

*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 Recipient*

## **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 last applied before 2008, you may notice a slight change in the report. Key themes, which serve as an overview or executive summary of the report, comprise four sections rather than three: (a) Process Item strengths, (b) Process Item opportunities for improvement, (c) Results Item strengths, and (d) Results Item opportunities for improvement. In addition, each 2010 feedback report includes a graph in Appendix A that shows your organization's scoring profile compared to the median scores for all 2010 applicants.

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.
- 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.

## **KEY THEMES**

### **Key Themes–Process Items**

Pewaukee School District (PSD) scored in band 4 for Process Items (1.1–6.2) in the Consensus 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 4 for Process Items typically 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 organizational needs.

**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 uses a range of methods and processes to build a high-performance organization with a culture of continuous improvement. Many methods and processes have been in place for at least ten years. They include an 11-step strategic planning process (SPP; Figure 2.1-1), led by senior leaders (SLs) with input from 40 to 45 stakeholders, that results in a detailed strategic plan (SP). The process includes using the Strengths, Weaknesses, Opportunities, and Threats (SWOT) and environmental scan (ES) analyses to identify SP Priority Areas and long-term (LT) SP goals, and developing short-term (ST) Continuous Improvement Plans (CIPs) to support each SP goal. SLs are evaluated based upon SP goals using PSD’s Performance Evaluation System (PES), which incorporates the Plan-Do-Study-Act (PDSA) process. The PDSA process is integrated into planning as well as the improvement process for both Academic and Non-Academic work systems. SLs regularly revisit the mission, vision, and values (MVV) and use a systematic communication process to deploy the MVV, as well as communicate new action plans, results of organizational performance reviews, and key changes throughout the organization and to all stakeholders. These methods and processes help PSD maintain and strengthen its culture of continuous improvement, a core competency (CC).
- PSD’s approaches for managing organizational data to accomplish the collection and transfer of workforce knowledge; the transfer of relevant knowledge from and to students, stakeholders, and suppliers; and the rapid identification and sharing of best practices demonstrate the organization’s commitment to management by fact. Approaches are in place to assemble and transfer relevant knowledge for use in the annual SPP. Data and information are available via multiple media to teachers, staff, students, parents, partners, suppliers, and other stakeholders as necessary (Figure 4.2-2). The accuracy of data is ensured using automated methods such as Skyward, and clear cycles of improvement are evident. Learning refinements have included development of an Information Technology (IT) Technician Handbook. A systematic approach to data management and knowledge transfer enhances the capacity of PSD’s employees to do their work and supports the continuity and improvement of operations.

- PSD describes a systematic approach for listening to students and other key stakeholders, parents, community, alumni, and employees. The voice of the customer (VOC; Figure 3.2-1) is used for curriculum review, process design and improvement, and employee development and evaluation, and is included in the SPP. These listening approaches help PSD assess whether it is meeting student and stakeholder requirements and where to improve. In addition, an effective, systematic approach to listen, gather input, and use the VOC shows that PSD values its relationships with students and other stakeholders, and can serve to strengthen these relationships.
- To anticipate and prepare for individual differences in student learning, capabilities, rates, and style, the organization has established a systematic and well-deployed approach, incorporating the Pyramid of Interventions (POI; Figure 6.1-3). This model, delivered through the Student Services Management key work process of the Academic work system, helps the organization ensure systematic student progression by making appropriate resources and interventions available for those students needing learning assistance as well as those students who have mastered the curriculum. Staffing and professional development are modified as a result of student achievement analysis. The POI is linked to the Curriculum Renewal and Design Process (CRDP), which employs PDSA to ensure that curriculum and program design address the requirements of different student groups. This approach is aligned with and supports PSD's vision; anticipates and addresses the needs of different student groups; addresses PSD's goal of ensuring a quality education for all students; and may help to address strategic challenges related to increasing student achievement.
- PSD describes work processes and systems that are well deployed and supported by an effective, systematic improvement approach through the PDSA cycle. These approaches are designed to maximize student success through effective Academic and Non-Academic work systems that are aligned to the SPP and monitored through the use of CIPs and Quality Assurance Reports (QARs). In particular, the work systems related to finance, Human Resources (HR), technology, facilities, communications, and contracted services show maturity and clear evidence of cycles of learning and refinement. The CRDP includes a PDSA cycle in refining Academic offerings, and CCs tie work systems to the CIP and SP action plans. PSD presents numerous examples of cycles of improvement, including creating key positions such as the IT Director, developing an IT Handbook, and clustering in data management and the Wisconsin Education Career Access Network (WECAN). Clearly designed and systematic work processes and systems, subject to monitoring, evaluation, and improvement, may help PSD maintain favorable results and enhance its ability to achieve its vision of providing a world-class education for students.

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

- It is unclear how PSD links its leadership system (Figure 1.1-2) to other key systems of the organization. It is also unclear how PSD uses it as a systematic approach to apply leadership, formally and informally, throughout the organization. The alignment of SP goals, CIP goals, action plans, and specific metrics to measure the achievement of action

plans is unclear, including how they relate to the leadership system and how the leadership system cascades from SL priority setting down to PSD's work systems and key work processes to encourage high performance throughout. Clarifying and ensuring this alignment may help maintain and strengthen PSD's CC of a systems approach to leadership.

- It is not evident how some approaches are kept current with educational services needs and directions. For example, it is unclear how PSD evaluates and keeps current its student and stakeholder relationship-building approaches and how it evaluates effectiveness and efficiency of leader and workforce learning and development. In addition, while PSD provides examples of improvement cycles for other processes, such as the performance measurement system, it is unclear if data and information gained from review and learning cycles have resulted in innovation. Continuous improvement cycles and the ability to use learning cycles to drive innovation are important to sustain PSD's continuous improvement culture and build a high-performance organization.
- PSD employs systematic approaches to select, collect, and annually evaluate data and information on performance. However, the linkage between Key Indicators of SP goal attainment (Figure 2.2-2), the higher-level measures on the Balanced Scorecard (BSC; Figure 4.1-1), and the lower-level actions required for organizational decision making and for day-to-day process management is not clear. It is also not clear what performance measures SLs regularly review to identify needed actions or to improve approaches, nor how broadly the scorecard is used to support organizational decision making and innovation. In addition, although PSD describes an approach to selecting comparative sources of data, there does not appear to be a systematic process to ensure the effective use of key comparative data and information to support operational and strategic decision making and innovation. Cycles of refinement are evident, but it is not always clear what data and information are used to drive the changes. Clear alignment of key measures at all levels to support organizational decision making and operational performance monitoring may help PSD leverage its performance measurement system to strengthen its CC of continuous improvement culture and achieve its bold vision of world-class education.
- Some processes seem to be in the early stages of deployment, particularly to segmented student populations and key stakeholder groups. For example, approaches to anticipate public concerns with current and future programs, offerings, services, and operations appear to be limited to membership in professional organizations and monitoring requirements at Board of Education (BOE) meetings, which does not appear to address all segments of the public PSD reaches. The process for tracking concerns and suggestions from students and stakeholders (Figure 3.2-4) is being piloted. Although PSD employs a systematic SPP involving a number of stakeholders, it is unclear how actions plans are developed and deployed involving key partners and suppliers. Finally, it is not clear how the PDSA process (Figure 6.2-1) is deployed throughout the organization beyond leaders. There is limited evidence that the design of key work processes, and the identification of key work process requirements, represents or involves all key stakeholders, such as PSD team members responsible for managing and performing the

processes. Addressing these deployment gaps may be important for PSD to establish itself as a role model for delivery of world-class education.

### **Key Themes–Results Items**

PSD scored in band 3 for Results Items (7.1–7.6). For an explanation of the results scoring bands, please refer to Figure 6b, Results Scoring Band Descriptors.

For an organization in band 3 for Results Items, results typically address many areas of importance to the 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. Limited performance projections are reported.

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

- PSD reports good to excellent student achievement performance levels for several areas of importance to the organization. This includes the District’s ranking of 13th in the state and as one of the highest ranked school districts in the region among high-achieving schools. Figures 7.1-1 and 7.1-2 show sustained positive performance for three years for math achievement and reading in grade 8, with math achievement at and reading approaching a world-class performance level. Results for District writing assessments for 2008-2009 (Figure 7.1-5) indicate that the percentage of kindergarten through grade 8 (K-8) students achieving proficient or advanced levels from the fall to spring all increased greatly except the fourth grade. Excellent results are reported for student college readiness. The high school completion rate (Figure 7.1-9) rose from 96.9% in 2006-2007 to 98.4% in 2008-2009, and currently exceeds all comparable groups (county, state, and world class), even though PSD has the highest graduation credit unit requirements (28) in the state. Cohort achievement among economically disadvantaged learners in reading (grades 4 and 6) and math (grade 6), shows good progress in closing the achievement gap, with results exceeding state comparable achievement levels (Figures 7.1-11 through 7.1-13). PSD has also made progress closing the achievement gap in gender performance for grade 10 reading (Figure 7.1-4). This success aligns with the District’s vision for students to meet or exceed performance expectations on District and state assessments, the POI model (which helps different student segments achieve), and PSD’s vision to provide a world-class education and prepare students to compete in the twenty-first century.
- PSD has achieved good to excellent results in stakeholder satisfaction and engagement. From 2004-2005 to 2008-2009, levels of student truancy were far lower than state, county, and world-class benchmark levels (Figure 7.2-7). In 2008-2009, the student drop-out rate was 0.10%, reflecting a five-year low (Figure 7.2-8). Similarly, trend data show increasingly favorable student attendance rates that meet or exceed the county, state, and world-class benchmarks (Figure 7.2-9). Parent satisfaction results show good performance levels, beneficial trends, and favorable comparisons to targets and benchmarks for “safe and orderly environment,” “pleased by my child’s experience at school,” and “I am greeted warmly” (Figures 7.2-1 through 7.2-3). The percentage of

elementary school students reporting “what I’m learning is interesting and challenging” (Figure 7.2-4) has increased over three years, and in the last two years almost 100% of secondary school students report “teachers hold high expectations” (Figure 7.2-5). PSD has demonstrated good performance levels and favorable trends in workforce satisfaction over four years (Figure 7.4-1), with levels across four schools at approximately 90% or higher. In addition, on the Employee Satisfaction and Engagement Survey in 2008-2009 (Figure 7.4-2), more than 80% of employees report satisfaction on their jobs, are likely to refer a friend to PSD as a place to work, and perceive PSD as caring about its employees and committed to retaining high-quality employees. Rates for employee turnover (10.9% in 2008-2009) and retention (89.1% in 2008-2009) are more favorable than PSD targets or national levels of performance (Figures 7.4-4 and 7.4-5), and median years of service for both men and women in various age cohorts (Figure 7.4-3) surpass the Bureau of Labor Statistics (BLS) comparisons. Strong and improving student and stakeholder satisfaction and engagement results indicate that PSD is meeting student and stakeholder requirements.

- Budgetary and fiscal outcomes are favorable. Moody’s bond rating (Figure 7.3-1) has improved to AA from A+. This shows an improvement in PSD’s fiscal strengths. The fund balance has increased substantially over ten years (Figure 7.3-2). Instructional expenditures per pupil (Figure 7.3-4) have remained lower in comparison to other districts in the region and the state, indicating the ability to produce results with lower costs and demonstrating fiscal accountability. PSD has achieved excellent results for student enrollment growth in both market segments, resident and nonresident students. Figure 7.3-6 shows an 11% overall student enrollment increase, the largest in the county over a three-year period. Figure 7.3-7 demonstrates sustained resident market share that exceeds the retention rate of all but one neighboring school district. PSD has attracted nonresident students consistently over four years, enrolling 120 open-enrollment students in 2007 and 200 in 2010 (Figure 7.3-9), while the number of students choosing to leave PSD for other districts under open enrollment has steadily decreased since 2006 to less than 2% in 2009 (Figure 7.3-10). These results show PSD’s increasingly strong competitive position and contribute to PSD’s LT financial viability, since increased enrollments directly increase school district revenues. In light of the challenge that PSD cites of an uncertain budget situation at the state level, being able to maintain fund balances, keep costs low while maintaining high bond ratings, and increase revenue is crucial to PSD’s ability to maintain budget stability, continue its operations, and pursue its strategy and vision.

**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:**

- For many results PSD provides limited comparative data. In addition, competitor comparisons, where provided, are largely limited to data for the county, but it is not clear if these data reflect both private and parochial schools; comparisons to PSD’s two key competitors, Elmbrook and Waukesha, are generally absent. Important gaps include performance comparisons for student learning outcomes in the elementary grades and by student segment (7.1); student, parent, and workforce satisfaction and engagement

(7.2 and 7.4), and where comparisons to high performers and by segment may be particularly helpful; and IT efficiency (7.5). Relevant performance comparisons to key competitors and to benchmark organizations enable an organization to assess and demonstrate its achievement compared to others, and set goals and drive improvement and innovation to keep it competitive and maintain a leadership position. This is in line with PSD's vision of delivering a world-class education.

- Some results reported by PSD show unfavorable comparison to past performance or to other districts. For example, the teacher turnover rate increased from 8.1% in 2007-2008 to 10.9% in 2008-2009 (Figure 7.4-4), with a corresponding reduction in retention rate (Figure 7.4-5). While a one-year shift is insufficient to indicate a trend and results exceed the national average, these results may be important given PSD's commitment to build and maintain a high-quality staff. Financial results also show potential vulnerability. The fund balance as a percentage of operating expense (Figure 7.3-3) compares unfavorably to the state and local districts for the last three years, and in 2008-2009 does not meet the target set by PSD. The percentage of the budget spent on noninstructional expenses (Figure 7.3-5) is among the highest in the county. Such results may represent a threat to PSD's ability to sustain value for its stakeholders and ultimately may limit PSD's ability to meet its vision of providing a world-class education.
- Some results are missing for areas of importance for PSD's mission, vision, and organizational success. While PSD seeks to provide a world-class education that prepares students to compete in the twenty-first century, no results are presented for student learning outcomes in science, social studies, business, or technology education, although these are key components of the curriculum (P.1a[1]). No measures are reported for student and stakeholder satisfaction with some key requirements (Figure P-3), including students' expectation of fairness; parents' expectation of responsiveness; community members' expectations for high-quality education, cost-effectiveness, and communications; and alumni expectations for communication and connection. Also, no results for student and stakeholder dissatisfaction are reported. Financial and budgetary results are limited. Results in these areas may help PSD better demonstrate the performance required to achieve its ambitious and visionary goals.
- Some results reported by PSD are not segmented for groups important to the organization. Most student learning outcomes are not segmented by the key student or market segments identified in Figure P-2, including high school completion, and post-secondary education rates, as well as engagement results, including truancy, drop-out, and attendance rates. Parent satisfaction and enrollment results are also not reported by student segment. PSD employs 180 certified teachers, psychologists, speech therapists, guidance counselors, and educational professionals; 35 licensed paraprofessionals; 18 administrators; and 72 other employees. However, the results for workforce engagement and satisfaction are not segmented by these groups. A lack of tracking and showing key performance results by student and stakeholder segment may limit PSD's ability to recognize and address gaps and capitalize on strengths as it works to build the high-quality staff and world-class education central to its vision.

## DETAILS OF STRENGTHS AND OPPORTUNITIES FOR IMPROVEMENT

### Category 1 Leadership

#### 1.1 Senior Leadership

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- PSD uses a range of approaches to create and sustain a high-performance culture, as shown in Figure 1.1-4. PSD has identified the essential attributes, such as innovation, agility, performance improvement, and leadership development, and has developed and deployed approaches to address each attribute. For each approach, PSD has determined the target group, the frequency, and the senior leadership (SL) participation, as well as how the approach links to PSD’s core competencies (CCs) and key work processes. Senior leaders (SLs) personally contribute to role-model organizational learning by using the Plan-Do-Study-Act (PDSA) approach in implementation and improvement of key work processes. These methods and processes are aligned with and support PSD’s CC of a culture of continuous improvement.
- To guide and sustain PSD, SLs regularly revisit the mission, vision, and values (MVV) and broadly deploy them across the organization by means of the strategic planning process (SPP). The SPP incorporates validation of the MVV (Step 2; Figure 2.1-1) on an annual basis, involves many key stakeholders, and provides SLs a repeatable and timely process. Organizational learning is demonstrated via three revisions of the MVV over the last 18 years. SLs head strategic plan (SP) Priority Area teams for continuous action planning to deploy the MVV and strategy through action plans, and the whole administrative team (AT) monitors ongoing action plan progress relative to fulfilling the mission and vision.
- SLs use a number of methods to communicate a consistent message throughout the organization (Figure 1.1-3). For the past ten years, SLs have solicited input from employees, students, parents, alumni, and the community through satisfaction surveys. SLs use face-to-face communication with employees to encourage frank, two-way communication. SLs acknowledge and recognize the work of employees by writing positive letters, and the Superintendent writes three positive notes to students or employees per day. This approach provides acknowledgment without rewarding employees through noncontracted compensation, which would violate employee bargaining agreements. At Board of Education (BOE) meetings, innovative classroom work by students and teachers is highlighted through “Spotlights.” Volunteers are also recognized at the end of the school year. This is in line with PSD’s vision and values of promoting good citizenship.

## OPPORTUNITIES FOR IMPROVEMENT

- **The leadership system, as depicted in Figure 1.1-2, appears to be a high-level concept rather than a systematic approach used to effectively apply leadership, formally and informally, throughout PSD. It is not clear what happens in each step, how the leadership system is deployed, or how it is used. It is also not clear how the leadership system aligns with and supports PSD’s first CC: a systems approach to leadership and financial and operational planning. Without a well-defined leadership system, PSD may limit its ability to ensure that leadership is understood and demonstrated consistently, across leaders, at all levels, and in all locations.**
- **Although Figure 2.2-2 identifies multiple measures of SP goal attainment, it is not clear what measures SLs review to identify needed actions or how they drive those actions. Also, it is not clear whether SLs have established processes to put a focus on action that may lead to achievement of priority goals. For example, the SP goal for teaching and learning is to “provide a rigorous, relevant curriculum delivered by high-quality educators using innovative, research-based strategies” (Figure 2.1-2). However, it is unclear how PSD’s SLs measure progress accomplishing the goal. Without reviewing a complete set of relevant organizational metrics, the SLs may not know if PSD is achieving its most important goals or be able to drive the appropriate actions and changes to their action plans.**
- Although PSD describes balancing value for students and other stakeholders by involving a wide range of participants in the SPP, it is not clear how SLs systematically set performance expectations that balance value in a multiple stakeholder environment. Without a systematic ability to balance value for stakeholders, and to determine what balance of value best addresses the organizational strategy, SLs may limit PSD’s ability to optimize its resources in support of organizational strategy.

## 1.2 Governance and Societal Responsibilities

Your score in this Criteria Item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- PSD has a systematic and well-deployed governance system, which reviews fiscal and management accountability (Figures 1.2-2 through 1.2-4). The organization is governed by a seven-member board with rotating terms. Members are required to disclose conflicts of interest. This system maintains regulatory compliance with state and local government, while also protecting taxpayer interests. Accountability is accomplished through bimonthly BOE meetings and BOE involvement in the SPP. In addition, the BOE is involved in District-wide performance reviews. Organizational learning has taken place. For example, Continuous Improvement Reports (CIRs) and Continuous Improvement Plan (CIP) Action Plans are now shared with the BOE, which increases monitoring of progress against goals.
- PSD relies on a systematic approach to evaluate the performance of its SLs. Leader evaluations, like those of all employees, are conducted using the Performance Evaluation System (PES; Figure 1.2-1), which reflects a PDSA cycle. Steps include goal setting, midyear monitoring, final evaluation, and recalibration of goals. At the highest operational level, the BOE evaluates the Superintendent semiannually, with the performance evaluation being based on progress against goal achievement. The Superintendent uses a similar approach to evaluate Administrative Cabinet (AC) members. BOE members self-evaluate their communication and effectiveness at their meetings. The BOE currently sets goals and monitors progress on the goals, and it is in the process of creating formal individual and collective self-assessment tools. Citizens have the opportunity to critique the BOE's decisions during the annual meeting.
- The organization has systematic approaches to promote and assess performance against its ethical responsibilities. Figure 1.2-4 shows PSD's systematic processes for enabling and monitoring ethical behavior. Each process or method has requirements, measures, and targets/goals, and is deployed at the appropriate level, including the BOE, Superintendent, AT, or lower levels. Additionally, reviews of ethical responsibility begin before hiring, a proactive approach to ensuring ethical behavior by the workforce.
- PSD's governance system approach addresses societal well being and benefit related to stewardship of the environment. For example, as a steward of the environment (Figure 1.2-5), PSD has identified stewardship goals for three SP Priority Areas: technology (reducing the carbon footprint), facilities and operations (green-focused maintenance), and teaching and learning (involve students in learning societal responsibilities). For each goal, PSD has identified organizational commitments (three to seven per goal), with specific measures for each commitment. A total of 14 different measures are identified for stewardship of the environment. In addition, PSD states that in 2009, a \$600,000 trust fund provided new boilers and heating, ventilation, and air-conditioning (HVAC) units to

increase emergency efficiency and cost savings; use of external grant funds covered 10% of this purchase, thereby fulfilling environmental goals while expanding cost efficiencies.

## OPPORTUNITIES FOR IMPROVEMENT

- **Although PSD has a wide range of community participation approaches, there does not appear to be a systematic process to actively support and strengthen the District’s key communities. Additionally, it is not clear how the key communities or areas for organizational involvement are related to either of PSD’s CCs. This is important since it links to the PSD value of fostering positive citizenship and vision that all students will demonstrate characteristics of good citizenship. Without a systematic approach to community responsibility, PSD may not be able to ensure that the money and effort it expends for community support, and the impact of doing so, are maximized.**
- While PSD identifies several approaches to ensuring accountability of the governance system, it is not clear that there is a formal evaluation process for the BOE. PSD’s pending process for self-evaluation, if successful, may support evaluation of the board’s governance performance, and enhance the development of individual board members. Using the results of the board’s performance reviews to further board development and to improve board members’ personal leadership effectiveness may serve as a role model for the continuous improvement culture desired by PSD.
- It is unclear how PSD addresses any adverse impacts on society of its programs, offerings, services, and operations. Approaches to anticipate public concerns with current and future programs, offerings, services, and operations appear to be limited to membership in professional organizations and monitoring requirements at BOE meetings. Key processes, measures, and goals for achieving and surpassing regulatory, safety, accreditation, and legal requirements appear to be limited to open meetings law and violations, elections laws and violations, and OARC and the Wisconsin Department of Public Instruction (DPI) violations. Key processes, measures, and goals for addressing risks are not evident. For example, Figure 1.2-2 lists a number of measures, but not the goals. Lack of consideration for the risks or adverse impacts on society may compromise PSD’s ability to meet its goals and best serve its students and stakeholders.

## 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. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- **PSD follows a systematic, 11-step SPP (Figure 2.1-1). The process takes place in two phases. Long-term (LT) direction (five years) is established in the first phase (Steps 1 through 6), which includes SLs and 40 to 45 stakeholders, through the creation of SP priorities and goals. The SP includes analysis of environmental scan (ES) data at Step 3. Each SP goal has lower-level CIP goals with action plan deployment, which provides short-term (ST) direction (one to three years). These are identified in the second phase of the SPP (Steps 6 through 10). In the last step of the SPP, SLs evaluate the SPP and determine data needs for the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and the ES for the following year. The SPP has benefited from multiple cycles of learning. For example, action planning is now led by AT members instead of the entire SP Team. As a result, the people who are responsible for monitoring deployment are now charged with designing how to achieve the SP goals. This process is aligned with the PSD’s MVV and supports the District’s CC of a culture of continuous improvement.**
- PSD uses a systematic approach to collect and analyze a broad set of data to ensure that the SP addresses key factors required for success (Figures 2.1-1 and 2.1-5). The Superintendent and AC members begin the SPP with a review of current operational performance and progress against plan. Step 3 includes the use of SWOT and ES to identify changes and potential risks in regulatory requirements, market share, economic and societal trends, and the competitive environment. The Superintendent and facilitator collaborate early to identify needed data and information for these analyses. Based on such data and information, SP Team members identify strategic challenges, advantages, and CCs. Outputs are compared to prior-year outputs, which promotes recognition of critical patterns. Then the SP Team validates or revises the SP Priority Areas. As part of the second phase of planning, the AT determines capacity and budgetary needs with BOE approval. CIPs are reviewed quarterly and throughout the year to promote accountability, respond to changes, and increase agility. These approaches integrate the five SP Priority Areas into operations. A systematic approach to address the key factors for success and using data and information as the basis for the SP support LT sustainability and PSD’s CCs.
- PSD has identified strategic objectives and a timetable for accomplishing them. Strategic objectives, called SP goals, are identified in Figure 2.1-2, and the SP goal timeline is established as five years. Each SP Priority Area has an SP goal; SLs determine Key Indicators to track progress on each goal. Key Indicators are published in the SP documents and deployed widely to the workforce and other key stakeholders. Key Indicators make up the PSD dashboard. The BOE reviews the dashboard in the form of

CIRs, and dashboard results are published annually on the Web site. Timelines for action plans are established in Step 9 of the SPP by AT members, who consider resources and capacity and outlined in CIPs. Quarterly Action Plans are created for each CIP Goal. This systematic approach to identifying key strategic objectives and setting expectations for accomplishment of goals, supported by plans and timetables, contribute to PSD's culture of continuous improvement.

## OPPORTUNITIES FOR IMPROVEMENT

- **While PSD identifies SP priorities and goals to address in the context of its strategic challenges and advantages, it is not clear how this process results in actions to address all strategic challenges. For example, in 2009, the planning process identified retiring employees as a strategic challenge, resulting in the need to transfer institutional knowledge from them to other staff. However, it is not evident from the workforce development and engagement goals, plans, or indicators provided (Figures 2.1-1 and 2.1-6) that this is being addressed. It is also not clear how PSD addresses opportunities for innovation outside of the Teaching and Learning Plan and the Technology Plan, or how PSD identifies future CCs and how strategic objectives address and support them. Lastly, while representatives of student and stakeholder groups participate in the SPP (including learners and twenty-first century skills), it is unclear how this participation helps to balance any conflicting needs that arise. These gaps may limit the accomplishment of strategy and action plans required to achieve PSD's vision of world-class education.**
- It is not clear how PSD identifies potential blind spots during the planning process. Although PSD reports using the ES and SWOT to better identify blind spots, a systematic and repeatable process for doing so, with inputs, steps, and timing, is not evident. A systematic approach to identify blind spots may help PSD develop a more robust SP to achieve its vision of a world-class education where students exceed performance expectations.

## 2.2 Strategy Deployment

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- PSD follows a systematic approach to develop both LT and ST action plans. ST action plans are the CIPs to be accomplished in one to three years (Figure 2.1-2). These action plans are developed by the AT (Steps 6 through 11; Figure 2.1-1) in support of the five SP goals and include steps to implement, the person responsible, resources needed, timeline, and evidence of attainment. The action plans are monitored by SLs through quarterly quality assurance reports (QARs) and action plans not meeting defined expectations undergo a PDSA cycle of improvement to ensure accomplishment of objectives. Key planned changes in programs and offerings are specified in Figure 2.1-7. Action plans are aligned through the five SP Areas: teaching and learning, workforce development and engagement, communication and community engagement, technology, and facilities and operations.
- PSD describes an approach (Figure 2.1-2) for using the CIP and Professional Learning Community (PLC) for deploying action plans throughout the workforce. CIPs are developed by the AT in Step 8 of the SPP and address LT and ST goals. Plans are published with the person responsible; timeline; needed resources; and evidence of attainment (Figure 2.1-8). Principals and Non-Academic leads work through PLCs and with their departments to accomplish plans, and deployment is monitored through the submission of quarterly reports to the Superintendent. Professional development is implemented throughout the school year to all principals and administrative personnel. Deployment of action plans throughout the workforce helps to ensure that PSD accomplishes its goals.
- PSD has a systematic process to ensure that financial and other resources are available to support the accomplishment of its CIPs. In a three-part process in Step 7 of the SPP, SLs identify the financial, human resource (HR), and capital/equipment needs necessary for the CIP. The AT then prioritizes these resources and identifies risks associated with the plan. Once adopted, SLs may reallocate resources to meet action plans, if necessary, with Senior Advisor (SA) recommendation. Maintaining a systematic process to ensure available resources strengthens an organization's capacity to consistently deploy action plans to the workforce with favorable results.
- PSD has a systematic approach to address HR needs. Professional development is a part of the CIP action plans, and staffing is integrated into the budget process annually. SLs review CIP action plans to develop HR plans. In response to cycles of learning, positions have been identified as critical needs and implemented through the SPP, and they have been sustained. Examples include the positions of Public Information Coordinator, Information Technology (IT) Director, and Chief Academic Officer (CAO). In order to address workforce capability, training days are identified for all teaching and nonteaching staff and scheduled throughout the year. Ensuring that workforce capacity and capability

are in place helps PSD support its ability to accomplish its action plans and LT strategic objectives.

## OPPORTUNITIES FOR IMPROVEMENT

- **Figure 2.2-2 identifies multiple key performance indicators used to measure progress attaining each of PSD’s five SP goals. However, it is unclear what measures are used to track the achievement and effectiveness of PSD’s ST strategic initiatives, including the 19 CIPs listed in Figure 2.1-2. A few CIP measures are provided in Figure 2.1-8; these measures appear to track completion of activities but not demonstrate action plan effectiveness. It is also not clear how or if measures for CIPs align with or support measures of LT goal attainment. A systematic approach with aligned measures may enhance an organization’s ability to focus on and execute strategy through the achievement and effectiveness of its action plans.**
- **Although PSD identifies Key Indicators of goal attainment at Step 6 of the SPP, it is not clear that this step includes a systematic approach to determine performance projections, or estimates of PSD’s future performance or the future performance of others, such as PSD’s key competitors or high performers. PSD provides no data or information to define its predicted performance on its key performance indicators, as identified in Figure 2.2-2. Performance projections can be a helpful management planning tool, enabling leaders, for example, to recognize where changing the pace of improvement or introducing innovation may be required for the organization to remain competitive.**
- Although PSD has a process in place for deploying action plans to the workforce, it is unclear how PSD deploys actions plans to key partners and suppliers when appropriate, such as First Student Transportation, the transportation service provider, and Taher Food Service Management, the food service provider. By not involving key suppliers in action planning for the delivery of key services, PSD may limit its capacity to meet student and stakeholder needs and leverage its success factors and strategic advantages to meet strategic challenges, especially the challenge of maintaining and growing support and partnerships.
- PSD has a process to modify action plans when circumstances change. SAs develop revised action plans using a PDSA-based approach, and this appears to be triggered at least annually if needed at Steps 10 to 11 of the SPP. However, it is not clear how PSD systematically deploys modified action plans, engaging the workforce and others as appropriate, in particular to ensure the rapid execution of new plans. PSD offers several examples of situations requiring modified plans, such as the need to revise Facilities and Operations Plans after the November 2009 defeat of a community referendum on funding campus improvement, but the organization does not address the process to deploy the modified plans. It is also not clear how findings from PSD’s periodic reviews of action plans (as described in 4.1b) contribute to modification of plans in a timely fashion. Without an effective approach to develop and deploy modified action plans to ensure rapid execution, PSD may limit its success at meeting plan goals.

- It is not clear that PSD has identified HR plans to address both LT and ST organizational needs or fully deployed plans to support all five SP Priority Areas and address all key planned changes beyond training and development. For example, PSD provides no data or information to show how HR plans support its five-year SP goals. The HR action plans shown in Figure 2.2-1 outline training plans for faculty and staff in four SP Priority Areas, but the fifth, facilities and operations, is not listed. Possible campus expansion is a key planned change (Figure 2.1-7), but a plan to address the impact of this change on faculty and staff is not evident. These gaps suggest that a systematic and fully deployed approach to HR planning may support PSD's achievement of its LT objectives and ST plans.

## Category 3 Student, Stakeholder, and Market Focus

### 3.1 Customer Engagement

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- PSD utilizes the Curriculum Renewal and Design Process (CRDP; Figure 3.1-1), comprising seven steps based on PDSA, to identify and innovate educational programs, offerings, and services to meet the requirements and exceed the expectations of students and stakeholders. The process begins with series of inputs related to stakeholder requirements, including a student/stakeholder needs assessment; involves analysis, innovation, and implementation; and concludes with a continuous improvement cycle (Figure 3.1-2) to ensure subject and program review on a scheduled basis. Learning is evidenced through the addition of new courses in health careers and expanded Advanced Placement (AP) and college-level class offerings for students.
- PSD relies on a network of engagement methods (Figure 3.1-5) with students and stakeholders to ensure a consistently positive experience. Communication and engagement are fostered through multiple formats, segmented by stakeholder group, and further supported by a comprehensive Communication Plan (CP) as well as student and stakeholder representation and involvement on the SPP. Collaboration focused on student learning is fostered through PLCs. A consistently positive customer experience is essential to PSD’s goal to increase enrollment.
- PSD has key mechanisms in place to deliver information and encourage utilization of programs (Figure 3.1-3) for students and other stakeholders. The series of approaches to keep students informed includes orientation, guidance, and conferences. Communication is a Priority Area with multiple one- and two-way mechanisms segmented by student/stakeholder group. AT meetings are held to debrief progress and identify needs for learning interventions for segmented groups and individuals needing help. Additionally, the Pyramid of Intervention (POI) supports deployment of interventions and resources to meet student segment/individual needs as determined by the PDSA process for the use of intervention support mechanisms (Figure 3.1-4).

#### OPPORTUNITIES FOR IMPROVEMENT

- While key support mechanisms (Figure 3.1-3) have been identified, it is not evident that PSD has implemented a systematic process for determining key mechanisms to support use of educational programs, offerings, and services for all students and stakeholders. In addition, it is unclear how PSD determines the key support requirements of students and other key stakeholder groups. Lack of a systematic process may lead to the underutilization of PSD’s programs, offerings, and services and ultimately compromise achievement of the District’s vision of a world-class education for all students.

- It is unclear how PSD keeps approaches current for creating a student- and stakeholder-focused culture and building student and stakeholder relationships. For example, the use of surveys is cited, but it is not clear how the survey approach itself has been evaluated or improved. Similarly, it is not clear how relationships with students are kept current from the time of enrollment through graduation. This may lessen PSD's opportunity to ensure that approaches are aligned with changing organizational needs and directions. Considering PSD's competitive position with 24 private and parochial schools in the county as well as open-enrollment trends (43% of the resident students who choose to attend school elsewhere select two key competitor schools), the focus on student and stakeholder needs is critical for building student and stakeholder relationships, satisfaction, and continued partnerships.
- Although PSD presents some approaches, it is unclear that the District has a well-ordered, repeatable, effective process to keep identifying and innovating programs, offerings, and services current with the organization's needs and direction. PSD states that it uses PDSA in the CIP process. However, it is unclear which approaches are considered in CIPs, who compiles and reviews QARs, and how the results are used to improve services. By not keeping the identification and innovation of programs, services, and offerings current with opportunities and needs, PSD may have more difficulty competing effectively, resulting in decreasing enrollment.
- While PSD outlines various communication methods focused on developing a positive image of PSD among stakeholders (Figure 3.1-6; Stakeholder Management Methods), it is unclear how these communications help the organization meet and exceed expectations at each stage of the relationship. PSD outlines communication preferences of senior citizens, alumni, community members, and parents; however, the approaches for building relationships beyond this communication are not evident. It is also unclear how PSD identifies, meets, and exceeds expectations at each stage of its relationship with students and stakeholders. A lack of building and managing relationships with students and stakeholders may lead to decreased customer loyalty and decreased enrollment, and threaten sustainability in the market.

## 3.2 Voice of the Customer

Your score in this Criteria Item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- **PSD relies on a series of systematic listening approaches segmented by student and stakeholder to inform curriculum cycle and marketing efforts. Student and stakeholder voice of the customer (VOC) listening approaches (Figure 3.2-1) include surveys, focus groups, standardized tests, Measures of Academic Progress (MAP), and participation in the SPP and on higher education teams, conferences, and suggestion opportunities. PSD recently expanded its approaches to include alumni and District residents without students in school, and the organization redesigned school surveys to better facilitate interdistrict comparisons and growth. The process for how PSD follows up with students and stakeholders to receive immediate and actionable feedback has been facilitated through technology.**
- PSD systematically collects VOC feedback through the use of multiple, repeatable approaches involving surveys and face-to-face focus groups with students and parents (Figure 3.2-5). A ten-year history of using parent and student engagement and satisfaction surveys exemplifies PSD’s commitment to stakeholder engagement in evaluating educational programs, offerings, and services, as well as school leadership and school climate. Surveys have been expanded to include satisfaction with athletic and co-curricular programs, as well as with the food program outsourced to a food services vendor. Parents and students provide input into the CRDP to update curriculum and assessments for each subject on a five-year cycle.
- PSD uses multiple approaches to listen to former students and stakeholders, potential students and stakeholders, and students and stakeholders of competitors, with multiple and varied methods tailored to each of these students/stakeholder groups (Figure 3.2-2). Methods are differentiated based on the stages of the relationships with various groups. Keeping informed of feedback on educational programs, offerings, and services from former and potential students and stakeholders, as well as students and stakeholders of competitors, provides actionable data to ensure programs and services meet current and future needs.

### OPPORTUNITIES FOR IMPROVEMENT

- Although PSD uses systematic approaches for listening to students and stakeholders about current programs and services, it is not clear how PSD uses the information to identify current and anticipate future student and stakeholder groups and market segments. Although student and stakeholder expectations (Figure 3.2-8) outline six steps in a PDSA cycle, it is unclear how these process steps enable PSD to make use of its student and stakeholder data, including data on competitors, to inform future programs, offerings, and services and student/stakeholder groups and market segments to pursue. By not using its data and information systematically to make informed decisions, PSD

may compromise its opportunities to improve market success given its competitive position.

- The complaint management system appears to be limited to the BOE policy guiding complaint resolution and the level closest to the concern. The Concern/Suggestion Tracking System (Figure 3.2-4) now being piloted is in the very early stages of deployment. It is unclear if process steps have yet been defined, since PSD outlines a five-step process, but shows eight steps in Figure 3.2-4. How complaints are collected and addressed outside of this new system is unclear. With these gaps, PSD may find it difficult to ensure that complaints are resolved efficiently and effectively and that stakeholder confidence is recovered.
- PSD's approaches to obtaining and using student and stakeholder satisfaction data relative to its competitors appear to be limited and unclear. Satisfaction results for surveys are compared to national benchmarks, and alumni results are compared to similarly sized schools, neither of which are designated as competitors. Use of a charter/parochial school competitor satisfaction survey is not addressed. It is also unclear how PSD translates the findings from these surveys into actions to improve its educational services. By not obtaining and understanding the satisfaction of students and stakeholders of competitors, PSD may limit its ability to understand how to build and retain satisfaction and market share.

## 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 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- PSD has clearly defined criteria for selection of key organizational performance measures. During the annual Data Retreat (DR), PSD takes steps to select and evaluate measures to ensure they are currently available or obtainable, valid, and aligned to the mission, District goals, and student, stakeholder, workforce, and/or other work process requirements, as appropriate. Determination of specifications on frequency of data collection and reporting follows.
- Although in the early stages, the Innovation-Implementation-Integration System (I<sup>3</sup>) is used by PSD to review performance and identify opportunities for improvement and innovation. Based on various reviews of performance, priorities and opportunities are identified by SLs, AC, school data teams, Building Leadership Teams (BLTs), department/grade-level teams, annual curriculum renewal teams, and other work groups. Opportunities are then deployed to suppliers, partners, and collaborators by various mechanisms, including meetings and electronic communications.
- PSD uses various performance reviews to assess organizational performance and capabilities (Figure 4.1-2). Various analyses are conducted to support the performance reviews, such as histograms and trend analysis, with different analysis tools appropriate for the level and type of results being evaluated. Every nine weeks, each school and department reviews progress against target goals to allow for midcourse corrections or need for improvement.

#### OPPORTUNITIES FOR IMPROVEMENT

- **PSD has implemented a Balanced Scorecard (BSC) with 15 key organizational performance measures (Figure 4.1-1). However, it is not clear how the success measures identified enable PSD to track daily operations or overall organizational performance, including progress relative to strategic objectives and action plans. It is not clear how the BSC, with half the measures cycling annually, aligns with and supports PSD's more frequent organizational performance reviews and provides a basis for organizational decision making and innovation. In addition, key ST and LT budgetary and financial measures are not provided. These gaps increase PSD's risk of losing the leverage for continuous improvement that can be implemented through the use of data and information at all levels and in all parts of the organization.**
- **Although PSD describes an approach to selecting comparative sources, there does not appear to be a systematic process to ensure the effective use of key comparative data and information to support operational and strategic decision making. For**

**example, it is not clear how the AC selects comparative data and information using key criteria or how it ensures that the data and information selected are used effectively to support critical decisions related to operations and SP. By not effectively identifying and using comparative data, PSD may compromise its ability to determine the performance targets and “stretch-providing benchmarking opportunities” (P.2a[3]) that may help it achieve its vision of providing a “world-class education.”**

- Although PSD indicates that the performance measurement system undergoes an annual and ongoing review to keep it current with educational service needs and directions, and offers examples of changes made, a systematic, fact-based approach with defined process steps and evaluation factors is not evident. PSD appears to rely on SL feedback from industry conferences to determine the need to respond to external changes, but it is not clear if such feedback represents a systematic and comprehensive review. Unless PSD has a systematic process in place to ensure the currency of its performance measurement system, it runs the risk of being unable to identify and therefore respond to internal organizational or external environmental changes affecting the performance measurement system.
- It is not clear how PSD uses the performance reviews listed in Figure 4.1-2 to effectively assess performance relative to competitors and comparable organizations. In some key performance areas, such as curriculum, workforce, and customer satisfaction, comparative analysis is not evident. It is also not clear how these reviews enable PSD to gauge the organization’s ability to respond rapidly to new needs and challenges. These gaps may put PSD at risk of falling behind competitors or not being able to respond rapidly to changing organizational needs in order to accomplish overall strategic objectives.

## 4.2 Management of Information, Knowledge, and Information Technology

Your score in this Criteria Item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- **Systematic approaches are used for managing organizational data to accomplish the collection and transfer of workforce knowledge; the transfer of relevant knowledge from and to students, stakeholders, and suppliers; and the rapid identification and sharing of best practices. In addition, approaches are in place to assemble and transfer relevant knowledge for use in the annual SPP. Specific mechanisms include the Web site and Skyward, the student management software system. Multiple transfer mechanisms for faculty and staff include shared networks, e-mail, online surveys, and the online curriculum management system Build Your Own Curriculum (BYOC), a virtual repository for lesson plans and assessments available to internal and external stakeholders. Students, stakeholders, and suppliers receive updates through e-mail, Internet and Intranet access. Learning refinements have included development of an IT Technician Handbook.**
- **PSD uses multiple approaches to ensure electronic data accuracy, integrity, reliability, timeliness, security, and confidentiality (Figure 4.2-1). Security is ensured via an annual security audit, Network Engineer, and monthly review of server logs and stats, Wi-Fi Protected Access (WPA) security, and Advanced Encryption Standard/Temporal Key Integrity Protocol (AES/TKIP). Confidentiality is protected through use of a password login system, internal servers, Novell GroupWise e-mail software, Barracuda Networks' anti-spam gateway, and the Sonicwall firewall. Integrity and reliability are protected by anti-virus and anti-spam heuristics, data masks, nightly system backups, weekend full backups on other servers, and off-site storage. Timeliness is ensured by use of real-time data systems and reports. Data accuracy is addressed by using automated data capture, applications, and data entry standards. A cycle of learning identified the creation of data entry standards to ensure data accuracy.**
- PSD describes a systematic approach to making data available to workforce, students, and stakeholders, which is well deployed, with cycles of improvement and alignment evident. Figure 4.2-2 identifies stakeholder group and data availability. A campuswide network is available with staff access to Virtual Private Network (VPN) and 1,859 network computers wired to a central client; all teaching staff and students have access to servers. Stakeholders and suppliers have access to Web site, e-mail communication, NetStorage, and VPN. Parents can access real-time student attendance, grades, tests, and discipline, health, financial, and lunch information. Clustering is a refinement in response to a single point of failure. Effectively deploying data and data management resources supports PSD's ability to track progress on its strategic goals and action plans, and contributes to its culture of continuous improvement, a CC.

- PSD describes a systematic approach to keep technology and data systems current with educational needs and directions. As a part of the SPP, a technology plan is developed to ensure that IT infrastructure is aligned to the District goals and is capable of keeping data and information availability and accessibility mechanisms current with educational service needs and directions. This includes initial input from the stakeholder groups, including both students and parents. In addition, teacher leaders and IT professionals attend regional, state, and national conferences to obtain current information in educational technology. These process steps may help to ensure that PSD is able to meet its organizational objective of providing innovative Academic programs and technology use.

## OPPORTUNITIES FOR IMPROVEMENT

- **PSD makes data and information available and accessible to the workforce, students, and other stakeholders via a campuswide network and other mechanisms. However, it is not clear that a systematic process exists to determine the essential data and information needs of these different groups. Although PSD conducts an annual DR, this approach seems to focus on evaluation of BSC measures (4.1a[1]) and analysis of student achievement (6.1b[1]). Having a process in place with steps outlining specific criteria to determine essential data may help ensure that PSD is managing the right information to enable everyone to contribute to meeting District goals.**
- PSD is in the early stages of ensuring the continued availability of hardware and software in the event of an emergency. Data are backed up and stored with a local vendor and clustering is used to avoid running out of room on servers. However, it is not clear what processes are in place in the event of a catastrophic emergency when all systems fail in order to continue the availability of data. PSD has a Technology Plan (P.1a[4]), which is mandated by the state, but it is not clear how this plan aligns with emergency technology preparedness. Lack of a strategic technology plan, which includes planning for disasters and emergencies, has implications for the sustainability of technology, a strategic goal, and usability of data, which are crucial to PSD’s performance improvement system.
- Although PSD has systematic processes in place to ensure the accuracy, integrity, reliability, timeliness, security, and confidentiality of electronic information, it is unclear how PSD ensures the same for essential nonelectronic data and information. The mechanisms listed in Figure 4.2-1 address electronic information and include such methods as data entry standards, automated data capture, real-time data systems, secure logins, firewall intrusion protection, and data backups. Not taking steps to protect the data properties for nonelectronic data, such as confidential student records and special education (SPED) student data files for Individualized Education Plan (IEP) meetings and assessment data, may increase PSD’s exposure to litigation resulting from federal and state regulatory requirements.

## Category 5 Workforce Focus

### 5.1 Workforce Engagement

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- PSD uses its PES to align and integrate organizational strategy and action plan accomplishment, and performance improvement and innovation, with leader and workforce learning and development. All employees set performance goals aligned with the SP and create Professional Development Plans (PDPs) to support their goals. PSD identifies learning and development needs from the PDPs and a needs assessment to ensure availability of relevant learning and development offerings. Performance improvement is addressed through the CIP and employee performance evaluation goals. If an employee is not meeting performance expectations, support plans are implemented. All employees are given opportunities for additional education and training related to their positions, and appropriate learning and development offerings are provided to support new or redesigned processes. A recent process redesign led to implementation of a new technology, the Aesop online substitute service implementation, and PSD has deployed training sessions to principals, secretaries, teachers, and paraprofessionals.
- Multiple inputs are used to determine the key factors that affect workforce engagement and satisfaction. Data are collected by means of an annual workforce satisfaction survey, in place for ten years. An earlier BOE request led to researching professional survey data for factors and benchmarks to track teacher, parent, and student satisfaction. PSD implemented a supplemental new survey this year to expand data collection with specific questions for all work groups, including teachers, paraprofessionals, principals/administrators, custodian/maintenance, food service, and secretary/clerical staff. Factors included are overall job satisfaction, job satisfaction as impacted by commitment, communication, compensation and benefits, leadership/supervision, and teamwork.
- A systematic approach is in place for performance evaluation, with all employees receiving a performance review on an annual basis. Five steps are completed each year, reviews are tracked using a master database, and goals are linked to department/building goals, as well as goals for grade levels and subjects. Teacher evaluation involves each new teacher receiving an annual evaluation for the first three years, and every three years thereafter a formal evaluation involving anecdotal and goals-based reviews in meetings with a supervisor. This multistep, repeatable approach supports continuous progress in work performance and aligns with PSD's strategic objectives.
- Multiple approaches are in place to assess workforce engagement and workforce satisfaction. The organization conducts a District-wide Workforce Satisfaction and Engagement Survey at the end of the school year, as well as teacher satisfaction and engagement surveys at the schools. Additionally, 30- and 90-day reviews are conducted with new staff to assess the induction process and the employees' satisfaction. PSD also

assesses workforce engagement by analyzing retention, turnover, absenteeism, and tenure/longevity of staff. The results of this analysis, combined with the survey results and annual performance reviews, are used to identify opportunities for improvement. These data are included in the SPP to establish HR goals and CIP Action Plans to improve key organizational indicators.

- PSD's workforce learning and development system addresses key employee and organizational needs. All employees identify their development needs at Step 5 of the PES; they review them with their supervisors and incorporate them in a development plan involving goal choices aligned to department and building goals, CIPs, and the SP. Knowledge transfer is handled through worker access to policies, procedures, and process information, as well as updated job descriptions. LT substitute time is extended for pre- and post-transitional work, and an exit interview with departing employees is now being planned. Reinforcement of new knowledge is accomplished using new-hire checklists, 30- and 90-day new-hire interviews, feedback to employees during their probationary periods, and assignment of a mentor to new teachers. Recent refinements include expanded probationary periods to support improved knowledge and skills by recently hired members of the workforce.

#### OPPORTUNITIES FOR IMPROVEMENT

- **It is not clear how PSD's performance management approach operates to ensure high-performance work and a focus on students and stakeholders. All employees participate in a five-step performance review, and improvement goals are set by employees and progress reviewed with the supervisor. However, it is not clear how the supervisor influences the setting of high-performance goals needed for PSD's vision for delivery of a world-class education or how PSD's approach holds teachers accountable for student progress or quality of instruction. It is also not clear how performance management is aligned with and reinforces a focus on students and stakeholders. These gaps may limit PSD's success ensuring high student achievement tied to high-quality staff, and may undermine the CC of continuous improvement by all staff.**
- **It is not clear how approaches for recognizing teachers and other staff reinforce high-performance work, an organizational focus on students and stakeholders, or the achievement of action plans. The annual Welcome Back Breakfast recognizes staff for attendance, length of service, and degree attainment. However, it is unclear how such recognition, except for degree attainment, as well as work group appreciation for service during state and national education week, are linked to and reinforce the employee and organizational success required to achieve PSD's mission and vision. It is also unclear how compensation is used to support high-performance work or student/stakeholder focus. A lack of support for high-performance work and student/stakeholder focus may compromise continuous improvement standards and limit opportunities to reach the vision for each student to meet or exceed expected student achievement goals.**

- PSD links individual employee goals to higher-level goals to support performance and promotes open communication and collaboration through various teams (Figure 5.1-1). However, it is not clear how PSD systematically fosters an organizational culture characterized by an engaged workforce. For example, although various members of the workforce come together in teams to participate in the SPP and the CIP process, it is not clear if this approach enables workforce engagement District-wide across all facilities and levels. It is also not clear how this approach enables PSD to capture and benefit from the diversity of perspectives within its workforce. As a result, PSD may be limited in its ability to align the workforce and fully tap into the potential of all staff as it seeks to accomplish its goals and action plans.
- PSD acknowledges the importance of correlating workforce engagement/satisfaction and other organizational results, and these data are inputs to the annual SPP. However, a systematic process to analyze and correlate these data within the SPP or PSD's periodic performance reviews is not evident. This gap may limit PSD's ability to recognize improvement opportunities in both workforce engagement/satisfaction and other key business results.
- PSD has implemented specific training feedback forms in its PES. In addition, AC members analyze findings from classroom and building walkthroughs focused on provision of twenty-first century learning skills. While these methods may provide useful data and information, it is unclear how the data and information are systematically captured, aggregated, and analyzed; how the results of analysis are used for improvement and in SP; and whether the data and information are comprehensive, covering all aspects of the learning and development system. A systematic and fully deployed approach may be essential to support PSD's CC of continuous improvement culture and its commitment to building and retaining a high-quality staff.

## 5.2 Workforce Environment

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- PSD develops an overall staffing plan using a systematic process. The seven-step structured staffing and budgeting process (Figure 5.2-1) begins in January each year with a target staffing plan and ends in August with final staff openings being posted. Staffing plans are part of the overall budget process. Full-time equivalent staffing positions change yearly, based on student enrollment, SP initiatives, funding, class size, special student needs, changes in instructional delivery, and licensure requirements. The plan also calls for sharing of staff across schools to balance class sizes. This process supports PSD's opportunities to improve assessment of the workforce capability and capacity needed to achieve the organization's work.
- A systematic process is in place to recruit, hire, place, and retain new members of the workforce. The organization uses a clearly defined process to communicate the steps in the hiring process. Six steps are used, and there is a defined approach for how PSD recruits, places, and monitors workforce retention. Evidence of organizational learning is reflected in a cycle of improvement for the screening of candidate resumes using the Gallup TeacherInsight online assessment of teaching talent. The application links to Figure 7.4-10 showing increased numbers of teacher applicants. These approaches support PSD's opportunities to improve workforce capability and capacity to accomplish the work of the organization.
- PSD follows a systematic and well-deployed approach to supporting the workforce using policies, services, and benefits. The BOE policies covering Academic and Non-Academic areas are posted on the Web site and on all employee computers. Each building and department has policy guidelines relevant to its work. Employee unions negotiate with the BOE every two years for employee compensation and benefits. A recent cycle of refinement led to negotiating costs with the dental plan carrier and changes in health insurance deductibles for employees as a result of fiscal climate changes.

### OPPORTUNITIES FOR IMPROVEMENT

- It is not clear how PSD determines workforce capability needs. Although Figure 5.2-1 outlines steps in the staffing and budgeting process, it remains unclear how PSD determines the workforce capability skills or competencies needed for the future each year or determines the current workforce skills or competencies needed by particular staffing segments. This includes special capabilities, such as the abilities to build and sustain relationships with students and stakeholders, to innovate and transition to new technologies, to develop new educational programs and services, to improve upon current work processes, and to meet changing organizational needs. Without such data and information about its current workforce capability and future needs, PSD may

compromise its ability to manage work processes to meet requirements and accomplish its goals and action plans.

- It is not clear how PSD effectively determines and prepares for changing capacity and capability needs. PSD uses cross-trained staff to fill temporary vacancies, and has transitioned functions from staff to technology to avoid service disruptions. However, these approaches do not represent an effective, systematic, and future-focused approach to address workforce capability and capacity District-wide. In addition, since PSD faces an uncertain fiscal horizon related to likely impact of state budget cuts on school funding, the organization may need additional strategies beyond careful fiscal management to ensure it has the workforce capacity and capability required for student/stakeholder and organizational needs.
- It is not clear how PSD ensures workforce representation of the diverse ideas, cultures, and thinking of its hiring and student/stakeholder communities, including the districts from which PSD gets students under open enrollment. For example, PSD reports having 11% minority students; however, no data are provided on minority representation in PSD's workforce. By not ensuring this representation, PSD may have difficulty building and maintaining strong relationships, possibly eroding customer confidence and loyalty.
- PSD has approaches in place to ensure a healthy, safe, and secure workforce (Figure 5.2-2), with some associated measures and goals. However, measures are few, and their relevance for PSD's entire workforce is unclear. It is also unclear how these measures enable PSD to systematically evaluate and improve health, safety, and security. For example, while PSD has established a goal of recoding 100% of all accidents requiring more than first-aid treatment, it is not evident that there is a process to support collection and analysis of these data leading to actions to improve safety or to demonstrate safety outcomes. The lack of identifying performance measures and improvement goals that support continuous improvement in workforce health, safety, and security may lessen PSD's ability to protect and improve workforce capability and capacity with a supportive work climate.

## Category 6 Process Management

### 6.1 Work Systems

Your score in this Criteria Item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

#### STRENGTHS

- **To anticipate and prepare for individual differences in student learning, capabilities, rates, and style, PSD has established a well-deployed, systematic approach incorporating the POI (Figure 6.1-3). This model is delivered through the Student Services Management, a key work process of the Academic work system. Students are segmented by need (both need for challenge and need for more help) into six service levels with resources and interventions of different frequency and intensity to address differences in student learning capabilities, rates, and styles. Staffing and professional development are modified as a result of student achievement analysis. This helps the organization ensure systematic student progression by making resources available for those students needing learning assistance and those who have mastered the curriculum.**
- PSD has two work systems that employ PDSA for design and innovation, demonstrate cycles of learning, are aligned with organizational needs, and are integrated with the SPP. PSD has defined the key work processes under each work system. The Academic work system includes the four key work processes to manage curriculum, instruction, assessment, and student services (Figure 6.1-1). Process requirements and performance measures (Figure 6.1-1), including leading and lagging indicators, have also been defined. The Non-Academic work system includes the six key work processes to manage finance, HR, technology, facilities, communications, and contracted services (Figure 6.1-2). These key work processes also have defined requirements and measures. With well-defined work systems, PSD may find it easier to sustain its strategic advantages of talented and professional workforce, high student achievement, comprehensive curriculum and extra-curricular offerings, innovation in Academic programs and use of technology, strong leadership, and fiscal stability, and growing enrollment.
- PSD uses a systematic approach to determine key work process requirements based on input from students, stakeholders, suppliers, partners, and collaborators, and data from internal and external sources, including the ES. For Academic work process requirements, inputs include federal, state, and DPI standards and regulations and BOE policy, as well as student and stakeholder expectations and requirements; the POI (Figure 6.1-3) is one such requirement. For Non-Academic work process requirements, inputs include federal, state, and local regulations, as well as WIAA policies and regulations. If change is needed, requirements are altered during the SPP. Progress is monitored against key process requirements by SLs and the BOE.

## OPPORTUNITIES FOR IMPROVEMENT

- **PSD has a Crisis Response Plan (CRP) addressing emergency/disaster prevention, management, continuity, and recovery. Although it specifies procedures to implement in the face of emergency or disaster, there is little evident of a comprehensive approach to prevention. For example, fire drills or the 2009 Pandemic Flu Plan represent approaches to make the best of an emergency, not prevent it. There is also little evidence of a plan for continued teaching and learning in the event of a school- or community-wide emergency or disaster affecting education delivery. These gaps are important given the District’s commitment to ensuring a safe learning environment (Facilities and Operations, CC #2; Figure 2.1-2) and the requirement of parents for safety (Figure P-3).**
- **PLC time provides an ongoing opportunity to modify the curriculum, instruction, and assessment work processes to meet the needs of students. In addition, the District’s small size and the real-time availability of MAP results allow changes to be made readily to address specific student needs. However, there is limited evidence of systematic approaches to accomplish these changes within a school or class, including who is responsible, how changes are evaluated, and whether there are criteria, standards, procedures, or expectations to guide those involved. Absence of a systematic process may undermine PSD’s ability to maximize student outcomes.**
- **PSD reports that its work systems and key work processes utilize the District’s two CCs; however, there is limited evidence for how PSD ensures that its work systems and key work processes capitalize on CCs, in particular to advance accomplishment of strategy and action plans and promote LT sustainability. By not capitalizing on CCs, PSD may have more difficulty improving, thriving, and achieving a competitive advantage.**

## 6.2 Work Processes

Your score in this Criteria Item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 5a, Scoring Guidelines for Process Items.)

### STRENGTHS

- **PSD describes an effective, systematic, and well-deployed approach to improving work processes to maximize student success that is based on PDSA (Figure 6.1-2), shows evidence of cycles of learning, and aligns with the SPP, CCs, and organizational needs. This approach utilizes the SPP to emphasize continuous improvement, identifies needs through CIPs, and integrates reviews within QARs. The PDSA cycle is used throughout the organization, involving internal and external experts as needed, for improvement of work systems (six steps) and processes (nine steps). SLs share improvements with all stakeholders through a variety of communication methods, including Intranet, staff meetings, and face-to-face meetings. There are multiple examples of learning, including SLs and teachers attending quality conferences and learning process improvement tools.**
- PSD demonstrates evidence of learning from refinements in key work processes for HR and technology management using the PDSA process (Figure 6.2-1), specifically improvements related to paperwork management, such as the Wisconsin Education Career Access Network (WECAN), and the work request program for custodial and maintenance work orders. Specific steps are identified within each phase of PDSA to further communicate the methodology to faculty, staff, and students. These work process improvements support PSD’s agility and save cycle time, improve productivity, enhance the effectiveness of Non-Academic work processes within the organization, and align with the continuous improvement work culture, a PSD CC.
- There is evidence of well-deployed approaches for reducing Non-Academic work process variation, such as PSD’s Five-Year Capital Projects Plan, cycles of preventive maintenance and proactively addressing upcoming maintenance needs, safety and security drills, and efforts at data analysis. Reducing Non-Academic work process variation may help standardize operations and services provided, as well as prevent errors and rework.

### OPPORTUNITIES FOR IMPROVEMENT

- It is unclear how PSD prevents instruction variability at the classroom level to ensure consistent delivery of the BOE-approved curriculum. While a BOE-approved standardized curriculum is in place and the organization has the ability to monitor assessments in the classroom after curriculum implementation, a systematic method to ensure variation does not take place during instruction, as well as specific in-process measures to monitor variation during implementation, are not evident. Student learning may be compromised by the presence of real-time instructional variability and lack of tracking process consistency and effectiveness, which can lead to untimely discovery of problems and more costly solutions.

- Although PSD utilizes the PDSA process (Figure 6.2-1) in the work process design and innovation, including both Non-Academic and Academic work processes, it is unclear how the District systematically incorporates efficiency and effectiveness factors, such as organizational knowledge, cycle time, productivity, and cost control, into the design of these processes. Addressing critical effectiveness and efficiency factors may help PSD ensure that processes are capable of meeting all key requirements and facilitate determining how well a particular process is performing.
- Although the five-step CIP process is cited, it is not clear how this provides PSD with a systematic approach to manage its Academic work processes day-to-day to ensure they meet all key requirements. In addition, although input from students and other stakeholders is collected and analyzed at Step 2 of the CIP process, it is not clear how such input is used in the day-to-day management of Academic work processes. Similarly, the deployment and use of formative and summative assessments are unclear. These potential gaps in approaches to managing and controlling work processes may limit opportunities to meet requirements and achieve the vision for student success.
- While PSD uses common formative and summative assessments across classrooms and subject areas, it is not clear how annual DR, the PES, and the CWT process are integrated to monitor curriculum teaching against the evidence of student learning or lack of student learning. Specifically, it is not clear how these three approaches enable PSD to spot and track problem areas that need particular attention and follow-up. Ensuring that the CWT, performance evaluation process, and DR are aligned may help teachers identify where gaps in student learning are happening and address them, so as to foster world-class educational achievement levels for all students.

## Category 7 Results

### 7.1 Student Learning Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

#### STRENGTHS

- Results for student achievement show good performance levels and favorable comparisons for several areas of importance to PSD. PSD currently ranks 13th in the state for high student achievement and has been one of the highest ranked school districts in the region for the past four years. For three years, PSD has demonstrated sustained high levels of Grade 8 math achievement (Figure 7.1-1) and Grade 8 reading achievement (Figure 7.1-2), with math achievement surpassing world-class performance in the 2009-2010 school year and reading achievement approaching world class. Results for District writing assessments for 2008-2009 (Figure 7.1-5) indicate that the percentage of kindergarten through grade 8 (K-8) students achieving advanced or proficient levels from the fall to spring has increased greatly in all grades except 4th grade, reaching 75% or better in all grades except 4th and 5th.
- Results for student learning within student and market segments show improvement from 2007-2008 to 2008-2009. Cohort achievement results among economically disadvantaged learners in reading in grades 4 and 6 (Figures 7.1-11 and 7.1-12) and math in grade 6 (Figure 7.1-13) show progress over the same year in closing the achievement gap, with PSD's performance exceeding state comparable achievement levels. Also, results show PSD's steady progress closing a ten-point gap in gender performance for grade 10 reading (Figure 7.1-4), with the percentage of males achieving advanced or proficient status reaching 80% or better for three years, on par with females. This success aligns with the District's vision for students to meet or exceed performance expectations on District and state assessments.
- High school completion rates (Figure 7.1-9) currently exceed all comparable groups (county, state, and world class), with performance sustained for three years. The high school completion rate has increased from 96.9% in 2006-2007 to 98.4% in 2008-2009. PSD has achieved this high-performance level while having the highest graduation credit unit requirements (28) in the state. This performance is supported by the use of the POI model to assist in identifying student needs and is further validated by the favorable trend in the Pewaukee High School (PHS) failure rate (Figure 7.1-10) for seniors.
- PSD provides results for several indicators of student college readiness. The percentage of students taking AP exams (Figure 7.1-6) has increased favorably from 10.9% in 2006-2007 to 16% in 2007-2008 and 15.3% in 2008-2009. The percentage of students earning a 3 or higher on the AP exam (Figure 7.1-9) has also risen to better than 80% in the last two years, one of the highest AP pass rates compared to local, state, and Baldrige comparisons. Student ACT composite scores (Figure 7.1-8) were 23.3 in 2008-2009 compared to a score of 22.1 for the state, and have improved from PSD's score of 22.5 in

2004-2005. These results support PSD's progress toward its vision to provide a world-class education and prepare students to compete in the twenty-first century.

## OPPORTUNITIES FOR IMPROVEMENT

- **PSD is committed to the delivery of a world-class education that enables all students to become proficient in technology and compete in a global environment with twenty-first century learning skills (Figure 2.1-2). PSD's list of curricular programs includes science, social studies, technology, and business, in addition to math and reading/language arts (RLA; P.1a[1]). However, student learning outcomes provided in Item 7.1 focus almost entirely on math and RLA. No results are reported for science, social studies, business, or technology education (even though technology is infused throughout PSD's curriculum, presumably because it is indisputably a twenty-first century skill). As a result, PSD is limited in its ability to demonstrate progress addressing the strategic challenge of teaching twenty-first century learning skills and achieving high performance in areas critical to the vision.**
- **PSD aspires to offer a world-class education to all its students. However, half the student learning outcomes presented in Item 7.1 lack comparisons to best-in-class performance, and the seven results that show PSD compared to world-class performance relate to student achievement in grade 8 or higher, though about half PSD's enrollment is in elementary grades. In addition, some 9% of students come from other districts via open enrollment. However, no comparative data are provided to demonstrate PSD's student learning outcomes compared with Elmbrook or Waukesha, its two most important competitors for nonresident students (P.2a[1]). Utilizing additional benchmark data and competitor comparisons may help PSD better understand its levels of performance as they relate to achieving the District's overall objective of providing a world-class education for all students.**
- Results for some key Academic achievement measures are not provided for all PSD's key student segments (Figure P-2), including high school completion rate (Figure 7.1-9), high school failure rate (Figure 7.1-10), ACT scores (Figure 7.1-8), AP participation and performance rates (Figures 7.1-6 and 7.1-7), and college readiness (Figure 7.1-14). A lack of tracking outcomes for all student segments may inhibit PSD's ability to determine if the District is addressing the needs of all segments and where improvements in instruction and curriculum are most needed to move closer to the vision.

## 7.2 Customer-Focused Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

### STRENGTHS

- PSD has achieved excellent results in student and stakeholder relationship building and engagement as evident in rates of student truancy, student drop-outs, and student attendance. From 2004-2005 to 2008-2009, levels of student truancy were far lower than state, county, and world-class benchmark levels (Figure 7.2-7). A student drop-out rate of 0.10%, reflecting a five-year low, was achieved in 2008-2009, down from the 0.5-0.6% levels in 2004-2005, 2005-2006, and 2007-2008 (Figure 7.2-8). Data for the past three years show sustained high student attendance rates of 95% that meet or exceed the county, state, and world-class benchmarks (Figure 7.2-9). These strengths in relationship building and student engagement strongly support PSD’s commitment to offer a world-class education in which all students meet or exceed performance expectations for Academic achievement.
- Parent satisfaction results show good performance levels, beneficial trends, and favorable comparisons to targets and benchmarks. The percentage of parents who perceive the school as a “safe and orderly environment” (Figure 7.2-1) has been 90% or higher for four years at three schools and appears to have reached that level in the past two years at the fourth school, with performance considerably higher than the national comparison and PSD target in 2008-2009. The percentage of parents who are “pleased by my child’s experience at school” (Figure 7.2-2) appears to be 90% or better in all four schools for the past three years, exceeding the PSD target for 2008-2009. Nearly 100% of parents at Pewaukee Lake Elementary (PLE) and Horizon Elementary School (HES) report being “greeted warmly” at their child’s school (Figure 7.2-3), and performance has steadily improved over three years at Asa Clark Middle School (ACMS) and PHS, again exceeding PSD’s target at all schools. The percentage of elementary school students reporting that “learning is interesting and challenging” (Figure 7.2-4) has improved over three years from above 60% to above 80%, while almost 100% of secondary school students report that “teachers hold high expectations” (Figure 7.2-5), for three years at ACMS and for the past two years at PHS, with performance in 2008-2009 substantially exceeding the national average as well as the PSD target. These favorable satisfaction results serve as an indicator that PSD is meeting some key parent and student requirements through its programs and services.
- Results related to open enrollment reflect increased satisfaction levels over the past four years among eligible students. PSD experienced an 11% growth in enrollment (Figure 7.3-6) over three years as compared to other county public schools, whose change in enrollment ranged from growth of about 5% to more than a 5% enrollment decline. Additionally, the number of incoming open-enrollment students increased steadily, while the number of outgoing students declined for three years before rising slightly last year (Figure 7.3-8), indicating PSD as a District of choice in which to enroll.

## OPPORTUNITIES FOR IMPROVEMENT

- **No satisfaction results are reported for some key requirements of students and stakeholders (Key Stakeholder Groups and Requirements; Figure P-3), including students' expectation of fairness; parents' expectation of responsiveness; community members' expectations for high-quality education, cost-effectiveness, and communications; and alumni expectations for communication and connection. In addition, PSD reports no results for student and stakeholder dissatisfaction. These gaps make it unclear if PSD is effectively meeting the key expectations of its students and stakeholders.**
- PSD reports good to excellent performance levels or improving trends for overall student satisfaction with teaching and learning (Figures 7.2-4 and 7.2-5). However, it is not evident how student satisfaction or results for indicators or relationship building and engagement (Figures 7.2-7 through 7.2-9) vary across all PSD's student and market segments, including gender, economically disadvantaged, SPED, non-English speaking, and race/ethnicity student subgroups, as well as resident/nonresident students. Similarly, parent satisfaction results are segmented by school, but not by student or market segment (Figures 7.1-1 through 7.1-3). Demonstrating satisfaction and engagement across all student and market segments may enhance PSD's ability to demonstrate its effectiveness at inspiring all students to flourish.
- PSD's student and stakeholder results include benchmark (world-class) performance comparisons for only three measures (Figures 7.2-7 through 7.2-9). No performance comparisons are provided for PSD's two key competitors, Elmbrook and Waukesha. By not measuring satisfaction and engagement performance against the highest performers and against key competitors, PSD may compromise its ability to demonstrate its excellence and retain and grow market share.

### 7.3 Budgetary, Financial, and Market Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

#### STRENGTHS

- Wisconsin School District bond ratings (Figure 7.3-1) show the District's Moody's bond rating is AA in 2010, an improvement from A+ previously. This shows an improvement in PSD's fiscal strength. The PSD longitudinal fund balance (Figure 7.3-2) has increased substantially over ten years from \$500,000 to more than \$2.2 million in 2009. Over the past five years, PSD has spent less annually on instructional expenditures per pupil (Figure 7.3-4) in comparison to others in the Milwaukee metropolitan area and the state, indicating the ability to produce results with lower costs and demonstrating fiscal accountability to stakeholders. In light of the challenge that PSD cites of an uncertain budget situation at the state level, being able to maintain high bond ratings, increase the fund balance, and keep instructional costs low is crucial to being able to sustain its operations, pursue its strategic objectives, and fulfill its commitments to students and stakeholders.
- PSD has achieved excellent results for student enrollment growth in both its market segments, resident, and nonresident students. PSD enrollment growth (Figure 7.3-6) shows an 11% overall student enrollment increase, the largest increase in the county over a three-year period. PSD demonstrates sustained resident student market share that exceeds the retention rate of all but one of six neighboring school districts, including PSD's key competitors, Elmbrook and Waukesha. PSD longitudinal open-enrollment data (Figure 7.3-8) show that PSD has attracted open-enrollment (nonresident) students consistently over four years, enrolling 120 open-enrollment students in 2007 and 200 in 2010. Over the same period, the percentage of students choosing to attend other districts under open enrollment has steadily decreased since 2006 to less than 2% in 2009 (Figure 7.3-10). These results show PSD's increasingly strong competitive position and contribute to PSD's LT financial viability since increased enrollments directly increase school District revenues.

#### OPPORTUNITIES FOR IMPROVEMENT

- **Results demonstrating PSD's budgetary and financial performance are limited. It is not evident how PSD performs with respect to overall revenues and expenditures per student, student fee levels, annual grant awards, cost containment or savings, or budget levels and performance to budget. Forecasts for the future are not provided. These gaps may limit PSD's ability to assess and sustain financial stability, a key strategic challenge.**
- **Although cost-cutting efforts, such as inter-municipal partnerships, seeking grant funding, and initiating cooperative purchasing pools for health insurance, have been instituted, the percentage of budget for noninstructional expenditures (Figure 7.3-5) is higher than the state average and that of four of six similarly sized schools.**

**Despite a ten-year increase in the overall fund balance, which reached a peak in 2007-2008 (Figure 7.3-2), the fund balance as a percentage of operating expense (Figure 7.3-3) is unfavorable over the last three years compared to the state average and other districts in the Milwaukee metropolitan area. These results may be inconsistent with PSD's CC related to financial and operational planning.**

- **Student enrollment results (Figures 7.3-6 through 7.3-10) are not segmented to show performance for all PSD's key student and market segments (Figure P-2). This gap in tracking and analyzing enrollment by segment may compromise the District's ability to understand and maximize market share growth opportunities. For example, one strategic challenge for PSD is meeting the growing enrollment and facility needs. Segmented results may help PSD incorporate new markets into plans for curricular and Academic programming, which is a strategic advantage.**

## 7.4 Workforce-Focused Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

### STRENGTHS

- PSD reports good to excellent levels and favorable trends for indicators of workforce satisfaction (Figures 7.4-1 and 7.4-2). PSD employee satisfaction (Figure 7.4-1) levels across the four schools have remained at approximately 90% or higher for the past four school years, except for PLE in 2006-2007 and PHS in 2005-2006. In 2008-2009, 80% or more of PSD employees strongly or somewhat agreed that they were satisfied with their jobs at PSD, committed to staying LT, likely to refer the organizational workplace to a friend, and perceived the District as caring about its employees and committed to retaining high-quality employees. This strength supports the strategic focus on workforce development and improvement of employee satisfaction and engagement.
- Results for teacher turnover (Figure 7.4-4) and teacher retention (Figure 7.4-5) compare favorably to targets and national comparison levels of performance. The current teacher turnover rate is 10.9%, somewhat higher than the previous three years, but below the established target, as well as the national average of 17%. The current teacher retention level is 89.1%, which is higher than the established target and national average of 83%. The four-year teacher retention rate has been stable, which is significant when compared to the almost 50% attrition rate for teachers within the first five years of teaching across the nation. In addition, for men and women in the workforce overall, the median years of service with the employer (Figure 7.4-3) surpasses the Bureau of Labor Statistics (BLS) comparison for four of the five age groups compared.
- Several indicators of workforce capacity and capability show good performance levels with some favorable comparisons. For example, the PSD student-to-staff ratio (Figure 7.4-9) is below the target as well as both state and national comparisons. Over the past three years, teacher applications for vacancies (Figure 7.4-10) have increased, from 660 for 16 positions in 2007 to 4,865 for 12 positions in 2009. Talent scores of newly hired teachers (Figure 7.4-11), as measured by TeacherInsight, a tool for measuring talent for teaching, have increased with the average 2009-2010 score at 75%, which is higher than the 67% District goal and the Gallup national average of 65%. Results for educator proficiency (Figure 7.4-7) show that almost 100% of teachers are proficient in technology software use in 2009-2010. Favorable staffing levels and teacher skills are critical to address the success factor of a high-quality staff.
- PSD reports indicators of workforce climate that are favorable compared to targets and comparisons. Worker's compensation claims (Figure 7.4-13) have substantially declined over three years and are well below the U.S. education comparison and below target. Additionally, the PSD Occupational Safety and Health Administration (OSHA) rating (Figure 7.4-14) dropped dramatically from 2005 to 2008, and in 2009 remains below both the target and the goal. Finally, employee satisfaction with a safe work environment shows improvement from 2007-2008 to 2008-2009 in Figure 7.4-15. These results are

important to PSD's opportunities to build an effective and supportive workforce environment.

- PSD reports good performance levels for teacher development as measured by attainment of advanced degrees. For three years, the percentage of PSD teachers with advanced degrees has approached 70%, exceeding county, state, and world-class comparisons. This strength supports the strategic focus on developing talented staff.

#### OPPORTUNITIES FOR IMPROVEMENT

- **Results for employee segments other than teachers are limited. Except for PSD staffing levels (Figure 7.4-12), results are not provided for employee segments other than teachers. No results are provided for two of the four requirements of PSD employees (Figure P-3), communication and involvement. Also, although volunteers represent a component of the workforce, there are no results shown for the volunteer workforce. Without results for all workforce segments and requirements, PSD may find it difficult to assess and demonstrate its effectiveness addressing the diverse needs of its workforce.**
- **Some results related to workforce engagement are missing, such as workforce absenteeism, grievances, and productivity. Results in these areas may help PSD to assess and improve workforce engagement. Also, it is not clear that the employee satisfaction survey results provided (Figures 7.4-1 and 7.4-2) represent satisfaction and engagement factors tied to high-performance work. If it does not measure and track all aspects of workforce engagement within the organization, PSD may limit its effectiveness maintaining and enhancing a high-quality, high-performance staff. PSD's strategic goal for teaching and learning is to provide a rigorous, relevant curriculum delivered by high-quality educators using innovative, research-based strategies. These priorities require a high-performance workforce across all employee segments.**
- For some key workforce indicators, the data presented are limited or results appear to be changing unfavorably. For example, PSD reports satisfaction data by school over the past four years, but for only one question ("I enjoy working at my school"), although the District has "conducted building satisfaction surveys for many years." Results are missing in Figure 7.4-2 for the key satisfaction/engagement factors of communication and teamwork. While teacher turnover (Figure 7.4-4) remains below PSD's target, the teacher turnover rate has risen from 8.1% in 2007-2008 to 10.9% in 2008-2009, with a corresponding reduction in teacher retention from a high of 91.9% in 2007-2008 to 89.1% in 2008-2009 (Figure 7.4-5).
- Some expected measures of workforce/leader development and workforce performance are not provided. For example, although the PSD 2009-2010 SP components (Figure 2.1-2) shows a SP priority of workforce engagement and development including four CIP goals, little to no information about results of these plans is reported in Category 7. Additionally, some key requirements and key in-process performance measures in Figure 6.1-2 are not reported to show results for improvement of workforce capability and

capacity. Although Figure 7.4-7 shows teacher technology proficiency and Figure 7.4-8 illustrates the diversity of professional development delivery venues, neither set of results clearly demonstrates PSD's effectiveness at workforce and leader development. These gaps may limit PSD's ability to ensure a highly qualified staff capable of achieving its vision for world-class education delivery.

## 7.5 Process Effectiveness Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

### STRENGTHS

- PSD has achieved excellent performance levels and trends for performance related to beginning reading intervention (Figure 7.5-9). Student dismissal rates after program completion are 70% for 2006-2007, 56% for 2007-2008, and 69% for 2008-2009, with levels in all three years surpassing comparative state and national performance comparisons. The successes achieved in this instructional work system for reading instruction may support PSD's culture of continuous improvement, stimulate higher student reading achievement on mandated state assessments, align with SP Priority Area of teaching and learning, the CIP of early literacy (Figure 2.2-1), and support the mission to open the door to each child's future.
- PSD has achieved good to excellent performance levels and beneficial trends for IT work process measures. Top-box customer service scores (Figure 7.5-15), 100% core server uptime for the first three months of 2010 (Figure 7.5-14), and increasing number of technological devices and improving student-to-PC computer ratio (Figure 7.5-11) serve as indicators of PSD's operational efficiency, and reflect alignment with both PSD's value statement related to delivering a progressive and innovative education, and PSD's vision statement related to student proficiency with technology.
- Non-Academic key work system and process results show good levels and beneficial trends, including HR management (Figure 7.5-19 through 7.5-21), financial management (Figure 7.5-12), facilities and energy management (Figure 7.5-16), communications management (Figure 7.5-22), and contracted services management (Figure 7.5-25). These results show that PSD is living up to its CCs of operational excellence and continuous improvement.
- Favorable results following POI implementation are reported for the Student Services Management work process for special needs instruction and support (Figures 7.5-5 through 7.5-8), including a 0% SPED student dropout rate, a 100% student graduation rate, and improvements to Title I services targeted to the youngest learners, as well as improving trends also noted for referrals and placements. These performance results reinforce the favorable impact of the POI, support the regulatory expectations of the No Child Left Behind law, and align well with PSD's vision of preparing all students to compete in a global environment.

### OPPORTUNITIES FOR IMPROVEMENT

- **Reported levels for selected measures of Academic work systems (Figure 7.5-1) may not reach beyond minimum expectations for performance, despite PSD's vision for world-class performance. Avoiding violations due to state assessment security requirements, required-by-law Individuals with Disabilities Education Act (IDEA) compliance, and state reporting requirements for curriculum approvals and**

**requirements for teacher certification all may be nonchallenging, low-bar goals. While the schools have successfully met the Adequate Yearly Progress (AYP) requirements, the lack of AYP projected student performance needed to achieve higher levels of student proficiency, which are critical to monitoring PSD's organizational performance SP goals for student learning and are required by 2014, may represent a missed opportunity to promote high performance and drive work process improvements to deliver a world-class education to all students.**

- **It is not evident that PSD used segmentation or comparative data consistently in its analysis of results. There is limited segmentation of stakeholder groups, such as key student or market segments. Comparative data are limited, and it is unclear whether state and national comparisons provided reflect best-in-class levels. For example, no comparative data are presented for IT efficiency measures (Figures 7.5-13 through 7.5-15) or AP course offerings (Figure 7.5-2). More deeply segmenting process effectiveness outcomes may reveal patterns in existing stakeholder groups, and utilizing best-in-class comparative data may help ensure PSD is able to achieve its vision to deliver a world-class education and determine if levels of current measures are acceptable.**
- Limited or no results are reported for work system performance in Academics related to the work processes of curriculum, instruction, assessment, and student services (including segments other than special needs, grades 3 to 6 math, and AP). This gap may indicate an opportunity to clarify the relationship between key work processes and ensuring student/stakeholder value the connection between work systems, work processes, and results.

## 7.6 Leadership Outcomes

Your score in this Criteria Item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 5b, Scoring Guidelines for Results Items.)

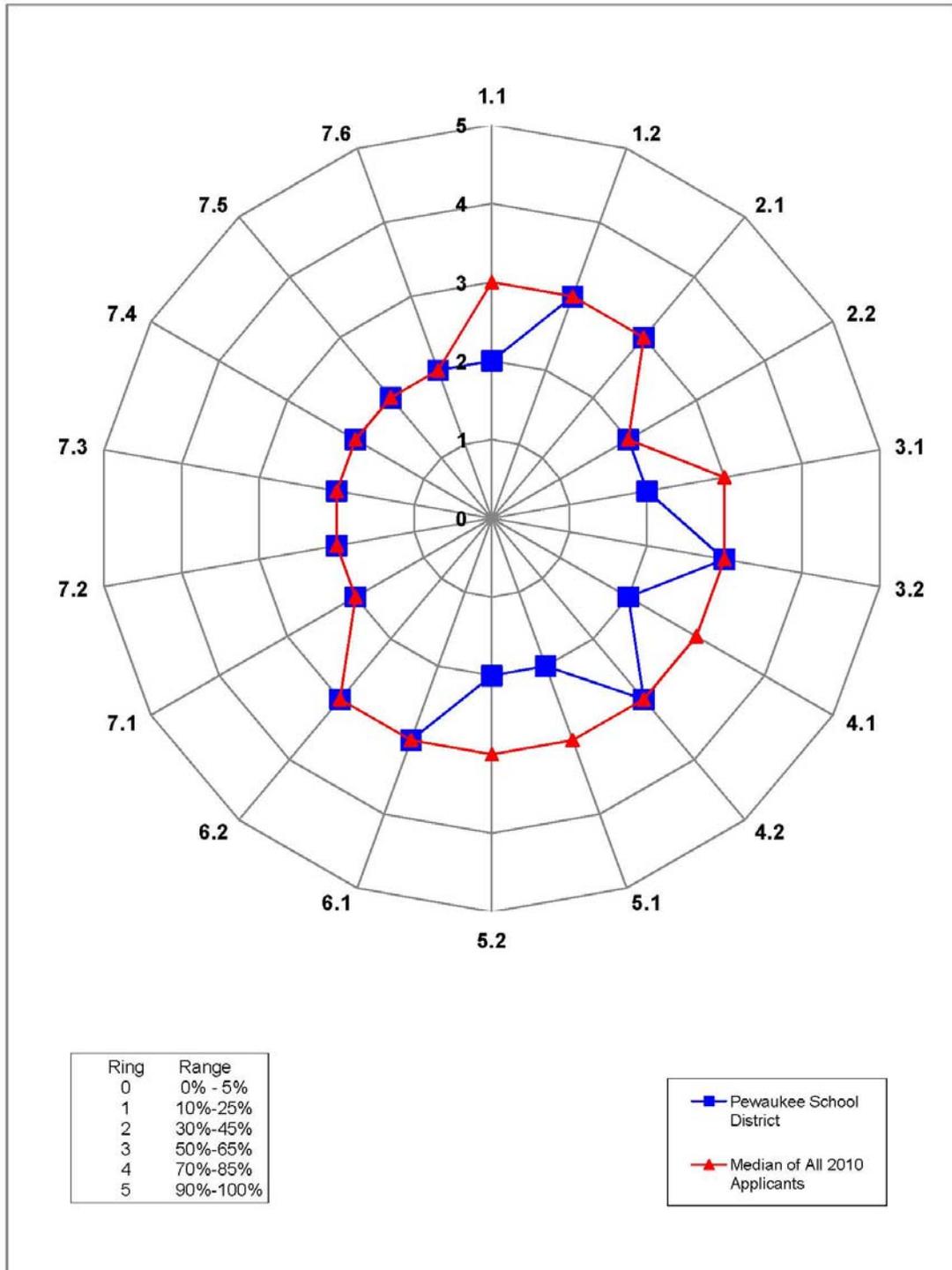
### STRENGTHS

- PSD demonstrates good performance levels for some measures of the achievement of organizational strategy and action plans. For example, Figure 7.6-1 shows that 96% of the action plans were completed in 2008-2009, meeting PSD's target. Figure 7.6-2 reports innovations by key work processes achieved due to PSD's commitment to organizational strategy. Innovations in curriculum include implementation of the national program Project Lead the Way for engineering education, elementary world language, kindergarten options, electives in automation and robotics, online learning links, and twenty-first century skill identification. Innovations were achieved in other key work processes, including assessment (PLCs, DRs, ACT assessment of grade 9 college readiness) and technology management (special programs such as Appraise, MSI:1 Initiative, and Apple technology in world language).
- PSD shows steady compliance over five years with key fiscal governance requirements (Figure 7.6-6), including maintaining an A1 Moody's bond rating, receiving no violations from the IRS, awarding all vendor contracts properly, posting the fiscal oversight policy and acceptance of Independent Audit Report in BOE minutes, BOE involvement in negotiations, and transparency of board actions in the budget cycle. Steady compliance in key fiscal governance areas may account for 100% of citizens voting to support the budget in the annual meeting vote from 2006-2007 through 2008-2009 (Figure 7.6-7) and contribute to an increase in the overall community grading of PSD from 39.1% above average/excellent in 1997 to 66% in 2008 (Figure 7.6-8).
- Many measures of compliance with governance, fiscal, regulatory, ethical, safety, accreditation, and legal requirements (Figure 7.6-6) show favorable results. For example, PSD reports good performance levels and beneficial trends for the number of violations in electing voting, canvassing, and posting; expulsions/suspensions per year; number of hours lost due to unsafe conditions on campus; training for bloodborne pathogens and by Environmental Management Consultants (EMC) ; accident reports filed; and OSHA logs filed.
- Consistent with its value of citizenship, PSD has a zero-tolerance policy for unethical behavior, which has resulted in 100% compliance or zero violations reported. PSD reports good to excellent results, obtained via stakeholder survey, for financial support and stakeholder satisfaction indicators (Figure 7.6-7), and these results reflect stakeholder trust. Findings reveal a consistent 100% of citizens voting to support the budget in the annual meeting. In addition, there are favorable trends in employee and student satisfaction with the administration over a three-year period. Lastly, loyalty scores reached 96% in 2008-2009. These results demonstrate PSD's values of being passionate about Academic excellence, committed to fostering positive citizenship, and dedicated to inspiring all students to flourish.

## OPPORTUNITIES FOR IMPROVEMENT

- **While some leadership outcomes show good performance, results for some key measures are missing. Specifically, not all measures shown in Figure 2.1-2 are reported against. Of the measures and indicators shown in Figure 7.6-1, some do not seem meaningful or linked to the achievement of the organizational strategy. Additionally, some measures show achievement of basic or expected levels, thereby limiting the ability to achieve high performance as desired by PSD. Finally, limited performance comparisons may limit PSD’s ability to strive for and demonstrate role-model performance, which is needed to support the CCs of a continuous improvement culture and a systems approach to financial/operational planning.**
- **Results for the accomplishment of organizational strategy and action plans are limited. The only measure for this is Figure 7.6-1, and other measures of completion of action plans do not address all aspects of organizational achievement of strategy (as shown in Figures 7.6-2 through 7.6-4). For example, one of the organization’s CCs is its commitment to continuous improvement, but without additional results for the achievement of organizational strategy and action plans, it may be difficult for PSD to track its progress or sustain performance levels.**
- **Only 82% of students report that PHS staff members stress the importance of avoiding drugs and tobacco, and PSD provides data for only one year. This level of performance does not appear to support one of PSD’s critical success factors, “safe learning environment with emphasis on citizenship.” Without high performance in this area, PSD may not be able to achieve its values of fostering positive citizenship and inspiring all students to flourish.**
- Improved performance in how PSD fulfills its societal responsibilities and supports its key communities appears to be limited to an increase in the community use of school facilities from 33 groups in 2006-2007 to 47 groups in 2008-2009 and the hours used free of charge, and reduction in energy use in the past year compared to the two previous years (Figure 7.6-10). Results for paperless board packets, computer energy cost reduction, and greener principles in the Ten-Year Facility Plan are limited to 2008-2009 (Figure 7.6-10). Results reported for increased student participation in programs focused on societal responsibilities (Figure 7.6-10) do not account for the 11% enrollment growth over same period. SL hours donated to the Pewaukee community remained flat from 2006-2007 to 2008-2009 (Figure 7.6-12), and donations to United Way dropped from 2005-2006 to an all-time low in 2009-2010 (Figure 7.6-13). Demonstrating high performance in areas of societal and community responsibility may be key to building trust and relationships among key stakeholders and the organization.

# APPENDIX A



## **APPENDIX B**

By submitting a Baldrige 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 69 of the *2009–2010 Education Criteria for Performance Excellence*.

# Award Process Review Cycle

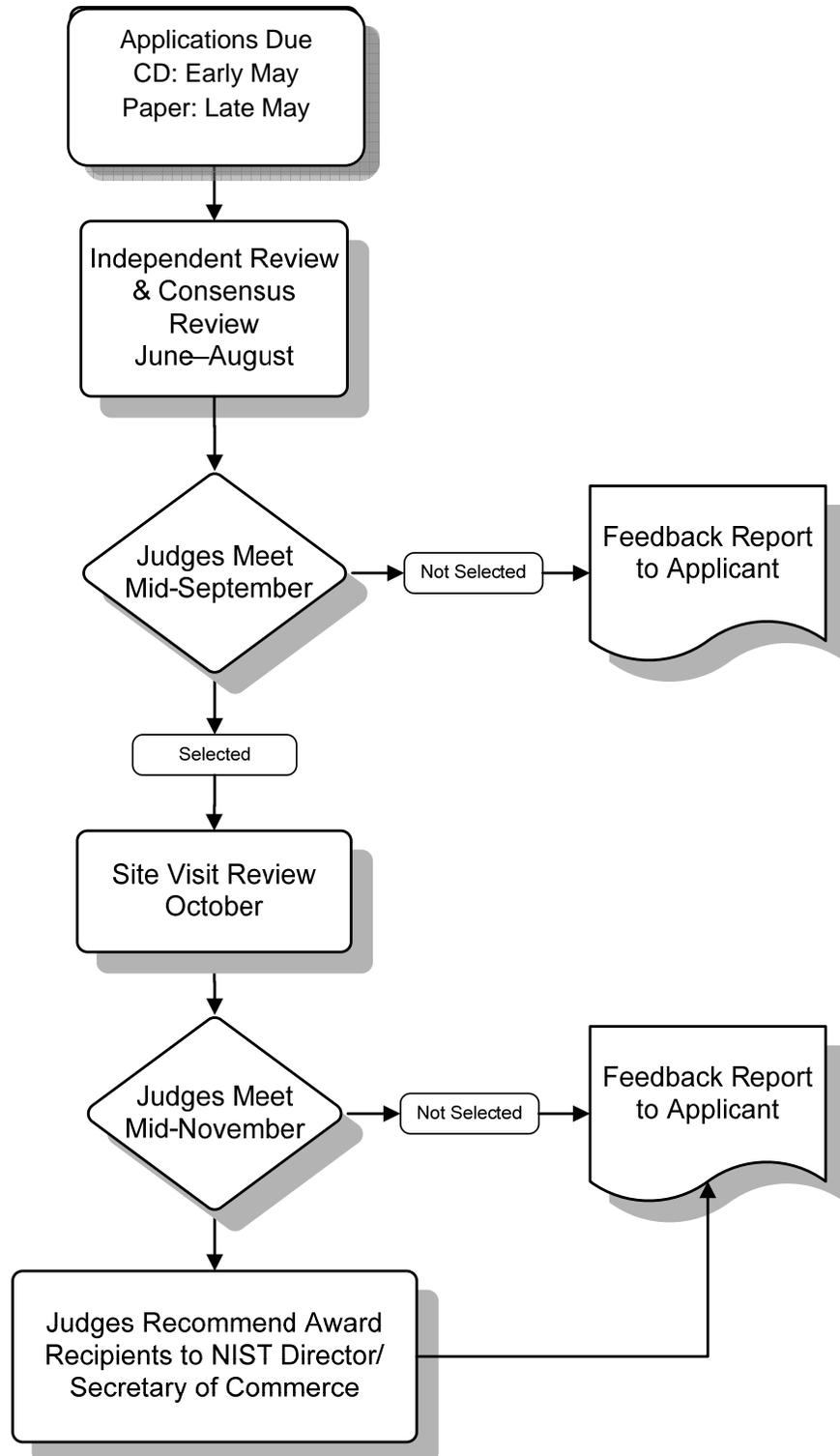


Figure 1—Award Process Review Cycle

## 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.

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

**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, one of the Examiners on the consensus team edits the final Consensus Scorebook, which 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.

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

**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 Award. The Judges discuss applications in each of the six Award categories 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. The process is repeated for each Award category.

<b>Step 1 Panel of Judges’ Review</b>	<b>Step 2 Evaluation by Category</b>	<b>Step 3 Assessment of Top Organizations</b>
<ul style="list-style-type: none"> <li>• Applications</li> <li>• Consensus Scorebooks</li> <li>• Site Visit Scorebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacturing</li> <li>• Service</li> <li>• Small business</li> <li>• Education</li> <li>• Health care</li> <li>• Nonprofit</li> </ul>	<ul style="list-style-type: none"> <li>• Overall strengths/opportunities for improvement</li> <li>• Appropriateness as national model of performance excellence</li> </ul>

**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 Scoring Guidelines (Figures 5a and 5b), 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 7.1–7.6) 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.

<b>SCORE</b>	<b>PROCESS (For Use with Categories 1–6)</b>
<b>0% or 5%</b>	<ul style="list-style-type: none"> <li>▪ No systematic approach to Item requirements is evident; information is anecdotal. (A)</li> <li>▪ Little or no deployment of any systematic approach is evident. (D)</li> <li>▪ An improvement orientation is not evident; improvement is achieved through reacting to problems. (L)</li> <li>▪ No organizational alignment is evident; individual areas or work units operate independently. (I)</li> </ul>
<b>10%, 15%, 20%, or 25%</b>	<ul style="list-style-type: none"> <li>▪ The beginning of a systematic approach to the basic requirements of the Item is evident. (A)</li> <li>▪ 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)</li> <li>▪ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L)</li> <li>▪ The approach is aligned with other areas or work units largely through joint problem solving. (I)</li> </ul>
<b>30%, 35%, 40%, or 45%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the basic requirements of the Item, is evident. (A)</li> <li>▪ The approach is deployed, although some areas or work units are in early stages of deployment. (D)</li> <li>▪ The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L)</li> <li>▪ The approach is in the early stages of alignment with your basic organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
<b>50%, 55%, 60%, or 65%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the overall requirements of the Item, is evident. (A)</li> <li>▪ The approach is well deployed, although deployment may vary in some areas or work units. (D)</li> <li>▪ 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)</li> <li>▪ The approach is aligned with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
<b>70%, 75%, 80%, or 85%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, responsive to the multiple requirements of the Item, is evident. (A)</li> <li>▪ The approach is well deployed, with no significant gaps. (D)</li> <li>▪ 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)</li> <li>▪ The approach is integrated with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>
<b>90%, 95%, or 100%</b>	<ul style="list-style-type: none"> <li>▪ An effective, systematic approach, fully responsive to the multiple requirements of the Item, is evident. (A)</li> <li>▪ The approach is fully deployed without significant weaknesses or gaps in any areas or work units. (D)</li> <li>▪ 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)</li> <li>▪ The approach is well integrated with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)</li> </ul>

**Figure 5a—Scoring Guidelines for Process Items in the Education Criteria**

<b>SCORE</b>	<b>RESULTS (For Use with Category 7)</b>
<b>0% or 5%</b>	<ul style="list-style-type: none"> <li>▪ There are no organizational performance results and/or poor results in areas reported. (Le)</li> <li>▪ Trend data either are not reported or show mainly adverse trends. (T)</li> <li>▪ Comparative information is not reported. (C)</li> <li>▪ Results are not reported for any areas of importance to the accomplishment of your organization’s mission. No performance projections are reported. (I)</li> </ul>
<b>10%, 15%, 20%, or 25%</b>	<ul style="list-style-type: none"> <li>▪ A few organizational performance results are reported, and early good performance levels are evident in a few areas. (Le)</li> <li>▪ Some trend data are reported, with some adverse trends evident. (T)</li> <li>▪ Little or no comparative information is reported. (C)</li> <li>▪ Results are reported for a few areas of importance to the accomplishment of your organization’s mission. Limited or no performance projections are reported. (I)</li> </ul>
<b>30%, 35%, 40%, or 45%</b>	<ul style="list-style-type: none"> <li>▪ Good organizational performance levels are reported for some areas of importance to the Item requirements. (Le)</li> <li>▪ Some trend data are reported, and a majority of the trends presented are beneficial. (T)</li> <li>▪ Early stages of obtaining comparative information are evident. (C)</li> <li>▪ Results are reported for many areas of importance to the accomplishment of your organization’s mission. Limited performance projections are reported. (I)</li> </ul>
<b>50%, 55%, 60%, or 65%</b>	<ul style="list-style-type: none"> <li>▪ Good organizational performance levels are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial trends are evident in areas of importance to the accomplishment of your organization’s mission. (T)</li> <li>▪ Some current performance levels have been evaluated against relevant comparisons and/or benchmarks and show areas of good relative performance. (C)</li> <li>▪ Organizational performance results are reported for most key student, stakeholder, market, and process requirements. Performance projections for some high-priority results are reported. (I)</li> </ul>
<b>70%, 75%, 80%, or 85%</b>	<ul style="list-style-type: none"> <li>▪ Good to excellent organizational performance levels are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial trends have been sustained over time in most areas of importance to the accomplishment of your organization’s mission. (T)</li> <li>▪ 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)</li> <li>▪ Organizational performance results are reported for most key student, stakeholder, market, process, and action plan requirements, and they include some projections of your future performance. (I)</li> </ul>
<b>90%, 95%, or 100%</b>	<ul style="list-style-type: none"> <li>▪ Excellent organizational performance levels are reported for most areas of importance to the Item requirements. (Le)</li> <li>▪ Beneficial trends have been sustained over time in all areas of importance to the accomplishment of your organization’s mission. (T)</li> <li>▪ Evidence of education sector and benchmark leadership is demonstrated in many areas. (C)</li> <li>▪ Organizational performance results fully address key student, stakeholder, market, process, and action plan requirements, and they include projections of your future performance. (I)</li> </ul>

**Figure 5b—Scoring Guidelines for Results Items in the Education Criteria**

Band Score	Band Number	% Applicants in Band <sup>1</sup>	PROCESS Scoring Band Descriptors
0–150	1	4	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	6	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	28	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	39	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 organizational needs.
321–370	5	22	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	1	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 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.

<sup>1</sup> Percentages are based on scores from the Consensus Review.

**Figure 6a—Process Scoring Band Descriptors**

Band Score	Band Number	% Applicants in Band <sup>1</sup>	RESULTS Scoring Band Descriptors
0–125	1	16	Results are reported for a few areas of importance to the accomplishment of the organization’s mission, but they generally lack trend and comparative data. Limited or no performance projections are reported.
126–170	2	27	Results are reported for several areas of importance to the 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. Limited performance projections are reported.
171–210	3	30	Results address many areas of importance to the 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. Limited performance projections are reported.
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 Criteria requirements and the accomplishment of the organization’s mission. Limited performance projections are reported, including those for a few high-priority areas.
256–300	5	4	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 Criteria requirements and the accomplishment of the organization’s mission. Performance projections for some high-priority areas are reported.
301–345	6	1	Results address most key customer/stakeholder, market, and process requirements, as well as many action plan requirements, and some results include projections of future performance. 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 <sup>2</sup> leader in some results areas.
346–390	7	0	Results address most key customer/stakeholder, market, process, and action plan requirements and include projections of future performance. Results demonstrate excellent organizational performance levels and some industry <sup>2</sup> leadership. Results demonstrate sustained beneficial trends in most areas of importance to the 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 Criteria requirements and the accomplishment of the organization’s mission.

<sup>1</sup> Percentages are based on scores from the Consensus Review.

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

**Figure 6b—Results Scoring Band Descriptors**