

2013

Feedback Report

*organizational profile
leadership
strategic planning
customer focus
measurement, analysis, and
knowledge management
workforce focus
operations focus
results*



Pewaukee School District

What we've done [with Baldrige] is put together a string of wins based on continuous improvement, ... and it's changed the way we look at children, changed our expectations, changed the way that we look at outcomes, helped us look higher, changed the way that we keep track of data. It's not testing; it's measurement, measurement to improvement.

*Dr. Jerry Weast, Former Superintendent
Montgomery County Public Schools, Maryland
2010 Baldrige Award Winner*

Preparing to read your feedback report . . .

Your feedback report contains Baldrige examiners' observations based on their understanding of your organization. The examiner team has provided comments on your organization's strengths and opportunities for improvement relative to the Baldrige Criteria. The feedback is not intended to be comprehensive or prescriptive. It will tell you where examiners think you have important strengths to celebrate and where they think key improvement opportunities exist. The feedback will not necessarily cover every requirement of the Criteria, nor will it say specifically how you should address these opportunities. You will decide what is most important to your organization and how best to address the opportunities.

If your organization has not applied in the recent past, you may notice a change in the way feedback comments are now structured in the report. In response to applicant feedback, the Baldrige Program now asks examiners to express the main point of the comment in the first sentence, followed by relevant examples, resulting in more concise, focused comments. In addition, the program has included Criteria item references with each comment to assist you in understanding the source of the feedback. Each 2013 feedback report also includes a graph in Appendix A that shows your organization's scoring profile compared to the median scores for all 2013 applicants at Consensus Review as well as the median scores at Site Visit Review of those 2013 applicants that received site visits.

Applicant organizations understand and respond to feedback comments in different ways. To make the feedback most useful to you, we've gathered the following tips and practices from prior applicants for you to consider.

- Take a deep breath and approach your Baldrige feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Before reading each comment, review the Criteria requirements that correspond to each of the Criteria item references (which now precede each comment); doing this may help you understand the basis of the examiners' evaluation. The Education Criteria for Performance Excellence can be purchased at http://www.nist.gov/baldrige/publications/education_criteria.cfm.
- Especially note comments in **boldface type**. These comments indicate observations that the examiner team found particularly important—strengths or opportunities for improvement that the team felt had substantial impact on your organization's performance practices, capabilities, or results and, therefore, had more influence on the team's scoring of that particular item.
- You know your organization better than the examiners know it. If the examiners have misread your application or misunderstood information contained in it, don't discount the whole feedback report. Consider the other comments, and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've worked hard and should congratulate yourselves.
- Use your strength comments as a foundation to improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can't do everything at once. Think about what's most important for your organization at this time, and decide which things to work on first.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

If you get into Baldrige because of the award, it'll be a short journey. But if you get into it for the right reasons, the feedback and continuous improvement, then it's well worth the journey.

*Dr. Terry Holliday, Former Superintendent
Iredell-Statesville Schools
2008 Baldrige Award Winner*

KEY THEMES

Key Themes–Process Items

Pewaukee School District (PSD) scored in band 5 for process items (1.1–6.2) in the Site Visit Review of written applications for the Malcolm Baldrige National Quality Award. For an explanation of the process scoring bands, please refer to Figure 6a, Process Scoring Band Descriptors.

An organization in band 5 for process items typically demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes.

a. The most important strengths or outstanding practices (of potential value to other organizations) identified in PSD’s response to process items are as follows:

- PSD’s mission “opening the door to each child’s future” is effectively deployed through individualized student learning. Teachers use leading indicators, benchmarks, and multiple individual student assessments to adjust classroom instruction to match individual student performance. At the elementary and middle school levels, teachers use “data walls” to track the performance of individual students and identify teaching methods appropriate to each. Interventions with struggling students occur through the three-tiered response-to-intervention process, and a greater depth of experience is provided for students ahead of benchmarks. The seven-step intervention and support mechanism (Figure 3.2-2) provides support to individual students who require it. Additional support includes one-on-one guidance services, tutoring, and support for students who speak English as a second language.
- PSD supports its core competency of a systems approach to leadership and planning by effectively deploying its strategic plan (SP) and integrating it with other processes. The plan is deployed through converting strategic objectives into goals, creating action plans to achieve the goals, and cascading the SP to the individual employee level. Strategic goals drive the development of action plans at PSD and the individual school level (Figure 2.1-1). Key performance measures for each strategic goal are used to track action plan achievement (Figure 2.1-2). Key work systems and processes are linked with the Strategic Plan Strategy Areas. The Performance Evaluation System (PES) aligns PSD’s strategic goals to employees’ job expectations.
- PSD effectively supports its strategic objective of communicating and engaging with students, staff members, and citizens to help reach its mission through an approach designed to listen to and determine the levels of satisfaction and engagement of these stakeholders. The approach is integrated with the Strategic Planning Process (SPP). The satisfaction and engagement of students, parents, the community, and alumni is determined using targeted approaches that yield actionable information to meet key

stakeholder requirements. Data and information are made available in a user-friendly format through multiple stakeholder-specific approaches that address the workforce, students, and partners. Relationships with students and other stakeholders are built and managed using multiple approaches that foster and enhance community support.

- The Plan-Do-Study-Act (PDSA) methodology is used by PSD for the continuous improvement management of several of its mission-focused key planning and delivery processes, down to the classroom and individual student levels. The SPP is grounded in the use of PDSA (Figure 2.1-1), and the SP itself is built around a PDSA framework (Figure 2.1-2). PDSA is used by the Administrative Team (AT), schools, and departments to systematically plan new or improve current programs, offerings, services, and key work processes (Figure 6.2-1), including the curriculum through the Curriculum Review and Design Process. The effectiveness of senior leaders and teaching staff is evaluated and improved through the PES, with systematic PDSA steps. Data from listening approaches are made actionable through a PDSA process that creates action plans (Figure 3.1-2). In addition, PSD's process to determine student/stakeholder expectations is built around PDSA frameworks, and a comprehensive PDSA classroom tool uses a data wall to systematically track the reading performance and intervention success of each student.

b. The most significant opportunities, concerns, or vulnerabilities identified in PSD's response to process items are as follows:

- By more deeply engaging and integrating instructional staff members, other than teachers, into key organizational processes, PSD may be able to more effectively improve its individualized instruction to students. Volunteers and paraprofessionals are not fully integrated in the grade- and classroom-level PDSA processes, including the Professional Learning Communities (PLCs), or other organizational learning. Similarly, no training in continuous improvement is provided to volunteers and paraprofessionals. Further, while a binder of ethics policies has recently been made available to volunteers, there is no method to determine whether those policies have been accessed by volunteers or are understood by them.
- PDSA, PSD's approach for improving its processes, has not been fully deployed to all key processes and systems. For example, the overall system for obtaining actionable information from students and other customers (Figure 3.1-1) is not assessed for improvement, nor are the processes to build relationships with students and other customers systematically improved. PSD's communication plan processes are not systematically evaluated and/or refined; this includes both long-established processes (Figure 1.1-2) and the recently deployed social media processes. Additionally, PSD does not systematically evaluate and improve its processes that benefit community well-being or address adverse impacts of its programs and services on society. Within the SPP, the approach to determining future core competencies has not been systematically improved. Further, the Safety Committee (SC) does not employ a PDSA-based systematic process to apply cycles of learning for its routine inspections and root-cause analyses of safety failures.

- As PSD’s performance excellence journey continues, it may not be fully benefitting from comparisons to national best practices, role-model performance, or the performance of its competitors. For example, PSD does not have a systematic process for selecting best-in-class benchmarks of student achievement or other non-academic comparisons. And while approaches to determine stakeholder satisfaction are used, a systematic approach to determine satisfaction relative to competitors is lacking. Additionally, projected performance of competitors or other high-performing organizations both in the short- and long-term are absent in the SPP.

Key Themes–Results Items

PSD scored in band 5 for results items (7.1–7.5). For an explanation of the results scoring bands, please refer to Figure 6b, Results Scoring Band Descriptors.

For an organization in band 5 for results items, results typically address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.

c. Considering PSD’s key business/organization factors, the most significant strengths found in response to results items are as follows:

- PSD’s focus on academic excellence is demonstrated in favorable performance for several indicators. Graduation rates (Figure 7.1-1) and college enrollment rates (Figure 7.1-2) have improved and are higher than all aspiring districts. Math, reading, and science scores have improved for selected cohorts and grade levels. These results have translated into favorable satisfaction ratings among parents and alumni, with improving trends and levels above national and local comparisons. Over 91% of PSD graduates attend college, exceeding the county by 10 points and high-performing (aspiring) school districts by 5 points.
- Several results demonstrate evidence of PSD’s strength in engaging the educator workforce, students, and community. Indicators of student engagement—notably measures for attendance, drop-outs, truancy, and volunteering—have consistently compared favorably to state and county schools and the performance of select groups of aspiring school districts (Figures 7.2-9 through 7.2-12). Additionally, 95% of employees said that the superintendent communicates and operates from strong ideals and beliefs about schooling in the latest superintendent 360-degree evaluation. In the 2012 employee survey, over 90% of employees reported timely information from PSD. Further, voluntary community financial support beyond PSD’s budget (Figure 7.2-14) has consistently increased in recent years.
- PSD shows positive levels and trends for financial and market performance results. Overall student enrollment percent change has exceeded the growth of all other local districts reported (Figure 7.5-9) over the past five years, and PSD’s elementary

enrollment in particular has seen steady growth (Figure 7.5-7). In addition, PSD's market share increased in 2012-2013 (Figure 7.5-10) and is higher than the enrollment experienced by other local districts for the past five years. PSD has achieved instructional costs of approximately \$6,000 per student (Figure 7.5-4), while still offering extensive extracurricular activities and maintaining a low staff turnover. This per-student cost is lower than other similar districts as well as state levels overall. PSD's bond rating (by Moody's) increased from Aa3 to Aa2 in 2010 (Figure 7.5-1), which compares favorably with other districts in the state. The fund balance has increased over the past three years (Figure 7.5-2), as have net assets (Figure 7.5-3).

d. Considering PSD's key business/organization factors, the most significant opportunities, vulnerabilities, and/or gaps (related to data, comparisons, linkages) found in response to results items are as follows:

- A number of PSD's results lack benchmarks, competitor comparisons, or other comparisons to high-performing organizations. For example, student and other stakeholder satisfaction with a challenging education (Figure 7.2-4), teachers' responsiveness to student concerns (Figure 7.2-6), and alumni satisfaction with curriculum preparation (Figure 7.2-5) are not compared to competitors or high-performing organizations. Comparative data for teacher surveys are limited to national levels (Federal Department of Education), such as those reported in Figures 7.4-1 and 7.4-3. Likewise, comparative results are not available for several workforce-focused results, such as substitute teacher fill rate (Figure 7.3-3) and staff capabilities (Figure 7.3-6). Understanding performance in these key areas relative to competitors, industry, and other benchmarks may assist PSD in supporting how it manages for innovation and creates value for key stakeholders through breakthrough improvements.
- Results for several key areas of importance to PSD are not available. For example, results are not available for measuring the effectiveness of approaches used to build and strengthen core competencies (item 7.4). Results are not available for societal responsibility and financial indicators (Figure 7.4-10), such as IEQ Management Plan and cost containment (item 7.5). Results for volunteer groups are not reported for many areas of workforce climate, such as engagement and development, communication, effectiveness, and safe environment (item 7.3). Results on PSD's performance in complaint management and measures of stakeholder dissatisfaction with program and service offerings are also not reported (item 7.3). Lack of results in these areas may make it difficult for PSD to leverage its core competency of continuous improvement.
- Results in some areas demonstrate unfavorable levels and trends. For example, willingness to refer a friend to work (Figure 7.3-15) declined, and the current level of staff members' perception of safety (Figure 7.3-7) for teachers and paraprofessionals is unfavorable. Several core subject scores have trended unfavorably. For example, reading proficiency scores for non-economically disadvantaged students in grade 3 (Figure 7.1-6) have declined from 97% in 2009-2010 to 87% in 2011-2012, and reading proficiency scores for all nonminority students (Figure 7.1-7) have decreased from 96% to 88% over

the same time period. In addition, PSD has remained below its aspiring-district benchmark in ACT scores (Figure 7.1-9). Attention to these unfavorable levels and trends may benefit PSD as it leverages its strategic advantages of high student achievement and a talented workforce.

DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

The numbers and letters preceding each comment indicate the Criteria item requirements to which the comment refers. Not every Criteria requirement will have a corresponding comment; rather, these comments were deemed the most significant by a team of examiners.

Category 1 Leadership

1.1 Senior Leadership

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in an increased percentage range of 70–85. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(1), b(1)** PSD’s senior leaders systemically set the district’s mission, vision, and values (MVV) during its SPP (Figure 2.1-1). In addition, senior leaders effectively deploy the mission and values through multiple communication approaches (Figure 1.1-2). The MVV are deployed to stakeholder segments such as employees, the community, students, volunteers, and parents through differentiated publications, meetings, letters, and surveys; deployment includes the recent introduction of social media such as Facebook and Twitter.
- a(2) PSD’s senior leaders deploy four systematic processes to promote legal and ethical behavior among students and employees: policy development and adherence, performance evaluation, hiring, and professional development. Senior leaders verify that all employees annually review Board of Education (BOE) policies and the channels to report ethical breaches. In addition, induction of new employees includes a session devoted to the ethical and legal policies of PSD. Further, performance evaluation systems incorporate a section on professional responsibilities related to these ethical standards.
- a(3) Senior leaders create a sustainable organization and a focus on action through the systematic, annual deployment of PSD’s SPP. For more than 20 years, continuous improvement has become an organizational core competency, with a systematic SPP as the cornerstone of sustainability. PSD uses many methods and processes to promote, create, and/or sustain its high performance (Figure 1.1-3), including processes that align with accomplishing the strategic objectives, mission, and vision.
- b(1) b(2) Senior leaders set and deploy a number of processes that engage key stakeholders to ensure that value is created and balanced for students, other customers, and other stakeholders. For example, the SPP (Figure 2.1-1) incorporates the PDSA performance improvement system to ensure representation of multiple stakeholders in each of the four planning stages.
- b(1) Senior leaders use a number of systematic processes to encourage frank,

two-way communication. Examples include an open-door policy, roundings, Building Leadership Teams (BLTs), individual goal-setting conferences, department and grade-level committees, the Administrative Cabinet (AC), data teams, and open participation on the SP Team.

OPPORTUNITIES FOR IMPROVEMENT

- b(1) The communication plan processes (Figure 1.1-2) used by senior leaders are not systematically evaluated and/or refined. In addition, the recent monthly deployment of social media such as Facebook and Twitter has changed based on anecdotal information of user responses, with enrollment as the primary goal. Without a process to improve communications, a key requirement of the workforce and stakeholders, PSD may be limited in its attempts to leverage its core competency of continuous improvement in regard to its communication plan.
- b(2) PSD is in the early stages of developing evaluations or cycles of learning to systematically review and evaluate how senior leaders create a focus on ideas and innovations, so that these create and balance value for students and stakeholders. For example, recent programs like the expanded use of volunteers, the block schedule, lap-top computers in the elementary grades, management of the safety process, and some research projects do not have established evaluation systems.

1.2 Governance and Societal Responsibilities

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) PSD’s governance system has multiple processes to ensure fiscal accountability (Figure 1.2-3), including measurement tools for internal fiscal oversight, internal audits, and external audits. Additionally, evaluation and updates to purchasing procedures, such as using ebay, Amazon.com, and “P” cards, demonstrate cycles of learning related to fiscal accountability.
- a(2) Systematic evaluation of senior leaders and the BOE enhances the strategic advantage of strong leadership. The PES (Figure 1.2-2) used for senior leaders is a four-step process that includes goal setting, a midyear review of progress, a final written evaluation, and a recalibration of goals. The BOE follows a similar process of goal setting. Cycles of learning and integration are evident in (1) the use of the 360-degree evaluation that the superintendent uses and (2) the annual evaluation benchmarked with the National School Board Association (NSBA) framework. The results of performance evaluations determine senior leaders’ compensation.
- b(2) Building trust with stakeholders, senior leaders have deployed multiple approaches to measure ethical responsibility. Figure 1.2-1 illustrates the systematic processes, key measurement tools, and senior leader and board roles used to track regulatory, safety, accreditation, and legal responsibility measures. Some of the measures, like BOE policies, are compliance measures, and others, like student drug testing, are organization specific.

OPPORTUNITIES FOR IMPROVEMENT

- b(1) PSD has no systematic processes in place to proactively address the adverse impacts of its educational programs and services and operations on society and its communities. For example, parking and drainage issues have impacted neighbors, causing PSD to be reactive in dealing with complaints. A lack of systematic processes to address adverse impacts may limit PSD’s ability to address its strategic challenge of growing community partnerships.
- b(2) PSD is in the early stages of promoting and ensuring ethical behavior among its volunteers, parents, and community groups (Figure P-7). For example, a recent addition of a part-time volunteer coordinator has helped formalize the induction process. But, while volunteers have access to a binder on board policies, there is no method to ensure the deployment of policies to determine if all the volunteers understand them. The core competency of deploying system approaches to leadership and planning may be strengthened by including these groups in PSD’s process and measurement development

systems.

- c PSD is in the early stages of evaluating and providing cycles of learning for some of its programs and services that are focused on benefiting the school and/or community well-being. For example, programs like BUG (“being unusually good”), some of the citizenship programs, antibullying programs, and DARE are in the early stages of collecting effectiveness measures. Developing process improvement measures may assist PSD in leveraging its core competency of continuous improvement.

Category 2 Strategic Planning

2.1 Strategy Development

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in an increased percentage range of 70–85. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(1) PSD conducts strategic planning using a systematic, integrated process (Figure 2.1-1) that is grounded in PDSA, addresses short- and longer-term planning horizons, and involves key stakeholders. The SPP fosters a culture of continuous improvement, a core competency, by relying on data for decision making, anticipating student and stakeholder needs, measuring progress against plan, and broadening ownership of the MVV.**
- a(3) As part of the PLAN phase of the SPP (Figure 2.1-1), PSD collects and analyzes data to address several strategy considerations. For example, through annual strengths, weaknesses, opportunities, and threats (SWOT) analyses and environmental scans, PSD identifies strategic challenges, strategic advantages, opportunities, and risks to its sustainability.
- b(1) PSD identifies its key strategic objectives (SP goals) as the five SP strategy areas developed in the PLAN phase of the SPP. The SP goals represent the long-term strategic priorities to be accomplished in four–five years. In addition, the action plans, measures, targets, and timetables are aligned to each SP goal. The long-term SP goals and short-term action plans and goals are included in the SP (Figure 2.1-2).

OPPORTUNITIES FOR IMPROVEMENT

- a(4) PSD does not systematically evaluate the continued relevance of its current core competencies or determine its future organizational core competencies. This may potentially limit PSD's future ability to leverage its core competencies when formulating and aligning goals, strategies, and action plans.

2.2 Strategy Implementation

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in an increased percentage range of 70–85. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(1) The AT develops measurable short- and longer-term action plans aligned to the SP goals in the DO phase of the SPP (Figure 2.1-1); these action plans are indicated in the SP (Figure 2.1-2). The school principals collaborate with their BLTs to create School Improvement Plans that support the teaching and learning SP goal and enable a focus on action and the creation of alignment throughout the organization.**
- a(5) PSD’s systematic approach to measurement involves the use of long-term SP goal key measures and long-term action plan key measures indicated in the SP and the balanced scorecard (BSC; Figure 2.1-2). These key performance measures are used to align to and track the achievement of action plans. PSD’s measures support the organization’s Baldrige- and PDSA-based performance improvement system.
- a(6) PSD uses its PDSA-based performance improvement system to establish and implement modified action plans. When modified action plans are necessary, the senior advisors create a revised action plan for the AC to review. Following implementation, the revised action plans are reviewed to determine the effectiveness of the modifications.
- a(3) Through integration of the Budget Development Process in the DO and ACT phases of the SPP (Figure 2.2-1), PSD ensures that financial, human, and other resources are available and allocated to support the accomplishment of action plans. Once the budget and SP are adopted, resources may be reallocated to meet action plan completion. Budget flexibility and use of additional funding sources provide agility for funding 90-day action plans and modified action plans.

OPPORTUNITIES FOR IMPROVEMENT

- b PSD is in the early stages of projecting performance for its long-term goal and action plan measures and that of its competitors or comparable organizations. Establishing a systematic process for comparing performance on key measures against the projected performance of peer organizations may help PSD sustain its competitive position in a county that contains ten other high-performing districts.

Category 3 Customer Focus

3.1 Voice of the Customer

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) PSD utilizes multiple listening methods (Figure 3.1-1) and a communication plan (Figure 1.1-2) to interact with current students, parents, and the community to obtain actionable feedback for integration into the SPP. For example, satisfaction surveys of parents, students, and the community complement information collected by two-way direct communication, including participation in the SPP, focus groups, meetings, and conversations on campus. Listening methods have expanded to include social media and other technology-based methods.
- b(1) PSD determines the satisfaction and engagement of students, parents, the community, and alumni with targeted approaches that yield actionable information used to exceed student and stakeholder expectations. In addition to an end-of-year survey conducted for the past 12 years, special surveys provide satisfaction with specific issues, such as athletics, food service, and the curriculum. Use of stakeholder satisfaction and engagement data has led to improvements in survey distribution and data tabulation. Stakeholder data have, for example, been used to guide bond question design and project scope.
- a(2) PSD has a systematic approach for listening to former students to obtain feedback and actionable information to improve programs and services. For example, surveys are used to gather feedback from alumni concerning the quality of curricular and extracurricular experiences and to determine if PSD's purpose to prepare college- and career-ready students was fulfilled. Survey results are integrated into the Curriculum Renewal and Design Process (CRDP).

OPPORTUNITIES FOR IMPROVEMENT

- a, b PSD does not systematically evaluate the continued use and effectiveness of the various methods it uses to determine the satisfaction and engagement of its stakeholders and to gather actionable feedback. For example, aside from the addition of a public information coordinator and the revision of some of the survey questions over time, the effectiveness and continued use of the survey to determine satisfaction and engagement is not systematically evaluated. Without a systematic approach for evaluating the ongoing relevance and usefulness of its listening system, PSD may not be fully addressing all of its stakeholder requirements of engagement.
- b(3) PSD does not have a systematic process to capture actionable customer

complaints and dissatisfaction information. For example, while issues and concerns are logged and resolved at various levels at each building or PSD level, these are not trended to enable a systematic remedy to avoid future occurrences. Also, an independent determination of dissatisfaction beyond low satisfaction survey scores is not performed. Systematically determining students' and other stakeholders' dissatisfaction may capture actionable information to use in meeting requirements and exceeding expectations in the future.

- b(2) While several approaches are used to determine stakeholder satisfaction, a systematic approach to determine satisfaction relative to competitors is lacking. Determining why parents and students choose the competitors or schools that deliver similar educational programs and services may help PSD achieve its longer-term goal of increased market share.

3.2 Customer Engagement

Your score in this Criteria item for the Consensus Review is in the 70–85 percentage range. The findings from the site visit resulted in a decreased percentage range of 50–65. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) PSD has a systematic process for determining student requirements for educational program and service offerings (Figure 3.2-1); the process aligns with its PDSA performance improvement system and operates on a five-year cycle for renewal of curriculum and service offerings. The CRDP begins with obtaining perceptions from students, parents, and alumni. State and national standards are considered, as well as current student achievement. The CRDP process leverages the core competency of continuous improvement to achieve the value of delivering an innovative and progressive education.
- a(2) Demonstrating its commitment to students and supporting its mission, PSD uses a systematic process to provide support to students. The Intervention Support Mechanisms (Figure 3.2-2) include seven steps related to student achievement and behavior. Students and other customers use multiple methods listed in the communication plan (Figure 1.1-2) to obtain information about programs and services, including guidance services, tutoring, and support for students for whom English is a second language. At the elementary level, a comprehensive PDSA classroom tool incorporates a data wall that is used to systematically track the reading performance and intervention success of each student.
- b(1) PSD uses multiple methods (Figure 3.2-3) to build and manage relationships with students and stakeholders in support of the organization’s mission. Examples include school open houses, student orientation, parent workshops, and the Business and Community Partnership Committee. Social media tools, such as Facebook, Twitter, and PSD’s Web site, are also used to build and manage relationships with students and other customers.

OPPORTUNITIES FOR IMPROVEMENT

- b PSD does not systematically improve its processes to build relationships with students and other customers. Utilizing its competency of continuous improvement to evaluate processes in order to improve relationships with students and other customers may enable PSD to lessen the effects of state legislation that increases the opportunity for students to elect nonpublic schools.
- b(2) While a six-step process to respond to complaints exists, there is no evidence of the systematic use of data and information, as called for in Step 6 in the process, so that learning, evaluation, improvement, and sharing is possible. A systematic approach to manage complaints may enable PSD to more effectively recover stakeholder confidence

and enhance satisfaction and engagement.

Category 4 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, and Improvement of Organizational Performance

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- b PSD integrates the use of scorecards and dashboards in a systematic approach to fact-based performance analysis and review of organizational success, financial health, and progress towards meeting strategic objectives and action plans. The Continuous Improvement and Data Teaming Process (CIDTP) outlines performance review frequency, purpose, types of analysis completed, and participants (Figure 4.1-2). Results are used to identify the need for improvements and midcourse adjustments.
- a(1) PSD systematically selects, aligns, and integrates data in its SPP to monitor and manage organizational performance, strategic objectives, and action plans. Data are selected using a specified criteria during the DO phase of the SPP. Data are cascaded through schools and departments to individuals, and individual measurements are aligned with district-level goals.
- c(3) Through performance review findings, PSD develops priorities for continuous improvement that feed into the SPP. Opportunities for improvement identified in multiple teams and work groups inform the SPP and guide action plan creation. Priorities are identified through the CIDTP by senior leaders, the AC, data teams, BLTs, department/grade-level teams, annual curriculum review teams, and other workgroups.

OPPORTUNITIES FOR IMPROVEMENT

- a(2) PSD does not have a systematic process to select best-in-class benchmarks of student achievement or nonacademic comparison data. Systematic processes for the selection and effective use of best-in-class comparative data may enhance the ability of leaders and data teams to determine PSD's progress towards becoming a high-performing district.

4.2 Knowledge Management, Information, and Information Technology

Your score in this Criteria item for the Consensus Review is in the 70–85 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(1) PSD provides multiple technological means to transfer relevant knowledge to and from students, parents, and teachers. The Web site includes district, school, teacher, grade, and course information, and recent Web site refinements enable two-way communications, blogging, polling, and the e-mailing of member stakeholders. Google Apps for Education (GAFE), deployed to all teachers and most students, enable collaborative, shared access to resources. Build Your Own Curriculum (BYOC) enables teachers to access and share lesson plans and assessments. School Messenger (SM) allows mass distribution of automated and timely communication.
- b(1) PSD's Information Technology (IT) Department uses multiple approaches (Figure 4.2-1) to ensure data and information integrity, accuracy, and confidentiality. Real-time data systems contain all student and financial information on-site. The network engineer monitors network security and performance daily. Data Collection and Analysis Procedures are communicated to school personnel to help ensure data accuracy, and the password login system requires password changes every 100 days to help ensure data security.
- b(2) Data and information are made available in a user-friendly format to the workforce, students, and partners through multiple stakeholder-specific approaches (Figure 4.2-2) that address PSD's strategic challenge of increasing student and stakeholder engagement using technology. The approaches include a campus-wide network of desktop and laptop personal computers, the Internet, a virtual private network (VPN), and PSD's intranet. Parents can access student information through Family Access, which enables real-time viewing of attendance, grade, test, discipline, health, and financial information.
- b(3) Multiple mechanisms ensure that hardware and software systems are reliable, secure, and user-friendly. Software reliability is supported through a software preview process; hardware reliability is supported by rotation of old hardware out of service, preventive maintenance, and redundant systems (Figure 4.2-3). Hardware security is addressed through physically securing equipment storage and data security through access controls and audits. User-friendliness is achieved by involving users in the design and selection of software and by providing online support, end-user equipment evaluations prior to purchases, user guides, and training.
- b(4) PSD has developed procedures and processes to ensure that data and hardware are available in an emergency. Data continuity is addressed based on the severity and type of disruption. Tabletop training exercises are performed to help ensure emergency

preparedness. Parts are kept in inventory for rapid replacement. A generator provides emergency power to the data center beyond battery backup. Data are stored in multiple locations on and off campus. Remote data can be restored by placing organizational data on another server and making them available remotely.

OPPORTUNITIES FOR IMPROVEMENT

- a(2) Only limited opportunities are available for PSD to benefit from organizational learning through input from nonteaching staff members, who represent 43% of the workforce; paraprofessionals, long-term substitutes, janitors, and other nonteaching staff members have limited or no participation in PSD's established PLCs or other organizational learning systems. Including all workforce segments in organizational learning may help strengthen PSD's core competency of a culture of continuous improvement.

Category 5 Workforce Focus

5.1 Workforce Environment

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in an increased percentage range of 70–85. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(3) Integration of the workforce development approach into the PES and SPP addresses PSD’s strategic challenge of engaging and developing talented staff. PSD systematically integrates its SP (Figure 2.1-2) throughout all work processes (Figure 6.1-1) and communicates the SP to all employees to ensure alignment of goals and action plans throughout the entire district. SP goals drive development of action plans at PSD and at individual school levels. The PES aligns goals and job expectations, and job descriptions outline knowledge, skills, and attitudes for each employee and delineate performance expectations. Each employee’s annual performance goal is aligned with an action plan at the department or district level.**
- a(2) PSD’s approach to recruitment helps to ensure a large pool of candidates in order to hire a talented workforce. The approach includes postings on a variety of Web sites, requirements for teacher applicants to teach a lesson to students, and an interview protocol utilizing behavioral questioning. PSD also uses online assessments to screen candidates. AT members use a new hire checklist to ensure that all new employees have necessary resources upon placement; the checklist includes a new hire onboarding process with four days of teacher induction, a mentor for the first year, and a follow-up interview to determine levels of satisfaction and engagement.
- a(1) Workforce development is integrated into PSD’s SPP (Figure 2.1-1) in support of the district’s key strategic challenge of engaging and developing its talented staff. Workforce capability and capacity needs are determined in the annual Budget and Staffing Plan Process (Figure 5.1-1). Identified needs for increased staff capability are implemented through the Professional Development Plan (PDP), and human resource staff members use an online tool to track completion of the PDPs for all workforce groups. Assessment of workforce capacity includes SP initiatives, CRDP revisions, resignations and retirements, student learning needs, enrollment, available funds, class-size models, key changes in instructional delivery, licensure, and department and school needs.
- b(1) PSD addresses the workforce requirement for a safe work environment through multiple processes that ensure and improve workforce health, safety, and security. PSD has developed a crisis management plan with regular fire and tornado drills, as well as lock-down simulations. A Safety Committee, comprised of employees and local fire, police, and safety officials, conducts audits on the results of lockdowns and fire and tornado drills to identify effective preventive measures and opportunities for

improvement.

OPPORTUNITIES FOR IMPROVEMENT

- a(3) There is no systematic approach for organizing and managing the support workforce to capitalize on PSD's core competency of continuous improvement across all workgroups. For example, there is no training in continuous improvement for volunteers, paraprofessionals, or other support staff, and they are not involved in the development and implementation of the PDSA plans. Without a systematic approach to organize and manage all workforce segments to leverage a culture of continuous improvement and a systems approach to managing and delivering services, PSD may find it difficult to capitalize on and reinforce its core competency of continuous improvement.

5.2 Workforce Engagement

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- a(3) PSD’s systematic approach to performance management supports high-performance work and workforce engagement, and the approach aligns with the organizational value of passion for academic excellence. The PES, refined to reflect the upcoming Wisconsin Teacher Effectiveness model, reinforces SP goals and action plans. The PES goal-setting process links to each unit’s PDSA and individuals’ goals. PSD’s communication plan (Figure 1.1-2) provides opportunities for employee recognition, and each workforce group is recognized during a designated education week.
- a(1), b(1) PSD’s systematic approach to determine and assess key elements of workforce engagement addresses its strategic challenge of engaging and developing its talented staff. Key elements that affect engagement are determined using input from professional organizations, the BOE, and the AT. These elements (e.g., leadership, communication, work environment, resources, involvement, and compensation/benefits) are assessed through the annual Employee Satisfaction and Engagement Survey, AT meetings, PES individualized goal setting, and weekly Learning Walks.
- a(2) Alignment of the PDSA-based PES (Figure 1.2-2) and the resulting personal goals support the SP (Figure 2.1-1) and foster PSD’s organizational culture of high performance, open communication, and workforce engagement. Open communication is achieved through collaborative meetings in all buildings and all work groups, as well through PSD’s open-door policy. These practices support PSD’s strategic advantage of a strong collaborative culture.

OPPORTUNITIES FOR IMPROVEMENT

- c(3) A Progression Process (Figure 5.2-3) has been identified, but the process is not fully understood by all staff members or deployed throughout PSD. For example, staff members indicated how they are working toward advancement through outside training such as administrative licensure, but they do not have a clear path to career growth in their development plans, which are focused on attainment of student goals. Support staff members do not understand the career progression process. A systematic process for developing workforce career progression may help PSD address its strategic objective to retain and develop a skilled and talented workforce.
- b(2) PSD does not have a systematic process to communicate and act on opportunities for improvement identified through measurement of its workforce requirements on a continual basis. For example, PSD is in the early stages of developing systematic processes to correlate declining levels and trends in workforce referral (Figure 7.3-15) to

its PDSA performance improvement system. With a change in the workforce environment created by changes in Wisconsin law related to Act 10 and the change in the state teacher effectiveness system, relating workforce findings to organizational results may enable PSD to identify opportunities for improvement to sustain its core competency of continuous improvement and challenge of retaining and developing a talented workforce.

Category 6 Operations Focus

6.1 Work Processes

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in an increased percentage range of 70–85. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- **a(1), b(3) PSD applies a systematic, PDSA approach to the CRDP to design and improve academic processes. This allows senior leaders and teachers to work collaboratively to create an environment of individualized learning and to focus resources on the needs of each student. For example, the CRDP incorporates process requirements, best practices, and new instructional technologies to design and improve the curriculum. Teachers then assess individual student performance and adjust day-to-day classroom activities and interventions to ensure that each child accelerates his/her advancement and is challenged to grow beyond his/her benchmark performance. In addition, instructional innovations, such as blended learning, have been developed and successfully deployed.**
- **b(1) PSD’s senior leaders and teachers work collaboratively to foster excellence in student achievement. Teachers use leading indicators, benchmarks, and multiple assessments to adjust classroom instruction to match individual student performance (Figure 6.1-1). They intervene with struggling students when needed through a three-tiered Response to Intervention (RtI) Program (Figure 6.1-2) and also provide greater depth of experience to students who are ahead of benchmarks. Continued focus on these activities may help PSD meet its strategic challenge of increasing student achievement for all students.**
- a(2) PSD determines key academic program requirements (Figure 6.1-1) systematically through the CRDP to focus on the criteria needed to provide a rigorous and relevant curriculum, a key strategic goal. Requirements are identified by considering and prioritizing applicable regulations, the results of the SPP environmental scan, student and stakeholder quality needs, and BOE requirements. Best practices are researched by both teachers and administration and used as inputs to incorporate innovative strategies into the curriculum.
- b(2) PSD’s six key support processes provide and improve value to students and stakeholders. Support process requirements are defined in the environmental scan portion of the SPP by considering academic process and stakeholder requirements and associated sources and gaps of resources. Management of these resources with increased efficiency, a key strategic challenge, allows decisions to be made to reallocate resources to the most strategic locations. For example, following a SP to provide a 1:1 ratio of computers to students, the number of IT personnel resources was

increased, allowing more technology to be applied in the classroom.

OPPORTUNITIES FOR IMPROVEMENT

- b(1-2) The process to ensure that nonteaching support staff members, such as volunteers and paraprofessionals, are integrated into classroom activities is not fully deployed. Interviews with paraprofessionals and substitute teachers indicate that these outside resources are not systematically oriented and prepared to function in the classroom; paraprofessionals and substitute teachers are unclear how their efforts and results are documented, and some lack a full understanding of the PDSA approach and individualized learning models utilized in the classroom. Enhancing onboarding training may ensure that these key resources are adequately prepared for and integrated into class programs, which may in turn improve how individualized learning occurs.

6.2 Operational Effectiveness

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5a, Process Scoring Guidelines.)

STRENGTHS

- c(2) The Crisis Response Plan is designed to help PSD meet employee and stakeholder expectations for a safe workplace through emergency preparedness. The plan sets procedures to minimize or avoid injuries and property damage; to prevent harm to stakeholders in the event of a natural or man-made disaster; and to prevent incidents, manage them if they occur, and ensure continuity of operations and recovery. The plan includes a process for regular review and improvement as required based on actual emergencies or drills. The plan was developed with input from multiple stakeholder groups, both internal and external to PSD.
- b PSD uses systematic approaches for managing its supply chain to ensure high supplier performance, allowing the district to operate with increased efficiency, a strategic challenge. PSD uses a qualification-based selection matrix process to select suppliers. Supply chain performance standards are identified during the bid process. Feedback is provided through regular performance review meetings, and contractors not meeting performance standards develop improvement plans. PSD terminates contracts of suppliers that fail to meet performance targets.
- d The innovation of academic work processes is integrated with the budgeting process by ensuring that prioritized decisions of the AT are funded through the SPP prior to the budget cycle, which may help ensure that adequate resources are available to pursue strategic opportunities. For example, during the CRDP, a revised program is planned that includes an evaluation of all resource needs (such as capacity, capability, and material needs). Pilot efforts are used to verify the effectiveness and resource requirements. The program is then approved and implemented with a phase of monitoring and measurement effectiveness to ensure that projections are valid.
- a To help create classroom environments where students effectively engage in collaborate, inquiry-based learning, PSD uses cycle time based on real-time results to individualize learning activities to the needs of each student. Assessments to evaluate progress towards benchmarked goals are made routinely. Daily activities and an intervention process are utilized to address students who are behind normal pacing and to assist other students to accelerate their growth and exceed benchmarks if capable. In addition, students who are progressing well ahead of “normal” pace are given additional exercises that provide deeper insights and application of the materials.

OPPORTUNITIES FOR IMPROVEMENT

- c(1) Building access and security procedures outside of regular hours are not consistently deployed. Procedures exist for building access and security outside of regular school hours when collaborators and community groups may be using district facilities. However, in observations made on-site, during one of these periods, the monitoring of hallways and movement in and out of the buildings was not evident, creating the potential for unauthorized people to access the buildings unnoticed. Lack of full enforcement of access and security procedures outside of regular hours may impact the goal of a safe work environment.
- c PSD's Safety Committee does not employ a PDSA-based systematic process to apply cycles of learning to its routine inspections and root-cause analyses of safety failures. By focusing on analyzing the effectiveness of existing safety management activities, as it has done more extensively with the Crisis Response Plan, PSD may better support its strategic advantage of a safe campus setting and help ensure that it meets the key stakeholder requirements of safe schools and working environments.

Category 7 Results

7.1 Student Learning and Process Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- **a Favorable trends and comparisons for indicators of cumulative academic success document significant progress towards achieving PSD’s mission of opening the door to each child’s future. For example, high school graduation rates (Figure 7.1-1) are 97.4% in 2013, with the most rigorous graduation requirements in the state. Graduates attending college (Figure 7.1-2) exceeded 91% in 2011-2012, 10 points above the county and 5 points above aspiring districts.**
- a Many reported measures for PSD’s student learning progress display positive levels or trends. In 2011-2012, all of PSD’s subgroups met the Adequate Yearly Progress (AYP) measures, as well as all state scorecard measures. Selected Measures of Academic Progress (MAP) math, Wisconsin Knowledge and Concept Examinations (WKCE) math, WKCE reading, and PLAN (part of the Explore, Plan, and Act test suite) science test measures show improvement or good comparative levels (Figures 7.1-3 through 7.1-8 and 7.1-10). These results relate to PSD’s core competency of continuous improvement and the value of inspiring students.
- a, b(1) Favorable academic results for at-risk students demonstrate the effectiveness of PSD’s three-tiered RtI early intervention program that is used to support students who are behind. The number of students referred to the Special Education program decreased from 62 in 2007-2008 to 47 in 2012-2013, and, as more issues are resolved in the classroom, the number of placements decreased from 46 to 34 (Figure 7.1-19). Economically disadvantaged students, who comprise 12% of the student population, exceeded the proficiency of economically disadvantaged students in the county, state, and aspiring districts in WKCE reading proficiency in 2012-2013 (Figure 7.1-6).
- b(2) Beneficial results reported for safety and emergency preparedness demonstrate progress on PSD’s safe schools facilities and operations strategic objective. Of 16 reported indicators (Figure 7.1-37), all but two (automated external defibrillator [AED]/cardiopulmonary resuscitation [CPR]-trained employees and students) show either favorable trends (numbers of security cameras, access controls, trained staff and students) or, as relevant, 100% compliance with requirements (drills, wearing badges, reporting systems, and staff trained in blood-borne pathogens) over the last nine years.

OPPORTUNITIES FOR IMPROVEMENT

- a Proficiency results for some student segments have trended unfavorably, potentially affecting PSD's competitive advantage of high student achievement. WKCE reading proficiency scores for non-economically disadvantaged students in grade 3 (Figure 7.1-6) declined from 97% in 2009-2010 to 87% in 2011-2012. WKCE reading proficiency scores for all nonminority students (Figure 7.1-7) decreased from 96% to 88% during the same period.
- a The Wisconsin Department of Public Instruction overall accountability score and rating for PSD is lower than all but one of its comparison aspiring districts; PSD's 2012-2013 score is 77.9. The corresponding aspiring district scores are 77.1, 79.5, 80.1, 81.6, 82.0, and 93.0. In addition, PSD's ACT composite score has remained below the scores of the aspiring districts over a ten-year period (Figure 7.1-9).

7.2 Customer-Focused Results

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. The findings from the site visit resulted in an increased percentage range of 50–65. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- **a(2) Results for student engagement as measured by attendance rate (Figure 7.2-9), drop-out rate (Figure 7.2-10), and truancy rate (Figure 7.2-11) show favorable performance relative to state, county, and aspiring group districts over a six-year period from 2006-2007 to 2011-2012. The percentage of students volunteering (Figure 7.2-12) shows favorable performance relative to the national average from 2009-2010 to 2011-2012. In addition, total voluntary monetary support has increased from \$135,123 in 2008-2009 to \$181,607 in 2012-2013 (Figure 7.2-14). Continuing to create a school environment conducive to engagement supports the vision to communicate, engage, and develop partnerships with students.**
- a(1) PSD reports favorable levels, trends, and some comparisons for indicators of student, parent, alumni, and community satisfaction and engagement (Figures 7.2-1 through 7.2-3 and 7.2-8). For example, satisfaction for educational quality improved from 87% in 2007-2008 to 94.7% for alumni in 2012-2013 (Figure 7.2-3), consistently exceeding the national rate (Federal Department of Education). In addition, results for levels of student and parent satisfaction with a challenging education have increased from 86% to 93.6% (for elementary students), 74.5% to 92.2% (for secondary students), and 87% to 93.8% (for parents) for the period from 2008-2009 to 2012-2013 (Figure 7.2-4). These results demonstrate the effectiveness of approaches used to ensure stakeholder satisfaction.

OPPORTUNITIES FOR IMPROVEMENT

- a(1) Results are not available for PSD's performance in complaint management; also not available are measures of student and other customer dissatisfaction with program and service offerings. Understanding levels and trends related to issues that dissatisfy students, parents, alumni, and other stakeholders may assist PSD in identifying opportunities to retain and engage students by leveraging the core competency: a culture of continuous improvement.
- a(1) Several satisfaction and engagement results lack comparative data relative to competitors or other benchmarks. Examples include parent and student satisfaction with a challenging education (Figure 7.2-4), student satisfaction with teacher responsiveness to student concerns (Figure 7.2-6), and alumni satisfaction with curriculum preparation (Figure 7.2-5). Understanding performance relative to appropriate competitors and benchmarks may encourage continuous improvement of performance and may better position PSD to meet its strategic challenges of increasing student achievement.

7.3 Workforce-Focused Results

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. The findings from the site visit resulted in an increased percentage range of 50–65. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- a(2) Results for workforce climate demonstrate beneficial trends and address workforce requirements. For example, results for the Occupational Safety and Health Administration (OSHA) modification claims (Figure 7.3-9) are favorable to the standard national target for the four years from 2009 to 2012. Additionally, results for staff member exercise habits (Figure 7.3-10) show the numbers of staff members not exercising decreasing to less than 10% over the four-year period from 2008-2009 to 2011-2012, which is favorable in comparison to local and national levels.
- a(1) PDS's favorable workforce capacity and capability results leverage its strategic advantages of a growing enrollment and talented workforce. An indicator of capability, new hire TeacherInsight assessment results (Figure 7.3-5) improved from 72.1% in 2010-2011 to 75.3% for the 2013-2014 hiring year, exceeding PSD's goal of 72% since 2008-2009 and comparing favorably to national results since 2007-2008.
- a(4) Favorable results for workforce development align with PSD's strategic objective to develop a skilled and talented workforce. For example, the percentage of teachers with advanced degrees (Figure 7.3-16) increased from 71% in 2010-2011 to 72.8% in 2012-2013, comparing favorably to the state average. In addition, levels of professional development attendance (Figure 7.3-17) indicate that 98% of the workforce has accomplished the goal of attending at least one training session by the fourth quarter of the 2012-2013 school year.

OPPORTUNITIES FOR IMPROVEMENT

- a Workforce-focused results for the volunteer groups are not reported for many areas of workforce climate, such as engagement and development, communication, effectiveness, and safe environment. With the large volunteer base and hours provided, PSD may find that these key workforce results help it measure progress on its strategic challenge of engaging and developing a skilled and talented workforce.
- a(1-3) Some workforce-focused results demonstrate unfavorable levels and trends, including results for staff member perceptions of safety (Figure 7.3-7), which declined from 98.2% to 91.6% in 2012-2013 for teachers and paraprofessionals, and results for willingness to refer a friend to work for PSD (Figure 7.3-15), which declined from 85.8% in 2011-2012 to 81% in 2012-2013. Improving results for these areas of workforce environment and engagement may allow PSD to meet key workforce requirements and sustain strategic advantages related to its talented and professional workforce.

- a Comparisons are not available for many workforce-focused results, including substitute teacher fill rate (Figure 7.3-3) and staff capabilities (Figure 7.3-6). In addition, the lack of relevant comparison data to best-in-class school districts may make it difficult for PSD to evaluate its performance for student-to-staff ratio (Figure 7.3-1). Comparing workforce-focused performance to relevant industry and other appropriate benchmarks may assist PSD in achieving its strategic objective to hire, retain, engage, and develop a skilled and talented workforce.

7.4 Leadership and Governance Results

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. The findings from the site visit resulted in an increased percentage range of 50–65. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- a(5) PSD demonstrates favorable results over time for fulfilling its societal responsibilities and support of key communities. For example, the number of community groups using campus facilities has doubled in the past six years, reflecting a cumulative increase of over 45% in hours free of charge (Figure 7.4-11). The amount of money donated by senior leaders to the scholarship fund has almost doubled in six years (Figure 7.4-12). In addition, students have donated over 4,000 hours of service and senior leaders have increased over time the amount of hours devoted to local community events and activities (Figure 7.4-13).
- a(1) Results for leadership reflect favorable trends and levels in some key areas. These include ratings on the 360-degree feedback for the superintendent (Figure 7.4-4) and the percentage of employees rating PSD leadership as having a positive future vision, made positive change, and promoted teamwork (Figure 7.4-1). Additionally, PSD's commitment to the MVV is reflected in the survey results related to district commitment to education (Figure 7.4-2) and employees' work contributes to accomplishing the mission (Figure 7.4-3).
- a(1) Positive levels and trends demonstrate senior leaders' communication and engagement with the workforce. For example, for three years in a row, more than 93% of those who completed the 360-degree superintendent survey reported that the superintendent communicates and operates from strong ideals and beliefs about schooling (Figure 7.4-4). Over a three-year period, more than 90% of employees report that their work contributes to accomplishing PSD's mission (Figure 7.4-3). In addition, in a 2012 employee survey, over 91% of all segmented groups reported that they receive timely information from PSD.

OPPORTUNITIES FOR IMPROVEMENT

- a, b Many leadership and governance results lack segmentation and relevant comparison data. For example, there is no segmentation in results reported for 360-feedback for the superintendent (Figure 7.4-4); key governance, fiscal, regulatory, ethical, safety, accreditation, and legal compliance (Figure 7.4-6); and senior leaders giving time and talent (Figure 7.4-13). Comparison data are limited to national levels for district leadership (Figure 7.4-1) and employee work contributions (Figure 7.4-3) or are not available (district commitment to education [Figure 7.4-2]; key governance, fiscal, regulatory, ethical, safety, accreditation, and legal compliance [Figure 7.4-6]; and societal commitments [Figure 7.4-10]). Results that show performance levels by segment and performance related to key competitors or appropriate national or

best-in-class benchmarks may help to ensure PSD's ability to address key competitive changes.

- b There are no results for building and strengthening PSD's core competency of a systems approach to leadership and planning. For example, only the core competency of continuous improvement is supported by the action plan completion rate (Figure 7.4-14). Without such results, PSD may not be able to determine if it is building and strengthening its systems approach core competency.
- a(5) Data are not available for results for societal commitments (Figure 7.4-10; IEQ Management Plan, Environmental ED in Science classes), or results show flat or declining trends (number of green supplies and number of students enrolled in environmental courses or clubs). Leveraging PSD's core competency of continuous improvement may help PSD identify opportunities to capture or improve these results.

7.5 Budgetary, Financial, and Market Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. The findings from the site visit resulted in no change in the consensus percentage range. (Please refer to Figure 5b, Results Scoring Guidelines.)

STRENGTHS

- a(2) PSD shows positive levels and trends over the past five years for several market performance results. For example, overall student enrollment percent change over five years (Figure 7.5-9) has exceeded the growth of all other local districts reported, and PSD's elementary enrollment (Figure 7.5-7) in particular has seen steady growth. In addition, the proportion of students residing within PSD who elect to enroll at PSD schools (market share) (Figure 7.5-10) increased from 84% in 2008-2009 to 87% in 2012-2013. This is higher than the enrollment experienced by other local districts for the past five years. Increased enrollment, one of PSD's strategic advantages, may help PSD address the strategic challenge of uncertain state funding.
- a(1) PSD has achieved instructional costs of approximately \$6,000 per student (Figure 7.5-4), while still offering extensive extracurricular activities and maintaining a low staff turnover. This per-student cost is lower than other similar districts as well as state levels overall. Favorable results for instructional cost management address community requirements for operational efficiencies.
- a(1) Results demonstrate favorable levels and trends for PSD's financial performance. PSD's bond rating (by Moody's) increased from Aa3 to Aa2 in 2010 (Figure 7.5-1), which compares favorably with other state districts. The fund balance has increased over the past three years (Figure 7.5-2), as have net assets (Figure 7.5-3). Favorable budgetary results may help PSD pursue innovation and intelligent risks that contribute to the achievement of its mission and purpose.

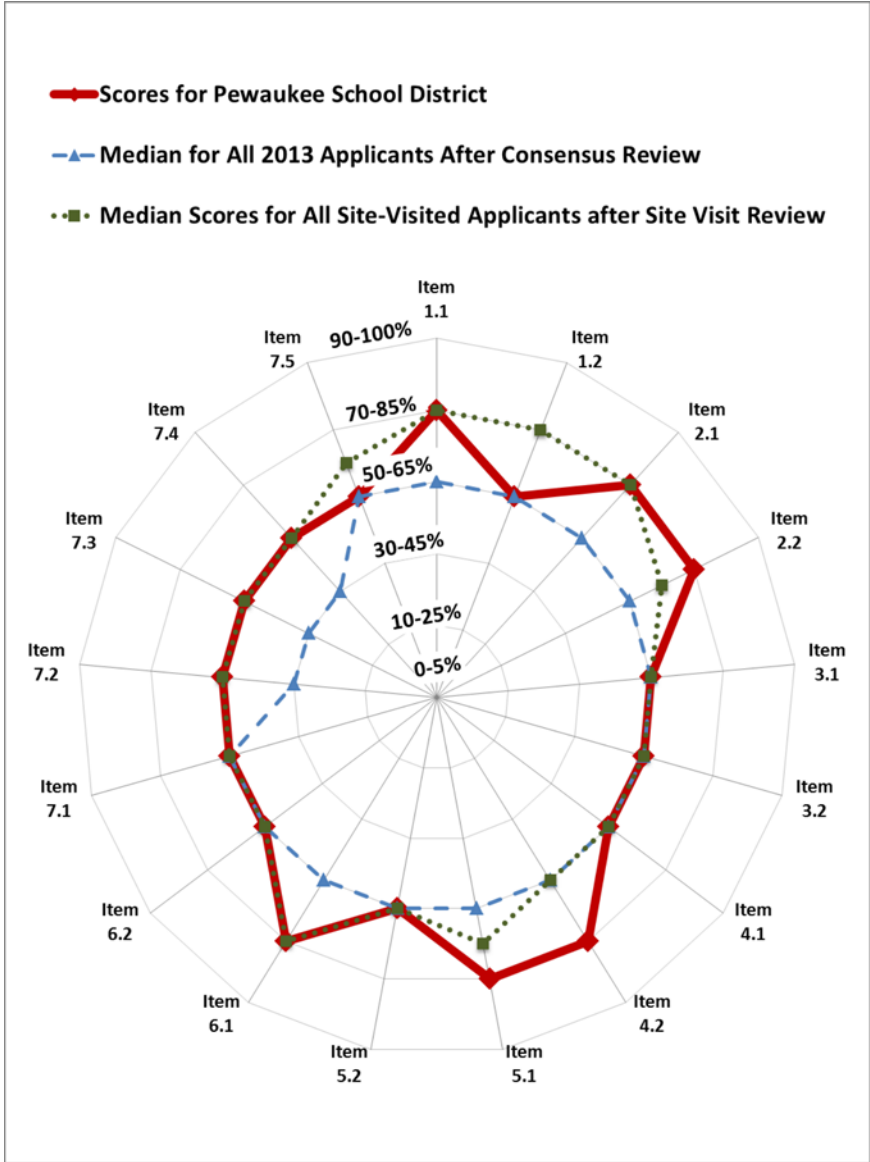
OPPORTUNITIES FOR IMPROVEMENT

- a(1) Meaningful comparative data are limited or not available in the financial performance results. For example, results for PSD's net assets (Figure 7.5-3) and grants and gift contributions (Figure 7.5-5) do not include comparisons. Identification of relevant comparisons to budget or other measures may help PSD make fact-based decisions related to efforts to achieve continuous financial growth and sustainability.
- a(1) PSD provides limited cost-containment results related to its strategic advantage of financial stability. Although costs per student are reported (Figure 7.5-4), this measure may not be representative of cost containment as it is affected by enrollment changes. Consideration of other measures of cost containment may help PSD maintain financial viability and be better prepared for future budget constraints.

APPENDIX A

The spider (or radar) chart that follows depicts your organization's performance as represented by scores for each item. This performance is presented in contrast to the median scores for all 2013 applicants. In addition, your performance is contrasted to the median scores of all applicants that received site visits in 2013. Each ring in the chart corresponds to a scoring range.

Each point in red represents the scoring range your organization achieved for the corresponding item following your site visit. The points in blue represent the median scoring ranges for all 2013 applicants at Consensus Review. The points in green represent the median scoring ranges at Site Visit Review for those 2013 applicants that received site visits. Seeing where your performance is similar or dissimilar to the median of all applicants may help you initially determine or prioritize areas for improvement efforts and strengths to leverage.



APPENDIX B

By submitting a Baldrige Award application, you have differentiated yourself from most U.S. organizations. The Board of Examiners has evaluated your application for the Malcolm Baldrige National Quality Award. Strict confidentiality is observed at all times and in every aspect of the application review and feedback.

This feedback report contains the examiners' findings, including a summary of the key themes of the evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. Background information on the examination process is provided below.

APPLICATION REVIEW

Independent Review

Following receipt of the award applications, the award process review cycle (shown in Figure 1) begins with Independent Review, in which members of the Board of Examiners are assigned to each of the applications. Examiners are assigned based on their areas of expertise and with attention to avoiding potential conflicts of interest. Each application is evaluated independently by the examiners, who write observations relating to the scoring system described beginning on page 28 of the *2013–2014 Education Criteria for Performance Excellence*.

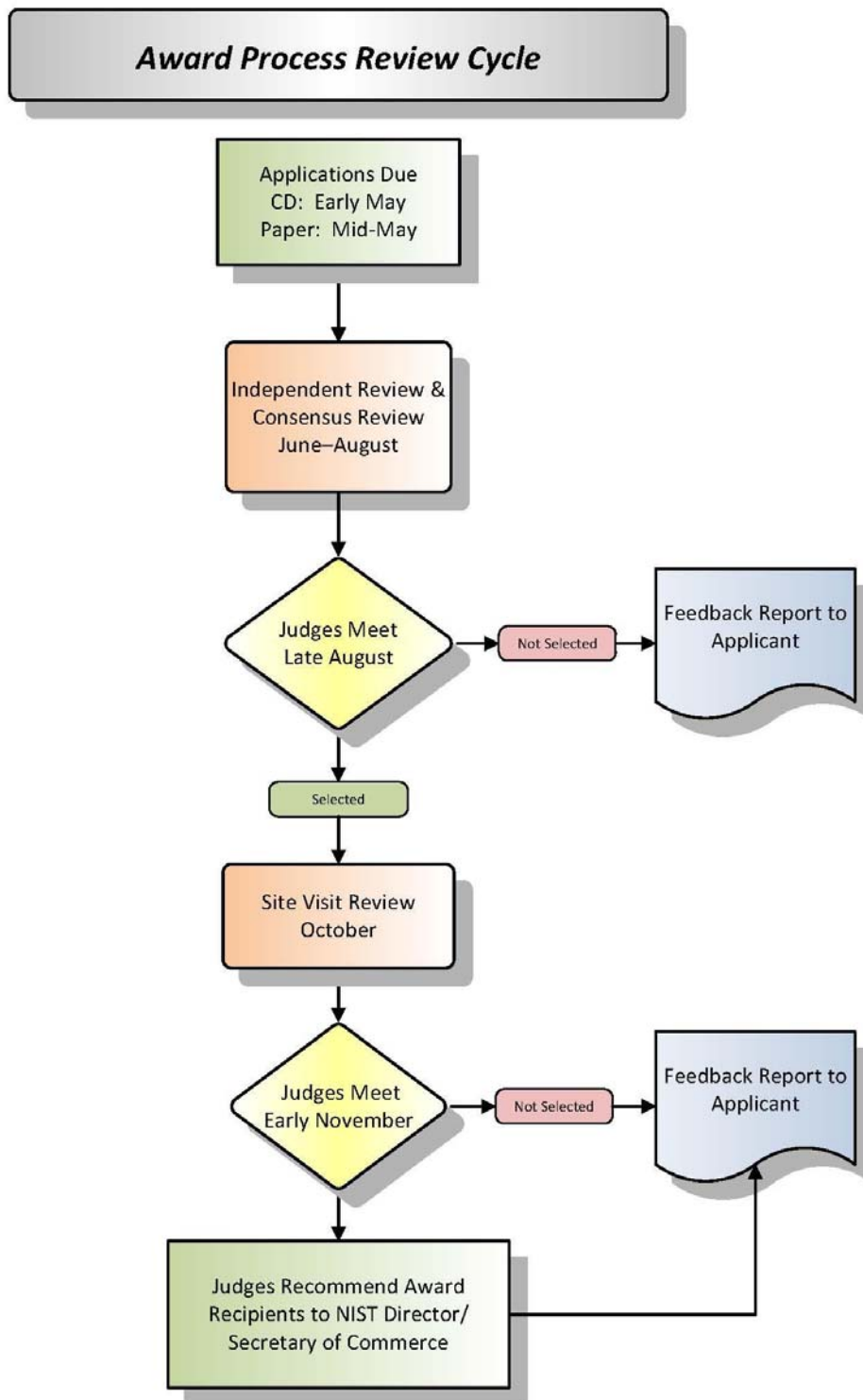


Figure 1—Award Process Review Cycle

Consensus Review

In Consensus Review (see Figure 2), a team of examiners, led by a senior examiner or alumnus, conducts a series of reviews, first managed virtually through a secure database called BOSS and eventually concluded through a focused conference call. The purpose of this series of reviews is for the team to reach consensus on comments and scores that capture the team’s collective view of the applicant’s strengths and opportunities for improvement. The team documents its comments and scores in a Consensus Scorebook.

Step 1 Consensus Planning	Step 2 Consensus Review in BOSS	Step 3 Consensus Call	Step 4 Post–Consensus Call Activities
<ul style="list-style-type: none"> ● Clarify the timeline for the team to complete its work. ● Assign category/item discussion leaders. ● Discuss key business/organization factors. 	<ul style="list-style-type: none"> ● Review all Independent Review evaluations—draft consensus comments and propose scores. ● Develop comments and scores for the team to review. ● Address feedback, incorporate inputs, and propose a resolution of differences on each worksheet. ● Review updated comments and scores. 	<ul style="list-style-type: none"> ● Discuss comments, scores, and all key themes. ● Achieve consensus on comments and scores. 	<ul style="list-style-type: none"> ● Revise comments and scores to reflect consensus decisions. ● Prepare final Consensus Scorebook. ● Prepare feedback report.

Figure 2—Consensus Review

Site Visit Review

After Consensus Review, the Panel of Judges selects applicants to receive site visits based on the scoring profiles. If an applicant is not selected for Site Visit Review, the final Consensus Scorebook receives a technical review by a highly experienced examiner and becomes the feedback report.

Site visits are conducted for the highest-scoring applicants to clarify any uncertainty or

confusion the examiners may have regarding the written application and to verify that the information in the application is correct (see Figure 3 for the Site Visit Review process). After the site visit, the team of examiners prepares a final Site Visit Scorebook.

Step 1 Team Preparation	Step 2 Site Visit	Step 3 Post–Site Visit Activities
<ul style="list-style-type: none"> ● Review consensus findings. ● Develop site visit issues. ● Plan site visit. 	<ul style="list-style-type: none"> ● Make/receive presentations. ● Conduct interviews. ● Record observations. ● Review documents. 	<ul style="list-style-type: none"> ● Resolve issues. ● Summarize findings. ● Finalize comments. ● Prepare final Site Visit Scorebook. ● Prepare feedback report.

Figure 3—Site Visit Review

Applications, Consensus Scorebooks, and Site Visit Scorebooks for all applicants receiving site visits are forwarded to the Panel of Judges for review (see Figure 4). The judges recommend which applicants should receive the Baldrige Award and identify any non-award recipient organizations demonstrating one or more Category Best Practices. The judges discuss applications in each of the six award sectors separately, and then they vote to keep or eliminate each applicant. Next, the judges decide whether each of the top applicants should be recommended as an award recipient based on an “absolute” standard: the overall excellence of the applicant and the appropriateness of the applicant as a national role model. For each organization not recommended to receive the Baldrige Award, the judges have further discussion to determine if the organization demonstrates any Category Best Practices. The process is repeated for each award sector.

Step 1 Panel of Judges’ Review	Step 2 Evaluation by Sector	Step 3 Assessment of Top Organizations
<ul style="list-style-type: none"> ● Applications ● Consensus Scorebooks ● Site Visit Scorebooks 	<ul style="list-style-type: none"> ● Manufacturing ● Service ● Small business ● Education ● Health care ● Nonprofit 	<ul style="list-style-type: none"> ● Overall strengths/ opportunities for improvement ● Appropriateness as national model of performance excellence ● Determination of organizations demonstrating one or more Category Best Practices

Figure 4—Judges’ Review

Judges do not participate in discussions or vote on applications from organizations in which they have a competing or conflicting interest or in which they have a private or special interest, such as an employment or a client relationship, a financial interest, or a personal or family relationship. All conflicts are reviewed and discussed so that judges are aware of their own and others' limitations on access to information and participation in discussions and voting.

Following the judges' review and recommendation of award recipients, the Site Visit Team Leader edits the final Site Visit Scorebook, which becomes the feedback report.

SCORING

The scoring system used to score each item is designed to differentiate the applicants in the various stages of review and to facilitate feedback. As seen in the Process Scoring Guidelines and the Results Scoring Guidelines (Figures 5a and 5b, respectively), the scoring of responses to Criteria items is based on two evaluation dimensions: process and results. The four factors used to evaluate process (categories 1–6) are approach (A), deployment (D), learning (L), and integration (I), and the four factors used to evaluate results (items 7.1–7.5) are levels (Le), trends (T), comparisons (C), and integration (I).

In the feedback report, the applicant receives a percentage range score for each item. The range is based on the scoring guidelines, which describe the characteristics typically associated with specific percentage ranges.

As shown in Figures 6a and 6b, the applicant's overall scores for process items and results items each fall into one of eight scoring bands. Each band score has a corresponding descriptor of attributes associated with that band. Figures 6a and 6b provide information on the percentage of applicants scoring in each band at Consensus Review.

SCORE	DESCRIPTION
0% or 5%	<ul style="list-style-type: none"> • No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> • The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH IS ALIGNED with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH IS DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) • The APPROACH IS ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are key management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH IS INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH IS well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)

Figure 5a—Process Scoring Guidelines (For Use with Categories 1–6)

SCORE	DESCRIPTION
0% or 5%	<ul style="list-style-type: none"> ▪ There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le) ▪ TREND data either are not reported or show mainly adverse TRENDS. (T) ▪ Comparative information is not reported. (C) ▪ RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> ▪ A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) ▪ Some TREND data are reported, with some adverse TRENDS evident. (T) ▪ Little or no comparative information is reported. (C) ▪ RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> ▪ Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) ▪ Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) ▪ Early stages of obtaining comparative information are evident. (C) ▪ RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> ▪ Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) ▪ Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) ▪ Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) ▪ Organizational PERFORMANCE RESULTS are reported for most KEY student and other CUSTOMER, market, and PROCESS requirements. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> ▪ Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) ▪ Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) ▪ Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) ▪ Organizational PERFORMANCE RESULTS are reported for most KEY student and other CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> ▪ Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) ▪ Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) ▪ Industry and BENCHMARK leadership is demonstrated in many areas. (C) ▪ Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY student and other CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

Figure 5b—Results Scoring Guidelines (For Use with Category 7)

Band Score	Band Number	% Applicants in Band ¹	PROCESS Scoring Band Descriptors
0–150	1	0	The organization demonstrates early stages of developing and implementing approaches to the basic Criteria requirements, with deployment lagging and inhibiting progress. Improvement efforts are a combination of problem solving and an early general improvement orientation.
151–200	2	0	The organization demonstrates effective, systematic approaches responsive to the basic requirements of the Criteria, but some areas or work units are in the early stages of deployment. The organization has developed a general improvement orientation that is forward-looking.
201–260	3	14	The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.
261–320	4	45	The organization demonstrates effective, systematic approaches responsive to the overall requirements of the Criteria, but deployment may vary in some areas or work units. Key processes benefit from fact-based evaluation and improvement, and approaches are being aligned with overall organizational needs.
321–370	5	36	The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including innovation, that result in improving the effectiveness and efficiency of key processes.
371–430	6	5	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria. These approaches are characterized by the use of key measures, good deployment, and evidence of innovation in most areas. Organizational learning, including innovation and sharing of best practices, is a key management tool, and integration of approaches with current and future organizational needs is evident.
431–480	7	0	The organization demonstrates refined approaches responsive to the multiple requirements of the Criteria items. It also demonstrates innovation, excellent deployment, and good-to-excellent use of measures in most areas. Good-to-excellent integration is evident, with organizational analysis, learning through innovation, and sharing of best practices as key management strategies.
481–550	8	0	The organization demonstrates outstanding approaches focused on innovation. Approaches are fully deployed and demonstrate excellent, sustained use of measures. There is excellent integration of approaches with organizational needs. Organizational analysis, learning through innovation, and sharing of best practices are pervasive.

¹ Percentages are based on scores from the Consensus Review.

Figure 6a—Process Scoring Band Descriptors

Band Score	Band Number	% Applicants in Band ¹	RESULTS Scoring Band Descriptors
0–125	1	5	A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.
126–170	2	14	Results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization’s mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.
171–210	3	36	Results address areas of importance to the basic Criteria requirements and accomplishment of the organization’s mission, with good performance being achieved. Comparative and trend data are available for some of these important results areas, and some beneficial trends are evident.
211–255	4	23	Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
256–300	5	14	Results address most key customer/stakeholder, market, and process requirements, and they demonstrate areas of strength against relevant comparisons and/or benchmarks. Improvement trends and/or good performance are reported for most areas of importance to the overall Criteria requirements and the accomplishment of the organization’s mission.
301–345	6	9	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements. Results demonstrate beneficial trends in most areas of importance to the Criteria requirements and the accomplishment of the organization’s mission, and the organization is an industry ² leader in some results areas.
346–390	7	0	Results address most key customer/stakeholder, market, process, and action plan requirements. Results demonstrate excellent organizational performance levels and some industry ² leadership. Results demonstrate sustained beneficial trends in most areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.
391–450	8	0	Results fully address key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels, as well as national and world leadership. Results demonstrate sustained beneficial trends in all areas of importance to the multiple Criteria requirements and the accomplishment of the organization’s mission.

¹ Percentages are based on scores from the Consensus Review.

² “Industry” refers to other organizations performing substantially the same functions, thereby facilitating direct comparisons.

Figure 6b—Results Scoring Band Descriptors

2013 Baldrige Award Applicants

Sector	Total Number of Award Applications	Number of Award Applicants Recommended for Site Visit
Health Care	15	8
Nonprofit	5	1
Education	2	1
Business-Small Business	0	0
Business-Service	0	0
Business-Manufacturing	0	0
Total	22	10

Baldrige Award Winner Contact Information 1988-2012

Baldrige Award winners generously share information with numerous organizations from all sectors. To contact an award winner, please see http://www.baldrige.nist.gov/Contacts_Profiles.htm, which includes links to contact information as well as profiles of the winners.