioners" are widely known and publicly affirmed. SL, ZL, and BL identify best practices as part of the mature phase of our CSCI.

The BOE and SL recognize high performing departments, schools, and individuals during the performance review cycles described in 4.1b. If action plans generate a specific question or unique interest, SL or BL conduct ad hoc investigations to discover top performers and ask the high performing units to provide in-depth descriptions of their successful processes. Because Professional Learning Communities (PLCs) 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. D49 encourages attendance and presentations at conferences as a way to both share and learn of new industry trends/practices. We also have a partnership with Hanover Research assisting us in answering specific questions about our performance or providing best practice white papers.

4.2B(3) ORGANIZATIONAL LEARNING

With learning as the north star on our cultural compass, and the first step of our strategic mission, it is no coincidence learning is prominent during the innovation phase of our CSCI. The prominence of learning across our core commitments ensures learning is embedded as the first priority 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 days of professional learning for all instructional staff prior to the start of each school year, and a "Pro Day" where MoW choose and lead their own learning. Throughout the school year, BL schedule large-group and PLCs time to pursue professional learning and practice. Results for organizational learning thread through all results categories because learning is embedded in our mission.

CATEGORY 5 WORKFORCE

5.1 WORKFORCE ENVIRONMENT | 5.1A WORKFORCE C & C | 5.1A(1) CAPABILITY AND CAPACITY

District 49 (D49) systematically assesses workforce capability and capacity needs through a collaborative annual process (Fig. 5.1a(1) running in parallel with the Cultural and Strategic Planning Process (CSPP—Figure 2.1a(1)-1). Senior leaders (SL), zone leaders (ZL), and building leaders (BL) consider key factors including our core commitments, Vision, Mission and Values (VMV); our cultural and strategic priorities; key objectives and action plans; as well as current and projected enrollment data; staff attrition; evolving or emerging instructional practices; and budget constraints or opportunities.

Because personnel costs comprise approximately 80% of annual expenditures, the Business Office (BO) provides coordination and oversight to ensure staffing plans align with budget goals and priorities. SL and BL establish workforce plans based on their goals and priorities for the coming year. Educator certification, particularly for classroom teachers (CT), is highly regulated and formulaic so BL track class loads and the mix of service needs carefully. D49 tracks enrollment closely because it is the key driver in determining workforce capacity needs—particularly enrollment in programs requiring special certifications such as special education, culturally and linguistically diverse education, and therapeutic programs. Almost all workforce plans depend directly on enrollment projections, so the BO is scrupulous about making accurate initial projections and then revising those projections weekly from August through the official enrollment date on October 1. In November, the BO engages with the Colorado Dept. of Education to “true up” precise enrollment numbers.

Figure 5.1a(1) Budget and Staffing Process Overview

FEB	BO guides budget with enrollment projections
FEB-APR	ZL and BL establish preliminary workforce plans
JUN	BOE approves annual budget
JUN-JUL	BL hire and tune workforce models for August school start
OCT/NOV	D49 finalizes actual enrollment
DEC/JAN	BO and ZL adjust budgets

After the board sets key objectives (2.1b(1)) at the annual planning summit, SL establish action plans and workforce plans that set assessment criteria for capability and capacity needs. In 2019, D49 responded to input gathered via *49 Voices* (1.1b(1)) by establishing enhanced security as a key, mid-term objective. SL developed action and workforce plans to implement that objective, including hiring law enforcement veterans with certified knowledge, skills, and abilities to form a centralized security team. Whether they support operational or strategic objectives, action plans drive complementary workforce plans and coordinated budget allocations to dedicate adequate resources.

Because administrators provide essential workforce service and leadership, but can be perceived as unjustified personnel overhead, the Board of Education (BOE) innovated two target measures for ratio of students per administrator and ratio of administrative salary as percent of budget. Leaders use these measures to evaluate all new administrative staffing.

5.1A(2) NEW WORKFORCE MEMBERS

D49 utilizes recruiting and hiring processes to systematically attract and employ high value candidates (Figure 5.1a(2)). Human Resource (HR) leaders partner with SL to recruit and hire new Members of the Workforce (MoW) using an applicant tracking system to systematize the hiring process steps depicted in Fig. 5.1a(2). SL and BL post positions specific to location and assignment, so they can recommend candidates for specific placement. HR extends every formal offer of employment and prepares a hiring recommendation for BOE review and approval.

Figure 5.1a(2) Recruiting, Hiring, and Placement Process

1.	Hiring Admin creates requisition
2.	HR posts vacancy online
3.	Hiring Admin selects applicants for interview
4.	Hiring Admin conducts interview process
5.	Hiring Admin makes selection and performs reference checks
6.	HR performs background check and makes offer of employment
7.	BOE reviews and approves hire
8.	HR and local leaders facilitate orientation and onboarding

Although D49 recruits new MoW via multiple, nationwide efforts, the vast majority of candidates come from the Pikes Peak Region. We source applicants through word-of-mouth advertising, our website, online job sites and job fairs. To increase the diversity of CT candidate pools, D49 attends out-of-state hiring fairs. D49 differentiates recruitment efforts for hard to fill positions. In 2020 D49 convened a recruitment task force to address the serious bus driver shortage. Efforts included advertising, email campaigns and an employee referral bonus program.

HR leads every new MoW through a general orientation session, and school and department leaders provide localized onboarding. When COVID-19 (C-19) forced us to remote learning and working (E49), HR quickly adapted to virtual onboarding processes to ensure hiring was not interrupted. Virtual orientation proved effective and is now the standard process for all workforce segments.

SL orient new staff to our culture through onboarding and at the Peakview Event. The Voice of the Workforce (VoW) system for engaging the workforce is not limited to new colleagues, but it reinforces and extends the immersion into D49’s culture beginning with orientation and onboarding. In particular, inviting new MoW to evaluate their onboarding experience and overall district performance through the VoW, affirms our commitment to our culture and strategy of continuous improvement (CSCI).

Additional onboarding is provided to workforce segments or sub-segments. To immerse new CT in D49’s CSCI, SL and the Learning Services (LS) team hosts an orientation event, *Base Camp*, to overview our VMV and strategy. As part of onboarding and retaining new CT, D49 offers a teacher induction program (TIP), which includes mentorship and personalized professional development for all newly-hired CT. The LS team also administers the Principal Induction Leadership Academy (PILA) to support new building leaders. TIP and PILA are evaluated annually, through end-of-year surveys and focus-groups. To support the successful onboarding of para educators, D49 partners with the Paraprofessional Research and Resource Center from the University of Colorado to provide Comprehensive Training Opportunities for Paraprofessionals training. Newly hired professional-technical staff receive department specific onboarding.

5.1A(3) WORKFORCE CHANGE

D49 prepares the workforce for changing capability and capacity needs through transparent communications about district transformations. The CSPP and Budget Planning Process (BPP) reveal leaders’ efforts to balance workforce continuity with support for key objectives and action plans.

Typically, local leaders detect a need for change at the building or program level. D49 relies on BL and SL to adapt training, certification and staffing models to support education programs and services. SL and BL may adjust class loads, consolidate or replicate class sections, or even balance enrollment across schools. Throughout School Year (SY) 2021, D49 adapted professional learning and provided technology to enable remote work. For example, the Falcon Zone created new E-learning resources that were recognized as award-winning by the National Conference on Digital Convergence.

When innovating new programs or functions, SL often assign responsibilities to existing staff while they evaluate the effectiveness and financial viability of the new program. This practice moderates the impact of growth and prepares SL to easily discontinue or expand the innovation. D49 has been growing and innovating new programs and services for more than two decades, but some units may consolidate or contract, so we minimize the impact of program adjustments by policy commitments to reassign rather than lay off MoW. This approach enabled D49 to respond with resilience as C-19 negatively impacted the SY21 budget.

When vacancies occur, SL and BL re-evaluate the open position to determine if replacement, redesign, consolidation, or elimination of the position would best balance district priorities and workforce management. This practice helps D49 prepare for and manage growth fluctuations.

After a two-year cycle of learning about technology quality and services, SL responded to dissatisfaction with support and reliability by contracting with a new IT partner-supplier (Sentinel), adding a second technology service manager, and creating a senior leadership position to consolidate a department of data services composed of existing specialists and technicians. Using mature systems like the VoW, along with ad hoc focus groups and review panels, D49 engages the workforce in change initiatives and processes. This deliberate, robust, two-way dialogue demonstrates attention and responsiveness to workforce needs and expectations, builds workforce confidence, and supports workforce agility.

5.1A(4) WORK ACCOMPLISHMENT

D49's workforce organization is flat and wide, so no member of the workforce is separated by more than three degrees from serving our students and parents. Our workforce structure is identical to our planning and implementation structure (Figure 2.2a(2)), so people, plans, and resources are organically synchronized at an organizational level.

While the workers are organized by functional divisions and units, the district's work is organized by our CSPP and BPP systems. Enrollment and program shifts lead SL to adjust workforce capacity if possible, or displace enrollment from one school to another when necessary. As they manage our key work system throughout the school year, the BO and ZL review budgets to calibrate staffing models. Adding a CT 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 chief officers consider adding a centralized resource, it is either in response to a support need expressed by ZL, to correct a performance deficiency, or to capitalize on a strategic opportunity. Infusing workforce adjustment decisions with work performance intelligence ensures centralized services only expand to solve an identified problem or take advantage of an identified opportunity.

Over the past 10 years, and especially during the C-19 outbreak, we combined our core competencies of promoting educational choices along with our CSCI to rapidly launch and improve new programs and services meet the shifting needs of our community. Our experience optimizing online, alternative, and specialized schools has given us agility with confidence that our workforce can adapt and deliver excellence even under unpredictable or disruptive conditions. During C-19, the

resiliency of our CT and other staff was evident as they shifted multiple times from in-person learning to E-learning.

Where new programs like concurrent enrollment, work-based learning, dyslexia support or arts-integrated education create surging demand, we refocus our workforce plans to meet demand and capitalize on our success. That may involve adding dedicated leaders, technical specialists, or more front line, direct support for our students and parents. In 2020, thousands of D49 students took 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 in the SY17-18 to exceed current performance expectations and grow our position in a re-emerging educational market.

5.1B WORKFORCE CLIMATE

5.1B(1) WORKPLACE ENVIRONMENT

D49's VMV call us to be the best choice, which requires we provide the best conditions for learning, working and leading. Providing an excellent workplace environment honors both rings of the cultural compass, reflecting our values for how we treat each other and how we treat our work. In practice, we honor our core commitments by ensuring health, security and accessibility. From positional clarity to supervision quality to daily environmental factors, D49 applies our CSCI to continuously improve the workplace. Figure 5.1b(1) provides a summary of workplace environmental factors, goals, and measures with details in the following section.

WELLNESS A major commitment to workforce health is expressed through policy ADF, *School Wellness*. As part of ADF, D49 endorses the Whole School, Whole Community, Whole Child (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 specialist collaborates with our health insurance provider and local wellness vendors to design and deliver programs to improve the health of the workforce. Districtwide employee wellness initiatives are supplemented by additional offerings at individual schools. The D49 Wellness Advisory Committee (WAC) provides input into the implementation and continual review and revision of the wellness policy and district-wide wellness initiatives. To deploy wellness programming across D49, each school has a team in place representing all components of the WSCC model including employee wellness. Schools include employee wellness in their School Health Improvement Plan (SHIP) if identified as an area for improvement by the WSCC team. SHIPs are submitted to the health & wellness specialist and presented to the BOE annually. In 2020, to support the new strategic priority around mental health, all schools were invited to participate in mental wellness focus groups. After hearing needs, D49 supported Zen Den supplies and additional professional development around mental wellness.

D49 utilizes the Centers for Disease Control and Prevention (CDC) 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.

SAFETY AND SECURITY D49 protects the workforce through an effective and comprehensive program for workplace safety and security. D49's commitment to secure the workplace begins with multiple policies and practices supported by expert leaders and specialists. The Director of Safety and Security (DoSS) leads a centralized department, which provides oversight and service for all security matters. In addition to the DoSS, D49 employs three armed security specialists who patrol the zones and respond when needed to support school communities and events.

D49 ensures workplace security by closely managing building access. School and work site entrances include safe entry construction with two sets of locked doors and an intermediate vestibule monitored by security professionals and a "buzz-to-enter" surveillance system. The HR department issues an ID card (with appropriate access privileges) to every MoW to manage and track building access. D49 complements security measures with an in-person school resource officer (SRO) assigned to each of the three geographic zones. The SRO serves each of the schools in the assigned zone.

In addition, all secondary schools are staffed with teams of security officers. In SY19, based on a recommendation from Enhanced Security Community Advisory Team (ESCAT), D49 funded nine new armed security positions to augment the security presence at campuses. The DoSS trains security officers to perform their security duties effectively. The DoSS and zone security specialists conduct ongoing training through staff meetings, tabletop exercises and monthly drills.

In addition to security provisions which protect from intentional violence or harm, D49 manages a robust safety regiment to protect from accidental harm. Safety experts train and manage the workforce to prevent and address unsafe conditions and actions. Regular safety inspections by in-house experts, local fire departments, health departments, and other agencies ensure D49 meets regulatory compliance expectations, while district incentives and evaluations motivate higher standards for safe and productive workplaces.

ACCESSIBILITY D49 ensures workplace accessibility by complying with applicable 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, HR engages in the interactive process to determine effective accommodations.

Figure 5.1b(1) Goals and Measures for Workplace Factors

Factor	Goals	Measures
Wellness	Increased population health for the workforce, students, and community	<ul style="list-style-type: none"> • CDC Worksite Scorecard • Workforce Engagement
	Preventing and correcting unsafe conditions or actions	<ul style="list-style-type: none"> • Agency Inspections • Accidents and Injuries
Safety	Preventing willful destruction or harm at sites and events	<ul style="list-style-type: none"> • Training and drills • Security Incidents
	A culture of physical, technical, and cultural accessibility	<ul style="list-style-type: none"> • Compliant Conditions • Workforce Grievances

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 consistent across all workforce segments. This approach demonstrates D49's strategic commitment to value all people. D49 offers its benefits package to a 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 education and business offices and with representation from all schools and zones. Additionally, SL solicits input from the VoW Collaboration Team (VCT) regarding workforce policies and benefits. We continue working with our health benefits provider to add more attractive and effective wellness benefits. From our VoW Annual Survey, we know competitive benefits are a key to employee satisfaction. Each of our workforce segments rate our benefit offerings favorably.

5.2 WORKFORCE ENGAGEMENT

5.2A(1) DRIVERS OF ENGAGEMENT

District 49 (D49) leaders determine and validate key drivers of engagement through the Voice of the Workforce (VoW) system (Figure 1.1b(1)). The VoW Annual Survey provides quantitative scores and qualitative comments that define engagement factors. The VoW Annual Survey includes a demographic section, so leaders across the district can disaggregate the data by workforce segment; department, zone, or school; and demographic factors.

Drivers, segmented by workforce, are detailed in Figure P.1a(3)-2, and leaders at all levels have access to other relevant segmentations. Drivers of engagement are a major consideration at the Annual Planning Summit (APS) when Senior Leaders (SL) and the Board of Education (BOE) set key objectives and propose key action plans. Some drivers strand across all segments and zones include work/life balance, input into decisions, reasonable goals related to meaningful work, alignment to values, and relationships with

Figure 5.2a(2)-1 VoW System Annual Rhythm

SEP	Administer the VoW annual survey
OCT	Analyze scores and comments for themes
NOV-JAN	Conduct VoW Learning Tour (VLT) sessions in all schools and departments to illuminate survey themes
JAN-FEB	Consolidate survey and VLT inputs to present key themes and recommendations at the APS
MAR-MAY	Conduct vow rollout and rounding to report out to the workforce and gather individual insights
MAY-JUN	Develop action plans to address key themes and strategic objectives in the new school year
NOV-JUN	VoW Collaboration Team (VCT) analyzes funding and budget dynamics to advise about pay and benefits

coworkers and managers. We observe that the drivers we determine through the VoW system align tightly with our cultural and strategic priorities—the rings and the rocks.

5.2A(2) ASSESSMENT OF ENGAGEMENT

After three cycles of learning, our engagement approach is mature and effective. By collaborating with Beyond Feedback™ we have benchmarked our performance against role model organizations in K-12 and other industry sectors.

Our annual rhythm (Figure 5.2a(2)-1) for gathering, analyzing, reporting, and integrating workforce perspectives includes both formal, structured methods (surveys, interviews, and learning tours) as well as informal approaches (rounding,

presence on planning teams, and unsolicited communications). In 2020, we upgraded our VoW Annual Survey to capture and differentiate satisfaction from engagement. That distinction became a focus of our VoW Learning Tour (VLT), informed planning at the APS, and our rollout and rounding process.

SL monitor absenteeism rates, retention data and professional development (PD) participation throughout the year. These metrics are presented at APEx Leadership System and BOE meetings through the annual department reports in the fall and spring, and at the APS. The fall and spring reports look back at our success in retaining, hiring and aligning the workforce to our Cultural and Strategic Priorities (CSP), while the APS conversation anticipates changing conditions including enrollment growth and shifts in the regulatory environment.

In addition to district processes, and in keeping with organizational autonomy, offices and zones implement additional methodologies to assess and improve workforce engagement. Figure 5.2a(2)-2 lists additional approaches that incorporate assessments of workforce engagement. Results for district and unit engagement are featured in 7.3.

Figure 5.2a(2)-2 Localized Assessments of Engagement

BUSINESS OFFICE	Cultural Compass Assessment and Rounding
EDUCATION OFFICE	360 Reviews, Principals' Debrief and Rounding
OPERATIONS OFFICE	Departmental Surveys and Embedded Rounding
FALCON ZONE	Modern Teacher™ Professional Learning
ICONNECT ZONE	Rigor and Relevance™ Coaching Rounds
POWER ZONE	High Reliability Schools™ Collaborative Culture
SAND CREEK ZONE	Studer Education Group™ People Pillar

5.2b ORGANIZATIONAL CULTURE

D49 fosters cultural excellence through the prominence and integration of our core values. Our culture manifests integrity because our values apply equally to our students, parents, and workforce. In D49, workforce engagement is cultural work, which is why throughout our organization we consistently pair culture *and* strategy. Our Culture and Strategy of Continual Improvement (CSCI) and Cultural and Strategic Planning Process (CSPP) all reinforce the commitment to building a high-performing culture. Open and transparent dialogue, even with critics, has become distinctive of D49 communication. The *49 Voices* system (Figure 1.1b(1)-1) fosters authentic, two-way dialogue across dozens of channels. Classroom teachers (CT) talk with board members at meetings and chief officers (CO) respond to parents in Facebook comments. All of our public meetings are open for public observation and participation—a practice we have continued even under the restrictions of the COVID-19 health emergency. CO invest more than 300 hours a year in direct interaction with Members of the Workforce (MoW), and other SL multiply those efforts on advisory councils and planning teams.

Not all feedback is positive, and we sometimes miss the mark, so we manage a 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. To support and strengthen a culture of equity and inclusion, D49 established the Equity Leadership Advisory Council (ELAC) in 2020. Working to create a shared equity vision, ELAC comprises a diverse group of

stakeholders, including MoW representing viewpoints from all workforce segments.

Within *49 Voices*, the VoW system is the peak expression of open communication engaged with our workforce. Across the survey, learning tour, rollout and rounding, the VoW system engages SL with diverse experiences and perspectives from more than 95% of the workforce every year. Leaders are fully transparent about results from the survey and the VLT—presenting strengths and OFIs with equal conviction. The VoW Collaboration Team (VCT) reinforces openness and affirms workforce engagement by applying staff voice in matters related to pay, benefits and incentives. Watching their ideas become policy and practice reinforces D49's commitment to empower the workforce. Participation rates and affirmation scores verify that the VoW system engages and empowers our workforce in our CSCI.

Other practices for communication and collaboration serve the dual purpose of engaging the workforce and motivating high performance. We honor the expectations of our workforce through the practice of building social contracts. Adapted from the school culture training *Capturing Kids Hearts*, this is one of the most consistent practices across schools, zones, departments and offices. Our cultural compass (Figure P.1a(2)-2) synthesizes more than 80 unique social contracts from classroom, staff, grade level, department and service teams across the district.

Empowered colleagues contribute to better decisions, which is why D49 relied on workforce guidance to build our one-of-a-kind family calendar, our first-in-the-nation compassionate cannabinoid policy, our early-decision policy for weather emergencies, and our transition to E-learning for continuity of operations. When we add programs, name schools, hire principals or engage the community, our workforce leads the way. We need and expect to share wisdom and authority with them because MoW continues to lead us to rapid identification and adoption of improvement initiatives.

Engaged and empowered workforce members deliver exemplary performance worthy of reward and recognition. Processes like *Fantastic 49*, *Service and Support Stars*, and *Educator of the Year* reinforce the value we place on the diverse ideas, cultures, thinking and performance of our workforce. Through *49 Voices*, APEx leaders celebrate excellence through targeted messages and presentations customized for key segments by communications experts. The number of staff recognized for outstanding performance has increased with the addition of new recognition programs. (Results for workforce recognition are reported in 7.5).

5.2c PERFORMANCE MANAGEMENT AND DEVELOPMENT

5.2c(1) PERFORMANCE MANAGEMENT

D49's performance management (PM) system promotes high performance and workforce engagement by applying 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 shape of the A with the peak of a mountain and with our landmark, Pikes Peak, to compose a rich metaphor of expected performance.

To draw our workforce toward peak performance we evaluate the performance of all MoW annually—incorporating expectations and feedback cycles for every position and

individual. By integrating measures of student learning or unit performance into individual evaluations, the PM system stimulates shared responsibility for key outcomes. CT and BL are aligned to the Colorado Teacher Quality Standards and Principal Quality Standards to support professional licensure and district accreditation. Embedding professional standards in our PM system increase the credibility and portability of educator evaluations in case professionals transition to other districts or even other states. As part of the evaluation process, employees set goals and identify the trainings and resources necessary to achieve those measures.

D49 policy also prescribes evaluation procedures for CO with criteria derived from the Baldrige framework for performance excellence. The system integrates multi-rater (360°-like) reviews and results achievement from key objectives and action plans. Governance and executive leaders model the integration of performance excellence, strategic planning, and performance evaluations in a unified system of continuous improvement.

Colleagues who fulfill additional leadership responsibilities outside of their job description are incentivized either with regular compensation, time or monetary stipends. Additionally, SL confer longevity awards at milestone years to all workforce segments and recognize staff through Fantastic 49 as a way to support high performance and engagement.

Notably, the community of D49, through their representatives on the BOE, and repeated input through *49 Voices*, has not adopted a system for pay-for-performance or merit pay. Several high-profile merit pay or bonus systems in Colorado have generated intense opposition, conflict, and inequity, so D49 has made a tactical decision not to pursue those types of incentives. Existing K-12 models for linking salary and bonuses to student or organizational performance would violate our culture and antagonize our community.

5.2c(2) PERFORMANCE DEVELOPMENT

The learning and development system (LDS) in D49 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 educators, our core LDS, the Aha! Network, (A!N) provides a multitude of face-to-face, online and blended professional development (PD) courses to support educators as they deliver our key work system. The A!N addresses the need for a more personalized LDS to support the diverse educational choices available across our portfolio of distinct and exceptional schools. Because every role supports our mission, workforce learning needs are determined by the work and leadership expectations of specific roles. Figure 5.2c(2)-1 depicts how the LDS supports MoW in fulfilling our mission to *learn, work and lead*.

SL coordinate three phases of the LDS—onboarding, on-the-job training (OJT) and personal development. First, SL support new MoW through a process to orient them to our Vision Mission Values (VMV), CSCI and CSP. These systems set core expectations, so they apply to every colleague who joins D49. At “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 Human Resources (HR) and the A!N. In addition to presentations about VMV and CSCI, new colleagues learn our

expectations for ethical behavior and compliance with applicable regulations, and attend training on strategies aligned with our CSP to reinforce new knowledge and skills.

Figure 5.2c(2)-1 Workforce Development Is Our Mission



MoW *learn* through on-boarding processes varying in intensity and duration depending on the role classification



MoW *work* through on-the-job training and mentorship to meet ethical and performance expectations for specific workplace settings and functions



MoW *lead* by managing their own development through personalized, on-demand PD

Following Base Camp, mentors, SL and BL tailor OJT to support each MoW. To ensure our newly hired educators start strong, Zone Leaders (ZL) and Building Leaders (BL) follow up the Base Camp event with two full days at the zone/school to orient them to the instructional expectations of their specific role. During the OJT phase, ZL and BL introduce the performance measures and tracking systems we use to build, monitor, and report performance on our action plans. OJT is increasingly specific and personalized, but the main knowledge, skills, and abilities associated with each position are transferable to service in multiple settings across the district and our key communities. The LDS also supports MoW learning to address intelligent risk taking and ethical behavior. In 2019, we leveraged Schoology to deliver *Learning for REAL*, a compliance training course to ensure all MoW understand their responsibilities related to regulatory, ethical, accreditation and legal obligations.

In phase three, personal development, MoW takes the lead in identifying their professional needs and personal desires for further learning and responsibility. This is built into the evaluation process as employees set goals and identify the professional learning (PL) they'll engage in. The PD team vets courses and offerings by considering which options align closely with our CSPI and AP. 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 training aligned with our district challenges overall, and the individual and unique challenges of our Portfolio of Distinct and Exceptional Schools. Licensed educators are our largest workforce segment, but feedback from VoW Learning Tours and VCT sessions amplified the urgency for more training time and relevant topics to build the capability of our Educational Support Personnel (ESP) segment. That insight drove a key, strategic objective at the 2019 APS, and directed SL focus on providing rich learning opportunities for our ESP workforce. As one resulting action plan, D49 partnered with the University of Colorado, Denver to launch a Comprehensive Training Opportunities for Paraprofessionals (CO-TOP) initiative. By using a train-the-trainer model, we empowered CO-TOP trainers within each building and they have become an asset to provide district-wide learning for ESP peers. The PD team is responsive to the ongoing needs of the workforce. When E49 was launched in March 2020, the PD team coordinated the development of 8 new on-demand courses focused on blended learning, hybrid learning, remote learning, and Schoology. CO-TOP courses were quickly shifted to an online format in order to allow ESP

staff to continue their learning while working from home. As we returned in the fall, it became evident that educators need additional training in supporting the mental health of their students. We emphasize social emotional learning, trauma informed care, youth mental health first aid, and self-care.

The personal development phase of our LDS includes special components such as the Leaders in Literacy Summit series, math leadership teams, master's degree cohorts with University of Colorado at Colorado Springs, the Summit Scholarship, the Rocky Mountain Restorative Practices Conference, and a range of specialized, self-paced courses we deliver on our Schoology platform. After SL and BL analyze the key objectives and action plans established at the APS, they direct specific learning plans to build workforce capability for responding to strategic challenges or taking advantage of strategic opportunities.

To personalize PL that supports the third commitment of our mission, LS leaders also 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. In 2019, we added mentoring and coaching summits to enhance the quality of coaching through our teacher induction program.

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. Believing when an individual pursues personal learning, the topics they learn about might be appealing to colleagues, we enlist MoW as learning experts to deliver relevant, personalized PD. Detailed schedules, curriculum, and participation details are segmented and reported to SL and the BOE. Results for learning and development participation by workforce segments (WFS) and satisfaction are reported in 7.3 and 7.4.

5.2c(3) LEARNING AND DEVELOPMENT EFFECTIVENESS

D49 evaluates the effectiveness and efficiency of our LDS through systematic reviews along with individual evaluations of specific learning experiences. Leaders from HR and LS conduct focus groups, lead steering committees, facilitate storyboarding sessions, and aggregate individual evaluations to identify strengths and target needed improvements. As part of monthly APEx reporting and semi-annual reports to the board, the LS team monitors engagement via participation rates, satisfaction scores, and contributions to the PL system. In 2020, the district transitioned to a new PL registration system that allows for enhanced reporting by WFS.

SL, ZL, and BL systematically review in-progress measures as well as interim and long-term results from training sessions. After providing PD to support the PL initiative, changes in CT practice are measured through classroom observations. Walkthrough forms, which serve as an interim measure, are aligned with key PL initiatives and enable ZL and BL to identify where shifts have occurred and which practices/strategies need additional reinforcement through PL. Changes in student achievement are also analyzed as CT engage in PL. For example, as CT participated in math training on five instructional shifts, they analyzed student work and responses to determine how the use of specific strategies increased the quality of student responses. Results

for all these evaluations are evident in continuing cycles of improvement for all LDS, with selected results reported in 7.3.

5.2c.4 CAREER DEVELOPMENT

D49 manages career development primarily through direct relationships between supervisors and employees. As such, management of career development is decentralized and takes place in departments, zones and schools. Across the district, leaders encourage MoW to take on project responsibilities and continue personal development. Many CT serve as deans or lead teachers to build experience and prepare for leadership advancement in their schools. This benefits the school by adding leadership capacity and honors CT as they pursue career advancement. Aspiring administrators serve in interim roles or as short-cycle administrators for our READ Camps during fall, spring, and summer breaks.

Evaluators stimulate career development through the PM process. Professional development plans are embedded in educator and leader evaluation systems. This provides an opportunity for supervisors and employees to talk about career aspirations and identify steps and training to move toward career goals. The A!N also establishes partnerships with various universities to support career development by offering discounted tuition and scholarship opportunities to the workforce. In 2020, D49 launched the Summit Scholarship in partnership with Western Governors University, which provided full-ride scholarships to three ESP staff members interested in pursuing a bachelor's degree and licensure in teaching. D49's Principal Induction Leadership Academy provides a foundation for aspiring principals helping the district achieve consistency in school leadership and supports the career development of aspiring colleagues.

All SL discuss potential vacancies and identify high potential leaders. ZL facilitate succession planning processes for BL that are aligned with their identified performance improvement models. Because each zone employs a localized improvement methodology, developing expertise in performance improvement has become a major consideration for succession planning. To prepare for career advancement and competitive success, administrative and teacher leaders must not only understand performance improvement, but they must become trainers and promoters of specific improvement techniques. At the level of senior leadership, the CO and director of HR facilitate a process to build succession maps for SL roles and personal succession plans for each of the incumbent leaders. Each map identifies multiple candidates to form a succession pool, so the SL succession system identifies more than 100 leadership candidates across the district.

5.2c.(5) EQUITY AND INCLUSION

D49 declares its commitment to equity and inclusion through the Value All People big rock. In 2020, D49 launched the ELAC, a council of students, staff and community members who advise the district's leadership on equity and create a shared vision, impacting how we hire staff, communicate strategically and approach equity issues.

D49 promotes equity and inclusion by annually requiring all MoW to participate in Learning for REAL compliance training, which includes modules covering Sexual Harassment Awareness and Title IX. D49's PM processes promote equity

OPERATIONS

and inclusion through the annual performance evaluation systems. The CT, BL and ESP evaluation tools include standards related to equity and inclusion. Additionally, to ensure consistency, HR monitors PM systems, including corrective action processes, for all WFS. Board policy promises access by all MoW to formal complaint and grievance procedures.

D49 promotes equity and inclusion in performance development processes through PL tailored for all workforce segments. In School Year 21, D49 added courses to foster equity and inclusion and to increase cultural capacity. Courses teach CT and BL how to create inclusive learning environments for all learners, including minority, special education, and culturally and linguistically diverse students.

D49 career development processes promote equity and inclusion through PL opportunities for all MoW. In 2018, D49 launched Women in Leadership and Learning, a career development initiative that brings women together to study and explore leadership advancement in a supportive setting. D49's principal induction program is available to all licensed staff aspiring to building leadership. CO-TOP training for paraeducators promotes inclusion. The Summit Scholarship breaks down barriers and enables ESP who do not meet the qualifications to pursue alternative licensure to pursue their dreams of becoming a CT.

CATEGORY 6 OPERATIONS

6.1 WORK PROCESSES | 6.1A DESIGN

6.1(A)1 DETERMINATION OF REQUIREMENTS

District 49 (D49) determines key program, service, and work process requirements by deploying our Culture and Strategy of Continuous Improvement (CSCI). All of the customer listening methods detailed in Figure 3.1a(1) provide insights about expectations of current and potential students and parents. By reviewing student and family preferences through choice enrollment, program preference data and surveys, and by analyzing student learning results, D49 determines program requirements that impact student choice in schools and programs. When our customers demonstrate preferences for programs we do not offer, or for which there is an established provider in the marketplace, D49 implements internal processes within the Education Office to select collaborative partners to deploy the Key Work System (KWS): Learning Delivery for educational programs and services. Overall KWS requirements for Learning Delivery include: Developing firm foundational skills in literacy and math, providing comprehensive instructional programs to prepare students for careers or post-secondary education, and ensuring programs support the individualized needs of students. These requirements are reviewed annually by the Service and Leadership Team and presented to the Board of Education (BOE) during the annual planning summit to assure alignment with strategic and operational priorities and initiatives. To verify our understanding of customer requirements, D49 leaders incorporate questions within the annual climate survey 3.1A(1).

The Key Work Processes (KWP) that support our KWS are listed, along with their key requirements, in Figure 6.1a(2)1-2. Although we depend on KWS partners to provide choice and enhance our capacity, those partners must meet the same

requirements for comprehensive Learning Delivery to increase achievement and growth while preparing students for college and work-based opportunities. To ensure educational programs, services and work processes meet customer requirements, D49 evaluates performance of internal processes and external partners (Figure 6.1a(2)) using the systems and analyses in (Figure 4.1b). Process owners apply CSCI to incorporate technology advancements and organizational knowledge and to evaluate innovative approaches to determine ability to scale for optimization, elimination to limit risk or integrate with other processes to improve overall efficiency and effectiveness.

Figure 6.1a(2) KWS: Learning Delivery Partners			
	Selection Criteria	KPIs	Results
CARTERS	Providing Unique Programs	• % Choice Enrollment	7.1(a)
		• % Charter Enrollment	7.2(a)1
	School Performance	• APR Results	2 7.4(a)3
HIGHER ED	Accessible and Relevant Course Offerings	• % of courses offered on campus • # of college of credits earned	7.1a
BUSINESS	Applied Placement	• # of work-based learning experiences (WBL)	7.1a

District action plans for specific KWS objectives, such as literacy and math excellence, incorporate learning approaches to detect and consolidate customer requirements which then become criteria for selecting resources (curriculum, training, assessments, etc.). Schools use their action plans to identify root cause obstacles, or opportunities before designing approaches to address those challenges. District and school leaders apply the principles of decision agility (Figure 4.1a(3)) to determine the proper balance of urgency and deliberation, and to maintain an effective balance between district unity and school autonomy. Senior and building leaders are empowered to make immediate and short-term adjustments to plans, and expected to identify long-term plans and initiatives.

6.1(B)1 PROCESS IMPLEMENTATION

D49 ensures KWP meet requirements by measuring operations that support learning delivery. When leaders design plans and projects in Envisio (Section 2.2A(2)), they embed process requirements through plan categories, Key Performance Indicators (KPIs), timelines, and milestones. Ongoing performance reviews through the APEx leadership system (APEx LS) ensure that KWP remain on track to meet customer and process requirements, and to achieve results targeted through action plans and projects.

6.1(B)2 SUPPORT PROCESSES

Key support processes (KSP), (Figure 6.1b(2)-1) exist across the three offices that organize district-level operations. As part of the APEx LS, building and department leaders are empowered and expected to collaborate directly with Key Support System (KSS) leaders to plan and implement all KSP. Building leaders assert priorities and set objectives with operational leaders to meet the support needs of localized implementation of our KWS. Our CSCI provides a consistent format enabling D49 leaders to learn, innovate, implement, evaluate, and improve support processes as they work to meet day-to-day requirements of schools and

Figure 6.1b(2)-1 Key Support System: Learning Support (Business, Education, and Operations Offices)

	Key Support Process	Process Requirements	KPIs	Results
BUSINESS OFFICE	Finance	<ul style="list-style-type: none"> Precision Accounting and Budgeting Managing Risk and Return Effectively Community Visibility and Input 	<ul style="list-style-type: none"> Finance EERM Index 	7.5(a)1-2
	Facility and Community Planning	<ul style="list-style-type: none"> Accurately Projecting Community Growth and Facility Needs 	<ul style="list-style-type: none"> Planning EERM Index 	7.1(b)1
	Human Resources	<ul style="list-style-type: none"> Recruiting, supporting, and retaining an excellent workforce 	<ul style="list-style-type: none"> Workforce Excellence Indicators 	7.3(a)1-4
	Benefit and Risk Management	<ul style="list-style-type: none"> Managing Property Risk and Legal Liability Risk Supporting Employee Safety Providing Effective and Competitive Employee Benefits 	<ul style="list-style-type: none"> Benefit and Risk Management Index 	7.3(a) 2 7.5(a) 1-2
	Vendor Management	<ul style="list-style-type: none"> Establishing and maintaining effective contractual relationships Maximizing purchasing value 	<ul style="list-style-type: none"> % Vendors paid retail v. negotiated % Sectors with vendor variety 	7.5(a)1 2
EDUCATION OFFICE	Learning Services	<ul style="list-style-type: none"> Providing Accurate, Relevant and Timely Support Services 	<ul style="list-style-type: none"> Learning Services Support Indices 	7.1a, 7.3(a) 1-4 7.5(b)
	Individualized Education	<ul style="list-style-type: none"> Providing Accurate, Relevant and Timely Support Services 	<ul style="list-style-type: none"> Individualized Education Support Indices 	7.4(a) 3 7.5(b)
	Culture & Services	<ul style="list-style-type: none"> Providing Restorative, Supportive and Safe Support Services 	<ul style="list-style-type: none"> Culture and Services Support Indices 	7.2(a)1-2 7.5(b)
	Data Services	<ul style="list-style-type: none"> Ensuring Compliance for State Reporting Providing Accurate, Accessible and Secure Data Services 	<ul style="list-style-type: none"> Data Services Indices 	7.1a
	Communication	<ul style="list-style-type: none"> Facilitating accurate and newsworthy communication Supporting meaningful two-way dialogue 	<ul style="list-style-type: none"> Communication Support Index 	7.2(a)1-2 7.3(a)3
OPERATIONS OFFICE	Facilities	<ul style="list-style-type: none"> Ensuring Safe Facilities through Regulatory Compliance Managing Effective and Efficient Operations 	<ul style="list-style-type: none"> Facilities EERM Index 	7.1(b)1-2 7.4(a)3
	Nutrition Services (NS)	<ul style="list-style-type: none"> Ensuring Consistent Regulatory Compliance Managing Resources Efficiently 	<ul style="list-style-type: none"> NS EERM Index 	7.1(b)1 7.4(a)3
	Transportation	<ul style="list-style-type: none"> Safe transportation of students Effective and efficient route management 	<ul style="list-style-type: none"> # Accidents per 100,000 miles % On-time arrival # of Major Accidents 	7.1(b)2
	Safety and Security	<ul style="list-style-type: none"> Maintaining Safe and Secure Schools Facilities 	<ul style="list-style-type: none"> S & S Index 	7.1(b)2

the organization. To complement internal support providers, D49 selects partners to supplement our capability and capacity. The overarching key requirement across our KSS is Effective and Efficient Resource Management (EERM). By maintaining a flat organization and empowering building and department leaders to set expectations directly with support providers, D49's APEx LS fosters agility and timely response by local leaders who are best positioned and informed to detect inefficiencies, or deficit.

Following the completion of learning tours, Chief Officers (CO) extract reoccurring themes. The themes may lead to implications for financial requirements, district and/or school resources, and possible risks to the district.

Strong themes result in proposed new strategic priorities during the Board's annual planning summit. Added to the learning tour's themes, the Board considers improvement

proposals such as new schools or programs 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 Board approves an innovation, leaders create action plans as part of CSCI to determine milestones and benchmarks for determining success and deciding whether to extend, end, or expand the innovation to further influence system-wide transformation.

6.1(B)3 PROGRAM SERVICE & PROCESS IMPROVEMENT

D49 deploys CSCI throughout the organization and key support processes to facilitate cycles of continuous learning to improve work and learning. Using CSCI, district teams analyze annual outcomes and in-process measures, and communicate progress during leadership meetings and with the BOE to monitor and update action plans to improve results. KPIs for Key Support Processes (Fig. 6.1b (2)-2) are

Figure 6.1b(2)-2 Key Support System: Learning Support (Key Partners)

Partner	Selection Criteria	Key Performance Indicators (KPIs)	Results
STATE AGENCIES	<ul style="list-style-type: none"> Overseeing Statutory Mandates Providing Technical Support and Expertise 	<ul style="list-style-type: none"> % On-time submissions % Findings corrected 	7.1a
INFORMATION TECHNOLOGY SERVICES	<ul style="list-style-type: none"> Ensuring Reliable Access and Performance Providing Competent and Timely Support Ensuring System Security Providing Current and Up to Date Infrastructure and Software 	<ul style="list-style-type: none"> IT Services Index 	7.1(b)1-2
EMERGENCY SERVICES	<ul style="list-style-type: none"> Timely and Competent Emergency Response Times Deploying Effective NIMS Management 	<ul style="list-style-type: none"> S & S Index 	7.1(b)2

designed to specifically align with our core competency of Effective and Efficient Resource Management (EERM). Cycles of learning through CSCI allow for the continual review of process effectiveness and reduction of variability.

6.1(c) SUPPLY-NETWORK MANAGEMENT

D49 selects key suppliers through a competitive bidding process that includes an evaluation of the vendor's financial performance, past project performance, and pricing analysis. D49's requirements and expectations are posted to a public bidding website where vendors can see what we need and then propose their solution to our needs. In order to react to emergencies or unplanned projects, D49 pre-qualifies multiple small, medium, and large Construction General Contractors using the same process. These contractors can be quickly contacted to perform tasks that are beyond the scope of our full-time employees. A selection committee made up of district stakeholders evaluates the vendors and selects the ones that provide the best value, based on predetermined criteria deemed most important by the committee. A contract signed by both parties solidifies obligations and expectations of both parties. Feedback is provided through performance review meetings and owner/contractor progress meetings, the frequency of which are agreed upon by the vendor and D49. When vendors do not meet performance standards, D49 develops improvement plans with the vendor. Contractors failing to meet performance targets have their contracts terminated and may be barred from bidding on future work. As a cycle of learning, D49 has instituted a customer survey at the end of a contract to ensure expectations are met and to learn about any adjustments that need to be made for future similar contracts.

6.1(d) INNOVATION MANAGEMENT

D49 pursues opportunities for innovation within CSCI deployment throughout the organization. Following the annual Voice of the Workforce survey, CO conduct learning tours with staff representing all schools and all departments. During the learning tours, staff are encouraged to provide recommendations for improvements which can include innovations. As they conduct the VoW learning tour, COs are attentive to corrective OFIs and constructive OFIs (4.1c(2)), to balance those two approaches. Additionally, all proposed actions presented to the BOE include an analysis of Innovation and Intelligent Risk Factors including information regarding how the proposal is an opportunity for new, improved, or creative solutions that fulfill a district commitment, any risks the new approach may create for the district and plans to monitor and mitigate potential risks.

6.2 OPERATIONAL EFFECTIVENESS

6.2(A) PROCESS EFFICIENCY AND EFFECTIVENESS

District 49 (D49) uses a mix of historical and real-time data to manage cost, efficiency, and effectiveness of operations. D49 controls the overall costs of operations by carefully tracking actual costs and accurately predicting future costs. Because student enrollment is both the most significant revenue source through per pupil revenue and the most significant expenditure category through workforce compensation, D49 contains costs through careful attention to enrollment levels and trends. The Business Office (BO) manages the enrollment tracking system to provide zone leaders and principals with daily updates and weekly

summaries to determine optimal staffing levels. D49 also controls costs by shifting more students from full-time traditional school schedules to blended, online schedules, or to charter schools, which reduces facility load on district budgets. The BO manages purchasing and contracts, conducts regular cost analyses for major contracts and utilizes competitive bidding procedures to ensure the district receives the best quality and price from vendors. The Operations Office controls costs by maintaining a robust preventative maintenance program for all HVAC equipment, fleet vehicles, and irrigation systems. To provide effective, cost-efficient educational services, leaders analyze the impacts of curriculum resources and interventions, and share those results with the Board, zone leaders and principals to ensure that investment decisions consider programs with proven results for student learning.

6.2(B) SECURITY AND CYBERSECURITY

D49 uses Culture and Strategy of Continuous Improvement as a systematic approach to managing information protection for both physical and electronic data. Federal and Colorado statute defines expectations for managing data privacy, along with established standards for K-12 school districts which are more stringent than general industry expectations. These standards ensure D49 emphasizes protection of privileged and confidential data and information with students, staff and partners. Educational Technology Specialists and contracted Information Technology providers (Sentinel Technologies, Stratus IQ) subscribe to information resources to receive updates and alerts on emergent cyber threats and techniques. D49 representatives and students attend the National Cybersecurity Center Group Annual Cyber Symposium to receive the latest information on cybersecurity trends, best practices, and threats. Further, D49 has an active partnership with the National CyberPatriot Program, which incorporates expertise from security professionals into our schools. D49 leverages the use of locked main and intermediate distribution frame rooms, video surveillance systems, upgraded security access systems, and controlled access to schools including the administrative office to provide physical security of critical servers, routers, switches, hubs and other devices.

Network access is password protected and networks are segregated by staff, students, and guests, in order to further limit access to protected data. Sentinel manages critical upgrades and patches to ensure that network infrastructure systems are protected from known and emerging threats. D49 and Sentinel develop action plans and measurement strategies for our data and information systems. Regular health checks and stress tests on our systems and on transmissions of sensitive data are conducted. D49 partners with Sentinel for network and desktop maintenance including support to counteract phishing attacks and other attempts to gain information. Once a phishing threat has been identified the email address is blocked from our network and instructions to staff are provided to help us avoid these types of threats.

When D49 completes on-going required data submissions to the Colorado Department of Education, data security protocols such as encryption, layered permissions for access, intrusion detection, and data validation are used. Remote device management (including mandatory upgrades pushed to user devices) updates our security settings to ensure our overall

systems are protected from evolving threats. Internal Information Technology Service Managers with Sentinel recommend to the Chief Officers, priorities for increased protection based on the level of access and degree of disruption that would ensue should a breach the system occur. Access to high-priority data and other high-value systems is managed through a single sign-on system managed by Active Directory™, and user level permissions are established to ensure that only the right staff personnel have access to critical information on a “need to know” basis. All staff and student devices are configured with the most current antivirus protections and security protocols. With the number of academic systems increasing, both in terms of what is supported by the district and what is accessed by an individual student, the need to increase the ease of access while protecting security was recognized. After piloting with a single sign-on system in school year 19-20, during summer 2020, we began a widespread implementation of Clever, a single sign on solution. This product connects to our student information system automatically rostering to many of our systems using Google credentials for login. Thus, we have fewer passwords to manage and the number of processes to connect to individual systems is reduced.

Finally, D49 understands the need for data survival, and that we need to be positioned to recover from a cyber-attack or other disruption, therefore it has identified critical sectors of data, information and records for specialized data backup off of the network. This data backup process is multilayered and includes data remotely stored within PowerSchool, Business Plus, and cloud-based data backup systems.

6.2(c) SAFETY AND EMERGENCY PREPAREDNESS

D49 provides a safe operating environment by following regulations for physical safety, maintaining a trained and vigilant security team and using early detection and intervention to address social safety. D49’s approach to safe operations is maintaining safe facilities and grounds. To accomplish this, facilities teams work with designers, contractors, and inspectors to ensure 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. The Director of Safety and Security (DOSS) facilitates semi-annual building assessments to document and mitigate identified deficiencies in safety procedures or other physical and environmental design issues.

During school year 2018-19, D49 created an Enhanced Security Community Advisory Team (ESCAT) to improve processes related to ensuring safety and security across D49. The ESCAT, which includes representation by students, parents, teachers and administration discusses potential security challenges and reviews proposed security initiatives. The ESCAT ensures that all stakeholder voices are considered in any decision impacting district-wide security improvement efforts. Recent improvements enacted through the ESCAT include the addition of Blue Point Alert Systems that instantly notify emergency responders and building occupants of an emergency and expedites a rapid response, triggering emergency management protocols, enhancements in key areas of vulnerability where glass is located, by installing protective

security film and improvements to communication made at all elementary school campuses by adding updated two-way emergency radios.

D49 promotes Safe2Tell, an anonymous way for students, parents, school staff and community members to report concerns regarding student and school safety. Online monitoring software is used to monitor student electronic communications through email and Google Docs. These processes have increased D49’s ability to detect student mental health needs and potential threats.

D49 conducts an annual cycle of safety preparedness. At the beginning of the year, the DOSS, along with the local fire department trains all principals. 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 lockdown, lockdown, or evacuation protocols as indicated by the nature of the threat. Every school conducts these drills routinely and the DOSS facilitates school teams through more complex simulations using tabletop exercises and unannounced drills or threat scenarios. School teams 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 with other schools and departments. In compliance with the Colorado Safe Schools Act, D49 is subject to annual accreditation verifying policies and procedures for a wide range of safety and security measures.

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. 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 maintains memorandums of understanding with local agencies such as El Paso County and the Red Cross to facilitate emergency shelter services in the case of an area-wide impact 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 schools have developed evacuation and reunification protocols that can be implemented independently of building and network access.

D49 has had a Continuity of Operations Plan (COOP) in place since 2015 to ensure sustained educational delivery and support services in the event of an emergency. In response to the impact of the Covid-19 Pandemic in 2020, district leaders convened a committee to review and update the COOP in preparation for potential school closure. As a cycle of learning, the COOP was updated in March 2020 to include pandemic response and each school created E-learning plans to ensure continuity of our Learning Delivery System.

RESULTS

7.0 RESULTS | 7.1 LEARNING AND PROCESS RESULTS

7.1A LEARNING AND CUST-FOCUSED SERVICE RESULTS

In D49, we track hundreds of indicators across dozens of systems and processes. During the Covid-19 Pandemic, we adjusted every area of operations and measurement. Some process measures became irrelevant, while others became immeasurable due to changing requirements and constraints. Unless noted, gaps in 2020-2021 data reflect cancelled assessments or evaluations, while deviations from trend reflect pandemic impacts.

After learning from a Baldrige-based site visit in 2018, we embarked on a cycle of learning to mature our capability for data intelligence. To complete one action plan from that effort, we reviewed and refreshed our KPIs in SY20 to ensure key work and support process results aligned with key objectives and targets for performance excellence. The result is an improved baseline of aligned KPIs presented throughout Category 7. Results for key work process KPIs are presented in Figure 7.1-1. Indicators for the most current period are evaluated against a target, based on state requirements or performance benchmarks. We shade positive indicators (tracking to meet or meeting the target) green, and negative indicators (not tracking to meet or not meeting the target) red. Results for KWS/KSP KPIs are reported with more detail in 7.2-7.5. Because we refreshed KPIs in SY20, trend data is not available for some results. As we collect new data from key work and support systems, data specialists calculate the percentage of ⊕ and ⊖ indicators for each sub-category or

office, and aggregate segmented results into an overall performance percentage. Dynamic flexibility regarding time periods and target setting allows leaders to fine tune and reassess our performance as data becomes available on varying schedules.

To analyze our data in the context of competitor and comparator performance, senior leaders innovated the comparator index (ComDex) described in 4.1a(2). To compose the ComDex Range, data analysts select four districts with similar characteristics to create a three-year comparison group. We use the highest and lowest performance of that group to define the upper and lower boundaries of a performance band—depicted with a light orange rectangle. For performance groups that monitor multiple KPIs, we have developed system-specific indices. Individual KPIs quantify precise performance and performance to target, indexed views increase our insight and permit us to balance our improvement efforts. Different views of the data increase our understanding of our performance.

D49 administers the Acadience Literacy Assessment three times each year. Beginning-of-year (BOY) and end-of-year (EOY) results show formative growth from BOY to EOY as well as summative growth at the end of the third grade. Figure 7.1-2 shows an upward trend for prior years and SY21 BOY profoundly impacted by COVID.

Colorado Measures of Academic Success (CMAS), the state-required, annual assessment for students in grades 3-8, measures achievement (aggregated as a percentile rank of

Figure 7.1-1 Key Work Process KPI Index

Key Work Process	SY17	SY18	SY19	SY20	SY21YTD	TARGET
LITERACY LEARNING						4/5 80%
% of 3rd grade students reading	83%	84%	80%	-	-	85%
Elementary Percentile Rank	62	62	66	-	-	+2
Middle School Percentile Rank	67	62	71	-	-	+2
Elementary Median Growth Percentile	48	48	51	-	-	+2
Middle School Median Growth Percentile	58	50	56	-	-	+2
MATH LEARNING						2/4 50%
Elementary Percentile Rank	56	56	58	-	-	+2
Middle School Percentile Rank	58	58	60	-	-	+2
Elementary Median Growth Percentile	42	48	49	-	-	+2
Middle School Median Growth Percentile	51	50	51	-	-	+2
COMPREHENSIVE EDUCATION						1/1 100%
Students participation in Comprehensive Education	100%	100%	100%	100%	100%	100%
ADVANCED LEARNING						2/4 50%
# of Students Participating in CE	299	331	473	609	651	Increasing
# of CE College Credits Earned	1699	2134	2976	3233	3782	Increasing
SAT- EBRW % of Comprehensive High Schools Meeting State Average	0%	0%	0%	0%	-	100%
SAT- Math % of Comprehensive High Schools Meeting State Average	0%	0%	0%	0%	-	100%
APPLIED LEARNING						2/2 100%
CTE % Completers/Concentrators	-	-	-	8%	-	Increasing
# of Industry Certificates Completed	42	91	40	84	-	100
INDIVIDUALIZED EDUCATION						3/6 50%
	SY20Q3	SY20Q4	SY21Q1	SY21Q2	SY21Q2	
PEAK Index	3.5	3.5	3.4	3.7	2.7	3
Gifted Learning Index	3.23	3.3	*	3.2	3.7	3
Nursing Learning Index	3.74	4	*	2	2	3
Special Education Learning Index	2	2.2	*	*	2	3
Early Childhood Learning Index	3.3	3.7	3.5	2	3	3
CLDE Learning Index	2.9	2.9	3	3	3	3
CO-CURRICULAR LEARNING						2/2 100%
% Elementary students participating in music/art/physical education.	100%	100%	100%	100%	100%	100%
# of clubs/sports offered	-	-	153	163	165	Increasing

mean scale score) and student growth (aggregated as a median growth percentile ranking) in literacy and math. For literacy, results in Figures 7.1-1 and 7.1-3—5, indicate a beneficial trend, with D49's performance consistently within the ComDex and a stable position relative to our competitors. The math data show a slight decrease in rank at the elementary level, but a notable increase at the middle school level. These assessments were not administered in SY20.

Figure 7.1-2 3rd Grade Proficiency Growth BOY to EOY Acadience Literacy

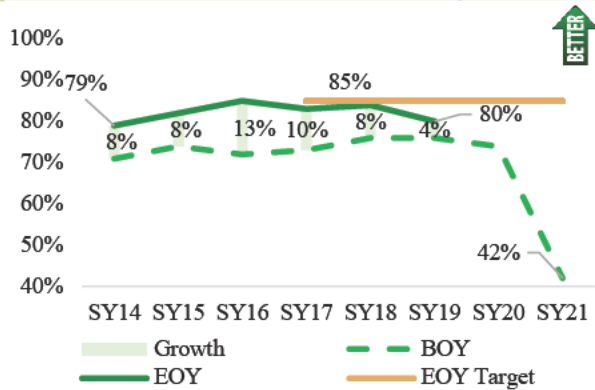
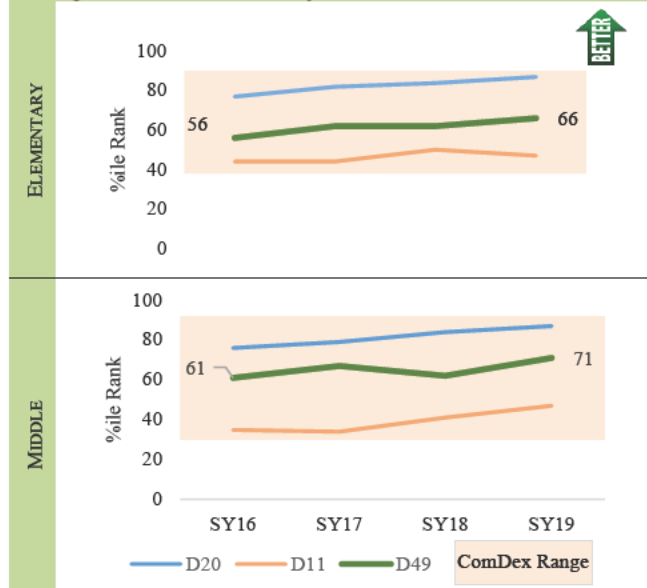


Figure 7.1-3 CMAS Literacy Achievement Percentile Rank



Median growth percentiles show mixed trends, but all cases fall within the ComDex and show improvement. D49 shows dramatic improvement for middle school (MS) literacy growth and matches or exceeds D11 and D20 in MS math growth.

Beyond overall percentile ranks, additional state calculations compare D49 student subgroups to the same student groups state-wide. This segmentation is useful to compare D49 performance with specific groups with other districts across Colorado. Results for students receiving special education services are incorporated into (Fig 7.1-7). For all student group indicators, results indicate stable or improving performance in 3 of 4 areas.

Figure 7.1-4 CMAS Math Achievement Percentile Rank

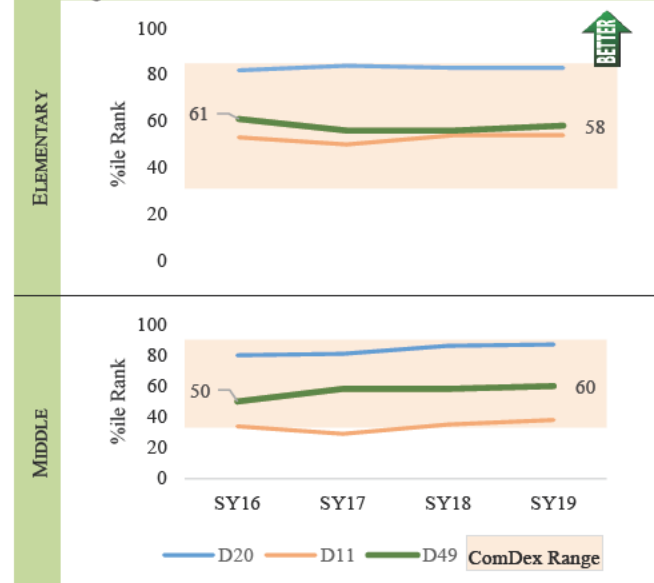
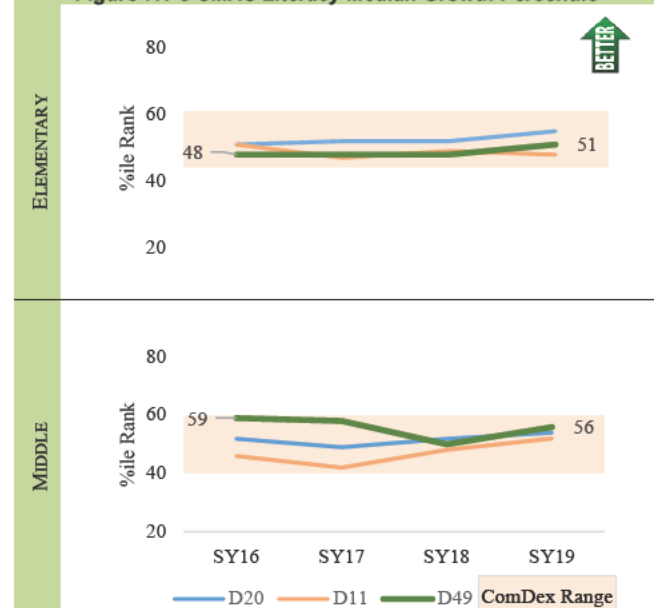


Figure 7.1-5 CMAS Literacy Median Growth Percentile



Principals and SL set SAT targets for each of our comprehensive high schools to track the percentage of students ready for college. District-wide results are compared with competitor results with the exception of results for Alternative Education Campuses. Current results for Evidence-Based Reading and Writing (EBRW) and math are below that of competitors and ComDex (Fig 7.1-10). In addition, we segment SAT scores for students who attend specialty schools, including our online school, SSAE, our online early college, PPEC, and our work-based early college, PTEC (Figure 7.1-11). All three schools attract college-bound students, including students who used to attend our traditional campuses, so the departure of higher-scoring students may be a factor depressing scores at conventional schools.

Figure 7.1-6 CMAS Math Median Growth Percentile

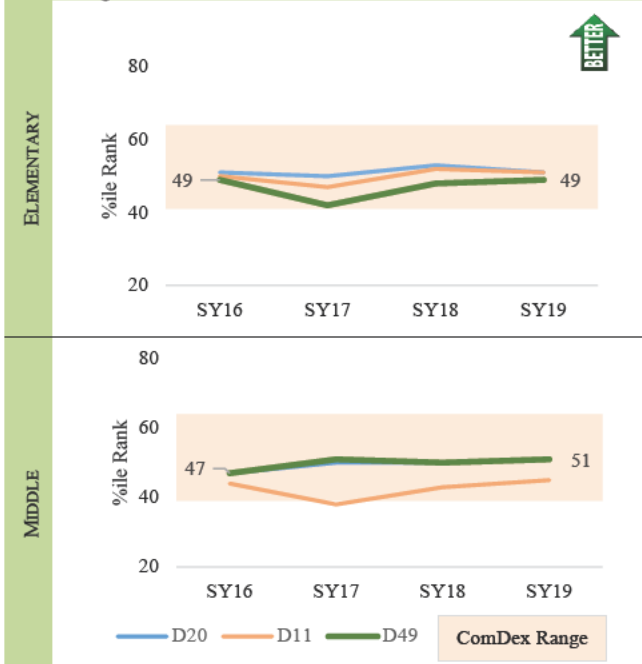
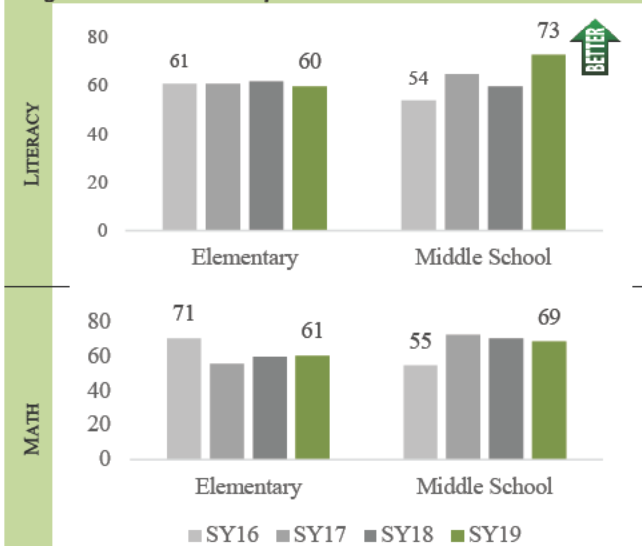
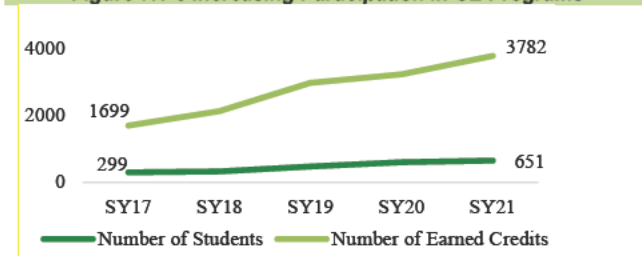


Figure 7.1-7 Within-Group Percentile Rank for students on IEP



To measure results for Advanced Learning, both the number of students participating in Concurrent Enrollment (CE) and the number of CE credits earned has doubled over the past 4 years (Figure 7.1-8), a dramatic beneficial increase.

Figure 7.1-8 Increasing Participation in CE Programs



Individual schools are responsible for directing Career and Technical Education (CTE) program offerings at the site and have mixed enrollment rates trends as show in Figure 7.1-9, (with notable COVID impacts. Currently, targets for CTE completion and certificates earned are not met. However, a significant number of formerly CTE programs have been converted to CE designation as the relationship between K-12 institutions and providers of CE programming has changed. Our primary partner for CE courses, PPCC, has moved major CTE programs under the CE umbrella, so, while our total of AAL completion is growing well, the mix of CE/CTE is changing and we are reassessing targets through 2021. The state is also changing their reporting of CTE programming and we expect to revamp our reporting with new baselines.

Figure 7.1-9 CTE Enrollments by School Over Time

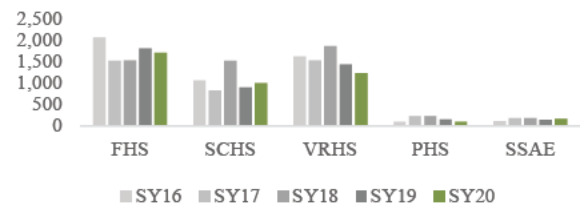
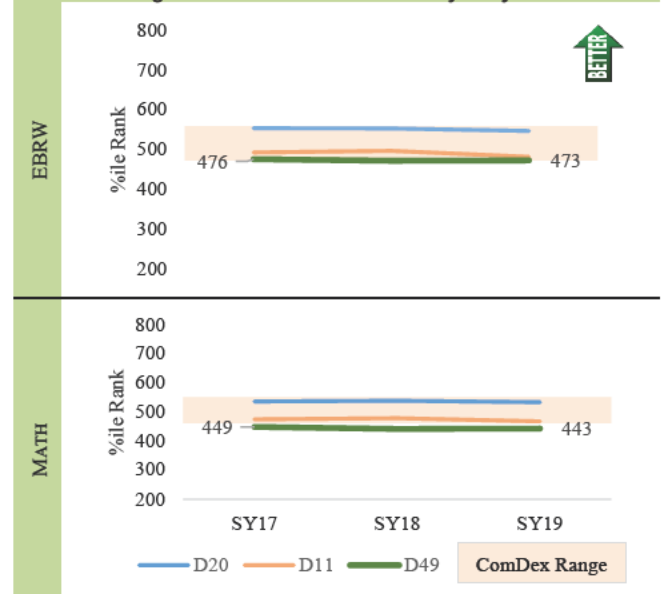


Figure 7.1-10 D49 SAT Results by Subject



In addition to the conventional and specialty schools described in Figure 7.1-11, D49 depends on partner schools to advance our KWS. Learning Delivery Partners (Figure 7.1-12) play an essential role in fulfilling our mission, and they are a prominent example of our vision to be the best choice. Our most prominent partners are charter schools, which have specialized missions (e.g. Pikes Peak School of Expeditionary Learning uses project-based learning) or affiliations, (e.g. Liberty Tree Academy is affiliated with Hillsdale College). Charter schools are considered “choice” programs, as parents elect to send students there, versus designated neighborhood school. Students from other districts are allowed to “choice in” to D49, provided there is enough space in the chosen school.

Both our choice enrollment (7.5) and the percentage of charter school enrollment are growing.

Figure 7.1-11 SAT EBRW Results by Subject (School Segments)

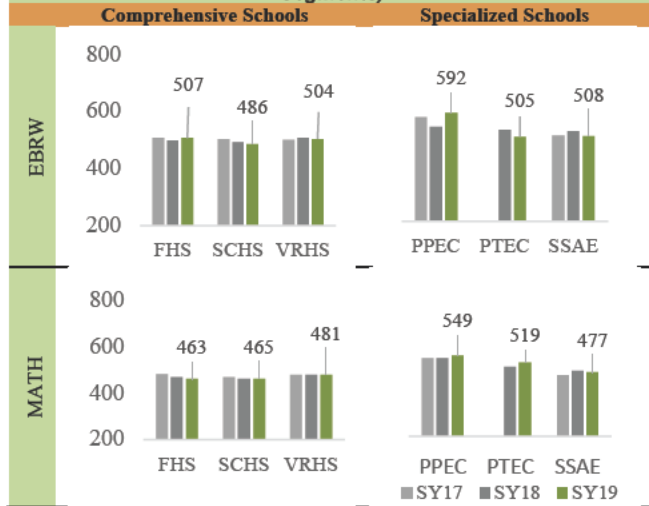


Figure 7.1-12 Learning Delivery Partner KPIs

Learning Delivery Partners					4/5	80%
	SY18	SY19	SY20	SY21 YTD		
Choice Enrollment %	12.8	13.8	15.6	16.7		
Charter Enrollment %	24.2	25.8	26.6	30.2		
APR Results	67%	71%	86%			
% On-Campus Courses	19%	20%	33%	45%		
# of WBL Experiences	-	-	650	455		

We also partner with PPCC to provide CE programs for students. On-campus CE classes increase access to advanced

learning for all students. This year we surpassed our target to serve 35% of CE classes on campus. D49 partners with the Pikes Peak Business and Education Alliance (PPBEA) to provide work-based learning (WBL) experiences, with 1,105 WBL experiences to date. D49's participation percentage and total enrollment in AAL lead the 17 districts around the Pikes Peak region, including our competitor districts, D11, and D20.

In addition to the results for our KWS, learning delivery, presented in Figures 7.1-1—12, the education office also includes departments oriented to our KSS of learning support. Those results are presented in Figure 7.1-13, with specific results for customer support, workforce support, leadership success, and AP achievement presented through 7.2—7.5.

GOAL Academy is not included in these calculations because it is a state-wide online school designated as an alternative education campus. By definition, 95% of the students at an AEC must verify that one or more high-risk factors, (such as incarceration, addiction, family disruption, housing insecurity, poverty, etc.) impact them or their family system. Many of the more than 5,000 students at GOAL have previously dropped out schools across Colorado or are at high risk of not succeeding. Nevertheless, since D49 took over authorization of GOAL academy from a state government sponsor, their organizational performance has improved, their enrollment has grown, and in 2019, GOAL earned their first ever performance rating (the highest awarded) on the Colorado AEC school performance framework.

The EO results in 7.1-13, and the BO results in 7.1-14 as well as the OO results in 7.1-15. BO results are reported in Figure 7.1-14. Detailed workforce and finance results are reported in 7.3 and 7.5 respectively. We employ natural weighting of KPI so that a department with four targets reports its top-line performance in increments of 25%. There is much more detail

Figure 7.1-13 Key Support System Education Office

	SY17	SY18	SY19	SY20	SY21YTD	Target	
Education Office Aggregate Score						17/20	85%
Learning Services						6/6	100%
Academic Support Index	-	-	-	100%	100%		75%
Literacy Support Index	-	-	-	100%	75%		75%
Professional Learning Index	-	-	-	83%	100%		75%
Title Programs support	-	-	-	57%	100%		75%
Education Technology Support Index	-	-	-	100%	100%		75%
Wellness Support Index	-	-	-	82%	83%		75%
Culture and Services						3/3	100%
Grievance Policy Compliance	100%	100%	100%	100%	100%		100%
Investigation/Resolution	100%	100%	100%	100%	100%		100%
DODEA Grant Compliance	100%	100%	100%	100%	100%		100%
Data and Performance						1/1	100%
% of On Time State Data Submissions	100%	100%	100%	100%	100%		100%
Communications						8/10	80%
Earned Media appearances	-	46	54	62	94		Increase
Department Produced Stories	-	229	132	110	79		Increase
# of Awards Received	12	1	7	-	-		5
Vow Participation	68%	79%	85%	89%	88%		75%
Voice of surveys	-	15	14	21	10		12-17
Live Chat Engagements	1024	1298	1193	1135	918		1000
D49.org site visits	-	965,342	1,718,341	1,060,095	412,740		900K
d49.org/Team- site visits	-	-	-	78,670	85,928		75K
Facebook likes	11,339	13069	13161	14876	15493		Increase
Instagram followers	-	-	-	1220	1589		Increase
Peak Inside-Click Rate	Dec	Jan	Feb	Mar			20%
	64%	67%	69%	70%			

below the surface, but using indexes grants SL and BOE a way to rapidly track the performance of multiple business As one of the Districtwide Service Partners”, the communications department (CD) supports the KWS and KSS across the entire organization. Annually, the CD submits work product to the Colorado School Public Relations Association

units. Department, zone, school, and office leaders select KPI based on the selection criteria listed in Figure 2.2a(5). (COSPPRA) for evaluation and recognition. Figure 7.1-16 shows that D49 has earned more association awards than our competitors, in part because of the customer support and communications performance reported in Figure 7.1-14.

Figure 7.1-17 Key Support System Business Office

	SY17	SY18	SY19	SY20	SY21YTD	Target	
Business Office Aggregate Score						16/18	89%
Finance						5/5	100%
Precise Performance: Good Miss	4/6	5/6	5/6	5/6		5/6	
Cash Ratio	2.09	2.31	2.62	2.02		>2	
Cash-Days on Hand	58	71	68.7	91.8		55-75	
Debt/Equity Ratio	1.13	1.32	1.62	1.38		<2	
Fund Balance Propriety	.8%	-.8%	-4.0%	-3.8%		+/-5%	
Community Resource Contribution	105.9%	104.4%	104.8%	104.3%		90-115%	
Facility and Community Planning						2/2	100%
Enrollment Projections vs Actual	-	0.68%	0.34%	0.14%	.03%	+/-2.5%	
Conversion Ratio	86%	85.8%	85.4%	85.3%	85.1%	85-100%	
Human Resources						4/6	67%
WF Engagement Score	-	-	-	8.1	8.2	7.8	
WF Satisfaction Score	-	-	-	7.8	8.0	7.3	
MoW Recommendation %		72%	73%	87%		85%	
Retention/Turnover	16.24%	19.32%	19.70%			Decreasing	
Teacher Average Daily Absence	39.89	42.59	43.57	42.72		Decreasing	
Teacher Average Daily Fill Rate	91.92	91.94	92.15	91.2		95%	
Benefit and Risk Management						3/4	75%
Prop. And Liability Claims/Building	.85	.71	.36	.35	.17	<.65	
Workers Comp. Mod Rate	0.72	0.73	0.84	.84	.92	<1	
Single Health Rate Cost Rank	1	1	1	1	1	<4	
Family Health Rate Cost Rank	3	3	3	3	2	3-8	
Vendor Management						1/1	100%
100% Vendors-retail v. negotiated	74%	89%	81%			80%	

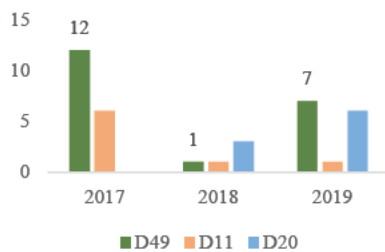
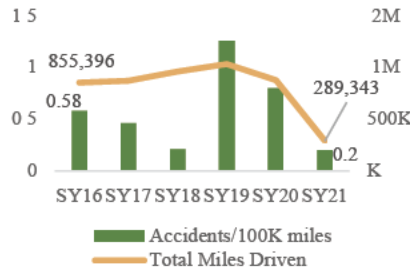
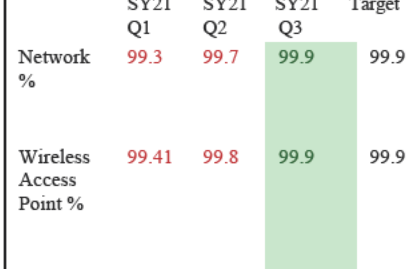
Figure 7.1-18 Key Support System Operations Office

	SY17	SY18	SY19	SY20	SY21YTD	Target	
Operations Office Aggregate Score						10/11	91%
Transportation						3/3	100%
Major Accidents	4	2	0	0	0	0	
Accidents per 100K Miles	0.46	0.21	1.26	0.8	2	<1	
On Time Arrivals	98.20%	99.50%	95.90%	95.80%	97.90%	97%	
Safety and Security						3/3	100%
Drill Completion	100%	100%	100%	100%	100%	100%	
Safe2Tell Resolution Rate	100%	100%	100%	100%	100%	100%	
Emergency Protocols	100%	100%	100%	100%	100%	100%	
Nutrition Services						2/3	67%
State/Federal Compliance	100%	100%	100%	100%	100%	100%	
% Menu Compliance	100%	100%	100%	100%	100%	100%	
Avg. Daily Participation	4946	4935	5026	5388	2136	Increasing	
Facilities						2/2	100%
Fire & Health Deficiencies Corrected	100%	100%	100%	100%	100%	100%	
Corrective Maintenance completed <1 week	80%	79%	74%	72%	77%	76%	

The Operations Office performs well compared to benchmarks. The transportation department maintains safety standards, even as overall miles driven increases (with the exception of SY20 and SY21, due to impacts of COVID19 as shown (Figure 7.1-19). Our IT provider, Sentinel has shown improvement in both the overall network availability and the wireless access points. (Figure 7.1-18). KPIs for Safety and Security are detailed in 7.1-15. We correct 100% of deficiencies identified in routine inspections by fire and health officials. 100% of D49 buses and vehicles pass annual inspections by the Colorado Department of Transportation to ensure regulatory compliance and safety of students. Conducting lockdowns and fire drills and automated external defibrillators (AED) and CPR training for staff and students, has created multiple processes that surpass minimum

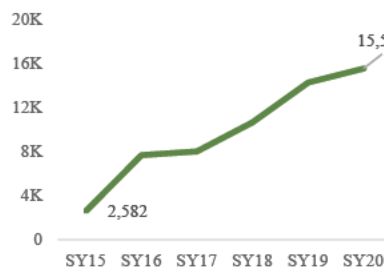
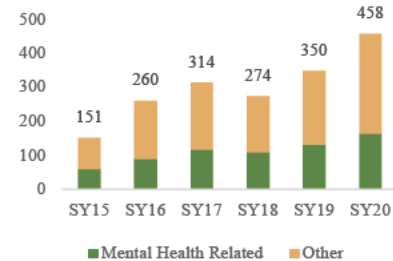
requirements for emergency preparedness. The increasing number of real incident lockouts reflects the growth of our community and increasing police activity in neighborhoods adjacent to our schools.

We have also adopted the same distributive communications technology called ReadyOps that is used by local agencies so we can be on the same system in real time. This system has increased efficiency of communications and has produced increasing message traffic every year since implementation. We have maintained a 100% resolution/follow up rate with our Safe2Tell incidents (Figure 7.1-21), even as the overall number of reports has increased. The majority of tips received are mental health related.

Figure 7.1-14
COSPRA Awards By District

Figure 7.1-15
Preventable Accidents and Miles Driven

Figure 7.1-16
Sentinel Availability Service Metrics


year 2019-2020, D49 conducted an extensive RFP and transitioned from a fiscal year contracting cycle to a calendar year reporting cycle so that the new vendor would come

Figure 7.1-19
Real Incident Lockouts

Figure 7.1-20
ReadyOps Message Traffic

Figure 7.1-21
Safe2Tell Reports


7.1c Supply-Network Management Results

D49 uses a variety of strategies to manage supply chains namely maintaining diversity when applicable and monitoring the performance of individual vendors. For key sectors, we seek to maintain vendor diversity to keep prices competitive and to have enough vendors when more than one is needed. Key Sectors and associated vendors are shown in Figure 7.1-22. Our target is 3 vendors per sector, though due to the amount and variance of need, we have 27 pre-qualified general contract vendors.

In addition to the vendor selection results in 7.1-22, we consider Sentinel Technologies a key supplier-partner in our supply chain for IT networking and services. During fiscal

online during the full activity of a school year. Results for Sentinel in 7.1-18 also inform our supply-network results.

Figure 7.1-22 Vendor Count per Sector

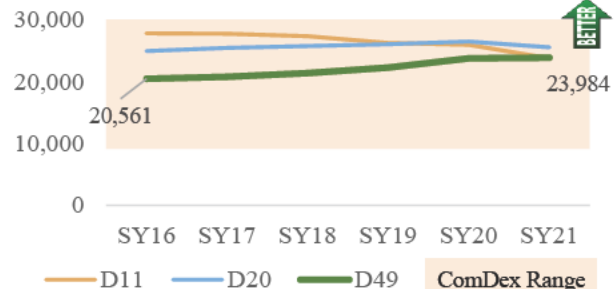
Sector	Count	Sector	Count
A&E	3	Glass	3
Asphalt	3	Hardwood	3
Audio/Visual	3	IT Equipment	3
Computes	3	IT Service	3
Concrete	3	Mechanical	3
Doors/Hardware	3	Office Supplies	3
Earthwork	3	Painting	3
Electrical	3	Playgrounds	3
Flooring	3	Plumbing	3
Furniture	3	Roofing	3
General Contractors	27	SPED Support	3

7.2 CUSTOMER RESULTS

7.2A CUSTOMER-FOCUSED RESULTS

7.2A(1) STUDENT AND PARENT SATISFACTION

Student enrollment, particularly choice student enrollment is the most concrete measure of customer satisfaction and engagement. Our overall enrollment is growing at a faster rate compared to that of our competitors and is approaching the upper bound of the ComDex Range. Though our rate of growth slowed in SY21, most districts saw a decrease (sometimes dramatically so) as a result of the pandemic. On current growth trajectories, we will be the largest district in the region by all measures by 2022. We have seen similar patterns of growth in key student market segments as shown in 7.2-2, with results for comparison and competitor districts AOS. Student enrollment for Applied and Advanced learning are presented in 7.1-1 and 7.1-8

Figure 7.2-1 PK-12 Enrollment


At least part of our success at growing enrollment derives from our use of communication tools to meet customer expectations. In SY20, our CEO completed the inaugural VoS Learning Tour, a district-wide series of meetings with over 200 students representing every level, school and program.

The CEO, CBO, and COO also meet with the Student Board of representatives, representing six operated and three authorized high schools. Despite Covid-19 disruptions, students continued to provide a presence at the BOE.

7.2-2 Enrollment by Student Segment

	SY19	SY20	SY21
High Risk Learners	4244	5068	5401
English Language Learners	1227	1377	1326
Gifted Learners	970	919	943
Special Education Learners	2196	2259	2360

Figure 7.2-3 VoS Learning Tour Completion

School Level	% of Schools	Total Students
Elementary	100%	112
Middle	100%	90
High	100%	157

Student voice is amplified through participation in ad hoc surveys for stakeholders, as well as the annual climate survey. In SY20, we created baseline questions to measure and segment student satisfaction. In addition to the index and segmented data presented in Figures 7.2-5—7, the Director of Community care and data analysts provide segmentation by demographic and program segments in school reports to BL. In 2020, 100% of district schools increased their participation rate in the climate survey, so the reliability of our data set is improving. The survey was not administered in SY21 due to COVID, but will resume in SY22.

Figure 7.2-4 Participation and Presence at SBOR and BOE

	SY20	SY21	SY22(proj.)
Schools Represented at SBOR	100%	100%	100%
Schools Represented at BOE	89%	67%	89%

Figure 7.2-5 Elementary Satisfaction Index (10 pt. scale)

Overall, I Feel Safe at School	8.6
Adults at School Really Care About me	9.4
I Have a Friend I Can Go To	8.9
I am friends with students who are different from me	9.5
My school has clear rules for behavior	5.9
Overall Elementary Student Satisfaction Index	6.4

Figure 7.2-6 Secondary Satisfaction Index (10 pt. scale)

Overall, I Feel Safe at School	6.7
Adults at School Really Care About me	6.2
I Have an Adult I Can Go To	7.8
I Have a Friend I Can Go To	8.0
Learning is Connected to Life	5.2
I Would Recommend My School	5.9
Overall Secondary Student Satisfaction Index	6.4

Figure 7.2-7 Satisfaction Index by Zone (10 pt. scale)

Falcon Zone	6.7
iConnect Zone	7.6
POWER Zone	6.7
Sand Creek Zone	6.3

Parents who enroll in preschool programs participate in annual satisfaction surveys, with scores displayed in Figure 7.2-8. Respondents rate their agreement with statements from 0 to 10 (highest level of agreement). Disaggregation shows slight differences between student enrollment types. In SY21, of the 94 responses received, 100% of parents reported their student enjoys attending school.

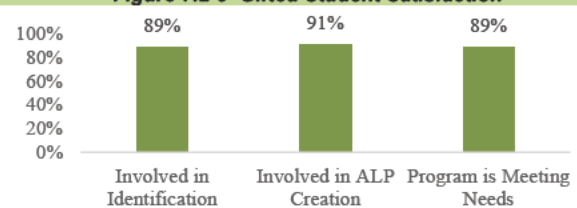
In SY19, program leaders surveyed 369 gifted students about their level of involvement in and satisfaction with aspects of gifted programming. Students reported high level of involvement in the gifted identification process and creation of their Advanced Learning Plans or ALPs. 89% of students

reported the program was meeting their needs. The planned SY20 survey was not administered due to the COVID-19 pandemic.

Figure 7.2-8 Average PreK Score by Student Type (10 pt. scale)

Aspect of Program	CPP		IEP		Tuition	
	SY 20	SY 21	SY 20	SY 21	SY 20	SY 21
Adults respond with warmth/caring	9.5	9.8	9.0	9.9	9.4	9.8
Parents asked for opinions	8.6	9.2	8.1	9.7	8.5	9.3
PreK encourages healthy habits	9.5	9.8	8.9	9.9	9.4	9.6
Parents included in decision making	8.4	9.5	8.1	9.5	8.2	8.9
Parent involvement opportunities	8.8	8.8	7.8	9.6	9.0	9.2

Figure 7.2-9 Gifted Student Satisfaction



Weather safety is a major concern in Colorado. After every winter weather event that requires D49 to consider potential delays or closures, we send a survey to all patrons. We ask stakeholders to rate the appropriateness of the decision for both the overall district and their specific zone of travel, and we target 90% approval—something conventional “snow day” wisdom says is impossible. We segment results by stakeholder group and zone affiliation. Our decisions to close are assessed as highly appropriate, indicating customer satisfaction with decisions and communication.

Figure 7.2-10 Weather Decision Approval by Zone for SY20 & SY21

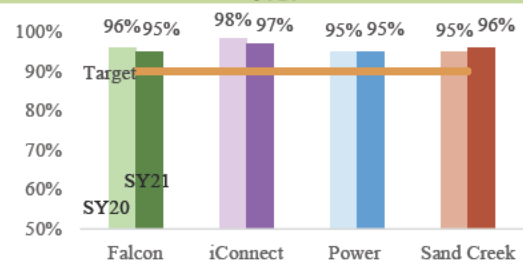
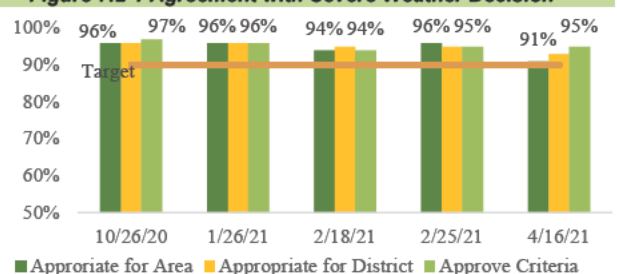


Figure 7.2-1 Agreement with Severe Weather Decision



7.3A WORKFORCE-FOCUSED RESULTS

7.3A(1) WORKFORCE CAPABILITY AND CAPACITY

D49 employs just over 1,900 dedicated employees that strive to make District 49 the best choice to learn, work, and lead. HR KPIs are available in 7.1-17. The four workforce segments, (administrative, professional-technical, licensed, and education support personnel) detailed in Figure 7.3-1 work together to advance our VMV.

Figure 7.3-1 Workforce Demographics

	Admin N=83	ESP N=817	Licensed N=961	Prof-Tech N=50
Gender				
Female	57%	77%	81%	61%
Male	43%	23%	19%	39%
Minority Status				
Minority	11%	19%	12%	16%
Non-Minority	89%	81%	88%	84%
Education Level				
Bachelors	4%	7%	38%	12%
Masters	83%	1%	58%	16%
Doctorate	11%	-	1%	-

Figure 7.3-2 Staff with Advanced Degrees Over Time

	SY17	SY18	SY19	SY20	SY21
Teacher	55%	60%	59%	58%	59%
Administration	83%	92%	93%	88%	94%

Overall trends for both teachers and administrators having advanced degrees is positive. For positions that require professional certification or licensing, D49 is 100% compliant with regulations and policy. Our average time to fill is showing an overall desirable downward trend. However, we are still above the average of 36 days as reported by the Society for Human Resource Management (SHRM).

Figure 7.3-3 Average Time to Fill

	SY16	SY17	SY18	SY19	SY20
	45	39	40	34	39

Turnover rates (Figure 7.3-5) for all CDE segments (which do not completely align with D49's workforce segments), have an overall positive downward 3-year trend. Though we would like to see a reduction in the turnover rate for all job segments, this data illustrates that our focus on valuing the

Figure 7.3-4 MoW Recommendation Questions

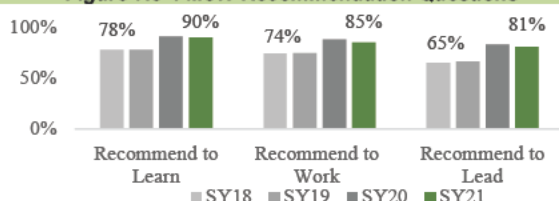
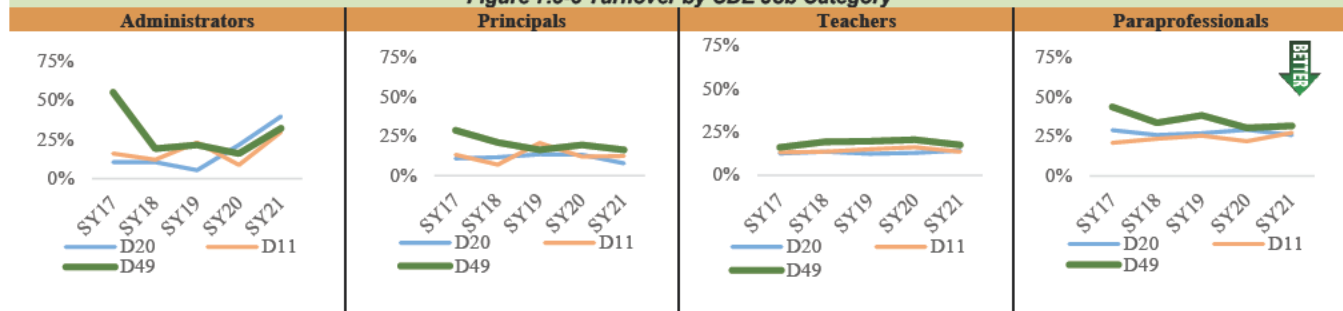


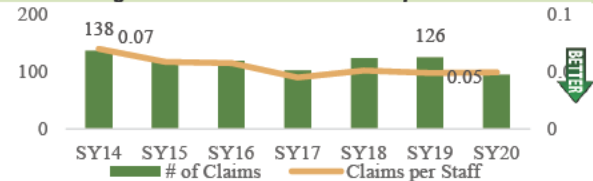
Figure 7.3-5 Turnover by CDE Job Category



ESP staff segment is warranted, and that this focus (begun in SY19) is likely having an impact on retention.

Workplace safety and wellness are key components of workforce climate and of our culture of care. Overall there has been a downward trend in both the number of claims per staff and actual number of claims from SY14 through SY20

Figure 7.3-6 Claims and Claims per Staff



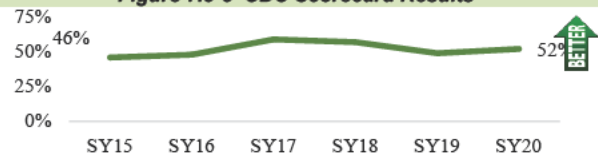
The workers' compensation insurance 'mod' rate, which is an important factor in setting our premium and pricing district insurance, is a calculation based in large part on these claims. A mod rate below a 1.0 indicates a cost savings and is therefore positive.

Figure 7.3-7 Workers' Compensation Mod Rate

	SY16	SY17	SY18	SY19	SY20
D49	.87	.72	.73	.84	.92
Industry Rate	1.0	1.0	1.0	1.0	1.0

The CDC's Worksite Health Scorecard allows D49 to make comparisons to other worksites. In SY19, the scorecard was revamped, thus raw scores are not comparable to prior years. Our overall trend is upward and beneficial.

Figure 7.3-8 CDC Scorecard Results



7.3A(3) WORKFORCE ENGAGEMENT

In SY19 we utilized a new Baldrige-aligned vendor (Beyond Feedback™) for the VoW survey allowing for benchmarking with K12 Institutions and Baldrige Award winners, as well as identifying our employees' key requirements. The new vendor also empowered us to measure and analyze satisfaction and engagement independently. We associate the satisfaction measures with key requirements identified in 5.1b(1—2), and engagement measures with the drivers identified in 5.2a(1—2) and validated through our VoW learning tours. Our satisfaction in every office and zone was above that of other K12 institutions and surpassed the Baldrige benchmark of 8.0 in the EO, OO, iCZ and SCZ. Our engagement scores in every office and zone were above that of

other K12 institutions and met/surpassed the Baldridge benchmark of 8.0 in the EO, OO iCZ and SCZ

Figure 7.3-9 Satisfaction by Office/Zone

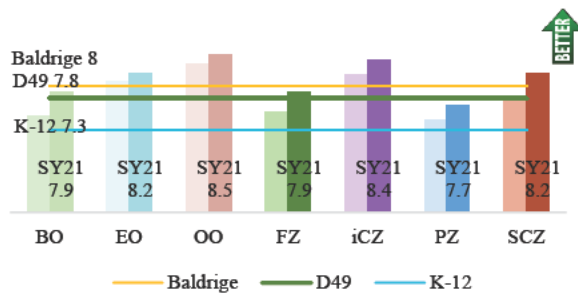
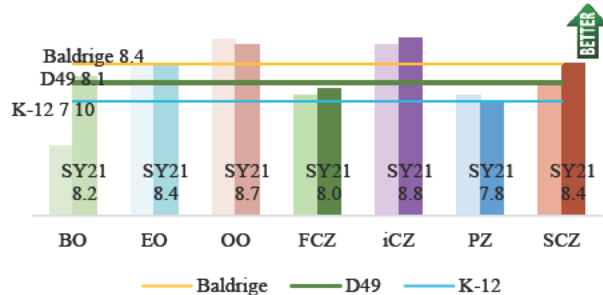


Figure 7.3-10 Engagement by Office/Zone



D49 continues to grow mature and concerted efforts to recognize staff. We show beneficial trends for all our staff recognition programs. Recognition drives relationships, which may account for the high ratings in both engagement and satisfaction related to relationships with managers and coworkers depicted in Figure 7.3-11.

Figure 7.3-11 Scores for EKR's by Workforce Segment

	Admin	ESP	Licensed	Prof-Tech
Advancement opportunity	7.5	7.1	7.2	7.6
Collaboration	8.4	8.3	8.4	7.9
Competitive benefits	8.3	8.2	7.6	8.6
Competitive salary	7.4	6.7	6.6	7.1
Connection to mission	8.8	8.8	8.8	8.8
Continuous development	8.6	8.5	8.4	8.2
Coworkers actions align	8.8	8.7	8.5	8.4
Input in decision making	8.1	7.8	7.2	8.7
Leaders actions align	8.6	8.6	8.0	8.0
Manager communication	8.7	8.7	8.3	8.2
Organizational reputation	8.2	9.1	8.3	8.1
Reasonable goals/perf	8.4	8.9	7.7	8.9
Recognition for perf	7.9	8.2	7.6	8.4
Coworker relationships	9.4	9.3	9.1	9.4
Relationship w/manager	9.4	9.3	8.9	9.3
Right tools for job	7.8	8.6	7.8	8.2
Safe environment	8.9	8.9	8.2	8.1
Work/life balance	7.5	8.8	7.0	8.1

Figure 7.3-12 Employee Recognition

	SY18	SY19	SY20	SY21YTD
Fantastic 49	36	32	88	41
Teacher of the Year	17	17	22	23
Service & Support Stars		101	44	44

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. We offer principal and teacher induction with sustained and increasing participation, respectively. For the past four years, 100% of principal inductees have indicated that they were either "Completely Satisfied" or "Mostly Satisfied with programming."

Figure 7.3-13 Induction Participation and Satisfaction

	SY17	SY18	SY19	SY20
Teacher Participants	56	58	65	74
Principal Participants	14	18	15	11
Teacher Satisfaction	100%	100%	100%	90%
Principal Satisfaction	100%	100%	100%	100%

As a cycle of learning in SY21, we adopted a new PD system that allows for better reporting, namely disaggregation by our workforce segments. Because this level of reporting is new, we are developing baselines this year, though we are seeing good levels of participation across all 4 segments.

Figure 7.3-14 Cumulative PD Completers by Segment

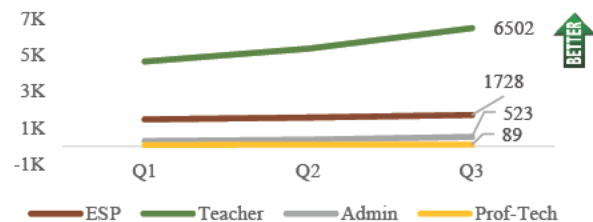
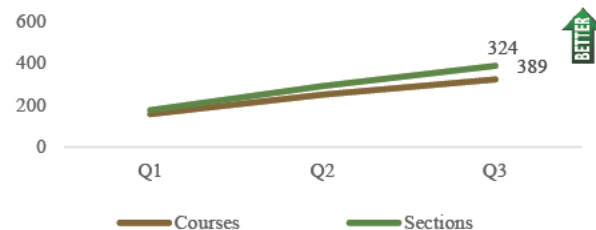


Figure 7.3-15 Cumulative PD Offerings



Course Satisfaction shows an overall upward trend. We are anticipating our final year end satisfaction to show an increase over SY20.

Figure 7.3-16 Course Satisfaction



7.4 LEADERSHIP AND GOVERNANCE RESULTS

7.4A(1) LEADERSHIP

D49 leaders are key contributors to the engagement and communication strategies with customers and workforce as presented in 7.2 and 7.3. For both the VoW and VoS, our Chief Officers directly facilitate face-to-face meetings with staff and students. Beginning with a VoW learning tour (VLT) in SY19, then expanding the VLT to 40 locations and adding a VoS LT in SY20, the three-year cycle of improvement culminated in a VoC LT in SY21. Systematic learning tours provide opportunities for in-person learning and leadership. Figure 7.4-1 shows participation rates for learning tours. The SY20 VLT received an average approval rating of 8.1 out of a 10 point scale on a staff satisfaction survey.

Figure 7.4-1 Learning Tour Completion

	SY19	SY20	SY21
VoC	-	65%	100%
VoS	-	100%	-
VoW	100%	100%	100%

In addition to the LT interactions, role-model ratings for relationship with supervisor, leaders' actions align to values, managers' communication, and organizational reputation all verify the strength of D49's APEx leaders (Figure 7.3-9—11). The high level of agreement and significant upward trend for recommending D49 as a great place to lead (Figure 7.3-4) also validate the leadership culture in D49.

During the disruption and chaos caused by COVID-19, D49 leaders leveraged communication across multiple channels to lead our community. Satisfaction scores for our leadership during E49 show high and sustained appreciation for the district's actions. Although cancelling in-person education for the entire spring quarter depressed overall ratings in week four, more than 3,400 patrons responded with feedback and another 2,700 contributed to our community forum about graduation, numbers that show our community knows their perspectives are valued. The engagement displayed in Figure 7.4-2 shows how learning and sharing are mature systems that continue even during times of crisis.

Figure 7.4-2 COVID-19 Leadership 03/12/2020-04/27/2020

	SY20	SY21
Community Thought Exchanges	2	4
CEO Video Messages (YouTube)	5	8
All Staff/Community Emails	30	36
Biweekly Performance Surveys	3	-
Facebook Posts & Videos	35+	60+

Every year the BOE evaluates the Chief Officers on the seven Baldrige criteria. Figure 7.4-3 shows that for the past 4 years, each Chief Officer has met or exceeded 100% of Baldrige-based performance criteria.

Figure 7.4-3 Chief Officer Ratings: Meet or Exceed Standard

	SY18	SY19	SY20	SY21
CBO	100%	100%	100%	100%
CEO	100%	100%	100%	100%
COO	100%	100%	100%	100%

7.4A.2 GOVERNANCE

In SY20, in recognition of their outstanding record of leadership, the Colorado Association of School Boards (CASB) named D49 as the sole Board of Distinction. The CASB Award recognizes school boards across the state for overall excellence in governance. The judges gave the BOE high marks in sustaining effective governance through the development of a shared vision, engaging constituents, transforming learning systems, promoting strong ethics, and sharpening the board's work. As shown in 7.4-4 The BOE is evaluated in a multi-rater survey with input from board members and district staff.

7.4A.3 LAW, REGULATION, AND ACCREDITATION

D49 operates in a highly regulated environment, subject to local, state and federal regulations, as seen in many KPIs in 7.1. 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, safety). From 2010 to 2021, 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.

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. In SY20 D49 began Learning for REAL, annual refreshed training covering district policies and ethics. In both SY20 and SY21 94% of staff completed this training. In SY21, we institute the CARE line, where individuals can leave anonymous complaints or compliments or ask for help. D49 has also formalized a grievance policy and process that can be used by customers groups to appeal decisions. (Figure. 7.4-5).

Figure 7.4-4 BOE evaluation (staff ratings)

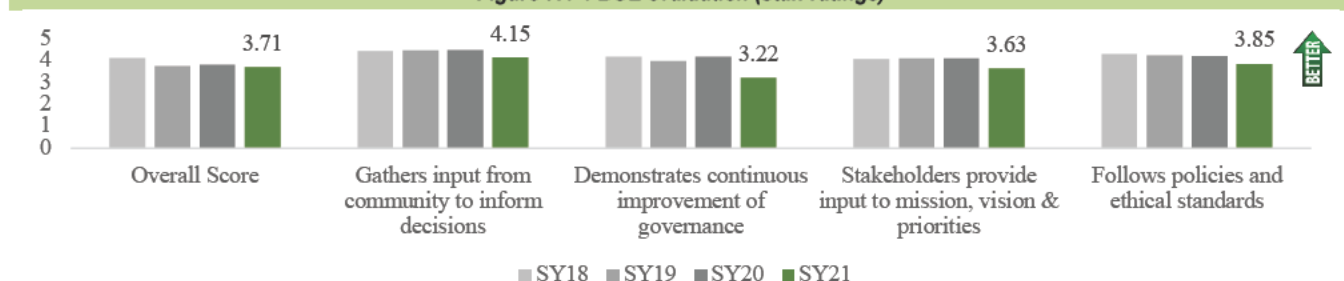
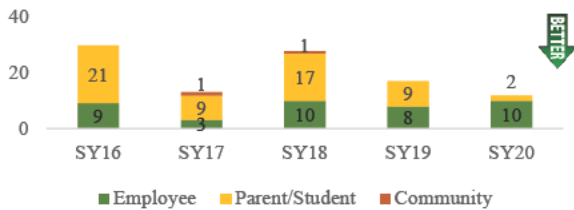


Figure 7.4-5 Grievances by Stakeholder Type**7.4A(5) SOCIETY**

District 49 serves and leads by fulfilling our mission to educate students in service to society. KPIs for our key work processes provide information as to how well we are accomplishing this mission. During the COVID-19 pandemic, D49 directly served more than 46,266 meals from March 17- July 20th-- closure, and 876,576 meals from Aug 1 2019- March 16, 2020. Meals to date in the 20-21 school year served remotely, hybrid, and full in person equal 510,652

D49 has demonstrated leadership to the larger community, by hosting an interactive map to show over 35 locations where families can pick up free grab-and-go school lunches.

In addition, D49 distributed more than 3,500 iPad and Chromebook devices, as well as hundreds of internet hotspots to ensure that students had access and tools to continue with E-learning. Although these actions directly serve our community, they are also part of our continuity of operations plan, demonstrating that district operations are a direct service.

D49 supports and partners with the non-profit Falcon Education Foundation (FEF). The FEF raises money to provide scholarships and grants to D49 students and staff. They also fund "3.75 Events" at each high school to recognize seniors graduating with a 3.75 GPA or higher. Students at these events (626 over the past 5 years) invite a staff member that has been critical to their success, thus the student recognition also benefits staff. Monies raised and awarded are shown in Fig. 7.4-6. Satisfaction with E49 operations, affirmation of leadership, and deep engagement from our community all reflect a culture of service and leadership.

7.5 BUDGET, FINANCIAL, MARKET, AND STRAT. RESULTS
7.5A(1) BUDGETARY AND FINANCIAL PERFORMANCE

As a Colorado Public Entity, District 49 is funded through Program Formula Funding in the General Fund, to operate programs and facilities deemed necessary to launch students to success. Accordingly, D49 believes that there is both an appropriately tight upper limit to spend as well as a lower limit so that financial resources are spent on the students that generate the revenue each year. Further, D49 believes it is not appropriate to accumulate 'excess reserves' from Program Formula Funding (i.e. the General Fund) to ensure that

Figure 7.4-6 FEF Awards and Fundraising

	SY16	SY17	SY18	SY19	SY20
Teacher mini-Grants	40	40	43	33	29
# of Seniors honored at 3.75 Events	98	90	134	138	166
\$/# Student scholarships	8	9	10	6	5
Total \$ Raised	\$67,032	\$71,040	\$86,731	\$74,822	\$34,641

students are not shorted services they should have received in a particular year. To operate within targets we use the Window of Precise Performance (98.5%-101% of budget) as our internal benchmark. The D49 Business Office's Finance Group pursues precise projection and measurement of financial priorities through accuracy in forecasting of financial performance in priority areas for the General Fund: Revenue (Program Formula & All Other Revenue) and Expenses (Personnel & Implementation Costs). This, by extension, ensures an appropriate level of fund balance. Those priorities are reported in heat map budget tracking (Fig. 7.5-2—5).

The historical trends of the major elements of the General Fund (7.5-1) show consistent accomplishment of managing funds within the Window of Precise Performance (denoted in green). All funds use the same approach, but the General Fund performance is the most important result.

District 49 has formalized our fund management style with a much more rigorous fund balance policy (Policy DAA) than is normally suggested by CASB. This policy recognizes the upper and lower boundaries, and requires explanation and follow up when fund balance does not fall within that range. We regularly reference Policy DAA as an anchor point in budget presentations and discussions and use it as a key

Figure 7.5-1 Financial Results History (Shown in thousands)

	BoY FB	Revenue	Expense	EoY FB	Liab	Assets	Exp Budget	Exp Act v Bud
SY20	The General Fund	\$9,853	121,214	119,017	\$12,051	39,566	\$51,617	\$120,530 98.7%
	Other General Funds	\$7,610	18,088	14,056	\$11,643	383	\$12,025	\$16,976 82.8%
	Other Gov't Funds	\$16,853	37,705	36,578	\$17,980	15,620	\$33,601	\$36,202 101.0%
	Total Gov't Funds	\$34,317	177,007	169,651	\$41,674	55,569	\$97,243	\$173,708 97.7%
SY19	The General Fund	\$8,143	117,724	116,014	\$9,853	17,113	\$26,967	\$116,534 99.6%
	Other General Funds	\$13,095	4,938	10,422	\$7,610	3,891	\$11,501	\$9,902 105.3%
	Other Gov't Funds	\$43,572	30,757	57,475	\$16,853	9,093	\$25,042	\$57,435 100.1%
	Total Gov't Funds	\$64,810	153,419	183,912	\$34,317	30,097	\$63,509	\$183,871 100.0%
SY18	The General Fund	\$9,039	102,172	103,068	\$8,143	21,243	\$30,546	\$103,441 99.6%
	Other General Funds	\$15,877	8,815	11,597	\$13,095	(3,779)	\$9,316	\$10,064 115.2%
	Other Gov't Funds	\$85,573	30,682	72,683	\$43,572	15,952	\$59,957	\$76,595 94.9%
	Total Gov't Funds	\$110,489	141,669	187,348	\$64,810	33,416	\$99,819	\$190,100 98.6%

Figure 7.5-2 Quarterly General Fund Program Formula Funding Revenue
Funding w/ n WPP benchmark window, scoring 10 out of 10

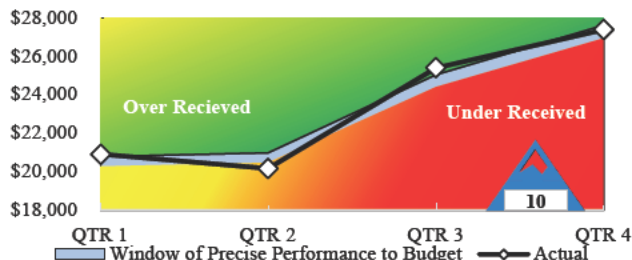


Figure 7.5-3 Quarterly General Fund Other Revenue
Revenue outside of WPP benchmark window, scoring 7 out of 10

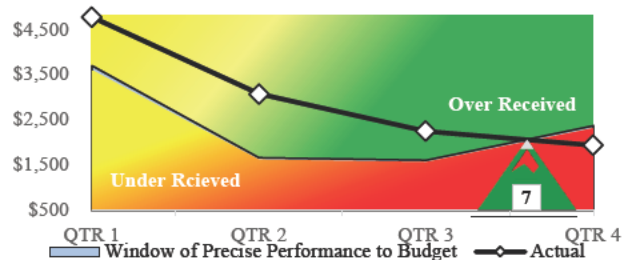


Figure 7.5-4 Personnel Budget Spend
Spending w/ n WPP benchmark window, scoring 10 out of 10

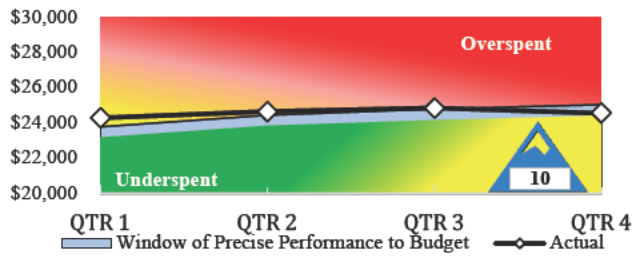
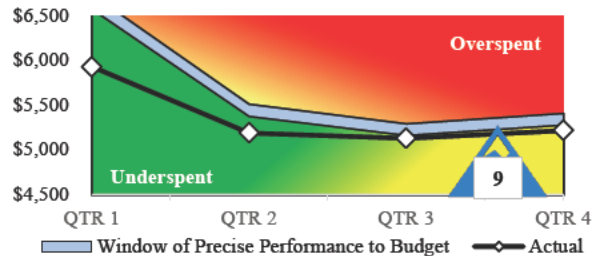


Figure 7.5-5 Personnel Budget Spend
Underspent, outside of WPP benchmark window, scoring 9 out of 10



indicator of overall success in financial management. Again, District 49 strives for a window of appropriate result, with acceptable deviations (either conservative or aggressive) on either side that precede less-appropriate deviations, which indicate excess fund balance accumulation (through fear/hoarding) or inadequate fund balance accumulation that is cavalier and could become reckless.

District 49 commits to effective and efficient financial management despite a persistently low level of general and pseudo-general funding (aka No-strings PPR = SFA base + Op Overrides) relative to competitor and comparator groups, who have per-student funding advantages from 5% to as much as 40% per student. Only one district in our peer group has similar funding to District 49; yet we maintain appropriate fund balance and receive credit rating scores (Figure. 7.4-14). at or above the level of those same school districts.

To survive and thrive in a world where our flexible funding is materially deficient to competitor and comparator districts, we manage necessary deficiencies in staffing quantity and costs across our job sectors, while pursuing efficient and effective support programs. We bring additional

focus from capacity management strategies, risk & benefit program design, and vendor/payment strategies.

District 49 strives for organizational agility, flexibility and innovation in financial management. While fund balance and the associated cash reserves are a critical measure, the categorization of such gives District 49 opportunities to be prepared for true emergency situations should they ever come by keeping awareness not only of fund balance that is general or restricted in nature, but balance that is fungible as well.

District 49 intentionally pursues differentiated funding levels across our programs, schools and zones. This reflects our desire that every student have an equitable financial resource applied to their education at their school. We make specifically quantified adjustments for cost elements beyond the control of the building leadership and school program design elements crafted by educational leaders and endorsed by the BOE. As a result, there are noticeable differences in per pupil spends across Zones related to our 'budget normalization' process as shown in Figure 7.5-16. This student-based financial management allows D49 to allocate a vast majority (typically 75-80%) of per-pupil revenue as direct costs within the control of the educational leaders.

Figure 7.5-6 Policy DAA Fund Balance Ratio
Improving Accuracy, Ratio w/in window

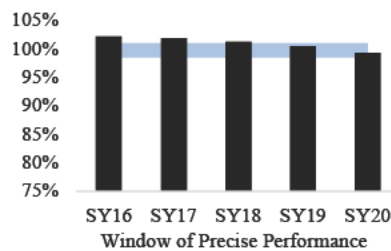


Figure 7.5-7 Personnel Costs
Costs w/in benchmark window

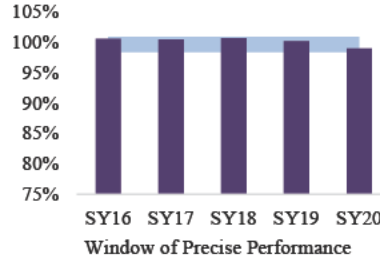
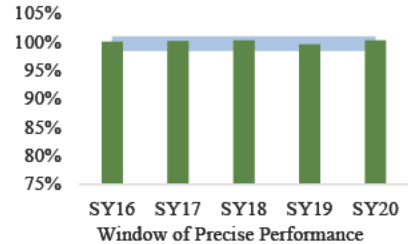


Figure 7.5-8 Program Formula Revenue
Consistently w/in benchmark window

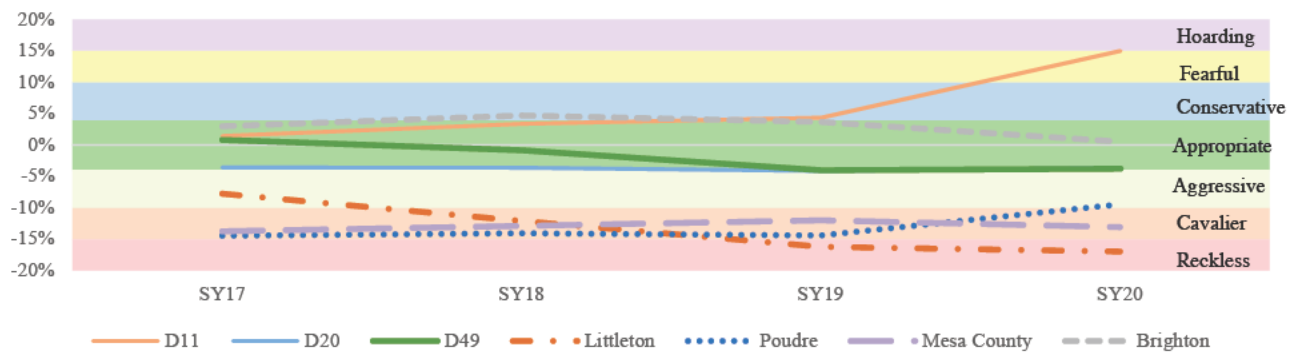


7.5A(2) MARKET PERFORMANCE

Because Colorado is a choice enrollment state, parents may elect to send their students to a district other than that of

their residence. This creates competition amongst school districts. However, attracting students must intentional and thoughtful to ensure that districts have the capacity to serve its

Figure 7.5-9 Policy DAA Fund Balance Ratio
D49 maintains an appropriate fund balance



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 trust.

To this end, D49 monitors several metrics related to choice enrollment such as overall market share of students in

Figure 7.5-12 SY21 Health Insurance Mthly Rates & Annual Deductibles D49
D49 has low and competitive health insurance benefits

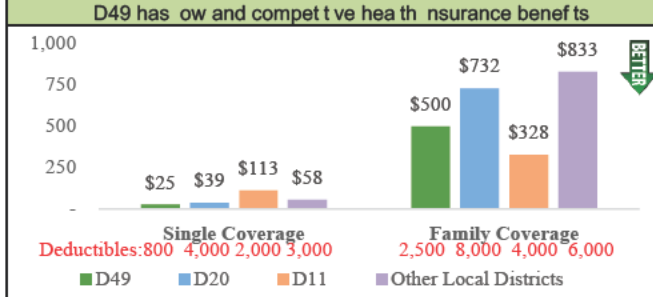


Figure 7.5-13 Building Use Efficiency Measures of Student Distribution & Target Ranges
Efficient use of buildings, w/ n target ranges

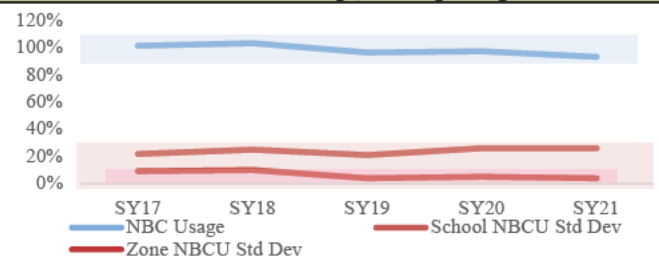
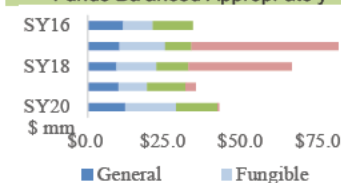


Figure 7.5-14 Moody's Credit Ratings
D49 has high rating

District	Rating
D49	Aa2
D20	Aa2
D11	Aa2
Littleton	Aa2
Mesa	Aa3
County	
Poudre	Aa2
Brighton	Aa3

Figure 7.5-15 Fund Balance Category Trend
Funds Balanced Appropriately



El Paso County, overall net gain/loss due to choice enrollment as well as segmentation measures of enrollment from residential enrollments, bordering districts, non-bordering districts and residents not enrolled.

Figure 7.5-17 indicates market share for D49 and our competitor districts. The overall trend is beneficial, while those of D11 and D20 are adverse. 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.

7.5B STRATEGY IMPLEMENTATION RESULTS

Each of our zones has adopted their own strategic framework. The iConnect Zone is engaged with Rigor and Relevance, focused on attaining realistic and measurable goals. They conduct their own annual review of charter schools and assign performance ratings, with 83% currently in good standing as depicted in Figure 7.5-20.

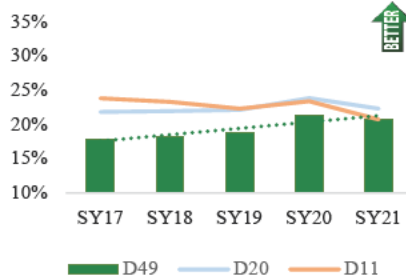
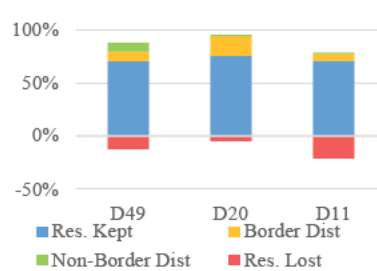
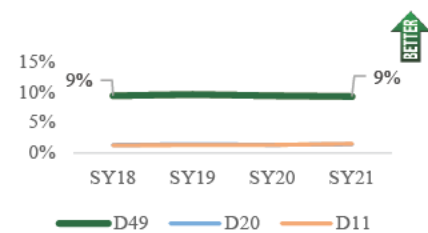
The Falcon Zone has embraced the Modern Teacher platform. The Falcon Zone is the only district of 68 to have attained level 5 (of 7 possible). The Zone has identified 4 professional learning goals with 100% of its staff completing the first goal (Literacies and Fluencies). Additionally, in SY20 zone principal won the National Digital Convergence—Change Management Principal of the Year and a zone teacher was runner up for the Modern Classroom of the Year. In SY21 the Zone Superintendent was awarded the National Digital Convergence District Leader of the year and 2 teachers were runner ups for the Teacher Resilience and Innovation Award.

The Power Zone ascribes to the Marzano framework and is pursuing High Reliability Schools certification. Relevant results are in Figure 7.5-21

The Sand Creek Zone leverages the Studer group for their improvement efforts, which includes normed Parent/Staff/Student surveys. As depicted in Figure 7.5-22, Parent results show gains and a notable increase for “top box” or most positive responses.

Figure 7.5-16 Fund Balance Category Trend-\$ Per Pupil (Per pupil funding purposefully vary by zone)

Per Pupil Exp.	Falcon Zone	Sand Creek Zone	Power Zone	iConnect Zone	Ind Edu	Int Svs	Int Vendor
SY16	5,428.00	6,092.00	5,433.00	6,230.00	714.05	582.90	531.20
SY17	5,822.31	6,268.00	5,880.00	5,922.00	767.79	626.77	571.19
SY18	5,893.36	6,572.77	5,735.74	6,318.21	794.40	633.10	634.65
SY19	6,130.42	6,747.19	5,942.46	7,016.87	816.70	710.34	632.20
SY20	6,413.20	6,798.47	6,406.60	7,281.05	859.67	675.42	767.96

Figure 7.5-17 Market Share**Figure 7.5-18 Enroll. Segmentation SY21****Figure 7.5-19 Non-Border Local Enrollment****Figure 7.5-20 Charters in Good Standing**

SY17	SY18	SY19	SY20
3 of 5	3 of 5	5 of 6	6 of 7

Figure 7.5-21 POWER Zone Certifications by School

Allies	Level 1-
IVES	Level 1-In progress
OES	Level 1-06/24/2016 Level 2-12/13/2018
SES	Level 1-12/19/2016 Level 2-04/17/2019
SMS	Level 1-12/19/2016 Level 2-12/11/2018
RVES	Level 1-06/24/2016 Level 2-04/17/2019
VRHS	Level 1-02/13/2017 Level 2-12/13/2018

Figure 7.5-22 Studer Parent Results (5 pt Scale)

	SY17	SY18	SY19	SY20
Participation	441	443	540	980
Mean	3.86	3.85	3.79	4.01
Top Box %	33.1%	32.1%	30.3%	39.2%

Figure 7.5-23 Action Plan Development Results

	SY15	SY16	SY17	SY18	SY19	SY20
UIP Completion	100%	100%	100%	100%	100%	100%

Figure 7.5-24 Strategic Plan Development Results From 2019 - 2021 (Continuity of Strategic Implementation Through the Pandemic)

KEY OBJECTIVE	RESULTS
D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce.	<ul style="list-style-type: none"> D49 increased overall ESP compensation by 4.8% D49 more than doubled professional class and training options for ESP. HR instituted Learning for REAL with > 95% completion in 20-21. The CEO launched a Support and Service Stars Program to recognize 53 (2020) and 68 (2021) Support and Service Professionals.
D49 will prioritize strategic compensation by continuing to convene the VoW Compensation Teams (VCT); and by continuing to make budget recommendations informed by total compensation comparisons and strategic priorities.	<ul style="list-style-type: none"> The CBO led our fifth and sixth seasons of VCT collaboration with over 2650 participant hours in the VCT In 2020, the D49 CBO led successful statewide efforts to repeal an amendment that capped local revenues for K-12 schools.
D49 will prioritize professional learning and career development for all workforce members.	<ul style="list-style-type: none"> D49 launched Pro Day 2019 and measured 332 participants in flexible professional learning. Pro Day was moot in 2020 and is scheduled in 2021. D49 earned an 85% satisfaction rating for Pro Day 2019, with a rating of 87% agreement that Pro Day increased satisfaction with D49.
D49 will prioritize the Enhanced Security Initiative to integrate the Voice of the Community and security experts in adopting and implementing measures to enhance security across the district.	<ul style="list-style-type: none"> The COO convened and facilitated an Enhanced Security Community Advisory Team (ESCAT) which recommended five security initiatives. The BOE affirmed community support for ESCAT initiatives. In SY20, D49 hired, trained, and deployed six new armed security staff.
D49 will prioritize strategic facility planning by managing the interaction of enrollment growth, revenue projections, facility life cycles, and electoral dynamics.	<ul style="list-style-type: none"> The COO developed a facilities planning process to categorize 3, 5, 10, and 20-year growth needs. D49 opened our 13th operated elementary school (IVES) in August, 2019.
D49 will prioritize technology service and quality by learning more about user experiences and expectations and by resetting service level standards and the contract cycle for outsourced IT services.	<ul style="list-style-type: none"> The COO and CBO identified and applied ~ \$950,000 over summer 2019 to upgrade and enhance network infrastructure and performance. The COO and CBO selected a new vendor for our outsourced IT services. The chief officers added two Technology Service Managers.

During the Annual Planning Summit, the chief officers propose, and the BOE approves a set of key objectives. The process for selecting, balancing and aligning these objectives is described in 2.2a(1), and the objectives, plans, and results are presented in Figure 7.5-24. These results are aligned to all

six strategic objectives, as well as the inner and outer rings of our cultural compass. Both the enhanced security initiatives and the facility planning process continue as key objectives in SY21.

