# Weatherford Independent School District



## Application
## for
## 2010 Texas Award for Performance Excellence

## October 2010

**Weatherford ISD**
**1100 Longhorn Drive**
**Weatherford, Texas 76086**

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## P.1. Organizational Description
### P.1.a Organizational Environment
Weatherford Independent School District (WISD) is a public school system that provides programs, services and offerings geared to meet or exceed the needs of students in Pre-Kindergarten through 12th grade that reside in 256 square miles in the heart of Parker County, Texas. We operate in an atmosphere where the pioneer spirit and traditions undergird family values.

### P.1.a (1) Programs, Offerings, Services
We offer classes that assist students, parents and community members-at-large in meeting their educational needs. Figure P.1.-1 lists the programs, services, offerings and delivery mechanisms. Our students who receive services through programs known as Special Education [Sp. Ed.], Section 504, Dyslexia and ESL/ BL programs have Individual Education Plans [IEP] that prescribe how to address each student's needs and assess their progress. These plans are carried out through a combination of delivery mechanisms [see Figure P.1.-1 below] by certified professionals. Our services support students age 3 to 22 with disabilities including students with autism, mental retardation, emotional disturbances, physical disabilities, and traumatic brain injury.

**Figure P.1-1 Programs, Offerings, Services, and Delivery Mechanisms**

| Programs | Delivery Mechanisms |
|---|---|
| General Education (GenEd) Special Education (SpEd) Gifted Talented (GT) Bi-lingual Education (BL) English Second Language (ESL) Students with 504 Disabilities (504) Career Technology Dyslexia Homebound | *All programs use:* Classroom, whole group Classroom, small group Small group instruction Individual instruction Specialized instruction Laboratory instruction Virtual classes Dual language instruction Field experience |
| **Services** | **Delivery Mechanisms** |
| Counseling/Guidance Library Service Technology Service Child Nutrition | Campus based staff who specialize in these services |
| Homebound | Homebound teacher, virtual classes |
| Transportation | Contractor: Durham School Services |
| **Offerings** | **Delivery Mechanisms** |
| Dual Credit College Courses | Campus based courses |
| In House Training | District based courses |
| Extra-curricular Activities Co –curricular Activities | Campus based athletics, band, UIL, Fine Arts Special Olympics |
| Adult Education Community Education | District offerings at designated locations |

### P.1.a (2) WISD's Culture, Mission, Vision, Values
Our "students first" culture is reflected in our motto "Your Child: Our Mission." As a learning-focused, high expectations organization we value all stakeholders and their roles. As District leaders, we work to provide our experienced staff an environment where clear expectations, open communication, and personal accountability establish the framework for excellence. We are dedicated, aggressive learners who focus on continuous improvement through teamwork. We build on our **core competencies of learning and continuous improvement.** Our focus on learning encompasses both the acquisition and transfer of knowledge to all stakeholders. These competencies provide the foundation, the dedication and the energy required to achieve our mission… "to teach, challenge and inspire each student in a safe, nurturing environment to succeed in the global community."

We have a culture of success, which is evidenced by our receiving a "Recognized" rating from Texas Education Agency for each of the last three years. As a part of the Texas educational system, we "teach, challenge and inspire" the students of our District so that they master the knowledge and skills of the 21st Century worker prescribed by the Texas Education Agency.

Our community's statement of our mission was first created in 2003 as part of a three-day strategic planning process (SPP) involving community, parents, and staff. The statement was refined in 2006 and 2008 as part of our annual SPP update. (See Figure P.1.-2 Mission, Vision, and Values below.) In each district meeting, we remind ourselves of our focus by having participants recite the MVV as the context for accomplishing the tasks of that gathering.

**Figure P.1-2 Our Mission, Vision, Values**

| Mission |
|---|
| The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community. |
| **Vision** |
| WISD will be the world-class district of choice. |
| **Values** |
| ➤ We value and respect all students, employees, parents, partners, and our community. ➤ We demonstrate visionary leadership. ➤ We engage in and promote personal and organizational learning. ➤ We make data-driven decisions. ➤ We practice ethical behavior and personal integrity. |

**P.1.a (3) Workforce Profile**

Figure P.1-3 contains our workforce profile summary by position workgroups. The workforce is 16.7% male; 83.3% female. The demographics for teachers are Native American: 0.9%; Asian/Pacific Islander: 0.8%; African American: 2%; Hispanic: 10.3%; and White: 86%.

All employees undergo a criminal background check and are encouraged to participate in the Wellness Program. In addition to meeting the hiring certifications standards, designated employees receive training in Cardio-Pulmonary Resuscitation (CPR), CPI, (special equipment for stroke victims) and Texas Behavioral Support Initiative. Of the 498 teachers, 18.6% have master's degrees and 0.4% doctorates. Ten percent of the administrators have doctorate degrees.

Figure P.1-4 lists our workgroups and their key factors for engaging them in our mission along with the key benefits provided each employee. Workgroups reflect the type of employment contract and the diversity of skills required to achieve our mission. The key factors reflect several years of employee feedback garnered as we addressed our strategic target for increasing retention. We have no employee bargaining units.

**Figure P. 1-3 Workforce Profile**

| Workgroups | No. | % Staff | Ed. Level |
|---|---|---|---|
| Auxiliary | 131 | 14% | High School (HS) / GED, License |
| Paraprofessional | 117 | 13% | HS/ GED / State Certificate (SC) |
| Professional Support | 96 | 11% | Bachelor/ Masters SC or License |
| Teachers | 498 | 55% | Bachelor/ Masters SC |
| Administrators | 69 | 8% | Masters, SC |
| **TOTAL** | **911** | **100%** | |

Each Every employee who does not work in the classroom knows that his/ her job is to support the classroom. As a non-discriminatory institution, WISD does not gather data regarding an employee's religion, sexual preference, or geographic origin. Hiring is based on the skills stemming from certifications held by employees. All work environments meet OSHA standards.

**Figure P.1- 4 Employee Workgroups**

| Workgroup | Key Factors of Employee Engagement in Mission | Key Benefits (All Employees) |
|---|---|---|
| **Auxiliary** | | ❖ Contribution to District / State Fund<br>❖ Medical benefits with District Contribution at 100% Level 1<br>❖ Life insurance<br>❖ Temporary disability leave<br>❖ Sick leave<br>❖ Sick leave pool<br>❖ Monday through Friday work week<br>❖ Federal 504 matching<br>❖ Wellness program<br>❖ Cafeteria plan of benefits |
| ❖ Maintenance<br>❖ Custodial<br>❖ Child Nutrition | Treated fairly and with respect<br>Job specific resources; job security<br>Competitive pay; benefits | |
| **Para-professional** | | |
| ❖ Instructional<br>❖ Clerical | Treated fairly and with respect<br>Clear expectations<br>Job-training, opportunities for advancement<br>Clean, well maintained, work environment<br>Job security, benefits, competitive pay | |
| **Professional support** | | |
| ❖ Counselor<br>❖ Nurse<br>❖ Librarian<br>❖ Special Ed support | Recognized and respected for their professional knowledge and skills<br>Professional development<br>Technology and resources for the job<br>Safe environment, clean well-maintained facilities, competitive pay | |
| **Teachers** | | |
| ❖ Elementary<br>❖ Middle School<br>❖ High School | Recognized, respected for their professional knowledge and skills<br>Professional development<br>Safe environment; administrative support,<br>Technology and resources to do a good job<br>Competitive pay; clean, well-maintained facilities | |
| **Administrators** | | |
| ❖ District<br>❖ Campus | Recognized, respected for their professional knowledge and skills<br>Support from Superintendent and Board of Trustees<br>Professional development, Collaboration<br>Opportunity for advancement<br>Job specific resources / technology to get the job done<br>Safe environment, Competitive pay | |

**Figure P.1- 5** below summarizes our facilities, technologies and equipment.

| Facilities | Technologies | Equipment |
|---|---|---|
| 11 Campuses<br>❖ 7 - Elementary<br>❖ 2 - Middle school<br>❖ 1 - 9th Grade Center<br>❖ 1 - High School (grades 10-12)<br>9 Support buildings<br>❖ District Services Building (DSB)<br>❖ Technology/ Operations Building<br>❖ Bowie Learning Center (BLC)<br>❖ Travis Community Learning Center<br>❖ Maintenance/ Warehouse<br>❖ Child Nutrition<br>❖ Bus Barn<br>❖ Agricultural Farm<br>❖ Bridge Academy (DAEP) | ❖ Full fiber network<br>❖ Wireless network<br>❖ District-wide e-mail /Internet<br>❖ Web-based student management system<br>❖ Parent portal<br>❖ Calling system<br>❖ Promethean boards HS math, science<br>❖ Computer assisted drawing<br>❖ C – MAT, Cisco, A+<br>❖ I-Net share document library<br>❖ Share Point<br>❖ Skyward web-based financial system | In every classroom:<br>❖ Phone, projector<br>❖ Computer per teacher<br><br>9th Grade Center, High School<br>❖ Electronic white board<br><br>On every campus:<br>❖ Copiers, scanners, printers<br>❖ Calculators for students<br>❖ Closed circuit TV security system<br>❖ ELMOs, Palm Pilots, iPods<br><br>Computer to student ratio 1 to 3.5<br>350 laptops<br>Special Education adaptive equipment<br>Maintenance equipment, trucks, vans |

### Figure P.1-6 Regulatory Environment

| Federal Regulations |  |
|---|---|
| Department of Education: Titles I, II, III, IV, IX | |
| Security & Prosperity Partnership (SPP) | |
| Children's Internet Protection Act (CIPA) | |
| Performance Based Monitoring Analysis System (PBMAS) | |
| No Child Left Behind: | HAACP |
|    Annual Yearly Progress (AYP) | FERPA |
|    Highly Qualified | OSHA |
| Fair Labor Standards Act (FLSA) | IDEA |
| Family Medical Leave Act | EDGAR |
| Office of Civil Rights (OCR) | HIPPA |
| **State / Regional Regulations** | |
| Texas Education Association (TEA) | |
| Texas Education Code (TEC) | |
| Texas Administrative Code (TAC) | |
| General Accepted Accounting Standards | |
| Comprehensive Annual Financial Report (CAFR) | |
| Academic Excellence Indicator System (AEIS) | |
| Education Dept. General Administration Regulations (EDGAR) | |
| Financial Integrity Rating System of Texas (FIRST) | |
| Texas Unemployment Law | |
| Public Education Information Management System (PEIMS) | |
| **Local Regulations** | |
| City of Weatherford Fire, Police, Municipal | |
| Parker County | |
| WISD Board Policy | |
| Residential or approved out-of-district transfers | |
| **Curricula, Programs, Assessments** | |
| Texas Essential Knowledge & Skills (TEKS) | |
| Texas Assessment of Knowledge & Skills (TAKS) | |
| TAKS Alternative Assessments (TAKS-Alt, TAKS-M) | |
| Southern Association of Schools & Colleges | |
| University Interscholastic League (UIL) | |
| District Common Assessments | |
| College Entrance Exams: ACT, SAT, AP | |
| Just for the Kids (JFTK) | |

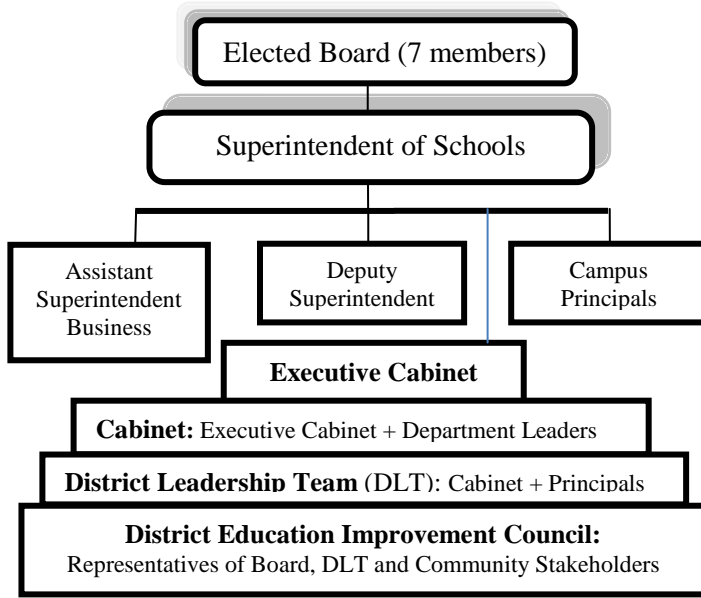**P. 1.a (5) Regulatory Environment, Boundaries**
We adhere to the federal, state, regional and local regulations listed in Figure P.1-6. There is no teachers' union. Typically, Texas school district boundaries are established geographically. With the introduction of distance learning classes and the vision of being a world-class district of choice, students attending other districts along with students traditionally served by WISD may apply to complete a "virtual class" that aligns with their graduation plan.

**P.1.b Organizational Relationships**
**P.1.b (1) Organizational Structure, Governance**
Our organizational structure [see Figure P.1-7] includes a publicly elected seven-member Board, whose responsibilities consist of setting policies, direction, and the property tax rate. The Board hires the Superintendent (who serves as Chief Executive Officer and reports to the Board) and approves the District's budget. The Superintendent's Executive Cabinet serves as the senior leadership team and includes the Deputy Superintendent, Assistant Superintendent for Business, the Chief Technology Officer, Human Resources Director, Communication Director, and the Executive Directors of Curriculum & Instruction, Special Programs, Maintenance, Athletics, and Student Services. The Executive Cabinet forms the nucleus of three additional teams, which guide the development, deployment, and assessment of the effectiveness of the Strategic Plan. These four teams (Executive Cabinet [EC], Cabinet, District Leadership Team [DLT] and District Education Improvement Council [DEIC]) enable the Superintendent to work with the applicable parts of the organization as required by the task at hand. The EC and Cabinet meet weekly; DLT meets monthly; and the DEIC sessions occur quarterly. The WISD employees report to the Board in monthly meetings, which are governed by Texas law regarding open meetings. District stakeholders can address the Board and share their viewpoints on Board policy as part of the open meetings' process. On major issues, district leaders inform and listen to the community through a series of meetings to clubs, organizations, PTAs, newspaper articles, and the WISD website.

## Figure P.1-7 Organizational Hierarchy



Elected Board (7 members)

Superintendent of Schools

| Assistant Superintendent Business | Deputy Superintendent | Campus Principals |

**Executive Cabinet**

**Cabinet:** Executive Cabinet + Department Leaders

**District Leadership Team** (DLT): Cabinet + Principals

**District Education Improvement Council:** Representatives of Board, DLT and Community Stakeholders

### P.1.b (2) Key Student, Stakeholders Requirements

Figures P.1-8 and P.1-9 delineate the key student segments and stakeholder requirements and differences, respectively. Requirements 1-8 apply to each of the student groups.

WISD responds to four market segments: workplace, military, post-secondary institutions and adult learning needs identified / addressed through the WISD Community Education program. WHS provides certification programs that address workplace needs of the in the areas of computer programming, clinical nursing assistant, pharmacy technician, cosmetology, auto technology, Cisco, and Health Science and Technology certifications.

### Figure P.1.-8 Student, Stakeholder Requirements

| Student Groups | Stakeholders | |
| --- | --- | --- |
| | Groups | Requirements |
| Pre K-12 | Parents | 1-10 |
| At Risk | Community | 1,2, 7,10 |
| Gifted Talented | Business | 1-5, 6-10 |
| Sp. Education | Taxpayers | 1,9,10 |
| Bilingual / ESL | PTA | 1-10 |
| 504 | Colleges | 5-8, 10 |
| All demographics | Health Advisory Com | 1,10 |
| Dropouts | TEA | 1-10 |

### Figure P.1 - 9  Key Stakeholder Requirements

| Key Stakeholder Requirements | |
| --- | --- |
| 1 | Students prepared for the global community |
| 2 | Safe, nurturing, learning environment |
| 3 | Challenging learning |
| 4 | Access to and knowledgeable about technology |
| 5 | Graduation requirements met |
| 6 | Prepared for post-secondary success |
| 7 | Prepared workforce |
| 8 | Able to speak, read, and write in English |
| 9 | Fiscally conservative |
| 10 | Responsible, contributing citizens |

### P.1.b(3) Suppliers, Partners, Collaborators

Important suppliers, partners, and collaborators and their roles in our work systems are noted in Figure P.1- 10. The Educational Foundation (EF), Head Start, Weatherford College (WC), Tarleton State University, and the Standing Advisory Groups have a formal role in bringing innovations to our processes.  As partners, we solicit their input and develop cooperative arrangements so that we meet their needs and ours with greater efficiencies and effectiveness. We require our suppliers to support our MVV in addition to being on time with products and services that meet standards for high quality, safety, and cost effectiveness outlined in the bidding process.

We use both print and electronic media to engage our stakeholders – both internal and external – in a variety of ways.  Relationships with parents begin with "Open House / Meet the Teacher Night" and continue throughout the year with emails, newsletters, web connect, Parent Portal (for seeing student grades online), WISD *Communicator,* WIKI's, phone messages, formal teacher parent meetings, PTA meetings, District-wide Education Improvement Council (DEIC), Internet, stakeholder feedback system "Your Voice," social media including Facebook and Twitter along with monthly Board Meetings.  All stakeholders have access to "Your Voice" and can attend meetings of PTA, Board, Advisory groups, and DEIC.

The Business Office keeps suppliers informed through meetings, routine communication, and Internet postings. We follow a formal structure and schedule for meeting with our partners and collaborators.

### Figure P.1- 10 Suppliers, Partners, Collaborators

| Group | Role |
| --- | --- |
| **Partners** | |
| Durham School Services | Student transportation |
| Educational Foundation | Grants to teachers |
| Weatherford College | Alternative certification: teachers |
| Tarleton State University | Student teachers, degrees |
| Head Start | Pre-Kindergarten instruction |
| Parent Teachers Assoc. (PTA) | Resources, support |
| Partners in Safety | Emergency response |
| **Suppliers** | |
| Charter Builders | Construction |
| VLK Architecture Firm | Architecture firm |
| Consultants | Curriculum & workforce development |
| Region XI | Curriculum, training |
| **Collaborators** | |
| Chamber of Commerce | Business partner development |
| City of Weatherford | Fiber network for citizens |
| Parker County Government | Elections |
| Standing Advisory Group | Career & Technology |
| Parker County Hospital District | Immunizations |

## P.2  Organizational Challenges
### P.2.a Competitive Environment
#### P.2.a (1) Competitive Position
WISD is the largest educational organization in Parker county with 7,600 students.  Six other ISDs, four church schools, one charter school, and three private schools in Tarrant County compete for our students. In 2008-09, we began analyzing our student transfers for patterns and insights.  District campuses learned that 80% of our transfers moved outside our geographical area.  We addressed these data through customer relationship processes and have seen an increasing number of transfers into our district from the surrounding districts. For 2009-2010, enrollment had a net increase of 250 students. Over the last seven years, the student population grew from 6,987 to 7,670.

#### P.2.a (2) Principal Success Factors, Key Changes
Our history of accomplishment, our values, and our dedication to the students that we serve form the basis of our success.  Our core competencies of learning and continuous improvement sustain these and enable us to reach higher levels of performance.  With these in place, we drive innovation at two levels: process and systems-wide.  At the process level, plan-do-study-act (PDSAs) provides the engine that accelerates improvement. At the systems-wide level, assessments using the TAPE criteria and annual expansion of our cadre of TAPE examiners enable systemic and systematic integration of our learning. Each cadre member applies the systemic knowledge of approach-deployment-learning and integration [ADLI] along with the dimensions of results [learning, trends, comparisons and integration [LeTCI] gained through application of  TAPE process to their area, thereby enabling continuous improvement and leveraging our goal setting, tracking, and integration of processes into multiple levels of our organizational family.

The changes that we face parallel those experienced by the majority of school districts in Texas. Those changes include the increased cost for basic maintenance and operations, a growing bilingual population, an increasing percentage of economically disadvantaged students who require more educational learning support, and ever-increasing state curriculum requirements with higher performance standards.  Collaboration and innovation form the platform for our response to these varied demands.

#### P.2.a (3) Comparative, Competitive Data
Our comparison data come from state systems and publications of national performance tests. TEA provides rich data for district comparisons. Private schools choose not to share data publically. We set our targets based on the results of districts that are near us geographically and demographically.

#### P.2.b.Strategic Context
Key to WISD's sustainability is our strategic challenges of **people and funding.**  They occur in each of four areas: Education and Learning, Human Resources [HR], Operational, and Community. The funding issue stems from three areas: state's legal structure for how districts acquire money; the growing demands of parents and students; and the unfunded government mandates.  In the area of *education and learning,* the learning challenge has three aspects: the expanding amount of knowledge to teach with a depth of understanding; engaging learners who have grown up in a digital, visual environment in a way so that they persist in the learning process; and varied real-time interventions that keep both the teacher and the learner involved in the knowledge transfer process.  Funding the professional development of teachers is imperative if we are to sustain our abilities to address students' education and learning requirements.  The *HR* funding challenge requires keeping pace with regional salary and benefit schedules while maintaining an effective teacher-student ratio. The *HR* people challenge concerns the growing certification demands and enabling staff to meet these requirements in a timely, effective manner. In the *operational* arena, funding must address the maintenance and replacement of key infrastructure– buildings, equipment, and technology.   Infrastructure stands as a paramount challenge along with retention of workers with key skills so that the accomplishment of these tasks occurs with minimum costs and maximum effectiveness.   The funding concern for the *Community* is the capacity to meet educational costs while the people challenge is keeping the growing percentage of the population without school-age children valuing education at a time when they may not be able to absorb a higher tax burden.  These are summarized in Figure 2-1 below.

**Figure 2.1 Strategic Context**

| Strategic Challenges | | Advantages |
|---|---|---|
| **Funding** | **People** | |
| *Education and Learning* | | |
| Funding for professional development | Engagement that persists | Past success; desire to learn |
| *Human Resource* | | |
| Competitive salaries, benefits, ratio teacher / student | Acquisition and transfer of new knowledge / skills | Past success with innovation, Imbedded PDSA processes |
| *Operational* | | |
| Maintaining, upgrading infrastructure | Retention | Engaged, skilled personnel |
| *Community* | | |
| Capacity to fund | Growing % without school-age children | Populace that values education |

## 2.c Performance Improvement System (PIS)
Our Board of Trustees institutionalized continuous improvement with its Board Policy AE (Local) Educational Philosophy.   Key elements of our PIS include process mapping, PDSA, action plan updates, LIP reports, scorecards, and evolving TAPE assessments.  District wide process assessments occur as part of the Board reporting system. Strategic priorities progress reviews occur monthly during the Executive Cabinet LIP reports of progress towards improvement goals using leading measures and scorecard reviews using lagging indicators.  Process maps supporting our work systems provide the basis for evaluation, innovation, and best practice sharing.  While PDSAs occur at each level of the organization on an as needed basis, TAPE feedback has fueled systemic improvements.

**Category 1 Leadership**
**1.1.a Vision, Values and Mission**
**1.1.a (1) Senior Leaders Personal Actions**
Senior Leaders (SL) work with stakeholder representatives to set, update, and deploy the District's mission, vision and values (MVV) as part of the Strategic Planning Process (SPP). As SLs we use the MVV [See Figure P.1-2] as the framework for establishing and annually aligning strategic objectives and strategic goals to the emerging District's needs. We ensure that the MVV guide the decision-making process that occurs throughout the District through the deployment of department and campus action plans [APs]. Our personal actions reinforce the values as we oversee the work of the District and perform community service.

All of our meetings begin with participants reciting MVV as a reminder of our purpose, our behavioral expectations, and our decision-making guidelines. We have established a meeting structure that focuses on achieving our mission and vision by leveraging our core competencies of learning and continuous improvement. Annually we set the calendar for our three monthly Leadership Team sessions that serve as our primary venue for the collaborative learning that is fundamental to our success. An agenda along with administrator norms and expectations are emailed prior to each meeting to allow all to come prepared for the session. [See Figure 1.1-1] Post-meeting, the electronic distribution of meeting summaries enables all administrators to stay abreast of key issues and events.

The first meeting is the District Leadership Team Meeting (DLT), which consists of all directors (D), principals (P), coordinators, assistant superintendent (AS), deputy superintendent (DS), and superintendent (S). Principals have the option of including their assistant principals in this meeting or sending them to the monthly Assistant Principals Meeting. The focus of the DLT meeting is to provide training on specific District initiatives, to examine data, to problem-solve as a team, and to hold each other accountable. The AP agenda mirrors that of the DLT so that all administrators have the same key information and developmental experiences.

The agenda includes "Teaching and Learning" components that address ethics and our customer engagement model [See 3.1b (1) explanation of SESGA / SLERR.]. Each topic has a focused learning goal as a cross-check to ensure our actions are aligned with our strategic focus. Minutes and "Personal to Do's" provide the structure to translate the meetings into focused action. Principals and Directors deploy pertinent information to all staff through faculty and department meetings.

The second monthly meeting, 99.9 WPLC, which stands for Weatherford Professional Learning Community, serves as the format for collaborative work between principals and the Curriculum/Instruction, Staff Development and Accountability, and Special Program Departments to enhance their tools for workforce and student engagement. This meeting provides the forum for two-way communication and learning. At this time we focus on special training for campus improvement, examine data, determine targeted areas for improvement, and solicit feedback and input.
The third meeting is a monthly Brown Bag session for Principals. These meetings provide opportunities for peer-to-peer problem-solving and the sharing of best practices and serve as another vehicle for developing leadership knowledge.

In addition, learning sessions occur for Ds, ADs, AS, DS, and S as they meet weekly in the Cabinet Meeting to update each other on events, identify emerging issues, and engage in opportunities for cross-functional work. Directly after this meeting, Executive Directors, the AS, the DS, and the S work as an Executive Cabinet on upcoming district issues. As part of these meetings, SLs purposefully review and give feedback to each other so that our personal actions align with our commitment to live our District MVV.

SLs' personal actions reflect a commitment to the organization's values. Our SLs "walk the talk" through open, honest communication; through encouraging leadership at every level of the District; through participation in book studies, trainings and conferences; by weekly and monthly examination of data; and by focusing on ethical issues and holding each other accountable.

We inform all vendors and partners of our MVV and have signed agreements from them indicating their support. In addition, MVV is posted in every campus and building for students and visitors to view.

**Figure 1.1-1 Meeting Guidelines**

| *Administrator Expectations:* |
| --- |
| • Attend the meeting |
| • Respond to e-mails and phone calls (voice mail) within 24 hours or have a plan to communicate delay |
| • Schedule all meetings through MS Outlook |
| • Prepare & distribute agenda prior to meetings |
| • Seek approval from principal before scheduling any individual teacher's time |
| *Administrator Norms:* |
| • *Take care of each other* |
| • Attend meeting physically, mentally, on time – email, cell phone, emergency call – have fun |
| • Be prepared |
| • Be an open, willing learner |
| • Listen and participate actively |
| • Say what you think and accept what others say *respectfully* |
| • Support the group decision |
| • Hold each other accountable |
| • Embrace conflict and keep an open mind |
| • Give grace – don't blame |
| • Maintain a Continuous Improvement of Systems mindset |
| • *Enjoy the process!* |

**1.1.a (2) Senior Leaders' Legal and Ethical Behavior**
SLs' personal role modeling of legal and ethical behavior began with our adoption as a District value, "We practice ethical behavior and personal integrity." This statement guides our daily action and personnel practices. As leaders in hiring staff, we have as a primary consideration in our selection process the candidate's ethics and personal integrity. We use reference checks, background checks, interview questions and a personnel assessment called ZeroRisk to assess a candidate's ethical performance capacity.

Once hired, SLs conduct new employee orientation, an annual employee training that emphasizes strong legal and ethical behavior. At the DLT, administrators restate our values as we begin each meeting and participate in an "Ethics Moment" case study discussion. These serve as an ongoing emphasis to our commitment that everyone's behavior adheres to legal and ethical standards. These behavior standards then ensure that we have an environment free from sexual harassment, drugs, alcohol, and guns. The WISD Employee Handbook provides detailed information about expected behaviors. All employees must sign a receipt statement to indicate they have read and understand the expectations listed. Figure 1.1-2 outlines methods used to establish an environment that requires ethical behavior.

Our auditing procedures serve as a process check for legal or ethical issues as we conduct daily business. The Ethics Hotline, the web-based "Your Voice" and the Board complaint system provide avenues for us to hear any concerns that staff or the community members have regarding potential ethical violations. These data are tracked and reported monthly at an EC meeting. All allegations are investigated and addressed. [See Figure 1.2-4 Ethical and Legal Self-monitoring Process]

**Figure 1.1-2 Methods for Establishing Ethical Environment**

| Method | Applies to |
|---|---|
| Employee Handbook detailing expectations/conduct requirements | All Employees |
| Core Competencies List | Teachers; Administrators; Volunteers |
| Staff Fingerprinting; Background Checks | All Employees Volunteers |
| Ethics Training | New Employees |
| Sexual Harassment Training | All Employees |
| Student Handbook | All Students |
| Character Curriculum | All Students |

**1.1.a[3) Sustainable Organization** We use Board policies, MVV, written processes, and training as key vehicles for sustaining the organization to meet today's needs and prepare for future market and environmental challenges.

Our Continuous Improvement [CI] philosophy results in SL conducting monthly data reviews [See Figure 2.2-3], which measure our progress on strategic objectives and trigger mid-course corrections so that we achieve our mission. APs enable us to determine when the strategy requires change. Gaps in action plan performance not only prompt innovation but lead to SL addressing any required organizational or funding changes. This constant scanning of data allows SLs to be agile in addressing needed mid-course corrections. This last year, when student attendance fell sharply the first six weeks because of H1N1 (swine flu), our DLT created a mid-course correction, focusing strong efforts on parent communication, student hand-washing, and the creation of a process for identification of the infected children. This effort resulted in our student attendance

for the year missing the 2008 attendance by only .10 %. Our SL reviews enable agile responses to emerging concerns.

**Figure 1.1-3 Leadership Training**

| Training Source | Learning | CI |
|---|---|---|
| Performance Excellence State Cohort | | X |
| Ed. Service Center | X | |
| CI Consortium | | X |
| Quality Texas Quest Conference | | X |
| Association of Supervision and Curriculum Development | X | |
| TAPE Examiner Training | X | X |
| District Executive Mentor | X | X |
| Job Specific Associations | X | X |
| PD 360 Online Training | X | |
| Technology | X | |
| Vendor Sponsored Training | X | |
| Book Studies | X | X |
| DLT Meetings | X | X |
| 99.9 WPLC | X | X |
| Principal Collaboration Meetings | X | X |

Creating and maintaining a learning organization is a critical priority of the SLs. SLs conversations along with classroom and workplace walkthroughs form the bases for learning and sharing insights during our leadership meetings, one of our core competencies. Personal leadership skills are addressed with internal and external training that align with the strategic goals and enhance our core competency skills in the areas of learning and CI. Figure 1.1-3 summarizes Leadership Training. SLs serve in multiple roles in the area of training, i.e., from identifying needs, to conducting training, to participating in District sessions as a student, to mentoring future leaders. Role model performance leadership not only is encouraged; it is expected. Data from all campuses and departments are shared throughout the organization. Best practices are highlighted through the DLT, 99.9 WPLC, the WISD employee newsletter, and through rewards such as the BRIGHT IDEA Award. SLs compare campus/department performance with our comparison Districts and the state, while departments use comparisons with other Districts and businesses.

Development of future leaders occurs through intern programs, superintendent certification programs, assistant principal training meetings, cross-training, and our belief that every person in the District can be a leader, evidencing our second core value, "We demonstrate visionary leadership." Succession planning builds on this pool of prepared staff. Leaders use opportunities such as committees, team leaders, project leaders and other school and department responsibilities to provide avenues for leadership training.

**1.1.b (1) Communication**
SLs engage the workforce by setting clear expectations, encouraging frank two-way communications, involving staff as they make key decisions and reinforcing high performance through reward and recognition processes. Key decisions, information and direction cascade through the District following the organizational leadership hierarchy depicted in Figure P.1-7.

SLs use the Decision Matrix sheet to share key decisions, which is maintained on the District's I-Net.

The Superintendent visits faculty meetings at every campus twice yearly to gather input for decision making and to discuss key District decisions. She meets every six weeks with campus representatives in the Superintendent's Circle, which acts as a round table for questions, answers, and feedback. She communicates with all staff through newsletters, emails, and District-wide meetings. She and SLs work with key stakeholder representatives as part of the District Education Improvement Committee (DEIC). This cross-functional group focuses on driving the continuous improvement conversation; is informed about District data; makes decisions regarding District waivers, dress code and the District calendar; and provides a means for sharing and receiving input. The Superintendent also has a Business Advisory Committee, which meets three times yearly to provide feedback and receive communication about the District and its schools. Membership includes the former mayor of the City of Weatherford, the Executive Director of Weatherford Economic Development, several business owners, and other community leaders.

In addition, emails, web updates, text messaging, telephone calls, meeting notes, Facebook and Twitter support the electronic network that provides ongoing communication throughout the community and WISD. Your Voice suggestions and concerns provide feedback. All administrators conduct walkthroughs of campuses and provide feedback to principals for sharing with teachers as appropriate. These visits enable administrators to keep a personal connection to campuses, classrooms and students and acquire a fresh understanding of the challenges, the learning and the continuous improvement occurring throughout the District. Figure 1.1-4 Communication Vehicles lists the methods and the targeted audience. With the exception of the staff newsletter, all enable two-way communications.

**Figure 1.1- 4 Communications Vehicles**

| Method | Frequency |
|---|---|
| Faculty Meetings/ Department Meetings | Varies per department and campus |
| Superintendent's Circle | Once each 6 weeks |
| Staff Newsletter | Once each 6 weeks |
| DEIC | Four times yearly |
| Business Advisory Committee | Three times yearly |
| QXFM 89.5 Radio Station | Monthly |
| Emails, Letters, Phone Calls, Facebook, Twitter, Epsilon | Throughout year |
| Decisions | As Needed |
| Your Voice | As Needed |

SLs have an active role in reward and recognition programs. Campuses that earn Recognized or Exemplary from the Texas Education Agency receive large banners for display at the beginning of the year Convocation assembly. Each campus is called to the stage where Board Members give out the banners. The Superintendent's Heart Award and Community Partner Award are given at the Staff Recognition Assembly held at the end of each school year. The Superintendent's Heart Award goes to employees in our District who have exhibited extraordinary "heart" daily; a second award, the Jordon Stokes

Heart Award, recognizes an individual who models our District's Mission, Vision, and Values and has demonstrated exemplary levels of compassion and dedication in their daily work with students. All candidates are nominated by their peers and selected by a committee.

The Community Partner Award began in 2010 to recognize an outstanding business or organization which provides a strong, effective partnership with us. At this same event, the WISD Education Foundation awards about $70,000 for teacher innovation grants. The District also participates in the Texas Teacher of the Year competition. Yearly, every campus selects a Teacher of the Year nominee who then competes with other District nominees, resulting in the Elementary Teacher of the Year and the Secondary Teacher of the Year. The 2009 Elementary Teacher of the Year won the Regional competition as well. Every six weeks, campuses and departments can earn recognition at the DLT for having student attendance or staff attendance that meet or exceed the District's goals. At the monthly DLT, campuses and departments compete for the highest SESGA rating, earning a certificate and the Golden Phone Award.

Students earn recognition and rewards at the campus level through the A & A/B Honor Roll each six weeks, Perfect Attendance awards, Good Citizenship awards and several others. Students also work toward the Superintendent's Volunteer Service Award for contributing hours of service to the community. At every Board Meeting, the Board has recognitions, with 372 students and 183 employees recognized over the last 12 months. In addition, about 425 letters of congratulations have gone to students and staff from the Superintendent in the last year. Each principal gives out volunteer awards to individuals who give of their time for classrooms and schools.

**1.1b (2) Focus on Action**
SLs use the SPP to focus the work systems on needed actions. The Strategic Plan (SP) focuses on five key District goals and strategic measures that address each goal. Staff members write APs that align with the District's SP to address improvement needs in their areas of responsibility. Thus, the major actions within the District originate from the SP, focusing on the District's vision.

SLs evaluate the progress on these APs at their monthly reviews of the Leading Indicator Process (LIP) report, which includes leading indicators from all facets of the District. [See Category 2.2-3.] SLs redeploy resources as needed to enable the achievement of these goals. Student and stakeholder needs and expectations are addressed during the SPP and the deployment of strategic goals. Figure 1.1-5 shows the Work Systems' Call to Action.

**Figure 1.1-5 Call to Action**

| Work System | Call to Action |
|---|---|
| Leadership for Learning | Data Review |
| Student Learning | Student Data Review |
| Organizational Learning | Strategic Action Plans |
| Support for Learning Environment | SPP Timeline |
| All systems | PDSA |

When student math performance data in 2008 continued to reveal a need for improvement District-wide, a committee of teachers, principals, and C&I leaders studied the data and completed a root cause analysis. The committee found that the math curriculum lacked alignment from grade to grade, did not include hands-on learning, and indicated that teachers needed more support for math instruction.

An assistant principal had seen the CSCOPE math curriculum at a conference and recommended it. The committee examined the curriculum and found that it was fully aligned and had a variety of means for engaging students in the learning process. Teachers and administrators from each campus viewed the CSCOPE curriculum via a technology lab and provided their input as part of the decision-making process and ultimately recommended the purchase of this curriculum. SLs cut dollars from other areas to purchase the curriculum and reallocated funds to hire a math and science specialist to work directly with teachers and campus administrators to support instruction and the implementation of the curriculum. The C& I Department designed the deployment plan with input from principals and teachers. The deployment plan focused on the integration and alignment of teacher/staff training throughout the 2009-2010 school year as teachers used CSCOPE's math curriculum. To ensure fidelity of implementation, classroom walkthrough teams examined math lessons, providing input to teachers, principals and the C&I Department.

Teacher representatives on the Superintendent's Circle at each meeting brought input from teachers about concerns or issues with the curriculum. Too, teachers emailed the Math Specialist with day-to-day questions. These were investigated, and answers were distributed to all. Errors in the curriculum were corrected and additional training was provided. Math scores increased for 2010 as a result of CSCOPE implementation [See Fig.7.1-6].

When balancing value for students and stakeholders, SLs have set its mission: "To teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community" as the highest priority. With the mission in mind, staff create plans and set our performance expectations. SLs then review campus and department plans to ensure learning, continuous improvement, alignment with District goals and integration are addressed. The Superintendent hears an update and mid-course corrections from the principals when she conducts her campus visits each six weeks. Departmental plans are reviewed twice yearly by the Strategic Planning Manager and with the SL providing oversight.

## 1.2 Governance System
### 1.2.a (1) Organizational Review
Our organizational governance system originates with an elected seven-member Board of Trustees who have staggered three-year terms. This elected group creates board policy and provides management oversight. The Board selects a superintendent of schools and meets monthly to create or revise policy, approve the budget, approve senior leadership appointments and conduct the business of the District. Board Policy tracks specific federal and state law and also provides a means for local policies as well. The LIP report is shared with the Board at their monthly meetings. Members examine the data, ask questions and hear about any needed mid-course corrections. [See Figure 1.2-1.]

The Superintendent and her Cabinet, Executive Cabinet, and Principals provide supervision. [Organizational Chart] This leadership team uses employee evaluations, the anonymous reporting mechanism of "Your Voice" and satisfaction surveys in addition to specific data to keep informed about the work of the District. All of the above provide protection for stakeholder interests. The assessment of the fiscal accountability system occurs with Financial Integrity Review System of Texas (FIRST) process, internal audits, third party auditors and SL leading indicator process reviews.

Operational transparency occurs with website publication of the District's check register, utility consumption reports, Scorecard, declarations by Board members of conflicts of interest and briefings with key stakeholders. The Board Meetings provide a forum for any member of the public to address the Board with questions or comments on items under consideration through its Open Forum. Questions and requests for documents are governed by the Opens Records process and are responded to within the designated timeframes. Parent Portal provides parental real-time access to their children's grades, attendance and assignments.

Internal and external audits include the Comprehensive Annual Financial Audit, CAFR, secret shoppers to evaluate customer service and informal reviews conducted by the Business Office. These ensure processes have integrity, and accounting procedures follow generally accepted accounting standards.

Stakeholders' assurance of our systems' effectiveness comes from the state and our locally published academic ratings, the Tax Ratification Election results – which placed in the voters hands the raising of the Maintenance and Operations tax rate, the FIRST rating, and District advisory committees such as the DEIC and the CTE Advisory Committee. All of the above provide protection for stakeholder interests.

### 1.2.a (2) Performance Reviews
Each year the Board sets the expectations for the Superintendent's evaluation and conducts annual reviews of her performance as outlined in Board policy. The District Scorecard provides the data for her evaluation, including student achievement data. Cabinet supervisors work with the appropriate Cabinet staff to set their yearly targets – which include learning and continuous improvement goals.

SLs evaluate their own performance and receive feedback at their mid-year and an end of year performance evaluations, which are also based on student performance data and/or other key performance indicators.

These reviews assess progress on strategic goals as well as their personal leadership growth. The Superintendent conducts visits on each campus with the principals each six weeks. While there, the principal and superintendent have classroom walkthroughs. This meeting provides an effective two-way communication process, ensuring feedback to assist in improvement. Campus and Department satisfaction surveys yield insights that are

addressed as opportunities for improvement in meeting stakeholder needs.

**Figure 1.2-1 Governance Systems Review Process**

| Governance System | Organizational Review Processes |
|---|---|
| Management Actions | Employee evaluation<br>Your Voice, LIP<br>Satisfaction surveys |
| Fiscal Accountability | FIRST Audits, LIP |
| Operational Transparency | Website publication of reports<br>Board meeting process<br>Board requirement to declare any conflicts of interest |
| Internal and External Audits | Exit audit conducted yearly<br>Accounting audits<br>Internal reviews<br>CAFR |
| Stakeholder Protection | Academic rating<br>Tax Ratification Election<br>CTE Advisory Committee<br>Commitment to technology use<br>Board Election process |

## 1.2.b Legal, Ethical Behavior
### 1.2.b (1) Adverse Societal Impacts
As part of the SPP SWOT analysis we anticipate and address public concerns. For example, Figure 1.2-3 describes our key processes, measures, and goals for addressing risks associated with our programs, offerings, services and operations through procedures, training and inspections. Our procedures require the proper disposal of chemicals, paints, hazardous materials and electronics. Campus personnel are trained to carry these out using appropriate safety measures. MSDS sheets are posted in mechanical rooms. Child nutrition staff must pass the HAACP rules. All cafeterias pass regular inspections by the Health Department with 92% and above scores, which are the highest in the City. Building inspections address health, fire, potable water, boiler, gas and asbestos concerns. Each department having potential areas of societal impact has created a process to ensure safety first in these areas. In addition, students must pass safety tests in science classes and Career/Technology classes before being allowed to use tools or scientific equipment. Figure 1.2-2 displays the key compliance processes and goals for legal requirements.

Risks are mitigated through background checks, training, and inspection. Classroom visitors undergo driver's license checks before entering classrooms at several campuses. Employees and volunteers have background checks as part of their requirements to join the WISD team. New maintenance, custodial and child nutrition employees' induction process includes training on MVV, materials handling, equipment use, vehicle operations, safety practices tailored to their area. Specialized training enables Career and Technology teaching staff to ensure students follow safe practices when operating equipment. Our Safety and Energy Management Director conducts emergency preparedness training for all staff and tracks measures as part of the District's LIP and scorecard. WISD has a phone messaging system that

allows all parents to be contacted within a 30-minute period if a crisis or bad weather occurs.

**Figure 1.2-2 Key Compliance Process**

| Key Compliance Process | Measures | Goals |
|---|---|---|
| HR – Highly Qualified | Teacher Certifications | 100% Compliance |
| Boiler Inspections | Inspections | 100% Inspected and Passed |
| Gas Inspections | Inspections | 100% Inspected and Passed |
| Asbestos Inspections | Inspections | 100% Inspected and Passed |
| Fire Inspections | Inspections | 100% Inspected and Passed |
| Health Inspections (Cafeterias) | Inspections | 100% Inspected and Passed |
| Potable Water Inspections | Inspections | 100% Inspected and Passed |
| Student Safety Tests | Written Tests | 100% Tested and Passed |

**Figure 1.2-3 Risk Reduction Processes**

| RISK REDUCTION PROCESSES | | |
|---|---|---|
| Process | Measures | Goals |
| Criminal History Review Process | % Checked<br>% Passed | 100% Checked and Passed |
| Bus Driver Safety Process | Drug/Alcohol Screening<br>CDL (Safety Training) | 100% CDL Certified<br>0% Positive Drug/Alcohol Screens<br>100% Criminal History Passing |
| Auxiliary Employee Accident Prevention Process | Number of Accidents/Safety Incidents/Days of Work Lost | 100% Accident Free |
| Inventory Control Process | Textbook and Capital Item Inventory at BOY and EOY | 0% Loss |
| Student/Staff Physical Safety Process | % of Incidents Resolved<br>Crime Stopper Reports<br>SRO | 100% Resolved Issues |

We listen and learn from the public through Open Forums at every Board Meeting, "Your Voice," our personal involvement throughout the community, our formal involvement with city and community partners, our formal involvement with parents and stakeholders, our targeted satisfaction surveys, and the review of the latest legislative changes. Key issues include long term planning for water and utility consumption. Listen and learn opportunities resulted in additional parking, revised bus routes,

and one-way student drop off points for greater student safety and efficiency.

## 1.2.b (2) Ethical Behavior

Ethics is emphasized in our value statements. Value 5 is "We practice ethical behavior and personal integrity." Employees are trained on these in new employee orientation. "Value reminders" provide an ongoing emphasis. Our monthly District leadership meetings' "value reminder" happens with case studies during our "ethic moments" sessions. Visual "value reminders" are seen in posters in all buildings, listed in our meeting norms and printed on all employee identification cards. Our telephonic "Ethics Hotline," our web-based Your Voice reporting mechanism, our Board complaint process, our campus-based Crime Stoppers program and our surveys - which include questions regarding ethics - provide avenues for alerting SLs to potential infractions and for assessing the effectiveness of ensuring our ethical standards are met.

Our key process and measure of ethical behavior is found in Figure 1.2-4 "Ethical Legal Staff Monitoring." HR investigates any report of suspected breaches in ethics and works with the appropriate supervisor to address any proven lapses in ethical conduct. Consequences align with the nature and the extent of



**Figure 1.2-4 Ethical Legal Staff Monitoring**
the proven breach. The HR Director supervises the Ethical and Legal Self-Monitoring Process [See Figure 1.2-4]

Suppliers must meet vendor qualifications which require ethical conduct. Our partner in transportation has its bus drivers undergo a rigorous process for qualification and training to ensure our MVV, ethics, and safety standards are met.

## 1.2.c (1) Societal Responsibilities

In addition to the areas cited in item 1.2.b (2), foremost to our work is that our "students will succeed in the global environment." We see this as key to meeting our societal responsibilities. The well-being of our community requires our dedication to providing them with the best-educated students while using a fiscally conservative approach that is mindful of the economic impact of our decisions. These deliberations occur through our SPP [which involves representative voices for all stakeholders] and our annual budgeting process, during which the Board considers all aspects of setting the budget. This process is always open to the public, with hearings held to encourage and receive community input.
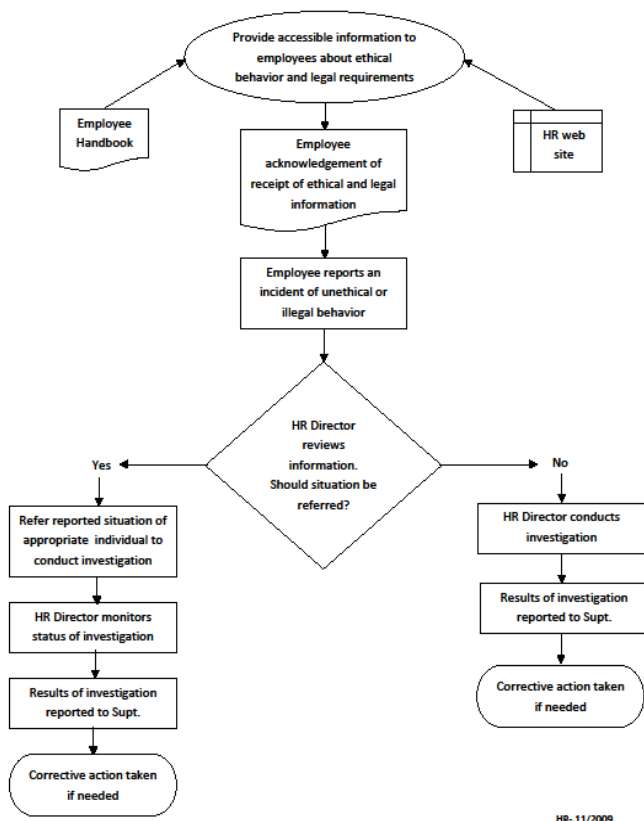
In addition, we have students participating in a variety of service learning opportunities in the available clubs. [See Figs. 7.1-24 and 7.1-25.] Students can earn Superintendent Volunteer Service Awards, which is given each spring.

We address resource conservation with our "Go Green" program. We recycle aluminum bleachers, use xeriscape landscaping, and recycle concrete, paper and mulched trees. With our energy management program, we set our thermostats to 75 degrees in the summer and 70 degrees in winter, resulting in a yearly utility decrease of 14%.

We have a "lights off" program, an improved air condition filtration process that requires fewer filter replacements, virtual servers that provide electrical savings and have changed from T-12 to T-8 fluorescent light bulbs. We are working with our refrigerant material supplier to transition approximately 100 icemakers, freezers, air condition units and refrigerators to ozone-friendly supplies. Our HVAC supplier now labels, separates, and boxes filters by campus, yielding a savings in manpower, and costs for us.

Another area of environmental well-being focus is our concern with surpassing regulatory, safety accreditation, and legal requirements. Inspections, drills, and staff certifications work together to ensure we exceed the standards. Inspection measures and results are monitored through the departments' leading indicators as well as the District's LIP.

In addition to consideration of environmental concerns, we and staff from across the district contribute to the social and economic systems of our community. First, the social system of the community is enhanced through staff participation in a number of organizations [See Figure 1.2-5]. We also contribute to the local economy by being the largest employer in Weatherford and by serving as a partner on the Weatherford Economic and Development Authority, with the Superintendent serving as Vice-Chair. We use a local bank as our depository and have a number of local businesses supplying food, materials, and supplies to the District. Our Board has a conservative approach to school finance. We have cut over $6 million dollars from our budget during the last five years while our student enrollment increases at a rate of about 1-2% each year. We have also saved over $2 million dollars in cost avoidance. When more cuts would have meant reducing support for the classroom, the Board chose to have a Tax Ratification Election (TRE), asking the voters to increase our Maintenance and Operations funding

by $0.13 while reducing our Interest and Sinking tax. Over 85% of our voters passed the TRE.

## 1.2.c (2) Support of Key Communities
We work to actively support and strengthen our key communities. The two communities that we serve include the citizens living within our school District as well as the educational community. Our Community Support Chart [See Figure 1.2-5 Organizations We Support] provides a list of organizations in which we participate to help our key community of WISD residents.

**Figure 1.2-5 Organizations We Support**

| Organization | Purpose |
|---|---|
| Manna | Food, supplies for the needy |
| Center for Hope | Food, clothing |
| Pennies for Patients | Fundraiser for children with leukemia |
| Parker County Angel Tree | Clothing, holiday gifts |
| Habitat for Humanity | Homes for homeless |
| Lee National Denim Day - Cancer | Health for staff |
| Cancer Care | Health of staff |
| United Way | Supplies; Support for Needy |
| Meals on Wheels | Food |
| Freedom House | Family violence prevention |

Our SP Committee created a draft list of our key communities in 2008. We then received input from the Business Advisory Committee. In 2009, we re-examined the list and narrowed it further to these two communities. Our community consists of senior citizens, individuals with children in the WISD or who have had children in the WISD, and those who do not have children or who choose to home-school or use private schools for their children. With about 40% of our children coming from low-income families, we know that a significant portion of our community has some needs for basic items. To that end, we participate in a number of organizations that provide food, clothing, and medical care for these families and individuals. The Weatherford Education Foundation provides an opportunity for the community and WISD staff to support our families and students by giving brand new sets of school supplies to our students in need. Each year, over 1,000 students receive these essential tools for learning. Additionally, we have the Senior Star Card, which allows all senior citizens free admission to WISD sports events and student performances.

Another way we actively support our key communities is through the athletic department. Coaches at secondary schools are required to engage their student athletes in a service project(s). These projects are selected by the student athletes and or the coach and all members of the program are requested to participate. Some of the projects students athletes participate in, include but are not limited to, the Kangaroo Drive (canned food drive), Toys for Tots, The shoe Bank (shoe drive for homeless), Parker County Food Drive, Special Olympics, Challenge Baseball League (Pushing wheel chairs for Handicapped Baseball Athletes) and Elementary School TAKS Parades.

To provide support of our community, staff and Board members also participate in service clubs and organizations that directly benefit children and/or families. [Fig. 1-2.6]

**Figure 1.2-6 Service Organizations**

| Service Organizations | Purpose |
|---|---|
| Rotary International | Student contest, club, scholarships |
| Optimist Club | Community youth, peewee football |
| Lion's Club | Eye safety, exams, glasses |
| PTAs | Children's Clothes Closet |
| Performing Arts | Concerts, arts for students |
| NAACP | Diversity, student writing projects |
| Kiwanis | Serving children and youth |

We also work to enhance the educational community as well. The Weatherford ISD Education Foundation provides competitive innovative grants to teachers every year. In 2009-10, about $76,000 of grants were given. Since its inception in 2000, the Foundation has provided over $626,000 in grants to teachers. Our employees provide the single largest donation to the Education Foundation each year. We support the Foundation with our personal dollars! Next, we are strong partners with Weatherford College, a 2-year college located in our District. We work closely together providing students opportunities to take WC courses while they are still at WHS and to ensure that all seniors can pre-enroll in WC their senior year. Additionally, we actively participate in educational organizations, including Texas Association of School Administrators [TASA], Texas Association of Supervision and Curriculum Development [ASCD], Texas Staff Development Council, Texas Equity Center and Phi Delta Kappa. [Fig. 1.2-7]

**Figure 1.2-7 Educational Organizations**

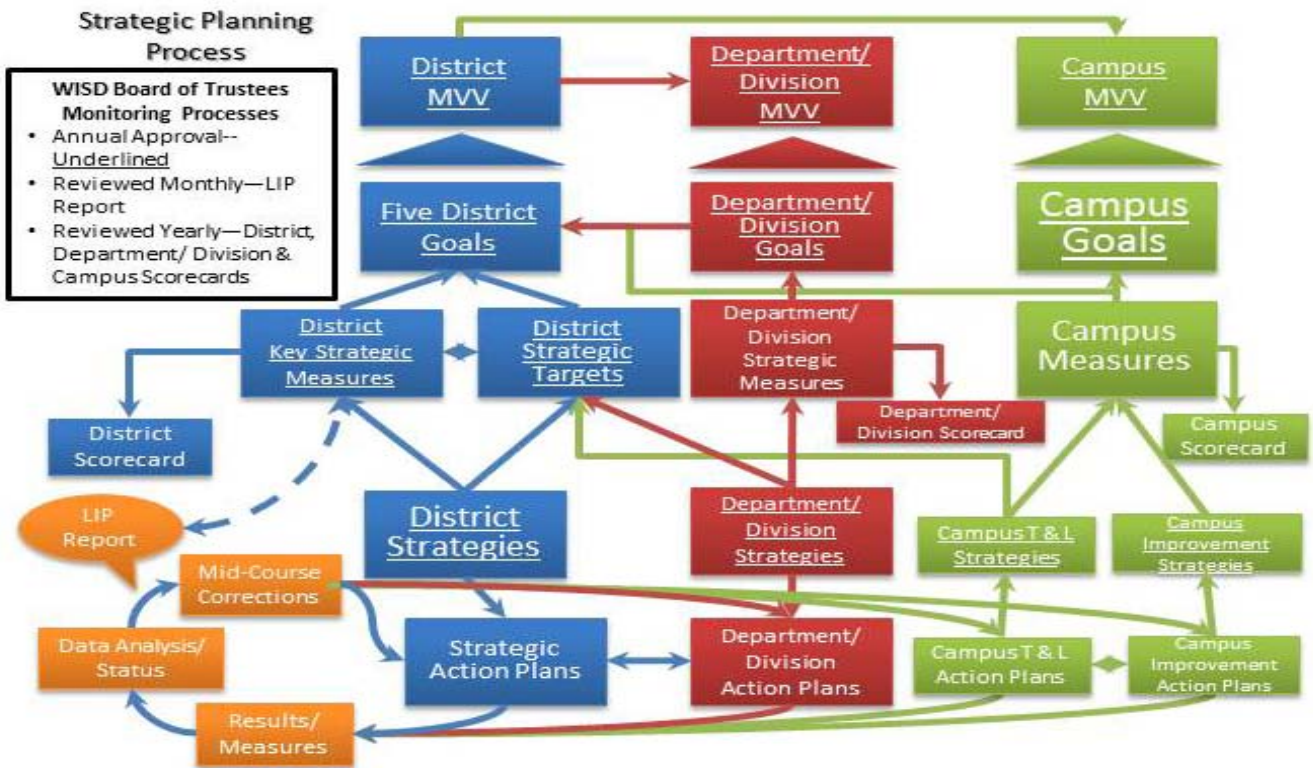| Education Organization | Involvement |
|---|---|
| Region XI CI Consortium | 2005 – present; 2009 S presenter |
| Quality Texas Conferences | 2007 -2009; S, DS presented 09 |
| TASA | S, DS, EC presented 2010 |
| TASA/ TASB | Board Presentation 2009 |
| National Quality Conf. | Staff presented 2008,2009 |
| Leaders for the Future | Grades 3-6 Leadership Project Grant for service leadership; 6 different student projects |
| Texas ASCD | Presentations multiple years 2009 three campuses presented Administrator past P resident |
| Texas Visioning Institute | 2 year project; special invitation to Superintendent to create white paper for state planning |
| Principals Visioning Institute | Principal invited to assist in development of implementation tenets |
| Texas Association of School Nutrition | D serves as state Area representative & president of Child Nutrition Directors Assoc. North Central Texas |

**Category 2 Strategic Planning**
**2.1 Strategy Development**
**2.1.a [1] Strategic Planning Process**
We use a five-year strategic planning cycle, [See Fig. 2.1-1] which is supported through annual updates based on the prior year results. The first five-year Strategic Plan [SP] was initiated in 1998 using the Bill Cook Model for strategic planning for school districts. This initial plan was in use from 1998-2003. The Strategic Planning Process [SPP] was modified through a cycle of learning and the next five-year plan 2003-2008 began to use the work of Kaplan and Norton and included the addition of a balanced scorecard. After another cycle of improvement, the SPP, was refined to produce our present 2008-2013 SP in 2008. The SPP is conducted by a cross-functional team responsible for the development of our SP, The Strategic Management Team [SMT]. The SMT includes representatives from all stakeholder groups – parents, students, teachers, campus and district administrators, executive cabinet, community members, and Board. Using the SPP process, [Fig. 2.1-1] staff developed department / campus APs. Our SP Structure illustrates the deployment of the SP objectives to the workforce through campus and department APs. The next step requires the department /campus develop a Plan on a Page, [Fig. 2-2.5] which contains their objectives from the SP. APs are then written for every objective. The action plan owner consults with all appropriate stakeholders including our partners and suppliers.

The initial five-year SP is developed in a three day planning session. First, the SMT went through a series of activities to develop a Draft Mission Statement. The mission statement is the centerpiece of the plan. After the mission is agreed upon, the SMT constructs a draft Vision Statement through a series of activities. The Vision Statement is future focused and designed to stretch the organization. The next step in the process is to develop draft Value statements. These values set the parameters of how the organization will conduct its activities to fulfill its mission and realize its vision. These draft statements are critical to the next steps in the five-year SPP.

The SMT then develops a set of strategic goals or focus areas. For each one of these strategic goals, Strategic Targets [STs] are developed. These STs are statements about where we want to be in five years, our long-range planning horizon. Then the SMT develops a series of measures, called Key Strategic Measures [KSMs] for each strategic goal to determine progress towards the Strategic Targets. The final step in the five-year SSP is to determine what strategies [actions] the District will undertake to 1] impact the KSMs and 2] accomplish the STs. To assist in the development of Strategies, the SMT examines the internal strengths and weakness of the District and then identifies the external opportunities and threats that exist in the District. This Strength, Weakness, Opportunity, and Threat [SWOT] analysis is used to develop a TOWS matrix [See Fig. 2.1-2] to identify any potential blind spots the District may have.



| | Strengths | Weaknesses |
|---|---|---|
| Opportunities | SO strategies<br>Use strengths to take advantage of opportunities | WO strategies<br>Overcome weaknesses by taking advantage of opportunities |
| Threats | ST strategies<br>Use strength to avoid threats | WT strategies<br>Minimize weaknesses and avoid threats |

**Fig. 2.1-2 TOWS: Threats Opportunities, Weaknesses Strengths**

**Fig. 2.1-1 Strategic Planning Cycle**

The draft M, V, V, STs, KSMs, and Strategies are presented to SL for review and then considered by the Board of Trustees for approval. Upon approval by the Board, Senior Leaders deploy the plan to the District. SL assigns KSMs to members of the administration for monitoring and reporting. These KSMs become the measures reported annually on the WISD Scorecard [Fig. 7.6-14] and are a central piece in the appraisal of SLs and the members of the administration. The Leading Indicator Process [LIP] process is used to monitor the status of the KSMs on a monthly basis. Also, SL deploy the Strategies to administrators for development of APs to accomplish each strategy. These strategic APs provide the structure for SLs to lead and guide our improvement efforts.

As a part of the SPP each year, the SMT meets in a one day planning retreat to conduct the annual update and review of our SP. During this update, the SMT reviews and recommits to the District MVV. [See Fig. 2.1-3]. After a SWOT analysis to determine the present context and environment the District is operating under, the SMT reviews the District goals and then the key strategic measures [KSMs] and the strategic targets [STs] to determine if they are still the best way to move the District to accomplish its mission and realize its vision. SLs then deploy the revised strategies and KSMs to members of the administration for development of yearly APs [See Fig. 2.1-4] and to monitor the results of the KSMs.

The Department and Campus Improvement planning processes mirror the District's process and build from the District strategies. This yearly planning cycle is modeled after a PDSA cycle. [P] Plans are developed, [Do] plans are initiated, [S] results are monitored and [A] plans are reviewed and revised as needed] The specifics of the work is described in APs, which have leading indicators [LI] that are reviewed by the EC as part of their analysis of LIs. [Fig. 2.1-4 Example of Department Action Plan.] This process – Leading Indicator Process [LIP] [See Fig. 4.2-3 Leading Indicator Process] – provides the basis for mid-course corrections in the District's strategic actions with staff using the LIP improvement map. In additional department and campus plans undergo a formal process of mid-year review. At this review, SLs meet with principals and department leaders to see if their APs are getting the results they have anticipated. After review of LIP data and fidelity measures, APs may be renewed, revised, or deleted or additional APs developed. [See example of the timeline for LIP reporting with June highlighted for June report – Fig. 2.2-3 Leading Indicator Process Reporting Plan].

The identification of our core competencies, strategic challenges, and strategic advantages occurs as part of our CI process. Our CI process has three major aspects: map the key processes, improve the key processes using plan- do –study – act [PDSA] cycle [Fig. 4.1-2], and assess and improve at the systems level using the TAPE criteria. When challenged with this question, we initially identified several core competencies. The refinement of our focus happened each time we came back and asked ourselves, "Is this truly how we are leveraging the WISD system?" As we focused on CI, we determined that CI and learning were not only central to what we do but they are the core processes that have

resulted in improvement. When we view WISD to assess how we will sustain and drive continued improvement, we determined that our engine for addressing our strategic challenges and leveraging our strategic advantages was CI and learning using PDSA and the TAPE criteria.

Fig. 2.1-1 reflects our overall structure for SP and Fig. 2.1-3 summarizes the mission, vision, values, strategic goals, strategic targets, key strategic measures, and strategies.

Our longer-term planning horizon is five years with annual planning updates to address emerging concerns. The short-term annual timeframe reflects the educational industry change cycle that revolves around the annual school year. We have found a five-year future projection has worked well. It brings sufficient stability to the system while providing us the latitude to anticipate changes stemming from SWOT analysis as well as governmental changes.

Our process of an annual spring review of the SP permits us time to make any needed adjustments for the upcoming fall school term. With the direction set for the following school year in May, departments and campuses can make plans for the beginning of the next school year over the summer months and prepare to engage the department and school staffs in August.

**2.1.a [2] Key Factors, Data**
The SMT annual update process includes a SWOT analysis [see Fig. 2.1-2]. The team examines the emerging trends [the economic, demographic, technology, legislative/ regulatory environment, etc.], our District data [community growth, demographic changes, segmented student performance, private school/ home school / enrollment trends] and our survey data [students, parents, community, and teachers] as part of their work in assessing the District's strategic challenges. The team analyzes our progress towards achieving the strategic goals and makes recommends changes in the strategic measures and strategic targets for the following year.

District administrators and campus principals review the strategic targets, conduct a needs assessment, determine their strategies for achieving the District measures, pinpoint any long-term organizational sustainability concerns, and develop APs to deploy the selected strategies and strengthen the staff's competencies in learning and continuous improvement [CI]. Concerns regarding SP execution are expressed to EC and are monitored as part of the LIP. Fig. 2.1-3 contains the SP for 2008-13, its targets, KSMs, and strategies

Fig. 2.2-3contains the strategic Goal 1, "Focus on Student Success", its Targets, KSMs, LIP measures, and review schedule. SLs establish the review schedule based on data availability, the KSMs progress assessment calendar, and the process owner's recommendation in light of their action plan. [Fig. 4.2-3]. Specific information about the LIP is contained in the department and campus APs. Fig. 2.2-5 is an example of a department's Plan on a Page. Fig. 2.1-4 illustrates a department's action plan and objectives. It describes the action plan steps, the timeline, the person responsible for each step, measurements for fidelity of implementation along with leading and lagging indicators.

**Figure 2.1-3 Strategic Plan, Goals, Strategic Targets, KSMs and Strategies**

## Weatherford Independent School District Strategic Plan 2008-2013

| Strategic Goals | Strategic Targets | Key Strategic Measures (KSM's) | Strategies |
|---|---|---|---|
| **1. Focus on Student Success** | • Become an Exemplary district as defined by the state accountability system<br>• Meet Adequate Yearly Progress as defined by the USDE<br>• Increase student participation in school activities and community service<br>• Prepare students for post-secondary success in an ever-changing world | 1.1 TAKS performance<br>1.2 High school completion rate<br>1.3 Attendance rates<br>1.4 TAKS commended performance<br>1.5 AP and college credit earned<br>1.6 Co-curricular & extra-curricular activities, clubs or organizations<br>1.7 Enrollment in post-secondary training or education<br>1.8 Career and Technology certifications<br>1.9 Scholarships for post-secondary education | 1.1 Establish a culture in which we identify and personally invest in the unique gifts, talents, and successes of each student in WISD<br>1.2 Increase student engagement across WISD for improved student learning<br>1.3 Identify and deploy strategies that increase school readiness<br>1.4 Develop and deploy strategies to prepare students for college and career success |
| **2. Focus on Students, Parents, and Communities** | • Enhance positive relationships with students and families<br>• Enhance business and community partnerships and support | 2.1 Volunteer data<br>2.2 Student satisfaction rating<br>2.3 Family satisfaction rating<br>2.4 Student leavers statistics<br>2.5 Community satisfaction rating<br>2.6 Measurement of partnerships – Time<br>2.7 Measurement of partnerships – Contributions<br>2.8 Parent involvement | 2.1 Expand opportunities to support students academically and socially<br>2.2 Create, deploy, and evaluate processes to encourage ease for all parents/community/students to navigate our system<br>2.3 Educate community and elected governmental representatives about educational challenges and opportunities that affect student success |
| **3. Focus on Operational Excellence** | • Develop and enhance well-defined processes that are documented in all areas<br>• Ensure effectiveness and efficiency through technology | 3.1 Percentage of key processes written and deployed<br>3.2 STAR Chart<br>3.3 Technology access<br>3.4 Customer satisfaction | 3.1 Define and deploy key processes<br>3.2 Integrate CI model throughout District<br>3.3 Develop, deploy and maintain the "WISD Long Range Technology Plan"<br>3.4 Deploy and integrate a model for internal and external customer service |
| **4. Focus on Employees and Organizational Development** | • Become the district of choice for highly qualified and effective employees<br>• Provide professional development that adds value to the district | 4.1 Employee satisfaction survey results<br>4.2 Teacher turnover rate<br>4.3 Level of implementation of professional development strategies<br>4.4 Level of satisfaction regarding professional development | 4.1 Provide leadership, training and educational opportunities for all staff<br>4.2 Develop, communicate, and deploy profiles of "success" for all employee groups<br>4.3 Promote expertise and success of WISD staff and students<br>4.4 Increase awareness, acceptance, and integration of the growing diversity within WISD<br>4.5 Create an environment to attract and retain an engaged workforce |
| **5. Focus on Stewardship** | • Provide adequate financial resources to accomplish the Mission and achieve the Vision of the District<br>• Maintain adequate fiscal reserves<br>• Practice sound fiscal management | 5.1 Fund balance<br>5.2 Funding from outside sources<br>5.3 Salary market comparisons<br>5.4 Per student expenditures<br>5.5 Instructional budget expenditures<br>5.6 Audit findings<br>5.7 Budget Variances—Expenditures and Revenue | 5.1 Ensure Mission, Vision, and Values alignment and effectiveness of fiscal responsibility through objective periodic reviews<br>5.2 Develop an annual budgeting process that supports the implementation of the Strategic Plan<br>5.3 Develop a process to increase Fund Balance to ensure sustainability<br>5.4 Increase resources through strong, strategic partnerships |

**WISD MVV**

**Motto**
Your Child: Our Mission

**Mission Statement**
The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

**Vision Statement**
Weatherford ISD will be the world-class district of choice.

**Values**
- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

**Figure 2.1-4 Example of a Department Action Plan – Special Education Action Plan**

## [2.1] Special Education Departmental/Division Action Plan 2010-2011

| Department/Division: | Special Programs |
|---|---|
| District Strategic Goal: | Focus on Student Success |
| District Strategy (If Applicable): | Increase student engagement across WISD for improved student learning |
| Department Goal: | Expand academic opportunities for students to be taught in the Least Restrictive Environment |
| Department Strategy: | Use academic assessment to identify, monitor and support students ages 3-16 in need of intervention in math, reading and science |
| Strategic ☒ Operational ☐ | Population/Students Served: Students, Parents, Teachers, Community Partners, and Campus Administrators |

| Action | Responsible Staff (Position) | Timeline | Resources (Budget/Staff/Material) |
|---|---|---|---|
| 1. Use AWARE data to identify students for monitoring | EDSP, EDCI, Lead Team | July-May 2011 | Local |
| 2. Develop an academic/instructional plan to assist the students in need of intervention in math, reading and science | EDSP, EDCI, Campus Administrators, Lead Team | July-May 2011 | Local |
| 3. Involve parents/guardians in the specialized plan | EDSP, EDCI, Campus Administrators, Lead Team | August, September, February 2011 | Federal and Local |
| 4. Implement the plan using appropriate strategies for subject and grade level | Administrators and teachers | August-July 2011 | Local |
| 5. Monitor the implementation of accommodations and modifications | EDSP, Campus Administrators, PS | Aug-May 2011-Every Six weeks | Federal and Local |
| 6. Work with campus leadership to ensure student success | EDSP and Special Programs Instructional Personnel, PS | Aug-May 2011-Every Six weeks | None |

| Professional Development Needed for Implementation of Action Plan |||||
|---|---|---|---|
| Description of Content/Training | Audience | Date of Completion | Person Responsible |
| 1. Train staff on intervention plan implementation and monitoring by teacher and by student | Special Programs Personnel and Campus Personnel, Parents | October 2010 | EDSP, EDCI, and TOT |
| 2. Provide any necessary teach pieces for parents / guardians | EDSP and Campus Administrators | October 2010 and Jan. 2011 | EDSP and Special Programs Lead Team |

| Fidelity of Implementation Indicators * (Evidence the plan is being implemented as written) ||
|---|---|
| Evidence | Date of Expected Completion |
| 1. Process monitoring of implementation for effectiveness | January and May 2011 |
| 2. Folder review | Sept., Jan, and May 2011 |
| 3. Staff development attendance | Oct. and Jan. 2011 |
| 4. | |

| Leading Indicators * (In-Process or Predictive Formative Measures) |||
|---|---|---|
| Measure | Measure Type (Predictive or In-Process) | Reporting Period Or Date(s) |
| 1. TPRI, DRA, Local District Assessments | In-Process | Oct. , Jan,, and May 2011 |
| 2. Reading and math district indicators | In-Process | Every Six Weeks and DCA calendar |
| 3. Performance Series | Predictive | Sept. Jan. and May 2011 |

*\* Required for Teaching and Learning Action Plans related to District Strategic Goal 1*

| Lagging Indicators Key Strategic Measure (KSM) or Strategic Measures (SM) (Summative Measures that reflect the effectiveness of the plan at the completion of the Action Plan) |||
|---|---|---|
| Measure | Measure Type (KSM or SM) | Reporting Period Or Date(s) |
| 1. AEIS | KSM | Oct. 2011 |
| 2. AYP | KSM | July 2011 |

Both department and campuses follow an action plan process which supports and ties directly with the District SP. APs will be available on site.

In the late fall of the 2009-10 school year, the common district assessments of student progress on academic learning targets indicated that progress was not occurring on all campuses at the rate needed to meet District strategic targets. At that point, campuses were asked to determine their highest priority for intensive action. For this high priority target areas, campus administrators reviewed their strategies and established a more aggressive plan for action and follow up assessments. Campus administrators shared their plans with each other, gave feedback to each other, and identified ideas to incorporate. Those changes were shared with other SLs at WPLC meetings from December through March. These meetings included an agenda item for principals to report student progress and any changes to their plans. Called "Operation Purple" since purple symbolized Exemplary on a district report that we us, this focused improvement effort, provided a means of reporting on leading indicators and any changes to the plan. The campuses' and district's agility to respond to these plans enable them to focus on District Goal 1, Focus on Student Success.

## 2.1.b [1] Key Strategic Objectives
Our key strategic objectives are the strategic goals and Strategic Targets in Fig. 2.1-3. The five-year targets for each of the strategic goals and targets are given in the District Scorecard. [Fig. 7.6-14.]

## 2.1.b [2] Strategic Advantages, Challenges Addressed
Fig. 2.2-4 shows the relationship between the goals, the challenges, the advantages, and our core competencies. Innovative changes occur as a routine part of the action planning process as we deploy the annual plans, review monthly our results during the LIP review, and conduct mid-year evaluations. Meaningful innovative changes happen when the current strategy is not yielding the desired results. Addressing the future challenges arising from changing demographics and technology will be accomplished through the core competencies of learning and CI – for example, the change in ESL demands. We are increasing the number of certified as ESL teachers. The increasing percentage of economically disadvantaged students requires addition teaching strategies which are being addressed through training and professional development. Our goals address each stakeholder group and enable us to consider the strategic needs of each and balance any competing needs.

## 2.2. Strategy Deployment
### 2.2.a [1] Key Short, Longer Term Action Plans
The strategic targets [See Fig. 2.1-3 SP, STs, KSMs, and Strategies] represent our long range, five year targets and our strategies reflect our short term plans. For example, a key long range strategic target is "Provide professional development that adds value to the district." The short-term strategy is to "Expand leadership opportunities for sustainability." This strategy is then deployed through both department and campus APs.

Another key long-range strategic target is to "Enhance positive relationships with students and families." The strategy to accomplish this is "Expand opportunities to support students

academically and socially. A member of the SL has oversight for tracking and evaluating it as department and campus APs.

The goal of student success has as a strategy "Increase student engagement across WISD to improve student learning." This strategy is addressed in both Curriculum and Instruction department plans as well as all campus plans. For example, the Special Education [Sp Ed] Department has this strategy. Fig. 2.1-4 is the Sp Ed Department's action plan for this strategy.

## 2.2.a [2] Deploy Action Plans [APs]
Fig. 2.1-4 is an example of a department plan. Each department and campus has summarized their annual plan on a page. Each objective listed in the lower right hand corner then is addressed through a series of APs.

Mid-course SP reviews, LIP mid-course and budgeting of APs serve as our means to ensure that the outcomes of the APs are sustained. End of year PDSAs enable us to standardize the processes to sustain the gains and begin the CI cycle.

## 2.2.a [3] Resource Support
The District's MVV are the guiding force in the allocation of resources in the District. As we complete our APs, we address the budget, dollars and people, for the item. When changes occur during LIP and mid-course reviews, resources or shifts necessitated by emergencies, dollars and people are addressed at the same time APs are modified. As a part of the budgeting process, each request for funding must be tied to our SP. As a part of the action planning process cost are determined and funds are requested. Priorities and resource cuts are determined based on our MVV. If the District has to reduce budgets -- as it has done in the last five years -- the District's MVVs are used to determine the areas where funds may be reduced. SL using the MVV determines the reallocation of funds that will have the least effect on the Gemba, the interaction between the student, teacher, and the curriculum.

## 2.2.a [4] Modified Action Plans
Action plan changes occur at the leadership level. Rapid execution of changes begin with SL meeting with key players, giving the background for the change, the key requirements for the new plan outcomes, the new target, and information on any resources being made available to support the change. We give the team who will deploy the action plan opportunity to improve the plan. Once set, then execution takes place with established timeframes for follow up and evaluation. APs are considered by the District to be "works in progress." Campus APs are reviewed by SL six-weeks and are subject to adjustment to meet current needs. A SharePoint software system is used so all participants can edit and review action plan and post them for review by SLs. It is an expectation that actions plans will be adjusted periodically if they are not producing the desired results. Another formal process for the modification of APs is during the Mid-year Review Process conducted by SL.

As a result of our mid-year review of APs in the 2009-10 school year is, we found that principals were devoting their energy and efforts to APs that were not related to student success our District goal 1.

**2.2.a [5] Key Human Resource Plans** Strategies in Goal 4, Focus on Employees and Organizational Development, listed in Fig. 2.2-1 District SP are our SPs related to the workforce and its development. These are deployed through APs that address the potential impact on the workforce. In addition, the Human Resource Department [HRD] monitors key processes related to the workforce with their departmental APs, monthly LIP reports, and departmental scorecard. These processes include staffing allotments, hiring, employment contracts, employee discipline, certification, terminations, non-renewals, employee absences and leaves, and other HR functions. The HRD demonstrated agility and flexibility in implementing personnel cuts in response to a reduction of funding for the 2010-11 school year. We cut five teachers and eight aide positions. Teachers were moved to open positions and aides were offered the opportunity to apply for different jobs in the District. This process eliminated the need to initiate the Reduction in Force policy, making the needed cuts without alienating the workforce.

Key district Human Resource [HR] plans are in the HRD's Goals and Strategies Form. For each strategy, an action plan is developed. Fig. 2.2-1 reflects the District SP Goal 4 and the strategies that pertain to HRD. Fig. 2.2-2 shows the HRD's strategies for achieve these goals. HRD also has a scorecard for measurement, and AP results.

**2.2a [6] Key Performance Indicators**
The Key Performance Indicators for the District are reflected in the Key Strategic Measures in our District SP. [See Fig. 2.1-3] In addition to the monitoring and public reporting of the KSMs in the District Scorecard, each department and campus has a scorecard. The district KSMs are cascaded to departmental and campus scorecards along with other strategic and campus measures. For example, one of the KSM for the District is TAKS performance. This is determined by the percentage of student groups in the District meeting the exemplary standard. This measure is also report on the Curriculum and Instruction Departmental Scorecard and in each campus report card. Also, the action planning process includes the designation of leading, fidelity of implementation, and lagging measures, which are used to determine the effectiveness of the plan in meeting the strategy it is deploying. The LIP ensures that APs are reviewed in terms of in-process and predictive measures. The action plan template begins with how it aligns to the District SP. Key performance measures are listed in Fig. 2.1-3 District SP.

**2.2b Performance Projections**
The KSMs are reported on the District Scorecard [See Fig. 7.6-14 District Scorecard]. For each of the measures on the scorecard a five-year goal is presented and a baseline established. Yearly projections are established by determining the gap from the baseline to the goal and dividing the difference by the number of years remaining to fulfill the goal. There is a color coding system (Red, Yellow, Green) established in the District scorecard process to indicate progress towards the yearly projection and accomplishment of the five-year goal.

**Figure 2.2-1 District Goal 4 and Specific Strategies**

| **Focus on Employees and Organizational Development District Strategies** |
| --- |
| 4.1.2 Provide leadership, training and educational opportunities for all staff |
| 4.2.1 Develop, communicate, and deploy profiles of "success" for all employee groups |
| 4.5.1 Create an environment to attract and retain an engaged workforce |

**Fig. 2.2-2 Department Goals and Specific Strategies**

| **Goal 1: Promote and maintain a climate which enhances employee satisfaction** |
| --- |
| 1.1. Maintain compliance with all NCLB requirements as they relate to Human Resources |
| 1.2. Recommend a salary schedule that meets or exceeds the median of the market |
| 1.3. Annually survey the employees of the district with the employee satisfaction survey |
| 1.4. Annually survey all new employees to the district |
| **Goal 2 Define and deploy key processes** |
| 2.1. Create an alternative teacher appraisal process |
| 2.2. Create the process for developing and maintaining current job descriptions |
| 2.3. Create the sub process for embedding Zero Risk screening instrument into the hiring process |
| 2.4. Create a process for collecting and reviewing appropriate data |
| **Goal 3 Maintain compliance with all NCLB requirements as they relate to Human Resources** |
| 3.1. Develop and deploy a district recruitment and retention plan |
| 3.2. Employ a staff for the 2010 – 2011 school year that is 100% Highly Qualified |

Any data element reported in red on the District scorecard is required to conduct and PDSA and create action plans to address the lack of performance. Also, campus and departmental scorecards have a baseline and five-year goal established. A similar coding of red, yellow, or green is used to determine progress towards the yearly projection and the five-year goal. These scorecards are a vital part of the needs assessment component of the SPP and the Campus and Departmental Planning Processes. The LIP also contains measures that are predictive in nature. For example, the District Common assessments are projections on how well the student will do on the KSM of TAKS performance.

**Fig. 2.2-3 Leading Indicator Process Reporting Plan [highlight due to example being the June report]**

| Strategic Goals | Strategic Targets | Key Strategic Measures (KSM's) | Data Collected, Managed, and Reported by |
|---|---|---|---|
| 1. Focus on Student Success | 1.1 Become an Exemplary district as defined by the state accountability system<br>1.2 Meet Adequate Yearly Progress as defined by the USDE<br>1.3 Increase student participation in school activities and community service<br>1.4 Prepare students for post-secondary success in an ever-changing world | 1.1. TAKS performance<br>1.2. HS completion rate<br>1.3. Attendance rates<br>1.4. TAKS commended performance<br>1.5. AP and college credit earned<br>1.6. District Volunteer awards<br>1.7. Co-curricular & extra-curricular activities, clubs or organizations<br>1.8. College Pre-enrollment<br>1.9. Career and Technology Certifications<br>1.10. Scholarships for post-secondary education | EDCI<br>EDSS<br>EDSS<br>EDCI<br>EDCI<br>DCR<br>EDA<br><br>EDCI<br>EDCI<br>EDCI |

| Goal 1 LIP Measures | Reported by | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Semester Exam and Grade Reports | EDCI | | | | | | ✓ | | | | | ✓ | |
| Math Six-Weeks Assessments | EDCI | | | ✓ | | | ✓ | | ✓ | | ✓ | | |
| Science Six-Weeks Assessments | EDCI | | | ✓ | | | ✓ | | ✓ | | ✓ | | |
| English Language Arts Six-Weeks Assessments | EDCI | | | ✓ | | | ✓ | | ✓ | | ✓ | | |
| Social Studies Six-Weeks Assessments | EDCI | | | ✓ | | | ✓ | | ✓ | | ✓ | | |
| DRA in Grades K-2 | EDCI | | | | ✓ | | | ✓ | | | ✓ | | |
| TEMI Assessment in grades K-2 | EDCI | | | | ✓ | | | ✓ | | | ✓ | | |

**Figure 2.2-4 Goals, Challenges, Advantages, Core Competency**

| | Strategic Goals | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Challenges | | | | | |
| People | X | X | X | X | |
| Funding | | | X | X | X |
| Advantages | | | | | |
| Past Success; Desire to Learn | X | | X | X | |
| Values; Education | X | X | X | X | X |
| Imbedded PDSA | X | X | X | X | X |
| Innovative; Engaged | X | X | X | X | X |
| Core Competencies | | | | | |
| Learning | X | X | X | X | |
| Continuous Improvement | X | X | X | X | X |

**Figure 2.2-5 Department Plan on a Page – Special Education**



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**Category 3 Customer Focus**
**3.1 Customer Engagement**
**3.1.a (1) Identify Requirements and Innovations**
Our MVV and core competencies are the impetus for determining innovative educational services, offerings and programs (SOPs) that meet the requirements and exceed expectations of our key stakeholders—our students, employees, parents, partners and our community. As such, we deliver programs with challenging learning so that we prepare graduates to succeed in the global community. We do this by (1) using data to identify gaps that set our priorities for innovation, (2) engaging stakeholders in developing solutions that address these gaps, (3) determining what organizational and personal learning that is needed to support the success of the innovation, (4) providing training for staff and supervisors as required, (5) checking for fidelity of implementation, (6) evaluating the results and (7) making adjustments. Basically, we innovate using our continuous improvement model of plan-do-study-act [PDSA] and our core competency of learning. [Fig.4.1-2]

We identify stakeholder requirements by listening to stakeholder feedback, conducting surveys, and working with three standing stakeholder committees: the DEIC, the SMT and the Superintendent's Circle. Programs and service innovations have occurred as a result of stakeholder requests and survey data from employers, parents, current students, and students who are leaving the District. Innovation has occurred in core subject offerings as well as in co- and extracurricular activities. With these cycles of improvement, we align and integrate our everyday actions with our values of making data-driven decisions and organizational learning. Some resulting innovations include online course offerings, the introduction of Kids Unite program, enhancements of CTE offerings, changes in bus routes, improvements in cafeteria menus, expansion of the bilingual program to additional campuses, flexible scheduling for clerical staff, redesign of sixth grade band program and the PASS – Positive Alternatives for Student Success-campus.

The gaps we identify set the priorities of our innovation. They are found through our needs assessments, during our Strategic Planning Process and as a part of our Leading Indicator Program (LIP) reviews. For example, results from the 2007 Leaver Study prompted us to look at alternative ways to offer courses for students needing smaller, self-paced classrooms. Other students may opt to enroll in Texas Virtual School and/or enroll in Weatherford College for additional dual credit courses. The PASS campus—a school-within-a-school at WHS offers computer-assisted instructional menu with acceleration or remediation. A cycle of improvement in 2006 yielded great changes in our PASS program. One such change now allows students to attend school on the high school campus and take core classes as they achieve credits in elective courses and/or participation in UIL and / or extracurricular activities. Thus, high school students remain "connected" with peers, yet benefit from the smaller, self-paced classroom environment at PASS.

Other opportunities for innovation happen as we meet changes in federal and state requirements. We systematically monitor state and federal regulatory processes requirements, making sure that we implement these in ways that balance federal and state requirements with the expectations and preferences of our chief customers—our students and their parents. For example,

our 9-12 grade curricula are rigorous and now feature the "4 by 4" menu that the state requires for students to complete four math and four science courses to graduate. New academic courses were designed to meet these graduation requirements.

Our curriculum for the Career and Technology Education (CTE) program attracts new students and expands relationships with current students. The CTE curriculum focuses on careers and technology education, which prepares students for jobs right after high school and/or college. Based on the input we received from our stakeholders, we added educational CTE programs. Once identified, the course outlines and curricula were written by stakeholders and submitted for TEA's approval. Through these course offerings, students can earn certifications and licenses. Expanding these opportunities has resulted in attracting more real world work programs, which benefit our students with jobs and our community business partners with capable, qualified personnel. Because our CTE program, students compete successfully at the state and national levels, students in surrounding school districts transfer to our District to be a part of our CTE classes.

Our Advanced Placement (AP) courses in the seventh through twelfth grades and our virtual, online courses have also attracted students from other districts. Students who are successful with our AP curriculum can test out of college classes and reduce the cost of an advanced degree. Virtual online courses enables students another option to complete their graduation requirements, affording some students the opportunity to graduate early and others to make up classes that they have to retake. This fall approximately 40 students are attending accelerated math instruction online in grades 6, 8, and 10.

We refine, innovate, and add courses as part of our annual review of course offerings. Parents and students who are in grades 7—12 meet with counselors during registration season to select appropriate courses which will lead students toward a "recommended" or "distinguished" graduation plan. Students then select from our wide array of required and fine arts course offerings. These sessions offer us the primary opportunity to build relationships with our students and parents, and expand the student's knowledge of how to access all the activities – extra-curricular, co-curricular, clubs and organizations - that we offer. In addition, students can recommend new co-curricular clubs to the principals. Students clarify future clubs' purposes and identify club sponsors on a required form for these additions to become reality.

In 2009, teachers used the Superintendent's Circle to offer a new innovation regarding the District's calendar. This new concept features the recent implementation of two grading cycles - elementary and secondary. The separate grading cycles allow secondary students to complete their exams prior to the winter break while the elementary students will complete the fall semester mid-January. This change was conceived following a review of survey data.

The greatest benefit of these innovations which came from listening to the voice of the customer (VOC) is a higher Completion I Rate [See Figures 7.1-26 and 7.2-1 for completion rate data] which is at the Exemplary level for Weatherford High

**Figure 3.1-1  Methods of Communication with Stakeholders**

| Stakeholder Group | Key Two Way Communication Mechanisms and Satisfaction Tools |
|---|---|
| Students | Satisfaction surveys, registration meetings, campus, classroom, and/or District newsletters, clubs/UIL activities, Board of Trustees (BoT) meetings, ARD meetings |
| Employees | BoT meetings, email, ad hoc committees, Performance Excellence Team, School/ department/District meetings, calling system, staff meetings, Eduphoria School Objects-a suite of applications including: Forethought (lesson planner and curriculum application, Aware ) create and share custom data for TAKS analysis, benchmarking, building student graduation plans, etc.; and C-SCOPE math and science curriculum, Convocation, visits with Superintendent, Superintendent's Circle, DEIC, PET, PTA. |
| Parents | Parent Portal, volunteer services, Advisory boards, Meet the Teacher and Open House Nights, Booster Club meetings, website, calling system, letters, parent information meetings, Council PTA, PTA, Clothesline services, DEIC, SHAC, ARD meetings, surveys |
| Partners | Advisory boards and councils, grant review committee websites, Facebook, Twitter, civic clubs, BoT meetings, Tax Ratification Political Action Committee Partners in Education, WISD Education Foundation, booster clubs |
| Community | Volunteer opportunities, advisory boards, BoT meetings, Habitat for Humanity |

School.  This result is evidence of our mission to "… teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community."

**3.1.a (2) Key Mechanisms to Support Use of Programs**
We use an effective, formalized voice-of-the-customer process to determine key customer requirements, needs, and changing expectations. Some of these mechanisms used to enhance communication and improve performance include: regular and periodic meetings with parents and students, and other person-to-person processes include student registration, extracurricular sponsor contact, assigned counselors, campus Open House nights, mentors,  campus and district volunteer programs, alumni association activities, ARD and/or 504 team meetings, PTA meetings, booster clubs, curriculum committees, CIT/DEIC meetings, ad hoc committee meeting, advisory boards and field trips for sixth grades to the middle school campuses. Flyers, campus posters, teacher newsletters, newspaper articles, and student handbooks serve as the printed media.   In addition, we use printed, electronic, and person-to-person processes as mechanisms to support the use of our programs and services.  Electronic methods include website postings, social media (i.e., Twitter, Facebook*)*, Your Voice, and a campus-based phone and e-mail messaging system.

**3.1.a (3) Approaches for Keeping Organizational Needs Current** The District uses VOC data [Fig.7.2-8] from "Your Voice" as input to the SPP in order to become more student- and stakeholder-focused and to identify opportunities for innovation and improvement.  Virtual courses resulted from this input.

Also, the data are reviewed quarterly. Results from teacher satisfaction surveys are reviewed twice annually. Since spring 2009 parents, and community members have given input through online surveys and students will complete age appropriate surveys at each campus. In addition, the Superintendent actively listens to teachers through the Superintendent's Circle, a group that meets monthly to share concerns directly with her. To streamline communication, these commendations and concerns are shared with the EC and/or the principals so that corrective action can be taken as needed. In addition, teachers from each campus take on key communication roles on committees and in the PDSA [Fig.4.1-2] processes associated with committee such as: Calendar Study, Principal Selection, Curriculum and Benchmark Refinement, Continuous Improvement, Professional Development Planning, Diversity Training Committee, Emergency Planning, Student Engagement Survey Committee and the Core Competency Committee. The effect of their participation is evidenced in positive trends in the Teacher Satisfaction Surveys.

Figure 3.1-1 reflects the variety of methods to communicate effectively with students, employees, parents, partners and our community.

Our approaches for identifying and innovating programs and services include listening to the voice of the customer through annual satisfaction surveys, addressing needs which emerged through our LIP reporting, reviewing our work systems, and conducting comparative analysis to districts within our market. In addition, we established a continuous improvement council in 2007.  The Performance Excellence Team (PET) developed core competencies for teachers and set the framework for annual Professional Development offerings. A major undertaking of the PET is our annual Continuous Improvement Mini-Conference where sessions are led by teachers and administrators in a "pick and choose" setting. Presenters share CI tools and practices to model and benefit from the products, such as data folders, student-led parent conferences, process mapping, etc.  In addition, the PET determines the annual training menu for CI for new employees and the update training module components for returning employees.

The WISD Education Foundation and our Ex-Student Association use Facebook to communicate District news and information about upcoming events with stakeholders. Facebook was selected as the social networking site over other sites such as Twitter, because of the ability to have 2-way communication with our partners.

**3.1.b (1) Creating a Positive Organizational Culture**
Our first Value is to "respect all students, employees, parents, partners, and our community."  Accordingly, we emphasize the importance of customer satisfaction in our interactions with all stakeholders.  To ensure our delivery of services with care and respect for all individuals, a formal customer service process—**SESGA**—was implemented in August 2009 as a means to collectively focus on customer service throughout our organization. All administrators and clerical staff received training in **SESGA**; each participant is held accountable to **S**top, make **E**ye contact, **S**mile, **G**reet, and **A**ssist our customers when they arrive at one of our facilities. In a very real sense, customer engagement begins the instant a person calls or enters our offices. Our customer engagement process begins with our

**SESGA** model, which addresses the moment people are acknowledged as they walk into our buildings.

We train on the process, and we conduct follow up audits. The DPM report audit results monthly during our DLT meetings. A quick, friendly response on the telephone is our aim, and we are dedicated to serving our community with care, commitment, and class as evidenced by our SESGA data [See Figure 7.2-14.] We require a response within 24-hours to phone calls, emails, and items submitted through the web-based "Your Voice."

A cycle of improvement yielded an enhancement to SESGA process -- our new SLERR process: **S**top, **L**isten, **E**mpathize, **R**epeat, and **R**espond--so that the moment of engagement works. We teach staff to **S**top, **L**isten, **E**mpathize, **R**eflect on what was said, and then **R**espond. Internally we have refined our norms to enhance our time together. Your Voice, "secret shoppers", and stakeholder surveys provide feedback to help ensure our processes are working.

Our accountability system in this area is reported through the LIP which is reviewed by the EC, DLT, and the Board, our key process maps that work to meet customer requirements, and our annual Work Systems Reviews that consider how well we meet customer requirements. This process has seen three cycles of refinement. As such, the reporting process follows a required framework to include these component parts: Systems Review, System Integrity, Measures that Matter and Data Sharing.

### 3.1.b (2) Build and Manage Relationships
A caring culture built on high expectations is evidenced in every school and in every department. Positive rapport with our key customers—our students and their parents—is maintained and fortified through day-to-day, purposeful interaction in our classrooms and through extra- and co-curricular and service activities enjoyed by our students. While course requirements and programs are designed to meet state and federal guidelines, our students meet face-to-face with campus teachers and administrators to determine academic goals. In 2006, a new charter school for grades 9-12 opened within our District's boundary lines, and we experienced a sudden drop in enrollment. The Leaver Study Project identified the students who transferred out of our District, opted to homeschool, and/or entered private school. Parents were surveyed by telephone and/or by mail. The results of the study and the 2009 follow-up were shared with the EC and the secondary principals. Our students and their parents stated that the students needed smaller settings and improved relationships with teachers. Secondary staff development programs added elements on building positive rapport with students and how to engage students through a wider array of clubs and academic offerings. As a result, our 5-A high school's enrollment in grades 9 to 12 exceeds 2,200 and our Completion I Rate is above 90% in all special groups. Our projected Completion I Rate for 2011 will be above 95% in all student groups – an exemplary achievement. [Fig. 7.1-26]

### 3.1b(3) Student and Stakeholder Focused Culture
We are committed to excellence as evidenced by our academic growth. Our continuous improvement journey is marked by listening to the VOC and by learning from the OFI's as presented in survey data and in our daily conversations with our students, employees, parents, partners, and our community. Survey data are disaggregated by campus and department and

segmented demographically. Data are shared with principals and department directors and subsequently presented to the BoT in a Work Systems Review.

Campus and District leaders use effective and efficient means to collect feedback from participants at meetings and after specialized events (First Day of School, H1N1 communications, calendar selections, etc.) We use the affinity diagram process to gain input from parents and staff when the principal selection process begins, when we hire new head coaches, and when we create process maps.

In turn, this information is shared with appropriate staff so that the data are actionable and useful. For example: One campus principal noted that there was substantial playground bullying at a specific grade level. She used that data with her staff and students to address what acceptable behaviors are; the bullying stopped during recess. Another principal used the information in her student and parent surveys to get more fathers involved on her campus. The Watch D.O.G.S. (Dads of Great Students) program assists with campus monitoring on the playground and in commons areas. Its influence is positive and has been replicated on other elementary campuses. Our Child Nutrition Director used student satisfaction survey data to form student "taste testers" of the cafeteria food. The result was a more palatable hamburger for our students.

### 3.2.Voice of the Customer
### 3.2.a (1) Listening for Actionable Information
We conduct surveys and analyze the results to determine next steps. We evaluate the input we received in meetings with students and stakeholders. We structure opportunities for personal contact -- parent meetings, open house, counselor registration meetings, etc. -- with customers to build relationships and gain input from customers. In 2008, work teams comprised of educators from all campuses designed grade level-appropriate student engagement/satisfaction surveys for elementary, middle and high school students. Baseline data were gathered in spring 2008 to determine specific parent, community, campus, and grade level needs in terms of innovations, curricula, and safety. Surveys are administered annually to ensure continuous improvement at all campuses and all departments. A PDSA occurred in the fall of 2009, which resulted in the alignment of surveys in grades 7 to 12, and the requirement for all students to complete the survey online. Principals and department directors receive the survey results, which provide actionable data throughout our school District.

Our customers know that we are listening and learning from them, using their input to drive positive improvements. Satisfaction surveys provide us data and drive improvement cycles in providing students and stakeholders programs, services and support that optimizes the use and effectiveness of our offerings. We disaggregate the data by ethnicity, age, campus, and category so we gain understanding of any emerging requirements from student and student groups.
"Your Voice" provides us with data from both identified and anonymous sources. These reports are investigated and SL determines appropriate actions to take. All issues / concerns are to be addressed with the caller within 24 hours of the initial contact. [Fig. 7.2-8]

In addition, we established a continuous improvement council in 2008. The PET developed core competencies for our teachers and sets the framework for annual Professional Development offerings. A major undertaking of the PET is our annual Continuous Improvement Mini-Conference where sessions are led by teachers and administrators in a "pick and choose" setting. Presenters share CI tools and provide practical application of tools such as data folders, student-led parent conferences, process mapping, etc.

### 3.2.a (2) Listening to Former and Potential Stakeholders

We continue to explore new ways to listen and learn from past, present and future students. In fact, we learn from students who leave our District before graduation. In 2007 and 2009, leaver studies focused on how we can win students back and have them complete their graduation requirements. This process has been successful and has led to a 96.9% Completion I Rate in the 2010 AEIS Report. [Fig. 7.1-26]

Transfer requests within the District provide another opportunity to address stakeholder dissatisfaction. When a student requests a transfer, it requires the principal's signature from the "home" and "receiving" school. This step in the process gives that principal an opportunity to address a student's dissatisfaction and improve the campus. In 2008 a PDSA was done to improve the in and out of district transfer processes. Parents and administrators agree that the simplification of the entering transfer refinement eases tension about back-to-school transfers and allows families and schools to plan more efficiently for the beginning of each school year. The innovation of the tuition-free out-of-district transfer attracts students from other public school districts.

Changes in our transfer processes coupled with the addition of premier course offerings attract students of competitors. Some of these area students are now being reached through our virtual classes. We are using this opportunity for us to learn how we can attract them as a permanent part of our stakeholder group.

### 3.2.a (3) Manage Complaints

Communication with our customers is a priority, and we are dedicated to managing concerns and/or complaints at the level closest to the concern through communication with the appropriate staff member or school official. We use situations or concerns as learning tools for improvement in our daily operations. Concerns, conflict, and /or complaints are viewed as opportunities to improve our communications with our customers. Principals and Directors communicate often to ensure that we gain an understanding of the real issue involved and so that we can improve our processes and our communications district-wide.

Concerns or complaints are shared in several ways. Anonymous complaints come through the web-based "Your Voice." These complaints are tracked, resolved, and aggregated at the EC level of the organization. [See Figure 7.2-8] If a matter remains unresolved, the parent or employee is directed to appropriate district-level administrators. If the problem remains unresolved, the parent or employee is notified about the formal grievance process. That process is delineated in legal and local Board policy. The ED Student Services and the Director of Communications report data to EC and/or to the principals. Feedback and coaching ensures that campus administrators have

the resolution skills needed to **S**top, **L**isten, **E**mpathize, **R**epeat, and **R**espond (SLERR) to a customer's concern.

Other avenues for voicing informal complaints include "Letters to the Editor" and addressing the Board as part of their meeting process. The data from all these sources are aggregated and analyzed by the EC for trends and action. Other telephone concerns are logged and reported in the Student Services scorecard. Complaints pertaining to our partners are shared by the appropriate EC member with that partner for resolution. Formal complaints—parent and employee—follows grievance protocols established in policy and delineated to staff in process maps.

Each "Your Voice" entry is logged and maintained until the issue is resolved. Inquiries are automatically e-mailed to the Director of Communications where they are then distributed to the appropriate campus or department head. Appropriate staffs meet to determine "next steps" to resolve concerns within the 24-hour timeframe. All issues—both active and resolved—are then tracked and recorded by the Director of Communications, and the results are reported quarterly to the BoT as a part of the Communication Department's Leading Indicator Process Report.

Our approaches for identifying and innovating programs and services include listening to the voice of the customer through annual satisfaction surveys, addressing needs which emerged through our LIP reporting, reviewing our work systems, and conducting comparative analysis to districts so that we are known for our dedication to student success. Listening enables us to identify innovative approaches to their concerns, helps us to understand their needs, and enables us to build a long-term relationship.

### 3.2. b (1) Determining Stakeholder Satisfaction and Engagement

The District's student surveys, for example, include questions that are tailored to specific grade levels. Some sample questions include information pertaining to student safety and security, cleanliness of the facilities, home computer access and bullying. All survey responses are compiled and given to both administrators and principals to address any potential gaps in the system, or possibly to implement different programs that would enhance student learning. Classroom walkthroughs and student test results provide information regarding student engagement. PTA attendance, Board meeting attendance, voting results and volunteer participation indicate stakeholder engagement. Surveys of students, parents and the community give us insight to their satisfaction levels and provide actionable information for improvement. These surveys provide data by campus, which enables principals to address areas of concern that pertain to their campus.

### 3.2.b (2) Using Satisfaction Data

We have selected survey questions that enable us to make comparisons of our results to educational organizations that track student and stakeholder satisfaction. We have contacted those districts, that we consider our competition and have learned that they do not analyze their student and stakeholder

satisfaction. There are no educational industry benchmarks for stakeholder satisfaction.

We use our data to identify opportunities for improvement and to prioritize action items as part of our department and campus planning. Math and science course additions have occurred with the state change to requiring four credits in math and four credits in science for students graduating in 2013. We have added course offerings and are addressing the state requirements in light of students' interests. For students who are challenged with how to schedule all the courses and participate in extracurricular activities, we are offering more virtual classes. We are participating as a "beta site" for end-of-course testing so that we can anticipate the changes required to ensure student success. Our MVV sets our priorities when determining which student segments to pursue for current and future services.

### 3.2.b (3) Student, Stakeholder Dissatisfaction
Student dissatisfaction is generally identified at the campus levels, while stakeholder dissatisfaction may be noticed at the administrator level. Our principals look for trends that may accompany student dissatisfaction—like monitoring the dropout rates, absenteeism, discipline referrals, achievement results, DAEP placements, or other forms of complaints. Stakeholder dissatisfaction generally is shared when administrators receive formal and informal feedback, telephone calls, the Board complaint process, and/or personal visits from parents. [Fig. 7.2-6]

The District accepts constructive criticism as an avenue for improvement, and its goal is not only to satisfy its students and stakeholders, but also to "delight" them. A "delight" refers to going above and beyond a customer's expectation which ties in with the District vision statement to be "the world-class district of choice."

The feedback received from our students and stakeholders has guided us in the right direction towards our goal of Exemplary. For example, the District changed some of its bus routes to accommodate those students who were riding on the buses for long periods of time because of feedback it had received through the school's "Your Voice" component.

### 3.2.c (1) Identifying current, future needs
We project increasing demands in the areas of technology, bilingual services, special education, virtual courses and school safety / security. The growth in the number of students needing bilingual services has prompted us to expand the number of campuses that offers these services.

Last year our high school stadium was renovated to include a large digital scoreboard. That feature brought opportunities for live video streaming, advertisements, and instant replay. As we worked to maximize the use of these features, we approached our high school technology classrooms to determine if students were interested in working with this technology during football and soccer games. There was a great desire from students to participate in the using of this state-of-the-art technology. Student interest was so great that the high school principal created a Digital Media class for the 2010-2011 school year in partnership with high school staff and our technology department.

### 3.2.c (2) Anticipate Key Student, Stakeholder Requirements
We share data from the District surveys with appropriate campuses and department staff as a basis for determining student and stakeholder requirements. Classroom walkthroughs bring fresh eyes to assess student engagement and bring cycles of improvement. Assessment data helps us to identify different student learning needs and group them accordingly.

The school calendar drives all decisions for the District during the school year. In the past, a committee of stakeholders provided input to the calendar structure, but in this process some felt their voice was not heard. In 2009-2010 all stakeholder surveys included a question about the calendar and asked that the responder rank the five most important calendar features. The top five for each stakeholder group were included in the 2010-11 calendar. When the board adopted the calendar for the this school year, they did so knowing it met the needs of all of our stakeholder groups.

### 3.2.c (3) Using Student Information to Build Student, Stakeholder Focused Culture, Innovation
Our students and stakeholders want us to respond positively to their concerns. This positive response begins with our SESGA and SLERR processes which focus all employees in greeting and responding to everyone in a customer-friendly manner. These listening approaches help us to cultivate a culture that builds positive relationships with students and stakeholders so that we are known for our dedication to student success. Listening enables us to identify innovative approaches to their concerns, helps us to understand their needs, and enables us to build a long-term relationship with stakeholders.

We have expanded our approaches so that today we gather feedback through electronic surveys and web-based tools. We use our data to identify opportunities for improvement and to prioritize action items as part of our department and campus planning.

The District uses new and innovative resources to reach its former students and other stakeholders through popular online social networking media like Facebook and Twitter; there is no cost to the District or its stakeholders. The implementation of online social media allows our students and stakeholders to receive pertinent information—such as early dismissal due to inclement weather, for example—in a relatively short amount of time. Current and future trends include "real-time" access of information, and our District has committed to providing these new innovative resources. Information may be added or updated from any computer or mobile device, and those who subscribe to the District's page will automatically receive the information via e-mail or text message. Facebook has been a reliable source for alumni communications, regarding Homecoming, happenings or other societal events. Subscribers automatically receive the information via e-mail or text message.

### 3.2.c (4) Keeping Listening Approaches Current with Organizational Needs and Directions
Our listening and learning processes begin with alignment of questions to our strategic concerns of engagement and satisfaction. We have expanded our approaches so that today we gather feedback through electronic surveys and web based feedback.

**Category 4 Measurement, Analysis, Knowledge Management**

**4.1.a (1) Key Organizational Performance Measurement**
We use data to drive all decisions. Our key strategic measures [KSMs] contained in the strategic plan determine what data we gather and use in analysis and decision making as we deploy our strategies. The KSM targets are set to be achieved by the end of the five-year strategic plan. Our Leading Indicator Performance [LIP] process serves as the foundation for assessing organizational progress and measuring performance on these KSMs. LIP reviews occur as data become available. An annual calendar sets the dates. Fig. 2.1-3 lists the key organizational performance measures, and Fig. 2.2-3 is the LIP review plan for Goal 1. Figure 4.2-3 "Leading Indicator Process Steps" delineates the steps for reviewing the plans and reporting the progress to the Board.

The Strategic Plan provides the framework for managing the organization's performance and establishes short [annual projection targets] and long-term [5-year] measures. [Figure 7.6-14] Each action plan [AP] details the deployment of each campus and each department strategy. Figure 2.1-4 contains an example of one of the Special Programs Department's Action Plan [DAP]. Our document's design serves as a cross check for alignment between specific initiatives and the strategic plan by requiring the linkage between a specific district strategic goal and a district strategy to a department / campus goal and department / campus strategy. We use these to manage organizational performance since they summarize our action steps, designate the responsible staff person, set timelines and budget resources using this process. Each plan outlines the professional development needed for implementation, the indicators to check for the fidelity of the strategy execution, and the progress measures – both leading and lagging measures. These measures then form the basis for the department and campus scorecards. [See Fig. 7.6-3.]

As we collect the data, we assess operations and measure progress. Each month SLs examine the data through the Leading Indicator Performance [LIP] process. [See Figs. 2.2-3 and 4.2-3.] When targets are not achieved, the specific strategy is analyzed using our plan-do-study-act [PDSA] process [Fig. 4.1-2 PDSA Template], which includes a cause and effect analysis. If the new AP resulting from this peer analysis necessitates a priority change or additional funding, then SLs determine what resources will be redirected to implement the revised strategy and priorities are adjusted accordingly. APs are modified and resources reprogrammed as appropriate.

Figure 4.1-1 Data Review and Action Process summarize which review provides data for evaluating progress on our strategic objectives, APs, and daily operations.

**Figure 4.1-1 Data Review and Action Processes**

| Review | LIP | Systems | Walkthrough |
|---|---|---|---|
| District Services | | X | |
| Strategic Objectives | X | | |
| Action Plan | X | | |
| Daily Operations | | | X |

A review of daily operations occurs through the district-wide walkthroughs process, which is an audit method where we gather data on instructional practices, depth and complexity of the learning, student engagement, and the alignment between district curriculum and the reality of the classroom. Principals' walkthroughs have traditionally served as the primary means of performance management in most school systems. In 2006, we determined to use this process as a systemic, systematic means to assess to what extent we are "teaching, challenging and inspiring" learning, engaging students, and teaching the district curriculum. [See 6.2.(b)2 -- information on walkthroughs.]

Each of the last four years, we have conducted PDSAs to improve our walkthrough process. These cycles of improvement have led us to expand our classroom assessments beyond looking at what curriculum is being covered and with what strategies to "focused walkthrough" reviews involving all administrators. Specific walkthrough assessments gather data on technology integration, delivery of services for our Special Education [Sp Ed], Bilingual/ English as Second Language [BESL], science, primary reading, CScope math, continuous improvement, operations, and district instructional initiatives. We now include every District administrator. Campus administrators are to conduct twelve walkthroughs per week, and all other administrators do six walkthroughs with their designated team. During the walkthroughs, we collect data on the questioning level observed, the alignment to the curriculum learning goal, the vocabulary development, and the depth of thinking the students are required to do. The analysis of the resulting data occurs at the monthly WPLC 99.9 Principals' meeting and action steps address the findings. This school year we added a comment card to give to the teacher, a standardize form for principal feedback and a special recognition for teachers who are observed as doing an impressive innovation which engages students. Once again, these changes stemmed directly from the PDSA process, which gathered teacher and administrator ideas for improving the process.

The expansion to collecting data for technology, Sp Ed, and BESL arises out of our identified performance gaps. The Federal Compliance laws pertaining to No Child Left Behind tracks these populations. Texas has implemented school and district accountability achievement systems that monitor the progress of students by subgroups. As part of our progress monitoring cycle of these subgroups, we make comparisons to local, regional, state, and national results. We determined that we needed to extend our walkthrough data gathering to aid us in systematically developing a systemic view of all our classrooms. These snapshots of performance along with the traditional measures of achievement enable us to anticipate gaps in performance and to evaluate our progress on the indicators now included in the state's Performance Based Monitoring System. Fig. 7.5-8 reflects the trends / results we have achieved.

**4.1.a (2) Select and Ensure Use of Comparative Data**
Alignment and integration of all comparative data and information is the key component for our District's success. Our KSMs form the focus of our data comparisons to districts adjacent to ours, districts of similar demographics and size along with regional, state, and national performances. We use comprehensive historical trend data to make these assessments. Our "goal setting approach" is to establish future targets that drive us forward. We use both baseline data and trends to set five-year goals that stretch our departments and campuses.

With these, we evaluate our performance and set stretch objectives that have leading and lagging indicators for measuring our progress. Mid-course corrections occur when our performance deviates from projections, then we identify root causes and create new APs to move us towards the target.

### 4.1.a (3) Keeping Measurements Current
We select measures based on our reviews of state and federal educational agencies assessment systems. We monitor for emerging regulatory changes so that we gather data to anticipate potential performance issues. We use these along with measures cited by TAPE as ones key to ensure organizational effectiveness and sustainability. Briefings, national conferences, reviews of new standards, and professional associations help us to anticipate changes in state and national measurement systems.

### 4.1.b Performance Analysis, Review
SLs review organizational performance and capabilities by integrating the data derived from needs assessments, the LIP process, systems reviews, semi-annual work plan reviews, and annual strategic plan updates. We assess progress towards our KSMs, identify performance gaps, and evaluate whether it is a capability or capacity issue that needs to be addressed. Data enables us to monitor our progress and adjust our plans as needed. Reviews occur according to the time lines established based on the data availability.

Each department's leading and lagging indicators form the basis of their assessment as to interpreting the information for the specified District employees and stakeholders. Information pertaining to curriculum, professional development, and special programs is approved by the department staff to ensure concise and valid alignment to the MVV is in place. Questions such as: "How is the information going to help the District achieve the MVV?" "Is this information pertinent to stakeholders?" "How does this promote student achievement and help the District become a world class learning and teaching organization?"

Focused communication that connects directly to the District's MVV is key to alignment of our processes. The District scorecard serves as the communication tool that highlights when the District is making predicted progress to meet and exceed strategic targets and when it is not. Effective and fluid communication allows the District teams to determine next steps of improvement. Four key questions that have helped us as we review student data are: 1) What do we want the students to know? 2) How do we know that they know it? 3) What will we do if they have not learned it? 4) What will we do if they already know it?

Our organizational performance reviews occur monthly as part of the LIP assessments [See Fig. 4.2-3]; semi-annually in our formal progress assessments and results of our work plans, and annually through our "systems reviews," which summarizes in Board reports how well our systems are functioning.

Our systems reviews occur at our Board meetings. Each session includes one to three departments and/ or campuses reviewing their data and plans. These presentations provide transparency and demonstrate the alignment of campus and department plans to Strategic Measures (SMs), Key Strategic Measures [KSMs], and the Districts MVV. At the core of these assessments is our continuous improvement [CI] process - the PDSA cycle – which drives the learning and accelerates the cycles of CI. The PDSA process is the standard operating procedure for campus and department leaders as well as with teachers and students as part of their classroom procedures. Fig. 4.1-2 is an example of a PDSA template we use.

**Figure 4.1-2 PDSA Template**

| Plan | Define the Problem | | | |
|------|--------------------|--|--|--|
| | Assess Current Situation | | | |
| | Analyze Root Causes | | | |
| | Write Improvement Theory | | | |
| | Determine Responsibility | Who | What | When |
| | | | | |
| Do | Put Improvement Theory into Action | | | |
| Study | Study the Results (Evaluate and Analyze) | | | |
| Act | Standardize Improvements | | | |
| | Plan for Continuous Improvement | | | |

We compare targeted and actual results using the leading and lagging measures we set during the action planning process. Competitors' performance and our scorecards provide a basis for analyzing our results, determining how well we are doing in contrast to competitive and like districts, and for setting expectations for future performance. [See Fig. 7.6-3 Campus Scorecard which illustrates a campus scorecard.]

Additional data come from our stakeholder surveys, peer reviews, and simulations. PDSAs are used to validate our conclusions. Our monthly cycles of review enable us to respond rapidly to changing needs and challenges in the operational environment

### 4.1. c Performance Improvement
Our action planning process translates organizational performance review findings into opportunities for breakthrough improvements and innovation. APs guide both department and campus tactical steps. The plans designate staff / faculty responsibilities for deployment and include fidelity implementation measures. Results are tracked and used to support decision-making. APs include the timeframe for assessing the results using the PDSA's process [See Fig. 4.1-2 PDSA Template.]

### 4.2.a (1) Data, Information, Knowledge Management
The mechanisms to ensure data reliability, timeliness, accuracy, and security include redundancy of hardware and software; physical security of servers and data; offsite data storage; back up procedures; plus guidelines and processes that address passwords, security levels, confidentiality, and account creation. Disaster recovery plans are practiced through scheduled reviews and simulations. Permissions are sent on accounts with multiple levels of access rights to maintain confidentiality.

**Figure 4.2-1 Knowledge Management Tools**

| Tools | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Standardize Training Plan | █ | █ | █ |  |  |  |
| Issue Bins | █ | █ | █ | █ | █ |  |
| Your Voice | █ | █ | █ | █ | █ |  |
| Process library / SharePoint | █ |  | █ | █ | █ |  |
| Phone System | █ | █ | █ | █ |  |  |
| Professional Development | █ | █ | █ |  |  |  |
| Newsletters/ Articles | █ | █ | █ | █ | █ |  |
| Direct Mailings | █ | █ | █ | █ | █ |  |
| Portals (student/ parents) |  | █ |  |  |  |  |
| Surveys | █ | █ | █ | █ | █ |  |
| Forums | █ | █ | █ | █ | █ |  |
| Hearings | █ | █ | █ |  |  |  |

The District uses a systematic process to collect and transfer knowledge among faculty and staff consistently. As information enters the District, it is filtered through an administrator who has the responsibility of either forwarding the information to the appropriate personnel or taking action.

Knowledge is fully deployed using multiple tools and resources. Breakthrough innovations are shared with peers during DLTs, faculty meetings, professional development sessions, Data Day, Principals' Collaboration meetings, routinely scheduled faculty, and administrator meetings, DEIC, CITs and grade/ department level leadership team meetings. Professional development sessions are scheduled as needed to spread understanding and to increase the speed of systematic implementation of new knowledge, processes, and initiatives. Process changes are published on SharePoint and Webpages.

**4.2.a (2) Data Availability**
Electronic methods for connecting to WISD's intranet include: LAN, WAN, email, webpages, parent and student portals, Wiki and Ning, internet system, and wireless connectivity. Systems that provide student data include, eSped, AWARE, INOVA, Project Share, and Performance Series. PD 360 enables teachers to learn instructional strategies via the internet. Fig. 4.2-1 summarizes for each stakeholder group their avenues of access to information.

Additional data come from our stakeholder surveys, simulations, peer reviews, and PDSAs, which validate our conclusions. Our monthly cycles of review facilitate rapid response to challenges and changing needs in the operational environment. They also enable us to set expectations for future performance.

**4.2.a (3) Manage Organizational Knowledge**
We have multiple tools and methods to manage organization knowledge. Fig. 4.2-1 lists tools that we use. Items marked in blue in Column 1 reflect those that enable collection and transfer of workforce knowledge. Column 2 addresses which tools are used in the transfer of relevant knowledge from and to students, parents, stakeholders, suppliers, and collaborators. Column 3 indicates which of the tools enable us to identify, share, and implement quickly best practices. Column 4 marks tools that provide relevant knowledge to suppliers; Column 5, partners; and Column 6 collaborators.

**4.2.b (1) Reliability and Security of Hardware, Software**

Our technology staff of nine people manages approximately 100 servers, 3,500 terminals, and network support to 18 facilities. To ensure reliability we have dedicated fiber WAN, backup systems, rollover protocols to meet demands, and system redundancy following industry standards. Our equipment rooms are climate controlled and monitored for emergencies. We use firewalls and virus protection. We have highly trained technicians and network administrators so that we can quickly respond to hardware and software issues to security breaches. We have evaluative criteria to assess whether a possible purchase is user-friendly.

Our technology work order processes help us assess whether we have timely service by our technicians. We use the data from the work order system to identify emerging issues that would require us to replace equipment so that we meet our targets for the equipment to be up and functional at all times. See Fig. 6. 2-1 depicting our technology work order process.

**4.2.b (2) Systems Availability During Emergency**
Our emergency plan provides guidelines to addressing any event – storms, viruses, power outage, floods, tornadoes, fire, etc. Our primary response is to rely on our redundant systems. We have redundancy in wired and wireless networks, servers, batteries for an uninterrupted power supply, and backups. Our scorecard tracks the age of computers. Our Rollover plan addresses the issues of replacement and upgrading to minimize emergencies due to equipment failures.

**4.2.b (3) Keeping Availability Mechanisms Current**
We participate in Technology Committees at the district, region, and state levels. These connections keep us aware of how other districts tackle the demands of staying up to date with technological changes that can improve the delivery of data and information to meet educational service needs. We use web-based and open source applications. Our technology plan is updated every three years, and our Rollover plan ensures that our equipment is keeping pace with the three-year replacement process. Our certified technicians and network administrators update their knowledge through classes, conferences, and researching new technologies and equipment.

**Figure 4.2-2 Tools for Knowledge Sharing**

| Access Method | Workforce | Student | Stakeholder | Supplier | Partner | Collaborator |
|---|---|---|---|---|---|---|
| Web | █ | █ | █ | █ | █ | █ |
| SharePoint | █ | █ |  |  | █ |  |
| Internet | █ | █ | █ |  | █ |  |
| AWARE | █ | █ |  |  |  |  |
| LAN | █ | █ |  |  |  |  |
| WAN | █ | █ |  |  |  |  |
| email | █ | █ | █ |  |  |  |
| eSped | █ |  | █ |  |  |  |
| Phone messaging | █ | █ | █ |  |  |  |
| Eduphoria | █ |  |  |  |  |  |
| Newsletters | █ | █ | █ |  | █ |  |
| Public Forums | █ | █ | █ | █ | █ | █ |
| Wiki / Ning | █ | █ |  |  |  |  |
| Performance Series | █ | █ |  |  |  |  |

**Figure 4.2-3 Leading Indicator Process Steps**

| | | Description of Step | Responsible | Deadline/ Period |
|---|---|---|---|---|
| **1** | | Select LIP measures for reporting during school year | EC | Sept. |
| | 1.1 | Owner of KSMs determine recommended LIP measures and reporting | KSM Owners | Sept. |
| | 1.2 | Leading Indicator Process (LIP) Report Measures<br>• Formative (Predictive or In-process) Measures of the WISD Key Strategic Measures (KSMs)<br>• Strategic Measures (SMs) from your Departmental Scorecard<br>• Critical Measures of your departmental system's reports to Board | KSM Owners | Sept. |
| | 1.3 | Owners of KSMs suggest LIP Measures and Calendar to EC | EC | Sept. |
| | 1.4 | Members of EC consensus on LIP Measures and Calendar | EX | Sept. |
| | 1.5 | Draft measure from EC are compile into District LIP Calendar | DPM | Sept. |
| | 1.6 | Compile District LIP calendar and submit to Superintendent for Approval | DPM | Sept. |
| | 1.7 | Approve final LIP reporting measures and calendar | Deputy Supt | Sept. |
| **2** | | **Publish LIP calendar for school year** | **DPM** | **Late Sept.** |
| | 2.1 | Distribute yearly LIP calendar to all administrators that will report LIP data | DPM | Late Sept. |
| | 2.2 | Establish procedures for the reporting of LIP data | DPM | Late Sept. |
| **3** | | **Report required LIP data monthly** | **LIP Owners** | **Monthly** |
| | 3.1 | Send reminder of monthly LIP report element due | DPM | 2 weeks before Board Deadline |
| | 3.2 | Prepare data for Monthly LIP report | LIP Owners | Monthly |
| | 3.3 | Report LIP containing four required elements | LIP Owners | Monthly |
| | 3.4 | Submit Data to DPM in electronic format. (Word or Excel) | LIP Owners | Two days before Board Item Deadline |
| **4** | | **Prepare monthly LIP Reports** | **DPM** | **Before Deadline** |
| | 4.1 | Verify all LIP reports from LIP Owners are accurate, timely | DPM | Before Deadline |
| | 4.2 | Verify all LIP reports from LIP Owners contain the four elements | DPM | Before Deadline |
| | 4.3 | Contact LIP owners for corrections | DPM | Before Deadline |
| | 4.4 | Prepare consolidated Monthly LIP Report | DPM | Before Deadline |
| **5** | | **Prepare monthly LIP summary report** | **DPM** | **Before Deadline** |
| | 5.1 | Prepare one page summary report containing the following for each monthly LIP measure reported | | Before Deadline |
| **6** | | **Prepare monthly LIP agenda Item** | **DPM** | **Before Deadline** |
| | 6.1 | Prepare Agenda Item listing the administrators who submitted data for the monthly LIP report | DPM | Before Deadline |
| **7** | | **Submit agenda item documents to Superintendent** | **DPM** | **Before Deadline** |
| | 7.1 | Submit three files to Superintendent's Administrative Assistant: Monthly Agenda Item; Monthly LIP Summary Report; LIP Report | DPM | Before Deadline |
| | 7.2 | Report to Superintendent's Administrative Assistant the number of hours took to compile agenda item for the month | DPM | Before Deadline |
| **8** | | **Submit corrected agenda items if requested** | **DPM** | **Day Requested** |
| | 8.1 | Correct "typos" and resubmit to Superintendent's Assistant | DPM | Day Requested |
| | 8.2 | Contact LIP Owner for clarification and corrections | DPM | Day Requested |
| | 8.3 | Insert corrections by LIP Owner and resubmit to Superintendent's Administrative Assistant | DPM | Day Requested |
| **9** | | **Review LIP process for OFIs** | **EC** | **July** |

**Category 5 Workforce Focus**
**5.1.a (1) Key Factors of Workforce Engagement, Satisfaction**
The key factors for workforce engagement are listed in Figure P.1-4 Employee Workgroups. These factors are the result of our meeting with employee groups to determine what they needed in their job to see it as satisfying and engaging,

We also researched the work of outstanding companies, learned from what they said about how they worked to set the environment for employee satisfaction. We have found that for our employees the keys to job satisfaction include respect for their skills, opportunities to grow professionally, resources to do an excellent job, a safe environment, and competitive pay. We work to show our respect by giving them a voice and setting up professional development and collaboration. We have a plan for keeping up with technology and for having a safe, secure, and healthy environment. We recognize the significance of their contributions, and the value of being connected to "district mission accomplishment" in a way that they know they are part of a larger team that makes a difference in the lives of students.

Our employee satisfaction surveys are segmented by teachers, professional support, paraprofessionals, administrators, and auxiliary staff. These surveys enable us to measure the key factors for their engagement and satisfaction and to identify any shifts in their perspectives. With a major concern for our industry being the retention of new teachers, we provide mentors and conduct a survey of "new teachers" to tell us how well we are meeting their specific needs.

The Superintendent's Circle provides a forum for teachers to give face-to-face feedback to the Superintendent. These teachers represent their campuses, make recommendations, voice concerns, provide insights on District issues, and serve as one means for the Superintendent to keep in touch with the pulse of the District employees.

**5.1.a (2) Foster High Performance, Engagement**
We foster high performance work through purpose-driven teams that have clear roles and responsibilities, which align with our MVV. Team meeting norms guide behavior and the decision making process. [See Figure 1.1-1]

The Performance Excellence Team (PET) focuses on learning about and the development of our CI competencies, which are the core framework for our high performing teams. Performance excellence quality tools enable the team to set SMART goals, conduct process analyses, map processes, gather data, solve problems, and establish measurement processes to determine the effectiveness of the team. The responsibility matrix delineates department leads and non-negotiables give clarity to roles when developing action plans. Cross-functional teams facilitate learning from each other, workforce engagement, and cause-effect discovery when addressing issues.

Our professional learning communities (PLC) model sets the foundation for ensuring open communication with a collegial tone at all District meetings including EC, SMT, Cabinet, DLT, 99.9 WPLC, DEIC, and CIT meetings. District, department and campus level action teams are designed to support peer-to-peer learning. Team member composition

honors diversity of values, knowledge, skills, and demographics.

The process for team member selection results in establishing teams with diverse membership that reflect the culture, have the requisite knowledge to problem solve, are given the parameters of their assignments, and have full authority to recommend next steps. One example of diversity of membership is found in the Gemba Walkthrough teams. Team members include central office administrators, principals, assistant principals, counselors, and teachers who aspire to be principals. All team members have an equal voice in these classroom evaluations, and teacher leaders often provide clarity to a course with which they are familiar.

**5.1.a (3) Workforce Performance Management System**
Our performance management system focuses on engaging the right person in the right job and ensuring that they have all the right competencies for success. It begins with position descriptions that outline the skills, knowledge and certifications required for the position. Once selected, employees attend orientation with SLs who review our MVV, emphasize the importance of teamwork, and affirm our commitment and expectation that everyone will learn and continuously improve. Our professional development menu includes content specific subjects, CI tools, instructional strategies for GT and ESL populations, and mentoring of new teachers, College Board for AP / Pre AP, CTE staff renewals, first aid training, and technology skills. These delivery mechanisms include face-to-face sessions, online courses, faculty trainings, PD360 sessions, and coaching by campus liaisons for ESL and Technology.

Our performance appraisal system is based on the state evaluation system. Through it we provide feedback to staff, emphasize high performance teamwork, and work to retain a highly qualified staff. Employee recognition occurs at the campus, department, and district level. Annually we recognize outstanding performances of teachers and other staff members at the staff recognition assembly at the end of the year.

We use data from salary market comparisons with 13 districts to determine staff compensation. State legal restrictions limit monetary incentives, so we work with the Education Foundation and local businesses to provide rewards, recognitions and incentives.

The Strategic Planning Process [SPP], our CI processes, our campus improvement plan process, and our accountability data [AEIS, AYP, PBMAS] reinforce a focus on students, stakeholders, and the achievement of action plans.

**Figure 5.1-1 Professional Development Delivery**

| Method | Auxiliary | Para-professional | Professional Support | Teachers | Administrators |
|---|---|---|---|---|---|
| Formal classes | X | X | X | X | X |
| Online classes | | | | X | X |
| On the job | X | X | X | X | |
| Mentoring | | | | X | X |
| Intern experiences | | | | | X |

**5.1.b (1) Leaders and Workforce Learning**
Our professional development system teaches the skills of our core competencies - learning and continuous improvement. These abilities are at the heart of how we meet our strategic challenge to engage staff and increase their knowledge and skills so that we have high performing teams dedicated to our MVV fully engaged in helping each student succeed. Our teaching and learning occur through formal classes, online classes, on-the-job coaching, mentoring, and intern experiences. [See Figure 5.1-1 Professional Development Delivery.]

Organizational performance improvement and innovation are an inherent part of our professional development and our leadership meetings - DLT, 99.9 WPLC, and PET meetings.

We received supplemental support from the WISD Education Foundation's grant process, which assists us by recognizing classroom teacher's innovative solutions and provides additional funding for these innovations as well as support in meeting specific professional development needs.

Ethical and legal training occurs in new employee orientation, as a part of on-the-job instruction as necessitated by the person's work, through monthly case studies during DLT, and in briefings when legal changes occur. We are kept abreast of legal issues through periodic updates and training sessions conducted by TASB, TASA, TEA, Region XI Education Service Center, and our legal advisory team. Following these, we deliver in-house professional development as appropriate.

**5.1.b (2) Knowledge Development, Management**
Certification requirements and our performance evaluation system drive conversations regarding current and future training needs. The specific needs are identified by the person through an annual self-report and/or the supervisor as a part of the departmental needs assessment and action plans, which require that training be considered in the planning and execution of every plan. Teacher needs are summarized at the campus level. Principals determine whether these needs will be addressed as part of their faculty training time.

Figure 5.1-2 is the model that guides what we do in professional development. These data enable us to determine what the learning goals are. These we address through training and modeling. Trained staff implement the strategies and are coached as necessary. We then assess the impact and use that data to define the next set of goals.

Our Director of Professional Development works with her Advisory Team of district representatives and gathers their input on employee needs. This information, along with the principals' feedback, assists her in determining what district level offerings are most needed. Director of Professional Development designs the plan in consideration of all the needs that are submitted, and submits it to SLs for final approval.

Auxiliary staff certifications arise from the role of the staff person. For example, there is food safety training requirements for cafeteria workers, and craftsman certifications that apply to jobs in the Maintenance Department. Teacher certifications require an additional 100 hours of training over five years. Leadership development designed specifically for campus level leadership is enhanced through internships in cooperation with

local colleges and universities and training provided on a monthly basis to all assistant principals to improve their leadership skills. Principals have members of the EC as their mentors when they first become a principal and when targeted coaching is needed to address an identified gap.

**Figure 5.1-2 Professional Development Assessment**
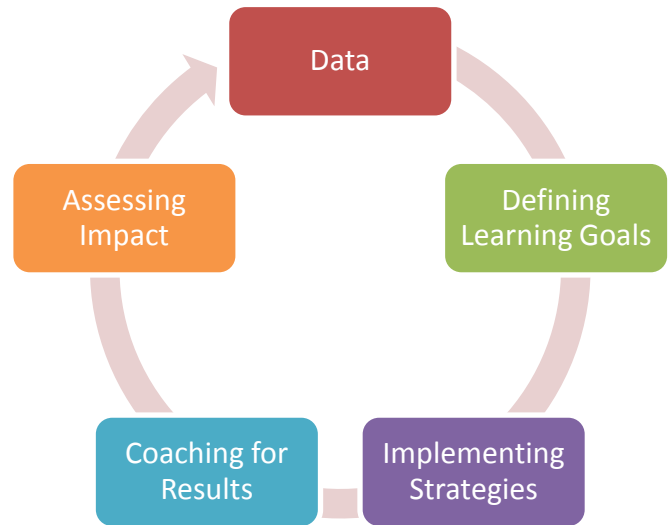


We enable the transfer of knowledge from departing or retiring workers through our retire/ rehire mentor program and employing them as substitute teachers. Additionally, departing or retiring workers create a notebook, which includes key work processes and responsibilities in a calendar format so that the incoming person has not only procedures that apply to the job but also the timing to have an efficient, effective process. The reinforcement of new knowledge and skills come through supervisory oversight and walkthroughs focused on District initiatives.

The goal of each department in the District is to provide cross training within the department on all key work processes. For example, in the Human Resources department the major workload is divided into either professional or para-professional/ auxiliary categories, and department employees are assigned duties in one or the other areas. The HR department has identified fourteen key work processes and over 50 sub-processes which outline the functions of the HR department and enhance the ability of any employee in the department to step in at any time and complete a process to which they are not assigned. An example of the alignment between job responsibilities, key processes, and sub-processes for the HR Department is in Figs. 2.2-1 and 2.2-2. Other departments that have developed processes and cross training include the Special Programs, Maintenance, and Curriculum & Instruction. Cross training allows the District to be more efficient in its use of personnel and more effective in its responsiveness to internal and external customers.

**5.1.b (3) Evaluating Learning, Development Systems**
We evaluate the effectiveness and efficiency of our learning and development system through data analysis of outcome measures, professional development evaluation system,

**Figure 5.1-3 Employee Factors**

| Employee Group | % by Employees Group | | | |
|---|---|---|---|---|
| | Turnover | Absenteeism | Grievances | Accidents |
| Auxiliary | 12.1 | NA | 0.0 | 1.3 |
| Para-professional | 18.9 | 4.6 | 0.5 | 0.0 |
| Professional Support | 13.8 | NA | 0.0 | 0.0 |
| Teachers | 11.0 | 4.6 | 0.4 | 0.0 |
| Administrators | 6.7 | NA | 0.0 | 0.0 |

walkthroughs, and annual supervisory performance appraisals. Our walkthroughs focus on different aspects. Walkthroughs that we call "Gemba Walks," which focus on the teaching and learning process, help us evaluate the classroom learning systems. The results of Gemba Walks are analyzed during 99.9 WPLC meetings. Using this information, we provided additional training on instructional strategies to all staff as a part of our annual CI training day.

**5.1.b (4) Career Progression**
Our main focus for career progression and succession planning is the development of skill sets of all employees in the job that precedes the leadership vacancy. For example, Assistant Principals have monthly meetings led by District administrators so that we have a "ready in-house" applicant pool for any potential principal vacancies. Teachers engage in leadership opportunities at the campus level, such as team leaders, liaisons for ESL, and case managers for special education students. Teachers also demonstrate leadership by training other teachers in Thinking Maps.

Succession planning is a key part of our continuous improvement model. We develop quality leadership at all levels of the organization. We identified key elements that all District leaders need to incorporate into their performance of their assigned duties and are actively involved in integrating these as part of our continuous improvement journey. For example, all administrators receive training in strategic planning; developing and deploying action plans; TAPE Education Criteria for Performance Excellence; identifying, developing , deploying key processes and sub processes; LIP/ Scorecard; needs assessments; goal setting; and developing a department or campus Plan on a Page.

**5.1.c (1) Workforce Engagement**
We measure workforce engagement through Gemba walks, student data, annual evaluations, workforce turnover, absenteeism, grievances, accidents, and retention rate. Employee satisfaction surveys, employee exit surveys, and grievances provide insight to workforce satisfaction. [Fig. 5.1-3] Employee satisfaction survey questions are the same for all employees. [See Figure 7.4-1 regarding our employee satisfaction results.]

The Gemba Walks focus on different aspects. For example, walkthroughs that evaluate auxiliary staff address operational needs, compliance requirements, and SESGA deployment while classroom walkthroughs focus on student engagement and the level of implementation of District initiatives.

**5.1.c (2) Workforce Engagement, Organizational Results**
When we did not see the organizational results in students' scores that we expected, we used our Gemba Walks to examine the engagement of teachers and students. We found a lack of fidelity in the implementation of the District's initiative of a new curriculum. The result was less student engagement and poorer test scores. We addressed this concern with imbedded training and modeling.

As part of the district wide needs assessment of organizational performance, we identified gaps in the area of math and science. We looked for the root cause. When SLs analyzed teacher knowledge, we found that few elementary teachers had college level science and math courses, which served as a barrier to teacher engagement and organizational results. SLs then targeted funding and contracted with outside specialists and college professors to work with all teachers to build the content background they need for effective teaching.
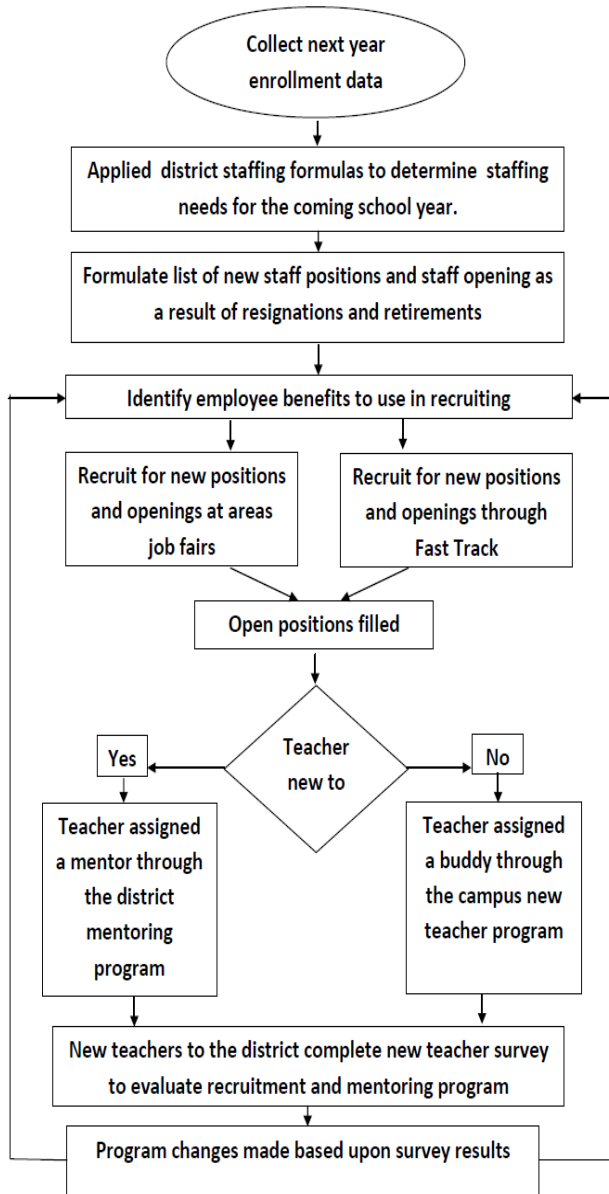
We then learned that teachers also needed science safety training. This led to seven offerings in 2007-8 school year; six offerings in 2008-9. We were able to reduce the number of offerings in 2009-10 school year because of greater teacher retention. [See Figure 5.1.-4] All science teachers have now completed the training.

**Figure 5.1-4 Science Professional Development**
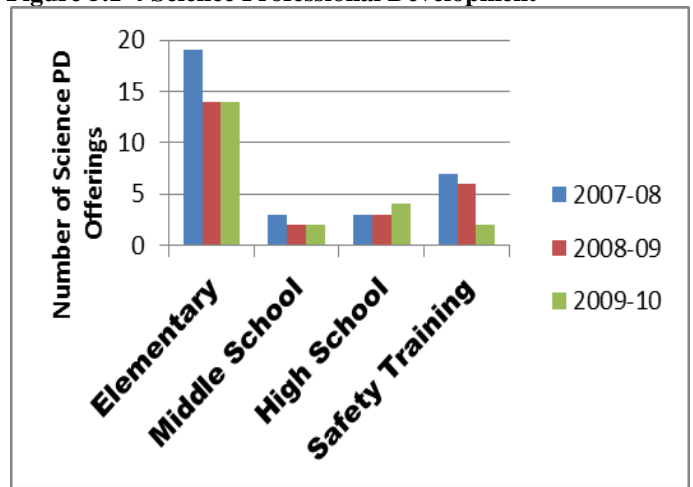


When we explored the lagging improvement in student scores in math, we had an assessment by an outside expert, who pointed out the need for teacher coaching to develop stronger math instructional strategies that engaged students. To assist teachers we identified a new math curriculum, CSCOPE, and had teachers and principals evaluate it for comprehensive approach, integration of high yield instructional strategies and user-friendly format. The decision was to implement it. We provided training and organized volunteers to assist with getting materials together so that teachers could focus on tailoring the teaching to their students. As we assessed our deployment during our Gemba walks, we found a lack of fidelity. Now a walkthrough team specifically targets fidelity of implementation.

**Figure 5.2-1 Recruiting Process**

```
        ┌─────────────────────────┐
        │    Collect next year    │
        │     enrollment data     │
        └─────────────────────────┘
                    │
                    ▼
   ┌─────────────────────────────────────┐
   │ Applied district staffing formulas  │
   │ to determine staffing needs for the │
   │       coming school year.           │
   └─────────────────────────────────────┘
                    │
                    ▼
   ┌─────────────────────────────────────┐
   │ Formulate list of new staff         │
   │ positions and staff opening as a    │
   │ result of resignations and          │
   │ retirements                         │
   └─────────────────────────────────────┘
                    │
                    ▼
   ┌─────────────────────────────────────┐
   │ Identify employee benefits to use   │
   │           in recruiting             │
   └─────────────────────────────────────┘
          │                    │
          ▼                    ▼
 ┌──────────────────┐  ┌──────────────────┐
 │ Recruit for new  │  │ Recruit for new  │
 │ positions and    │  │ positions and    │
 │ openings at      │  │ openings through │
 │ areas job fairs  │  │ Fast Track       │
 └──────────────────┘  └──────────────────┘
          │                    │
          └────────┬───────────┘
                   ▼
        ┌────────────────────────┐
        │  Open positions filled │
        └────────────────────────┘
                   │
                   ▼
              ◇ Teacher ◇
     Yes ◄── ◇  new to  ◇ ──► No
   ┌──────────────────┐  ┌──────────────────┐
   │ Teacher assigned │  │ Teacher assigned │
   │ a mentor through │  │ a buddy through  │
   │ the district     │  │ the campus new   │
   │ mentoring        │  │ teacher program  │
   │ program          │  │                  │
   └──────────────────┘  └──────────────────┘
          │                    │
          └────────┬───────────┘
                   ▼
   ┌─────────────────────────────────────┐
   │ New teachers to the district        │
   │ complete new teacher survey to      │
   │ evaluate recruitment and mentoring  │
   │ program                             │
   └─────────────────────────────────────┘
                   │
                   ▼
   ┌─────────────────────────────────────┐
   │ Program changes made based upon     │
   │ survey results                      │
   └─────────────────────────────────────┘
```

Our Diversity Workgroup assists us in identifying ideas and issues so that we can respond to growing diversity in our culture. They help to ensure we understand and acknowledge diverse viewpoints, cultural experiences, and thinking. This team provides training and support to departments and campuses. To hear all voices as we proceed to address District work, we consider this aspect as part of our planning process for Summer University training. Supervisors develop offerings to address the remaining needs, including formal courses, e-courses, on the job coaching, and internships.

## 5.2 Workforce Environment
### 5.2.a (1) Assessing Workforce Capability, Capacity
We consider the skill capacity and the value capability as we evaluate the workforce and potential hires. Job applicants complete a ZeroRisk profile, which provides information regarding the capacity of a person to value rules, results and the uniqueness of others. This information along with interview questions that examine the depth of the person's knowledge, reference and background checks provide the basis for our hiring.

### 5.2.a (2) Recruit, Hire, Place, Retain New Employees
We recruit through job fairs and public postings of all open positions. We hold our annual job fair in April and participate in the fairs of universities in this area. We post job openings on our District website in our Fast Track application posting and the job board in District Services Building. We work collaboratively with eight organizations that prepare teachers through the alternative certification process.

Figure 5.2-1 Recruiting Process outlines the steps of our process. We place people based on anticipated needs calculated using our known vacancies, student projections and addressed through mentoring and administrative coaching sessions. Hiring decisions consider the ethnic makeup of students and stakeholders to be served.

We use pre-employment certification confirmation for all employees, annual verifications for auxiliary employees, and certification monitoring for teachers to ensure that our workforce meets the highly qualified standards. Annual evaluations, mentoring, and coaching assist us in identifying additional training needs. For the hiring of 2010 staff vacancies, we had over 800 applicants for each elementary teaching position and over 200 for each secondary teaching position.

### 5.2.a (3) Manage, Organize Workforce
Our work systems, work processes, and organizational reporting structure serve as the vehicles for managing and organizing our workforce. Our work systems are: Leadership, Student Learning System, Sustaining the Learning Environment, and Supporting the Learning Environment. Our key work processes are documented and made available to all staff through our intranet system.

Our reporting structure appears in Figure P.1-7 Organizational Hierarchy. We capitalize on our core competencies of learning and continuous improvement by driving all of our processes with an emphasis on how, what and why we are learning the state, and local requirements so that we have a safe, healthy cycle as part of the implementation and fidelity checks. The processes for LIP review, systems review, professional development, and meetings are integrated, aligned and undergo cycles of CI/ PDSA so that we address our strategic targets of meeting student and stakeholder needs. The cycles of review result in timely responses to changing conditions and build the organizational capacity for agile responses to address emerging issues.

### 5.2.a (4) Changes in Capability, Capacity Needs
We monitor the legislative process, enrollment numbers, and growing populations that require special support, i.e., ESL and Special Programs staffing needs. Supervisors assess the capacity and capability of their staffs when making decisions on teaching teams and potential vacancies. We brief staff on any potential legislative changes and consider them as we make enrollment projections and adjust staffing based on the anticipated changes. Contingency plans are developed with appropriate teams to address emerging needs. For example,

when the data indicated a rise in the number of students whose primary language is Spanish, a dual language model of instruction was added to two elementary campuses. Because of continual program growth, a third campus added Bilingual classrooms in 2009. We inform other impacted work areas when changes are being made.

**Figure 5.2-2 Performance Measures**

| Area | Measure | Frequency of Inspection | Goal | Our Results |
|------|---------|------------------------|------|-------------|
| Health | Audit | Bi-annual | 95% | 98% |
| Safety | Audit Walkthroughs | 1 / month per site | 100% | 100% |
| Security | Update and deploy Campus/District EOPs | Review each site once per semester | 90% | 92% |
| Security | Emergency Drill Practice | 1 / month per site | 95% | 96% |

During the last four years, our funding has remained flat, while energy and operational costs increased. [Fig. 7.3-3] We meet these challenges each year by having open, continual communication with all levels of staff and having them involved in the problem solving. From 2003-04 to 2009-10, the District cut over $5 million and reduced costs by over $2 million [see Figure 7.3-1]. Total reductions were almost $8.8 million.

To prepare for the 2010-11 budget year, we used a "zero-based budgeting" concept. We briefed District leaders and engaged them in reviewing expenditures and making recommendations on where to cut. Then we educated all the staff on the challenge – the gap between the anticipated revenue and the current level of expenditures. We solicited all employees for their suggestions and shared their responses on the Web. Eighty percent of the recommended cuts came from our staff. We worked with the Board and made recommendations on how to balance the budget. We used faculty briefings, newsletters and a web-based question and answer forum to respond to inquiries.

We used our MVV to prioritize cuts while still keeping our focus on GEMBA. For the 2010-11 budget, staff cut about $2.1 million. Even after the reduction of $2.1 million, the budget could not be balanced for the 2010-2011 school year without significant cuts to the Gemba. In order to raise the needed M&O tax rate to generate revenue to match expenditures, we had to get voter approval through a Tax Ratification Election (TRE).

The TRE was approved by over 85% on September 11, 2010. The TRE increases the maintenance and operations side of the tax rate by 13 cents. This in turn allows the District to remain on track to our goal of being a World Class District of Choice.

**5.2.b (1) Workforce Climate**
We follow guidelines that address health, safety, and security procedures. These processes maintain compliance with federal, state, and local requirements so that we have a safe, healthy environment. Our safety procedures address safe food handling for the Child Nutrition staff to safety procedures for students to ensure a bully-free environment with training, reporting, and surveys to identify opportunities for improvement. Our facilities are drug- and gun-free zones.

Our security procedures include drills to address issues ranging from bad weather to fire to intruders. We provide hepatitis B shots for employees who work in high-risk situations – for example, with staff who work with students who are prone to bite. We conduct criminal history checks and fingerprinting for staff and volunteers. We monitor visitors to the campus and require them to sign in and out at the office and tell us who they visit and the purpose of their visits. Our procedures ensure that students are picked up by the appropriate parent/guardian or approved person.

Figure 5.2-2 Performance Measures summarize the measures, the frequency of inspection, and the result of the inspection. Figure 7.6-6 shows the results of our safety measures and inspections. The different ages of the facilities and the environments of older facilities present challenges in infrastructure, safety, and security. Parking lots, building interiors and exteriors that pre-date current security philosophy are particularly challenging to address.

**5.2.b (2) Workforce Policies, Services, Benefits**
We use Texas Association of School Boards [TASB] services to guide our District policies, including workforce services and benefits. Our workforce benefits are listed in Figure P.1-4. All District employees fall into one of two basic group categories, either professional or paraprofessional/auxiliary.

All professional employees are subject to a contract with a specified number of workdays varying from 187-226 days and are compensated on salaried basis. Secondary administrators have more contract days than elementary administrators to accomplish scheduling and hiring.

All paraprofessional/auxiliary employees are considered at-will employees and are compensated on an hourly basis. The work schedule for employees in this category is determined by their assignment. For example: Instructional paraprofessionals and Child Nutrition workers only work on those days in which school is in session whereas, custodians and maintenance employees work year round.

The Weatherford Chamber of Commerce embraces a philosophy of "Shop Weatherford First." As the largest employer in our community, WISD has adopted this same philosophy and partners with local businesses to promote discounts and incentives to our employees. These offerings are posted to our internal website for easy access throughout the school year and provide an additional benefit to working in our school district.

Another benefit provided for employees by employees is our Sick Leave Pool. Employees with a lengthy personal illness can benefit from the contribution of sick days donated to the pool on their behalf. These contributions prevent employees who are ill from experiencing an additional hardship of docked pay.

**Category 6 Process Management**
**6.1.a (1) Work Systems Design, Innovation**
We went from an informal process to a formal, documented work system designed around the Gemba [See 6.1.b (2) for an explanation of Gemba]. EC's redesign allowed for the full deployment and integration across all functions. We determined that our work systems are Leadership, Student Learning, Organizational Learning, and Supporting the Learning Environment. Then the Department staffs identified their processes within each system. The Cabinet reviewed the list of processes, identified the key processes, and any gaps. Departments were tasked with completing the process documentation for the key processes and posting them in the shared library.

Each process owner lists the process steps, its internal and external customers, its frequency, the leading, and lagging indicators and the timeframe for an improvement cycle [PDSA]. (See Figure 4.1-2.) Process innovation is triggered by the scheduled PDSA or when it does not yield the targeted outcome. The determination as to whether a process is delivered through internal or external resources is based on cost efficiencies and customer requirements.

**6.1.a (2) Work Systems, Processes, Core Competencies**
Our core competencies of learning and continuous improvement [CI] are an integral part of each of our work systems and our work processes. Each key work process has a set timeframe for completing a PDSA cycle – which drives CI and learning. Work process improvement and lessons learned are shared through leadership meetings (see 1.1).

A part of our governance and leadership system is the Board of Trustees' [BoT] annual review of the 14 work sub-systems contained in our four key work systems. The Board uses a "Systems Review Process" framework, which requires an annual, systematic evaluation of all programs. Work processes that are not meeting timeframes or quality measures are addressed with an action plan to close the gap with specific gaps between student groups. In 2009, SLs initiated Operation Purple to address needed improvement in math and science after a review of in-process data. (Figure 6.1-1 lists the system, the month of review and key work system [1 – Leadership, 2 – Student Learning, 3 – Organizational Learning, 4 - Supporting the Learning Environment].)

**Figure .6-1-1 Sub System Reporting Plan**

| Month | Sub-System | Key Work System |
|---|---|---|
| October | Transportation | 4 |
| | Technology | 2, 3, 4 |
| November | Community Education | 2, 4 |
| | Human Resources | 1, 4 |
| December | Student Services | 4 |
| January | Maintenance/Custodial | 3, 4 |
| February | Business & Operations | 4 |
| March | Career & Technology Education | 2, 3 |
| | Special Programs | 2, 3 |
| April | Communications | 1, 4 |
| June | Community Relations | 4 |
| | Athletics | 4 |
| August | Child Nutrition | 3, 4 |
| | Curriculum/ Instruction | 1, 2, 3 |

Four examples of KWPs in Figure 6.1-3 relate to stakeholder

The review by the department administrator includes the following components:
1. System Description
   a. Mission/Plan on a Page
   b. Major Board Policies
   c. Number of Students Involved
   d. Organization Chart
   e. Funding/Revenue Sources
2. System Integrity
   a. Safety Issues
   b. Key Processes
   c. Recent Reports or Audits
   d. Risks, Exposure, Legal Issues
3. System Measures that Matter
   a. Indicators of Success
   b. Targets
4. System Performance
   a. Department Scorecard
   b. Highlight Strengths and Opportunities for Improvement
5. Recommendations for Changes in System; Policy
   a. Gaps in Performance
   b. Changes to Improve Quality of System
   c. Changes to Reduce System costs or Increase Efficiency

**6.1.b (1) Key Work Processes (KWPs)**
Our Systems Review Process provides the framework for an annual, systematic evaluation of all programs and processes. These reviews are part of the Board reports and specifically address work processes that are not meeting timeframes or quality measures.

SLs identified nine key processes in the Leadership System, 19 in the Student Learning System, three in the Organizational Learning System, and 70 in Supporting the Learning Environment System. Figure 6.1-2 lists the key work processes in the Student Learning System, which deliver value to students. Figure 6.1-3 is a partial list of KWPs, which relate to stakeholder value, financial return, organizational learning, and sustainability.

**Figure 6.1-2 Student Learning System's Processes**
1. Teaching and Learning
2. Curriculum Development, Review, Revision
3. Administrative Assessment
4. State / Federal Grants Management
5. CTE Student Certification, Licenses
6. Special Education Monitoring, Reporting
7. Special Education Funding
8. Special Education Referral, Identification
9. Admission, Review, Dismissal
10. Special Education Instruction
11. Monitoring and Reporting
12. Evaluation / Medical Only
13. Evaluation / Dyslexia
14. Enrollment
15. Review/ Dismissal
16. Behavior Evaluation
17. Homebound
18. 504 Related Services
19. State Compensatory Education

value: Community Education Classes provide value to community stakeholders with education classes that address their interests, while parents receive value from student transportation [Student Transportation Management], teachers are assisted through classes about writing with foundation grants [Education Foundation Grants] and customers [Customer Feedback].

The processes of budget development, payroll, purchasing and financial compliance / accountability contribute value as part of the Financial Return.

Organizational success is based on the value-added processes of Teaching and Learning; Curriculum Development, Review, Revision; Accountability Systems, and State/ Federal Grant Management.

KWPs that support Sustainability include Strategic Planning, District Leadership Development, District Educational Improvement Council, and Continuous Improvement.

**Figure 6.1-3 Key Work Processes (KWPs)**

| KWPs for Stakeholder Value |
|---|
| 4.2 Community Education Classes |
| 4.26 Student Transportation Management |
| 4.71 Education Foundation Grants |
| 4.16 Customer Feedback |
| **KWPs for Financial Return** |
| 4.18 Budget Development |
| 4.19 Payroll |
| 4.20 Purchasing |
| 4.21 Financial Compliance / Accountability |
| **KWPs for Organizational Success** |
| 2.1 Teaching and Learning |
| 2.2 Curriculum Development, Review, Revision |
| 1.8 Accountability Systems |
| 2.4 State / Federal Grant Management |
| **KWPs for Sustainability** |
| 4.6 Strategic Planning |
| 1.7 District Leadership Development |
| 1.9 District Educational Improvement Council |
| 3.3 Continuous Improvement |

**6.1.b (2) Key Work Process Requirements**
Requirements are determined based on state and federal guidelines, targeted outputs and the needs of the customers and end users. Process steps were defined based on students' and stakeholders' needs with suppliers, partners, and collaborators input as needed. Key requirements are repeatability, user friendliness, timeliness, quality, and cost effectiveness. In May 2009, the District experienced a significant loss of student attendance during a severe season of H1N1. A team was assembled to daily monitor the process for an Epidemic/Pandemic. After the Pandemic crisis was over, the team conducted a PDSA of the process. That new process was used again in fall 2009.

The learning cycle, which happens in the classroom, is the essential core work process for pre-K – 12 education, the Gemba. The Gemba is where the talents of both general educators and specialists are combined to match high-quality instruction to
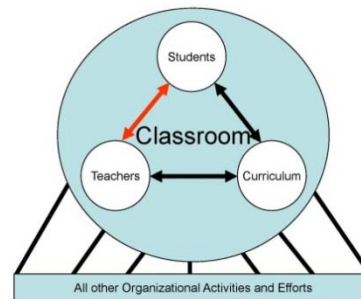


**Figure 6.1-4 Gemba: Core Work of pK-12 Educational System**

students' needs. In keeping with this view, we have restructured our system to support this primary process. [See Figure 6.1- 4.] Teachers are trained on a myriad of strategies to help all students graduate. When students are not progressing as expected, teachers use an improvement process called "Response to Intervention [RtI]." A seamless-problem solving process enhances the learning of all children by using teams of educators who consult with each other and work together to support the student learning. Frequent data collection guides all decisions regarding student progress. This data along with the comparison of student group results following our periodic district assessments enable SLs to monitor the effectiveness of our processes and leverage the learning. In a real sense, we are constantly improving the teaching and learning processes.

Our RtI processes stem from the core characteristics of the best practices model of the National Association of State Directors of Special Education. (NASDSE 2005):

1. All children can be taught using high-quality instruction in the general education setting.
2. Intervention occurs early, when learning and behavior problems are small.
3. Interventions and curricula are based on research and are scientifically validated, as required by NCLB and IDEA.
4. Student progress is monitored by frequently collecting data to determine the effectiveness of interventions implemented.
5. All decisions are data based.
6. Decisions are driven by all data gathered from assessment within each tier.

Our three-tiered approach to Response to Intervention is :
➢ Tier 1 – Benchmark: Core Classroom Instruction (All students)
➢ Tier 2 – Strategic: Intervention including additional instruction and/or behavior plan (20% of students)
➢ Tier 3 – Intensive: Intensive intervention (5% of students)

Figure 6.1-5 shows how we use input from students, employees, parents, partners and the community input as we develop and deploy our plans to have a safe, nurturing environment in our classrooms.
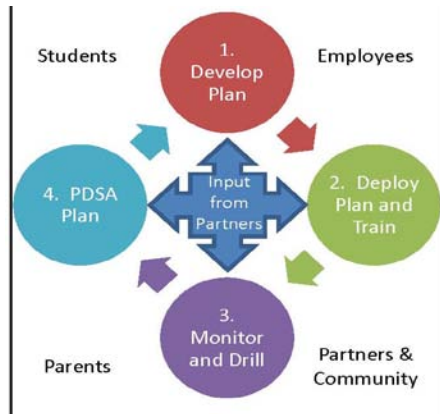
**Figure 6.1-5 Safe, Nurturing Environment**

### 6.1.c Emergency Readiness
All facilities have an emergency plan with consistent components, which is practiced, reviewed, and updated annually. When emergencies occur, the Incident Command Team responds and follows the plan's processes for continuity of operation and recovery. Updates are conducted annually to campus plans, and adjustments made throughout the year as needed. OFI's are identified after drills [see Figure 6.1-5], as part of our walkthroughs, and as new potential threats arise. These plans are revised and shared with appropriate teams. The District Emergency Plan has designated section reviews quarterly. The major components of plans include:

1. Crisis Management Team
2. Drill Preparedness Documentation
3. Incident Command Checklist
4. Emergency Telephone Number
5. Personnel Responsibilities
6. Emergency Codes
7. Emergency Situations
8. Medical Emergency
9. Post Emergency Procedures
10. Emergency Evacuation Plan
11. Maps:
    a. Evacuation Map
    b. Relocation Maps
    c. Emergency Equipment Map
12. Zone Emergency Procedures
    a. Disaster Plan
    b. Fire Plan
    c. Severe Weather Alert
    d. Tornado Plan
    e. Stranger on Campus
    f. Dangerous Person in Office
    g. Armed Intruder Plan
    h. Bomb Threat Procedures
    i. Bomb Threat Telephone Check List
    j. Motor Vehicle Accident On or Near Campus
    k. Hazardous Material Emergency
    l. Fallen Aircraft

Figure 6.1-6 represents summary of improvements to the processes for disasters and emergencies. We partner with the Weatherford Police Department, Weatherford Fire Department, the Parker County Sheriff's Department, and the Texas Department of Public Safety for preparation of and management of emergency preparedness.

### 6.2 Work Processes
### 6.2.a Work Process Design
Our "Work Process Design / Innovate" steps are depicted in Figure 6.2-2. We learn about our work processes using the PDSA model [See Figure 4.1-2 for the PDSA steps]. The process owner meets with a cross-functional team of workforce representatives who do the work and determine the most efficient and effective way to meet all requirements – customer, federal and state. Then the documented processes are posted to SharePoint and / or I-net, deployed, and then appropriate training is conducted. In 2008, we assessed the fidelity of implementation. After a designated period of use, the process is refined and improved. Technology considerations for optimum efficiency and effectiveness occur when determining process steps. Cycle time targets are reflected in the leading and lagging indicators for the process. The cost factor appears in budgeting for the process.

### 6.2.b (1) Work Process Management
To meet the design requirements of our processes, we post our maps to the SharePoint, train the implementers, make fidelity checks, and monitor the leading indicators. Training and process maps help to ensure that key process requirements are met in daily operations. Leading measures provide key data for managing and setting priorities for improvement.

Administrators are annually grouped in multi-disciplinary Action Learning teams that work collaboratively to address a systemic issue of a team member. These teams work through a process improvement protocol and provide group accountability for making progress in problem solving and innovating new solutions. The CI of Action Learning process resulted in the focus for the 2010-2011 teams to formally conduct a PDSA on a critical process that is not producing desired results.

### 6.2.b (2) Managing Variability in Processes
Formal training, coaching, walkthroughs, fidelity checks, and measurements assist us in identifying variability in processes that impact student success. Walkthroughs and performance audits are conducted by administrators so that corrective actions occur rapidly. Walkthrough data are compiled, analyzed by student group, and any needed midcourse correction are identified and evaluated with a fidelity check [PDSA]. A specialized walkthrough team is now dedicated to collecting data to ensure fidelity of implementation of the curriculum. Process design errors and rework are minimized by adopting best practices and benchmarking organizations with proven performance in the area being improved.

### 6.2.c Work Process Improvement
We improve our work processes using PDSA cycles of improvement. These cycles of improvement occur as part of our review processes and when our strategies are not meeting our targets [See Figure 4.1-2 PDSA Process.] The targets are embedded in the process form, the LIP, the systems review, and the scorecard. The measurement plan uses leading (formative) and lagging (summative) indicators. Work process improvement and lesson learned are shared through leadership meetings and training.

**Figure 6.1-6 Summary of Improvements to Processes for Disasters and Emergencies**

| Process | Timeline | 2008-2009 | 2009-2010 |
|---|---|---|---|
| State Required Safety Audit | Spring 09 | Results reported, Phase 1 improvements implemented | Continue Phase 1 & 2 improvements implemented |
| State Required Safety Audit | Spring 2011 | | Scheduled |
| Site Safety Audit Walkthroughs | All sites – 1 per month | √ | √ |
| Site Emergency Practice Drills | All sites – 1 per month | √ | √ |
| District Emergency Plans | Reviewed quarterly, changes implemented | √ | √ |
| Security Cameras | Operational during business schedule | √ | √ |
| Campus Visitor Policy | Operational during business hours/events | √ | √ |
| Parent/Staff Emergency Phone Communication System | August 1, 2009 School Messenger | | √ |
| Master Key Control System | Updated Fall 2008 | √ | √ |
| School Resource Officer Program | Maintained | √ | √ |
| Weather Alert System | Maintained | NOAA Weather Alert | Updated August 2009 SkyGuard |



Customer submits work order online

Assign work order, matching to technician with certified expertise

Notify customer that work order has started

Extract / complete work order

Notify customer by email That work order is complete

Customer completes satisfaction survey online

Director reviews results for training issues, work order causes, time to complete, customer satisfaction

Conducts PDSA to improve

**Figure 6.2-1 Technology Work Order Process**

Figure 6.2-1 outlines the work order processes that ensure technology is reliable and responsive. The process provides feedback to the customers and drives a cycle of improvements in key customer requirements for responsiveness, timeliness, and examination of root cause as part of the PDSA. Fig. 6.2-3 depicts how our



Design with Cross Functional Team → Draft Process Design/ Innovation → Pilot Process → Study Effectiveness → Make Improvements → Post to SharePoint → Train; Deploy Process → Do Fidelity Check → Make Needed Corrections → Use Process → PDSA: Improvement Cycle
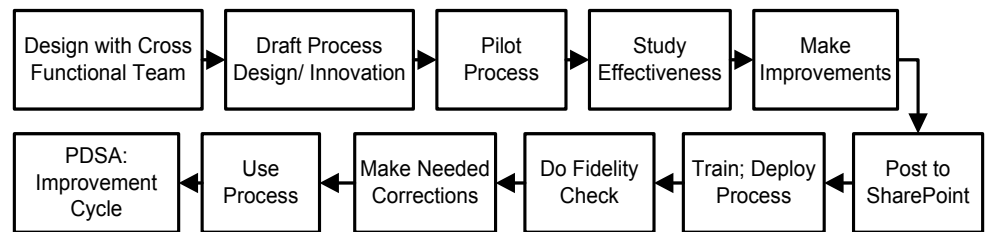
**Figure 6.2-2 Work Process Design and Innovation Process**

Technology Department has identified its seven key processes: 1.1 Account Maintenance; 1.2 Network Security & Monitoring; 1.3 Phone System Maintenance; 1.4 Computer Maintenance; 2.1 Purchasing; 2.2 Inventory; and 3.1 Federal & State Technology plan. Under each of these Sub- processes, Figure 6.2-3 shows how Technology Planning breaks down to the key process 3.1 Federal & State Technology, which has four sub-processes.

**Figure 6.2-3 Example of Technology Departments Key Processes and Sub-Processes**

| | | Sub - Processes |
|---|---|---|
| 3. Technology Planning | 3.1 Federal & State Technology Plan | 3.1.1. Technology Advisory Committee |
| | | 3.1.2. Needs Assessment |
| | | 3.1.3. Annual Technology Plan Review |
| | | 3.1.4. Three-Year Technology Plan Review |

## 7.0 Results
### 7.1. Student Learning Results
Our key strategic measures (KSM's) "1.1 TAKS Performance" [See Figure 2.1-3 Strategic Plan] references the state assessment test "Texas Assessment of Knowledge and Skills (TAKS)," which measures student learning annually.

To become an Exemplary district, we must focus on closing the gap between student groups in our core subjects: math, science, reading, writing, and social studies. Figures 7.1-1 to 7.1-5 show our results in closing the gaps between each student group over the last seven years as we have focused on learning, continuous improvement, and development of people.

Figure 7.1-1 Math TAKS Scores shows that in 2003 the average scores by student group for math ranged from 40 to 65% and by 2010 the gap had closed and the scores were all approaching 90%. The science scores [Figure 7.1-2 Science State Scores by Student Group] graph shows the passing rate ranged from just above 20% in 2003 and went to above 90%. Figure 7.1-3 English / Reading Student Group graph reflects that in 2003 only a little over 55% of Economically Disadvantaged students passed the English/ Reading test. Now all our student groups are above 90% passing. See Figure 7.1-4 Writing TAKS Scores by Student Group; all the student groups' scores are now around 95%. Figure 7.1-5 Social Study TAKS Scores are all above 95%.

Figures 7.1-6 through 7.1–10 compares our students' learning results to the region and state for the core subjects: math, science, language arts, writing and social studies.

The five-year goal for each of these is to have at least 90% of all students passing in all subjects. The interim goal is to reach 80% in all areas so that we achieve "Recognized" status from the state. This has been attained in each core area. We received that recognition for each of the last three school years. Math has improved and currently 85% of the students passed, and science results stand at 84%. Although not yet meeting our goal, the District consistently has had a higher passing rate than the region and the state for the last 5 years in each of the core areas. Additionally, our results compare very favorably with the most recent national Baldrige winner whose composite of reading and math is 85% passing.

**Figure 7.1-1 Math TAKS Scores by Student Groups**
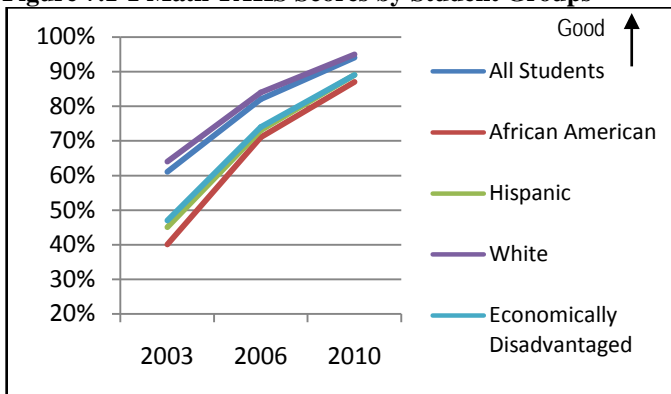


**Figure 7.1-2 Science TAKS Scores by Student Group**
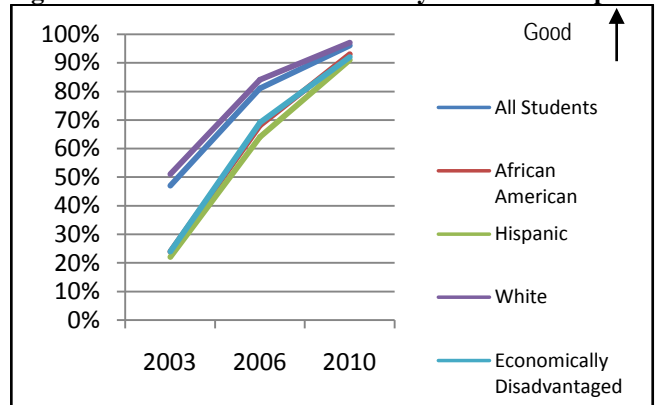


**Figure 7.1-3 English/Reading TAKS Scores by Student Group**
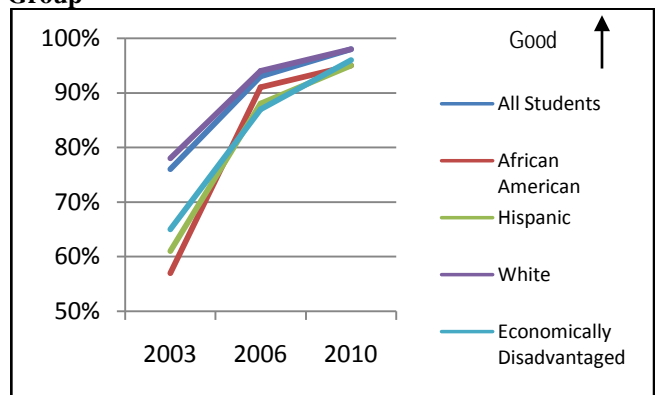


**Figure 7.1-4 Writing TAKS Scores by Student Group**
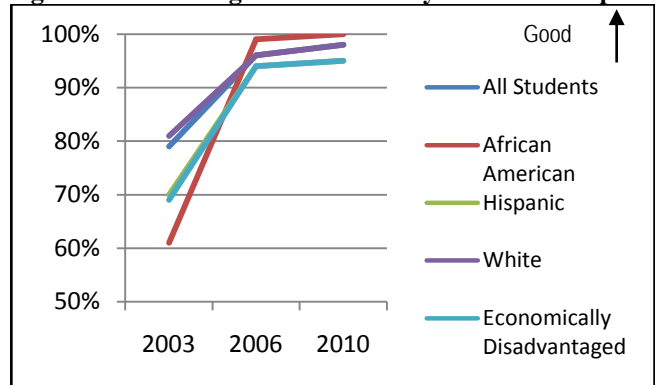


**Figure 7.1-5 Social Studies TAKS Scores by Student Group**
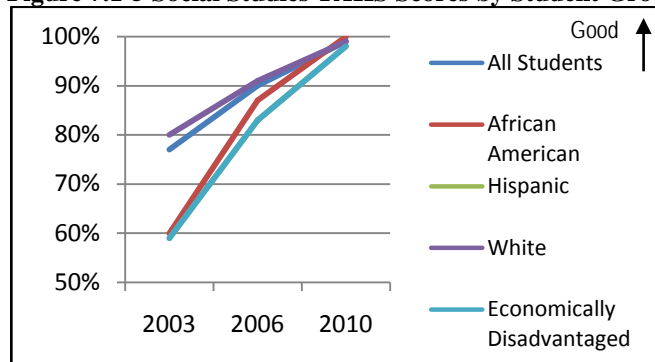
The next series of charts –Figures 7.1-6 to 7.1-10 reflect our performance – the green columns reflect our results; the red the Region; the blue the State -- over the last five years.  Our goal for each is to have a minimum of 90% of the students passing.  Our results are consistently better than both the region and the nation.

## Figure 7.1 - 6 Math – All Students
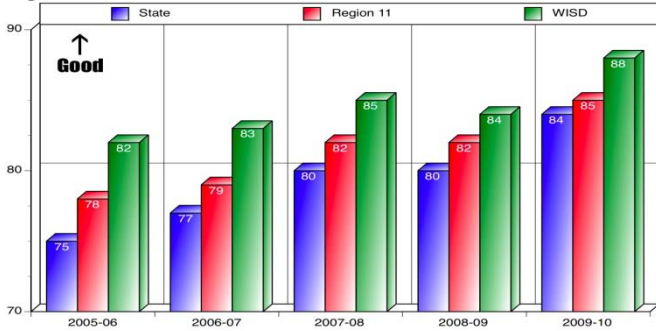


## Figure 7.1- 7 Science – All Students
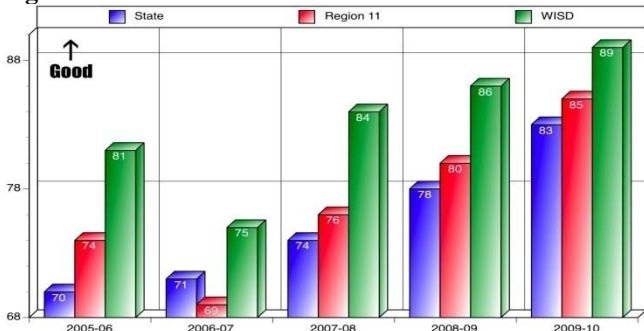


## Figure 7.1 – 8 Reading – All Students
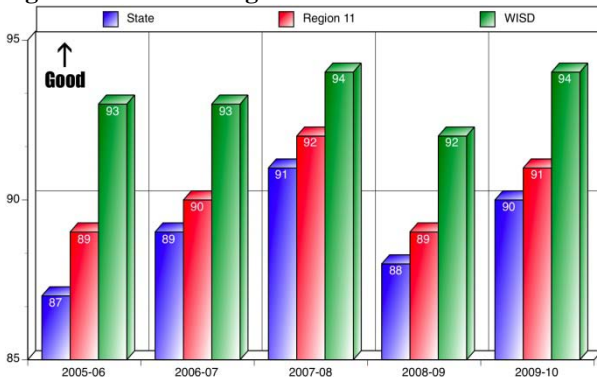


## Figure 7.1-9 Writing – All Students
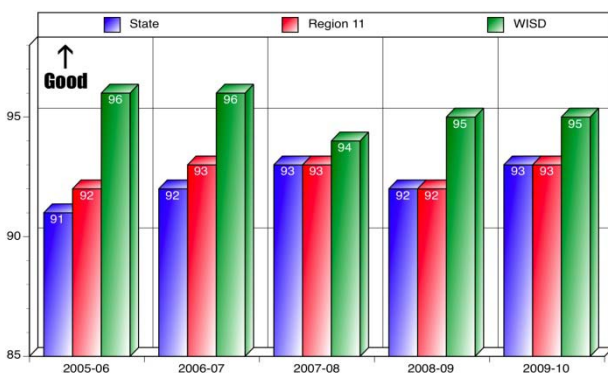


## Figure 7.1 – 10 Social Studies – All Students
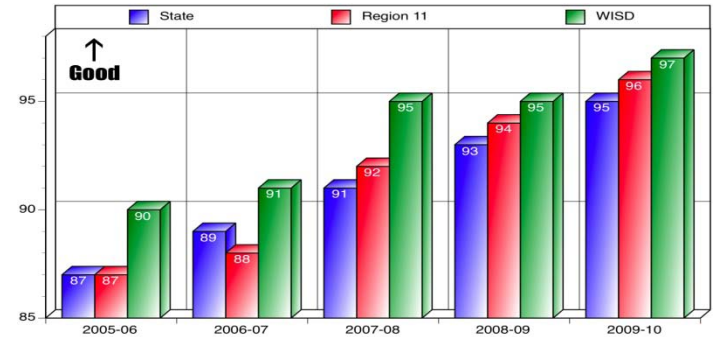


Our key strategic measure [KSM] 1.4 is about TAKS commended performance.  This distinction recognizes students' whose scores are at the highest performance level set on TAKS - in essence a correct percentage around 98%.

Figures 7.1-11 through Figure 7.1-15 chart the percent of commended students in each of the core subjects and compares our results to the region and the state.   Our 2013 target is 45% of all students to be commended in each core subject area. We are currently at 40% student commended in reading; 32% in math; 38% in writing; 56% in social studies; and 39% in science.

These data are reviewed with Principals for their campuses and supported with in-process measures from six-week common assessments.  Figure 7.1-19 provides data that compares our students on the college entrance test SAT to state and national levels of performance.  Figure 7.1-23 compares students' college ACT scores to the state and national levels.

*[Note: Commended data are not yet available for state or region.]*

## Figure 7.1– 11 Reading - All Commended Students
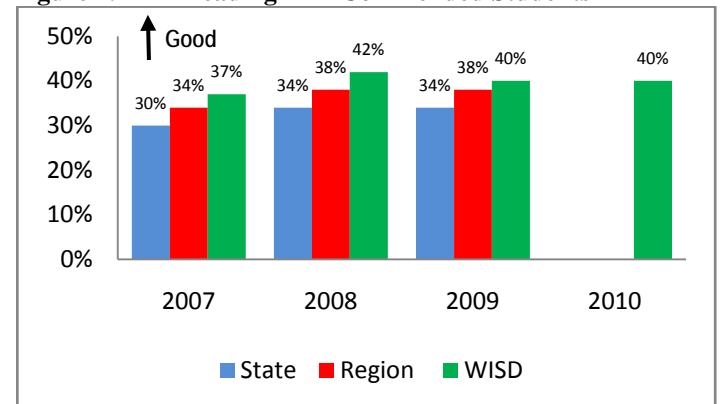


## Figure 7.1-12 Math – All Commended Students
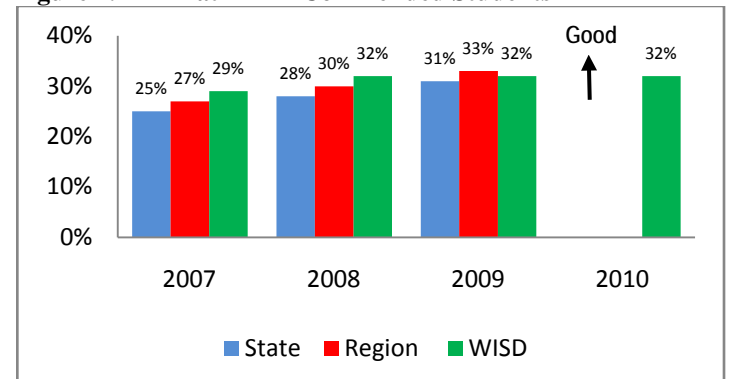
**Figure 7.1–13 Writing – All Commended Students**



**Figure 7.1-14 Social Studies – All Commended Students**



**Figure 7.1 –15 Science – All Commended Students**



Our challenge with Limited English Proficient (LEP) students can be seen in Figures 7.1-16 through 7.1-18. We have made significant gains in the percent of students passing in all three areas. The state and regional data are not available for 2010.
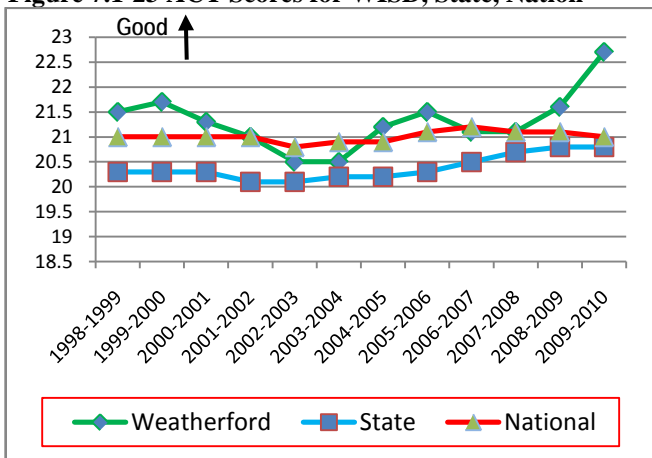
**Figure 7.1-16 LEP Students: Math**



**Figure 7.1 -17 – LEP Students: Science**
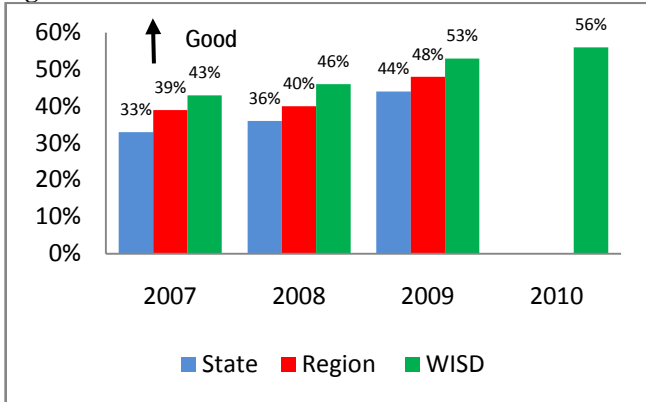


**Figure 7.1-18 – LEP Students: Writing**
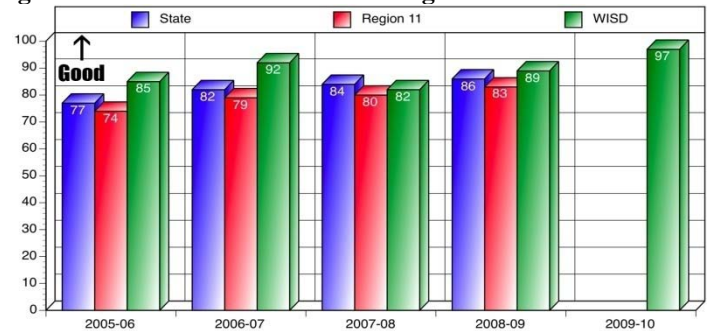


We also compare our results to the state and the nation using the college entrance tests, SAT and ACT. Figure 7.1-19 reflects the composite scores; Fig. 7.1-20 is for SAT math; Fig. 7.1-21, SAT writing, Figure 7.1-22 SAT reading; 7.1-23 ACT. In 2005, SAT changed their test to measure reasoning – which changed the relative scores. We are pleased that the average for our students [green line] is higher than the state and the nation.

**Figure 7.1- 19 SAT Scores for State, Nation, WISD**



**Figure 7.1-20 SAT Average Math Scores**
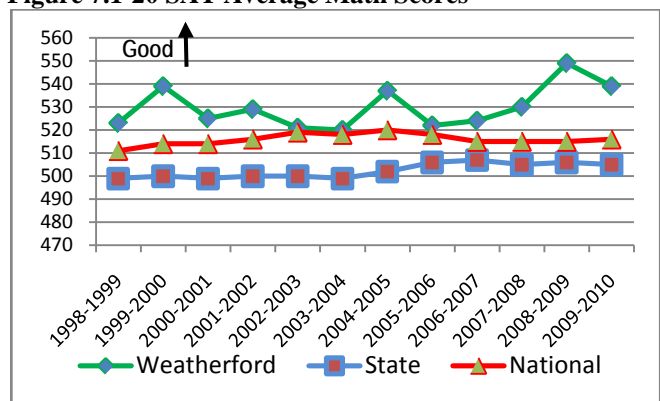
**Figure 7.1-21 SAT Average Writing Scores**
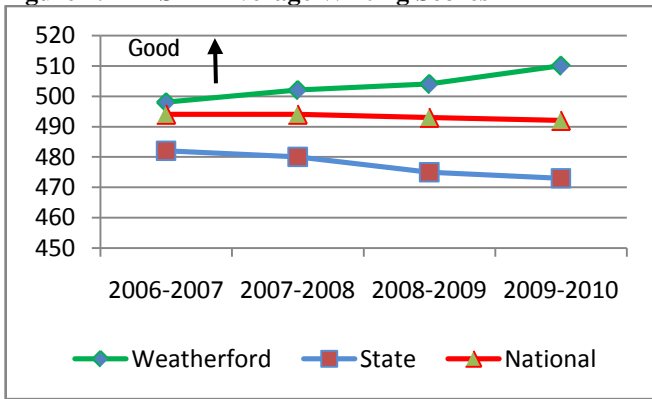


**Figure 7.1-22 SAT Average Reading Scores**
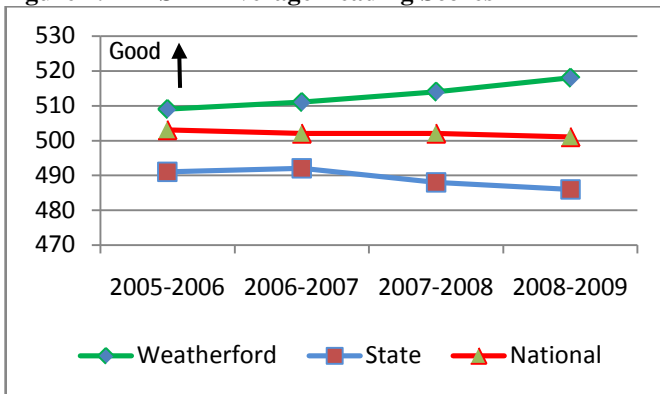


**Figure 7.1-23 ACT Scores for WISD, State, Nation**



**Figure 7.1-24 % of Students Engaged in Multiple Activities**



KSM 1.6 measures students' co-curricular and extra-curricular activities at the secondary level. We consider this as a leading
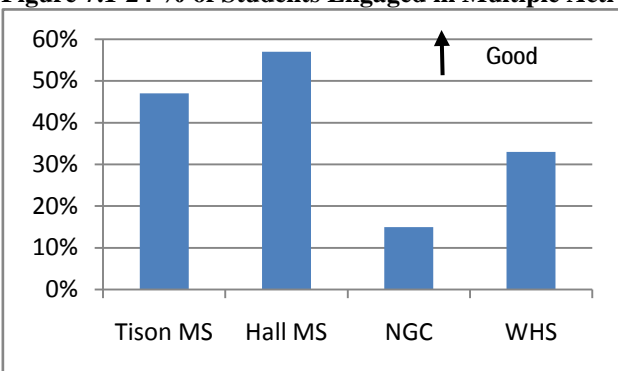
indicator for student graduation, since an involved student is more likely to graduate than one who is disconnected from the secondary school's activities.

Our original goal was 90% of students to be engaged in an activity. We are at 75% and project to close the gap by 2013. In previous years, we only tracked extracurricular and co-curricular participation. We now track also include who participate in clubs and organizations as well.

Research indicates that those who are connected to the school activities - extracurricular, co-curricular, clubs and activities -- perform better academically; research also indicates that the more of these activities students engage in, the more enhanced the academic performance. As a result of the data collection format change, we have a new baseline for future data collection. The percent of students engaged in multiple activities are reflected in Figure 7.1-24.

**Figure 7.1-25 Student Involvement in Extra and Co-Curricular Activities**
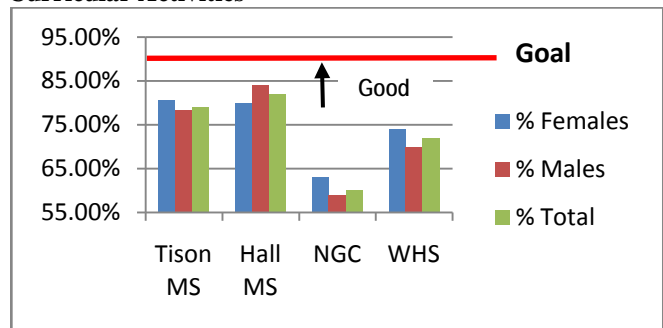


To achieve our first strategic target, our KSM 1.2 we must have a completion rate above 95%. Figure 7.2-1 shows our completion rate for all subpopulations. Our completion rate is Exemplary at 98%. All our student groups are at the 95% mark, which is TEA's Exemplary standard for districts. We compare very favorably to the state that has been between 87% and 89% for the last three years that data are available as well as the Regional rate that ranges from 89% to 92%. The national graduation rate is 69% and the latest Baldrige winner Iredell Statesville reports 81% graduating.

*[Note: Completion rate data are not yet available for state or region.]*
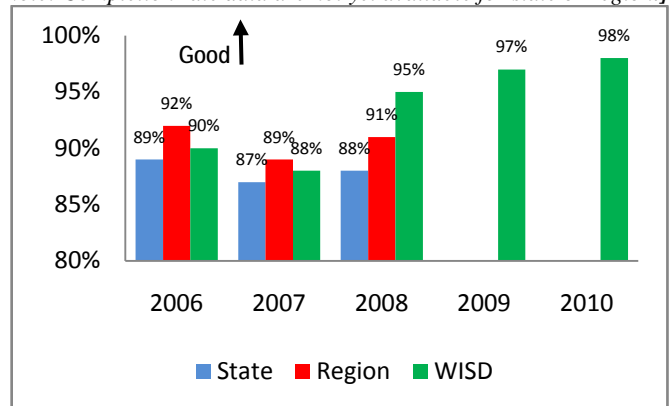


**Figure 7.1-26 Completion Rate for Graduation**

**7.2 Customer Focused Outcomes**
**7.2.a (1) Student, Stakeholder Satisfaction, Dissatisfaction**
Eight key strategic measures (KSMs) provide us the information for analysis for meeting customer needs and satisfying those requirements. Figure 7.6-14 lists KSMs, our goal, annual results, and projections for future years. The KSM 1.7, 1.8, 1.9, 2.2, 2.3, 2.4, 2.5, and 2.6 provide the framework for tracking stakeholder satisfaction and dissatisfaction – student leaver statistics.

We believe that the percent of students graduating is an indicator of satisfaction. In 2009, we met the goal of 95% completion rate, which is considered by the state as an Exemplary rate. It compares well to the 2009 graduation rate of 69% and the 81% graduation rate for the latest education Baldrige winner – Iredell Statesville.

**Figure 7.2-1 Completion Rate**
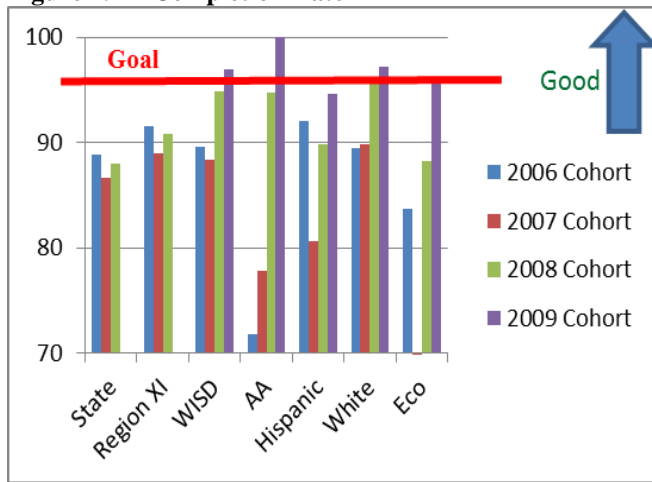


Our mission is to "teach, challenge and inspire students" in learning. Attendance and behavior that disrupts classes are two indicators of student engagement. When we "teach, challenge, and inspire students," we create the environment for students to engage and learn. Figure 7. 2-2 "District Attendance, Behavior Data" summarizes the data regarding attendance and the number of students whose behavior resulted in their being referred to the District's disciplinary alternative learning program.

We established our goal using the baseline year of 2008. Three of the last four years, we have not averaged one student being referred to the (DAEP) alternative learning program a day. Referrals to DAEP occur when student's behavior disrupts the learning environment. It is our observation that behavior and engagement are linked and when we engage the student in learning, they respond to directions and are not misbehaving.

Figure 7.2-3 compares our student attendance rate to the state and the region. Although we compare favorably -- with all three data points being 95+percent, we still have not reached our goal of 97% students attending daily. We believe that as we increase the number of students who are actively participating in extracurricular / co-curricular / clubs, and as we improve our instructional strategies in the classroom, students will become more engaged in school and in their

academic performance will increase. We believe this three-pronged approach will result in our meeting our strategic target in this area.

**Figure 7.2-2 District Attendance, Behavior Data**

| Key Strategic Measure 1.3 | Goal | 2008 | 2009 | 2010 |
|---|---|---|---|---|
| District Attendance | 97% | 95.3% | 95.3% | 95.2% |
| DAEP Placements | < 150 | 216 | 147 | 146 |
| Drugs / Alcohol | < 25 | 66 | 47 | 70 |
| Expulsions | <10 | 6 | 5 | 3 |
| Student Violence | <50 | 99 | 150 | 69 |

**Figure 7.2-3 Student Attendance**
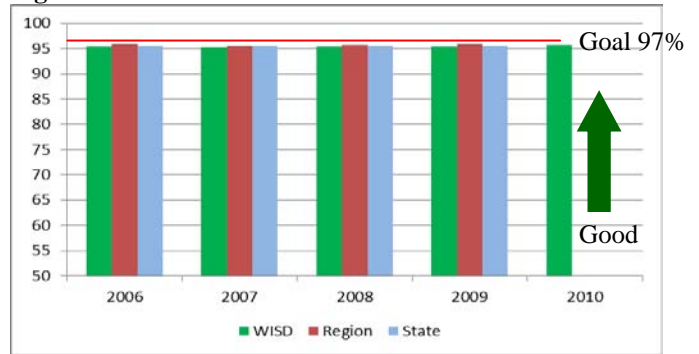


Our improvement in alternative placements (DAEP) [Figure 7.2-4] is a result of the processes we developed. The approach and deployments were aligned to ensure our processes were more in tuned with what we know about how kids learn and tend to behave. The comparisons are made based on six weeks statistics because of the cyclical pattern of student behavior as the year progresses.

**Figure 7.2-4 Alternative Education Placements**



**Figure 7.2-5 Leaver Statistics [Goal 3%]**
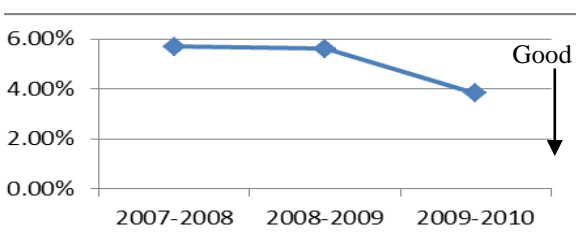
We are pleased to note that our percent of students leaving us is trending down. See Figure 7.2-5 Leaver Statistics. Last year was our second year to survey our students to determine the satisfaction level of our primary customers - our students. This year's survey was given online at all grade levels. There were more respondents at the middle school this year. The 9 - 12 data represents both the NGC and WHS, whereas last year's data reflected a random 9-12 sample. Surveys were given at each grade level on every campus and the students were asked questions about safety, bullying, cleanliness of the building, the quality of instruction, and cafeteria food.

The level of overall satisfaction was determined by a specific question on each survey. Our goal this year was to have a rating of at least 80% satisfaction. As you can see in Fig. 7.2-6, there was an increase in the satisfaction levels in grades K-3, 3-6 and 9-12 grades. Results of these surveys were shared with campus administrators and Directors so that we could use the information to make each campus better.

**Figure 7.2-6 Student Overall Satisfaction**
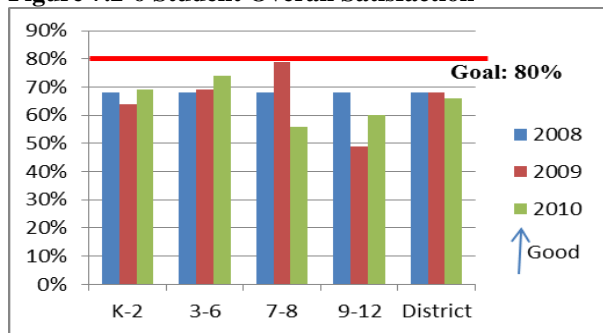


Another method for our listening to the customer is "Your Voice," a web-based means for anyone to voice an issue, a compliment, or a suggestion. For 2009-10, we heard from the customer 150 times via the web. All issues were addressed and wherever we had the original person name and

contact information we responded back to them regarding the resolution. [Figure 7.2-7]
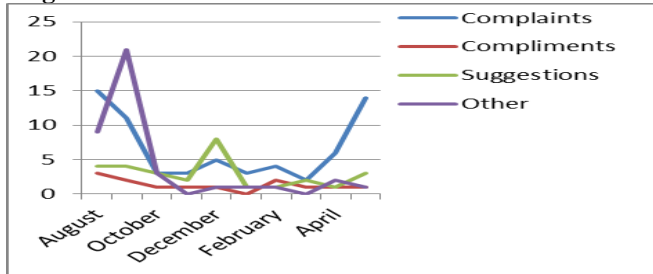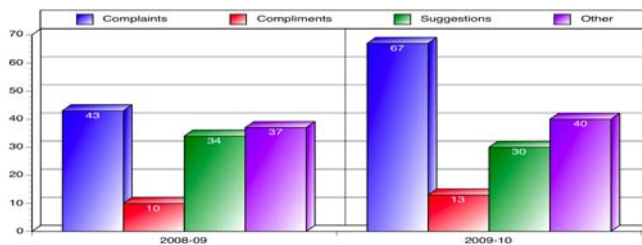
**Figure 7.2-7 Your Voice**



Figure 7.2-8 compares Your Voice categories since inception. In 2008-9 year, we received 43 complaints, 10 compliments, 34 suggestions, and 40 miscellaneous comments. Last year, we received more in each category, except suggestions.

**Figure 7.2-8 Your Voice Comments**



Just as we are focused on external customers, our department scorecards consider internal customer satisfaction. An area of particular concern is the availability and quick response in technology support, due to the impact on efficiency and working condition satisfaction.

Departments work to meet the needs of their customers. As part of the Leading Indicator Progress report, the business departments asked staff to evaluate their performance. Figure 7.2-9 contains examples of questions asked and responses to the Service Satisfaction Survey.

**Figure 7.2-9 Service Satisfaction Survey**
The survey gathers information from staff as to how well the Custodial staff, the Maintenance staff, and the Child Nutrition staffs gathered input and used it to prioritize their action plans for improvement.

| Survey Question [% Agree or Strongly Agree] | Classroom Teachers | | All Staff | |
|---|---|---|---|---|
| | Fall 2009 | Spring 2010 | Fall 2009 | Spring 2010 |
| WISD Custodial Staff Satisfaction Results | | | | |
| 1. The custodial staff is professional and courteous. | 93.3 | 93.3 | 90.9 | 92.1 |
| 6. My work area is clean. | 84.8 | 82.7 | 83.2 | 81.2 |
| 11. I am satisfied with the quality of work performed by the custodial staff in my facility. | 82.7 | 82.3 | 80.9 | 80.4 |
| WISD Maintenance Staff Satisfaction Results | | | | |
| 1. The maintenance staff is professional and courteous. | 95.7 | 93.8 | 94.0 | 93.5 |
| 5. My building is well-maintained and is a pleasant, safe place to work | 90.6 | 88.7 | 91.8 | 90.4 |
| 11. I am satisfied with the quality of work performed by the WISD Maintenance Department. | 88.5 | 90.5 | 90.1 | 90.8 |
| WISD Child Nutrition Staff Satisfaction Results | | | | |
| 1. The Child Nutrition staff is professional and courteous. | 78.0 | 71.4 | 80.7 | 82.3 |
| 11. I am satisfied with the services provided by the WISD Child Nutrition staff. | 68.8 | 67.8 | 72.2 | 67.5 |

**Figure 7.2-10 Leading Indicator Progress Report for Student Services**

| Key Strategic Measure | | 5 Year Goal | Base Line 07-08 | Data | |
|---|---|---|---|---|---|
| | | | | 08-09 | 09-10 |
| 1.1.1 Attendance Rate | Elementary | 97% | 95.9% | 95.7% | 95.7% |
| | Middle | 97% | 95.4% | 95.5% | 95.2% |
| | 9-12 | 96% | 94.3% | 94.2% | 94.3% |
| | District | 97% | 95.3% | 95.3% | 95.22% |
| 1.1.2 High School Completion Rate | White | 95% | 89.4% | 95.9% | 97.2% |
| | Hispanic | 95% | 80.6% | 89.9% | 94.6% |
| | African American | 95% | 77.8% | 94.7% | 100% |
| | Eco | 93% | 67.8% | 88.2% | 95.7% |
| | District | 93% | 88.4% | 94.9% | 96.9% |
| 1.1.3 DAEP Placements | Hispanic | <1% | 52 [.69%] | 28 [.38%] | 25 [.33%] |
| | African American | <1% | N/A | 9 [.12%] | 8 [.11%] |
| | SpEd | <1% | 38 [.53%] | 29 [.39%] | 27 [.36%] |
| | Total | <150 | 216 | 147 | 146 |
| 1.1.4 Drugs/ Alcohol | Drugs | <20 | 59 | 40 | 59 |
| | Alcohol | <5 | 7 | 7 | 11 |
| | Total | <25 | 66 | 47 | 70 |
| 1.1.5 Expulsions | | <10 | 6 | 5 | 3 |
| 1.1.6 Number of acts of student violence | Assaults | <50 | 40 | 26 | 36 |
| | Fighting | | 59 | 124 | 33 |
| | Total | | 99 | 150 | 69 |

**Figure 7.2-11 Key Strategic Measures for Post-Secondary Statistics; Stakeholder Satisfaction**

| SG | Key Strategic Measure | 5 Year Goal | Baseline | Actual Data | | Projections | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 2009 | 2010 | 2011 | 2012 | 2013 |
| 1.7 | Enrollment in Post-Secondary Education | 90% | N/A | N/A | 75.60% | 81 | 86 | 90% |
| 1.8 | Career and Technology Certifications | 200 | 38 | 59 | 63* | 85 | 125 | 200 |
| 1.9 | Scholarships for Post-Secondary Education | $3,500 | N/A | $2,955 | $6,957 | 3,500 | 3,500 | $3,500/ |
| 2.2 | Student Satisfaction | 80% | N/A | 68.10% | 66.30% | 70% | 75% | 80% |
| 2.3 | Family(Parent) Satisfaction Rating | 80% | N/A | 83.90% | 93% | 90% | 90% | 80% |
| 2.4 | Student Leaver Statistics | 3.00% | 5.70% | 5.60% | 3.80% | 3.60% | 3.30% | 3.00% |
| 2.5 | Community Satisfaction | 80% | N/A | 79.20% | 79.40% | 80% | 80% | 80% |
| 2.6 | Measurement of Partnerships – Hours | 2,000 | N/A | 1,658 | 3,560 | 2,000 | 2,000 | 2,000 |

Figure 7.2.10 "Leading Indicator Progress Report for Student Services" provides us data to prioritize our problem solving and action planning. It is direct support to Strategic Goal 1 "Focus on Student Success." The items in green indicate where we are meeting our goals. Our greatest OFIs are addressing student attendance and the challenges of youth regarding drugs and alcohol. The data from these measures along with the responses by the students to our satisfaction surveys provide a direction for our work on increasing student engagement.

The downturn in DAEP placement is a direct result of positive student/teacher relations. The same is true for the improvement in the completion rate where we have set the standard of "I am not letting you go." This means that students cannot just walk away or fall through the cracks – instead we are determined to work with them until they graduate.

Figure 7.2-11 contains the data regarding the Key Strategic Measures for Post-Secondary preparation and for stakeholder satisfaction. The data show that we are moving forward in six of the eight areas and we project we will meet the goals that we have set for this strategic plan. We believe that the increase in partnerships – a doubling from last year in the number of volunteer hours we received -- and the results of our community is overwhelming vote of support to change the tax rate – 85% favorable – were an indication of the support that we enjoy in the community.

Figure 7.2-12 contains our Community Survey results. The 79% satisfaction rating compares very favorably with the Gallup survey which asks, "Overall how satisfied are you with the quality of education students receive in kindergarten through grade 12 in the US today – would you say you are completely satisfied, somewhat satisfied, somewhat dissatisfied, or completely dissatisfied?" and reveals that the dissatisfaction has varied from 49 to 61 percent over the last 10 years and the satisfaction rate for the same period ranged from 36 to 48 percent.

**Figure 7.2-12  Community Survey**

|      | **Satisfied** | **Dissatisfied** | **Neither** |
|------|-----------|--------------|---------|
| **2009** | 79.2% | 5.6% | 15.2% |
| **2010** | 75.5% | 5.5% | 19% |

**7.2.a (2) Stakeholder Relationship and Engagement**
**SESGA** is part of our customer engagement model. Each six weeks we do walkthroughs, use "secret shoppers", and measure how we are setting the tone for being a welcoming place for all stakeholders. Figure 7.2-13 shows the improvement from September to May for each of the last two school years for the campuses and the District offices.

**Figure 7.2-13Customer Relationship Model**

| | | **Campuses** | | **District Offices** | |
|---|---|---|---|---|---|
| | | Sept. 2009 | May 2010 | Sept. 2009 | May 2010 |
| **SESGA** | Stop | 82% | 84% | 84% | 92% |
| | Eye Contact | 87% | 95% | 84% | 94% |
| | Smile | 68% | 82% | 73% | 79% |
| | Greet | 63% | 95% | 63% | 97% |
| | Assistance | 87% | 89% | 80% | 87% |
| **Overall Impressions** | Appearance | 3.2 | 3.5 | 3.4 | 3.6 |
| | Physical Layout | 3.3 | 3.6 | 3.4 | 3.6 |
| | Atmosphere/Tone | 3.2 | 3.7 | 3.3 | 3.6 |
| | Helpfulness | 3.4 | 3.8 | 3.5 | 3.8 |

Parents and partners utilizing our programs and services expect that we respond quickly. Expectations of administrators and their campuses/departments are to respond to phone calls including voice mail within 24 hours or have a plan to communicate if the response needs to be delayed. [Figure 1.1-1] The District's goal is that a phone be answered within 10 seconds and that 80% of the calls be answered "live" and not go to voice mail. Figures 7.2-14 and 7.2-15 are segmented by District work systems and campus data. All areas exceed the District's goal. A third set of data will be provided on-site.

**Figure 7.2-14 Seconds to Answer Phone**
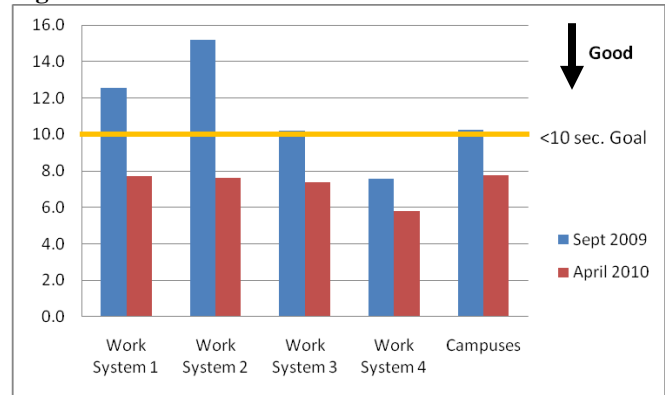


**Figure 7.2-15 % of Calls Answered**
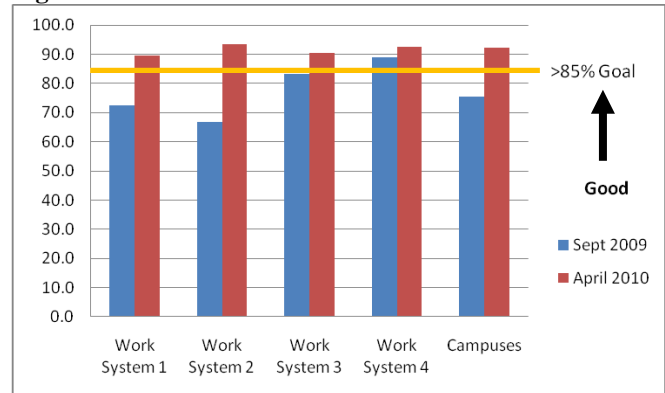


Another measure of stakeholder relationship building and engagement is voter approval at the polls for tax issues including bond referendums and tax ratification elections. Figure 7.2-16 compares results for WISD's last three tax elections to an average of the school districts' results in Parker County as well as school district statewide averages for 2009.

**Figure 7.2-16 School District Elections for Tax Issues**
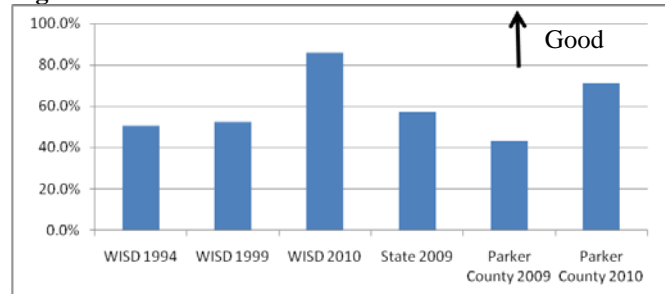
**7.3 Budgetary, Financial and Market Outcomes**
**7.3.a Budgetary Financial, Market Results**
**7.3.a (1) Budgetary, Financial Performance**
Goal 5 of our Strategic Plan, "Focus on Stewardship," has four key strategic measures [KSMs]. These we monitor through our scorecard process. Fig. 7.3-6 is the scorecard for the "Financial Stewardship Key Measures." We, along with other districts in the State, have been funded through a system that has not added significant new dollars in five years. Because of a lawsuit, the Texas Legislature bought down the tax rate, which was capped at $1.50 per $100 valuation on property taxes to $1.00 per $100 valuation over a two-year period. The Legislature put in dollars to make up the difference in the $0.50 drop. No new dollars were added, however. School boards were given the option to raise local Maintenance and Operations (M&O) taxes in 2006-07 by 4 cents, which the WISD Board did. These added pennies helped since the funding level had been flat the previous two years. The District has had the $1.04 M&O tax rate since 2007-08.[See Figure 7.3-3] Due to the financial challenges of a flat revenue stream with rising operations and supply costs (2006-09 had a 15% cost of living increase), we have had to make cuts every year. We identified two cost containment processes: cost savings and cost avoidance. Since 2003, those processes resulted in cuts totaling almost $8.8 million. [See Fig. 7.3-1].

**Figure 7.3-1 Cost Savings and Cost Avoidance**

|  | Cost Savings | Cost Avoidance |
|---|---|---|
| 2003-2004 | $22,500 | $295,604 |
| 2004-2005 | $249,800 | $383,454 |
| 2005-2006 | $520,850 | $431,415 |
| 2006-2007 | $1,089,500 | $372,267 |
| 2007-2008 | $1,433,082 | $478,169 |
| 2008-2009 | $687,405 | $415,573 |
| 2009-2010 | $2,100,000 | $295,148 |
| **Total** | **$6,103,137** | **$2,671,630** |

Our review of possible areas for cost containment efforts identified energy consumption and telephones. Energy consumption was reduced in 2007-08 and savings skyrocketed to $468,100; in the fall of 2008, the electrical rates increased and impacted the overall savings. We exceeded the state goal to save about 10% each year in energy usage in each of the last five years. The Technology Department works to save dollars through using open source software including our telephone system. For the 2009-10 school year, we saved approximately $129,000 in the area of technology.

Our tax collection rate has increased from 96% to 99% for the last three years. [See Fig.7.3-2]. The flat funding level [Fig.7.3-3] for the last several years came in spite of the fact that the District is growing about 1-2% yearly in student enrollment.

**7.3 -2 Tax Collection Rate**
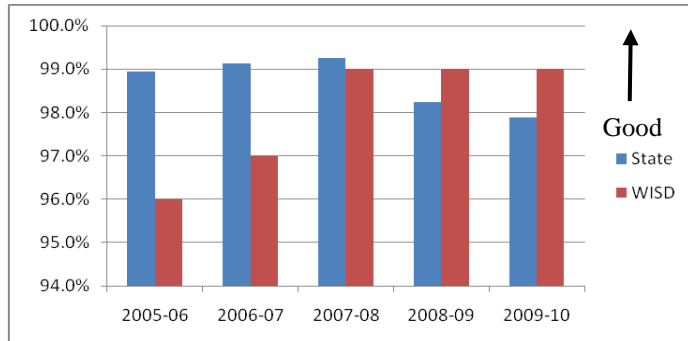


**7.3-3 Maintenance & Operations Tax Rate History**
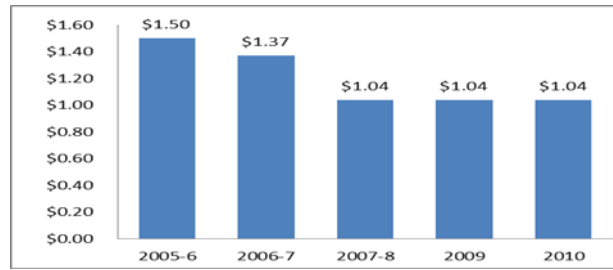


Since 2002, the Board of Trustees has discussed the need for either a new stadium or a renovation to the existing stadium because of safety concerns and ADA issues. The Board determined to save dollars for a stadium renovation in the 2002-03 school year. Through sound financial management and careful budget planning, the fund balance grew to over $19 million in 2007, and the Board of Trustees decided to begin the renovation. By using fund balance, the District did not add to its debt, thus saving taxpayers over $20 million from cost avoidance from debt and interest. The Board decision to renovate the stadium through fund balance resulted in a planned drop in fund balance. [Fig. 7.3-5]. The financial decisions benefitted our customers—students, parents, and community. We are pleased that we continue to have two out of every three dollars being spent for the classroom. [Figure 7.3-6]

**Figure 7.3-4 Student Enrollment**
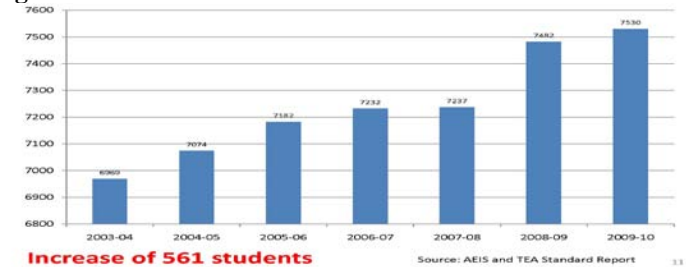


With the principal for earning interest lowered from $23 million to $14 million, the interest earnings dropped from $1,393,419 in 2007 to $22,468 so far in 2010.

**7.3-5 Fund Balance for Last 5 Years**
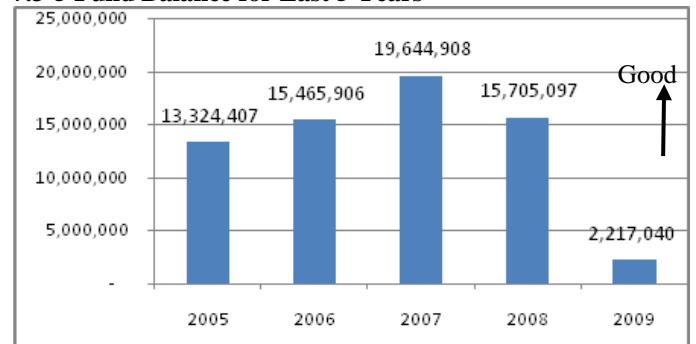


In September 2010, to maintain current educational support for the classroom and to continue our improvement journey, the Board decided to hold a Tax Ratification Election (TRE), which allowed the District access to an additional $4 million yearly in revenue. Our community supported the TRE with an 85% approval rate. With the passage of the TRE, we project that our fund balance will be at least $8.8 million by the 2012-13 school year.

**Figure 7.3-6 Financial Stewardship Key Measures**

| Key Strategic Measure | | 5 Year Goal | Base Line 2008 | Actual Data 2009 | Actual Data 2010 | Target 2013 |
|---|---|---|---|---|---|---|
| Fund balance | | $8.8 Million | $15.70 | $2.20 | $1.2* | $8.8 Million |
| Funding from outside sources | | $150,000 | N/A | $100,000 | $174,215 | $150,000 |
| Per Student expenditures | | No Variance | $7,281 | $7,423 | N/A[2] | No Variance |
| Instructional budget expenditures | | 65% | 62.70% | 63.30% | N/A[3] | 65% |
| Audit Report | Findings | 0 | 0 | 0 | N/A[3] | 0 |
| | Recommendations | 0 | 2 | 6 | N/A[3] | 0 |
| Budget Variances | Expenditures | < 100% | 101.50% | 105.50% | N/A[3] | < 100% |
| | Revenue | > 100% | 102.70% | 101.80% | N/A[3] | > 100% |

A key measure for fiscal accountability established by the state is the Financial Indicator Rating System Indicator of Texas (FIRST). It is produced by the Texas Education Agency yearly to show the financial health of all school districts. Figure 7.3-7 shows the District's FIRST rating for the last five years. We were given the highest rating for four of five years. This last year the rating was above standard. The drop from a superior rating occurred due to the lower fund balance dollars, which was necessitated by decision to renovate the stadium with existing dollars.

**7.3-7 Financial Integrity Rating System of Texas (FIRST)**
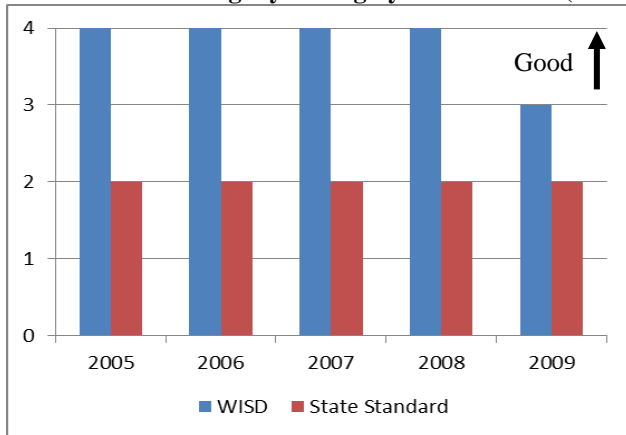


Rating Legend: 4: Superior   3: Above Standard
2: Standard   1: Sub- Standard

Another indicator of financial health is the independent audit required yearly. For the last five years of audits, we had no significant findings. [See Figure 7.3-6 "Financial Stewardship Key Measures."] Last year, we added an "audit" indicator on our Scorecard to track recommendations so that SLs can monitor and have a cross check to ensure financial integrity. This was a timely change because in 2009 we had a significant rise in the number of recommendations [from 2 to 8 items]. SLs then spent a significant amount of time and energy to oversee the improvement of processes and ensure compliance in this area of operations. We project that our fund balance will grow each of the next three years at a rate of $2 million each year to $8.8 million which will bring us back to Superior level in this area.

The District uses a number of in-process measures to track the financial revenue on a daily, weekly, and monthly schedule. These include cash receipts (daily), accounts payable (weekly), reconciliation of bank statements tied to the general ledger and balance sheet accounts (monthly) and daily scrutiny of Business Office actions for compliance and accuracy.

Another indicator of financial integrity is the Comprehensive Annual Financial Report [CAFR]. This reporting approach is established by the National Council on Governmental Accounting and endorsed by the Governmental Accounting Standards Board. We have received the CAFR Certificate of Achievement for Excellence in Financial reporting for the last 20 years.

**7.3.a (2) Market Share**
Traditionally school districts in Texas have been bounded by geography and students attend a school based on where they live. There are no publicly available data on private schools or home schools. Our evaluation as to market share is based on our gains and losses report. Figure 7.3-8 shows our trend of gains over the last three years and Figure 7.3-9 our downward trend of students transferring out. Figure 7.3-4 shows trend of increase in student enrollment.

**Figure 7.3-8 Number of Students Transferring In**
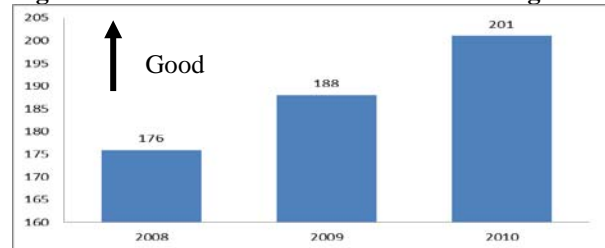


**Figure 7.3-9 Percent of Students Leaving in a School Year**
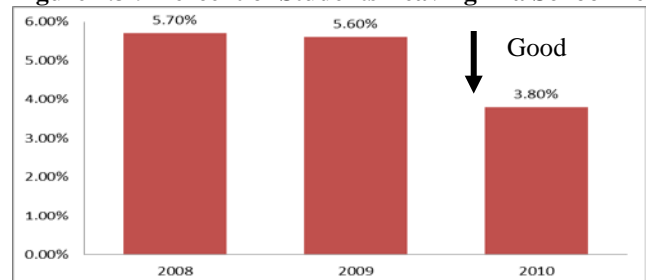
## 7.4 Workforce Focused Outcomes
### 7.4.a (1) Workforce Engagement, Satisfaction

Weatherford ISD measures of workforce engagement and satisfaction follow. Figure 7.4-1 summarizes staff satisfaction segmented by employee group [see Figure P.1-4] since 2004 school year.
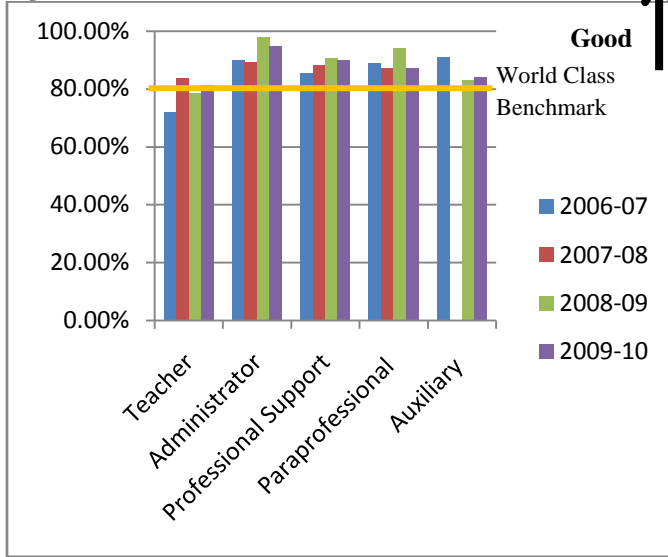
**Figure 7.4-1 Overall Satisfaction of Staff**



Figure 7.4-2 summarizes our employees' response regarding recognition, feedback, and input. Four out of five staff have received feedback on their job performance in the last six months. Three out of four have received recognition or praise for doing their job well. Seven out of ten believe their opinions count.

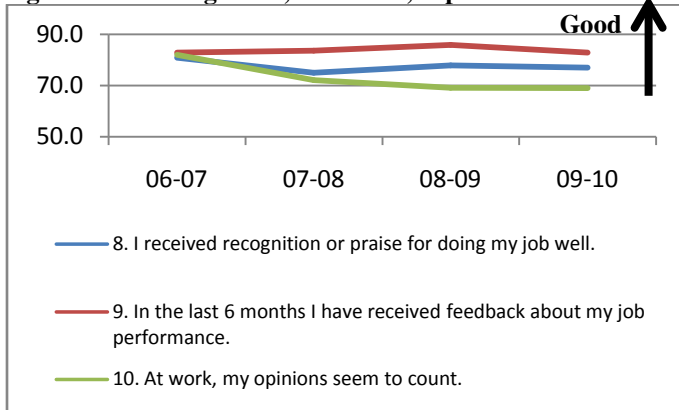**Figure 7.4-2 Recognition, Feedback, Input**



Figure 7.4-3 indicates that the district average teacher salary is 91% of the goal of 100% for teachers. We compare ourselves to the same thirteen districts used in the teacher turnover rate comparison. These are the same districts that we compete with for teachers. Our goal is to provide an average teacher salary at 100% of the median for the average teacher salary in our comparison group. Over the last two years, our significant funding challenges meant that we would have to cut staff in order to meet the 100% median. We chose to maintain the majority of our staff rather than increase salaries.

**Figure 7.4-3 Salary Comparison Percent of Median to the Salary Market**

| 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|------|------|------|------|------|------|
| 94% | 93% | 97% | 102% | 93% | 91% |

### 7.4.a (2) Workforce and Leader Development

District Value #2 states: "We demonstrate visionary leadership." Leadership development is cascaded throughout the organization through knowledge of job responsibilities and in how the individual employee contributes to the mission of the District. Employee survey responses regarding job enthusiasm, professional development evaluations, and Walkthrough Data serve as measures of our workforce and leader development. Figure 7.4-4 is a graph of employees giving feedback on enthusiasm, being trusted as a professional, the value of their work, and knowing what is expected. Over the last six years 95 % of the staff are enthusiastic about their job and know what is expected. Over 80% agree with the statement that they are treated as a professional and what they do is important to others.

**Figure 7.4-4 Job Enthusiasm, Professionally Treated, Valued, Clear Expectations**



Figure 7.4-5 measures staff satisfaction with our professional development. It improved during the spring semester with larger numbers of teachers presenting at our daylong conference in February that focuses on offering sessions on CI and learning. Customer satisfaction increased in the last year from 75% to 84%.
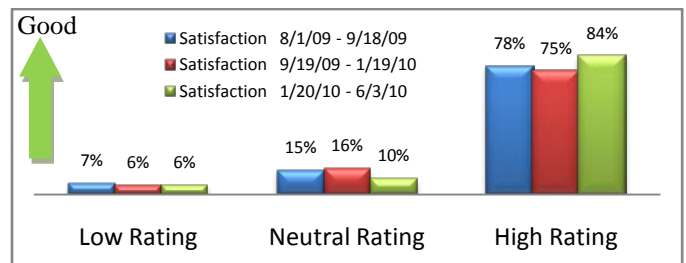


**7.4-5 Professional Development Evaluations**

Figure 7.4-6 Walkthrough Data indicates that changes are occurring in the classroom throughout the District. These data are based on Team Gemba walks. A total of 12,133 instructional walkthroughs were conducted in the 2009-10 school year. We project to have 90 focused Team Gemba walks this school year.

**Figure 7.4-6 Student Engagement Walkthrough Data**

| Walkthrough Data | 2008-09 | 2009-10 | Good |
|---|---|---|---|
| **# of Team Gemba Walks** | **30** | **64** | ↑ |
| **Student Engagement** | | | |
| Authentic Level | 10% | 11% | ↑ |
| Strategic Level | 38% | 49% | ↑ |
| Ritual Level | 34% | 34% | ↓ |
| Retreatism Level | 18% | 4% | ↓ |
| Rebellion Level | 1% | 2% | ↓ |
| **Difficulty Level** | | | |
| Knowledge Level | 53% | 44% | ↑ |
| Comprehension Level | 34% | 32% | ↑ |
| Application Level | 10% | 16% | ↑ |
| Analysis Level | 2% | 4% | ↑ |
| Synthesis Level | 1% | 4% | ↑ |
| Evaluation Level | 0% | 0% | ↑ |
| **Instructional Strategies** | | | |
| Similarities/differences | 12% | 9% | ↑ |
| Summarizing/note-taking | 8% | 13% | ↑ |
| Reinforcing effort; providing recognition | 20% | 19% | ↑ |
| Homework and practice | 22% | 22% | ↑ |
| Nonlinguistic representations | 17% | 8% | ↑ |
| Cooperative learning | 4% | 6% | ↑ |
| Setting objectives; feedback | 1% | 6% | ↑ |
| Hypotheses | 1% | 1% | ↑ |
| Cues, questions, and advanced organizers | 16% | 17% | ↑ |
| **Focused Walkthroughs** | | | |
| Continuous Improvement | NA | 60% | ↑ |
| Technology integration | NA | 36% | ↑ |
| Learning goal | 59% | 61% | ↑ |
| Calibrated with curriculum | NA | 49% | ↑ |

**7.4.a (3) Workforce Capability, Capacity**
Teacher turnover rate and the percent of highly qualified teachers serve as our key measures and indicators of our workforce capability and capacity. We have an aggressive target for a turnover rate of teachers at 12 percent. Figure 7.4-7 reflects the turnover percentage since 2003-2004.
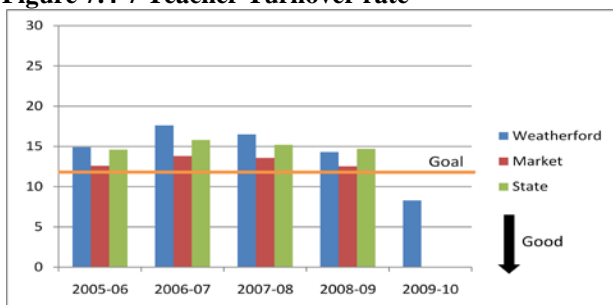
**Figure 7.4-7 Teacher Turnover rate**



Figure 7.4-8 charts our percent of highly qualified teachers for the 2009–2010 school year as compared to the region and state. All our workforce segments – including paraprofessionals and auxiliary staff – meet the applicable highly qualified standard at 100%. All administrators hold certificates for their job assignment as appropriate.

**Figure 7.4-8 Percent of Highly Qualified Teachers**

| School Year | Weatherford | Region XI | State |
|---|---|---|---|
| 2004-05 | 99.7% | 98.2% | 97.0% |
| 2005-06 | 100.0% | 99.4% | 98.9% |
| 2006-07 | 100.0% | 99.7% | 99.3% |
| 2007-08 | 100.0% | 99.8% | 99.3% |
| 2008-09 | 100.0% | 99.7% | 99.2% |
| 2009-10 | 100.0% | 99.7% | 99.4% |

**7.4.a (3) Workforce Climate**
All staff were asked if they agreed with statements regarding safety, cleanliness, and a healthy culture conducive to their well-being and satisfaction. Figure 7.4-9 graphs their responses over the last six years. 85% to 90% of the employees agree these statements are true.

**Figure 7.4-9 Safe, Clean, Healthy Environment**
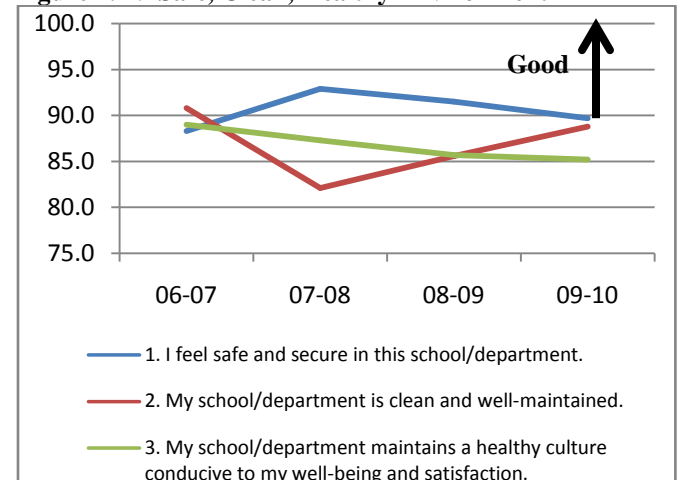


We have processes in place to ensure a safe work environment for our employees and measure the results through our collection of accident data. This measure is critical and aligns with our Mission Statement focus of providing a safe environment for our students. We are pleased that our processes are working well where safety is concerned. Figure 7.4-10 illustrates these data, showing an average only 3 accidents per school year for the past three years.

**Figure 7.4-10 Accident Data**
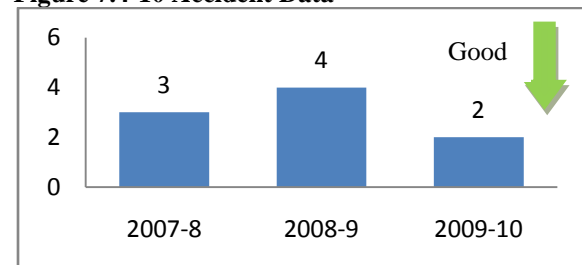


See Figure 7.2-9 for satisfaction result regarding District services provided to our workforce.

**7.5 Process Effectiveness Outcomes**
**7.5.a Process Effectiveness Results**
**7.5.a (1) Key Measures of Operational Performance Work Systems**

State and federal guidelines set out criteria for staff to be considered highly qualified for the position in which they work. Figure 7.5-1 charts the percentage of staff that meet these guidelines as compared to the state and a recent Baldrige winner. We are very pleased that our hiring processes have achieved each year the outcome of 100% of our staff meeting these standards.

**Figure 7.5-1 Highly Qualified Staff**
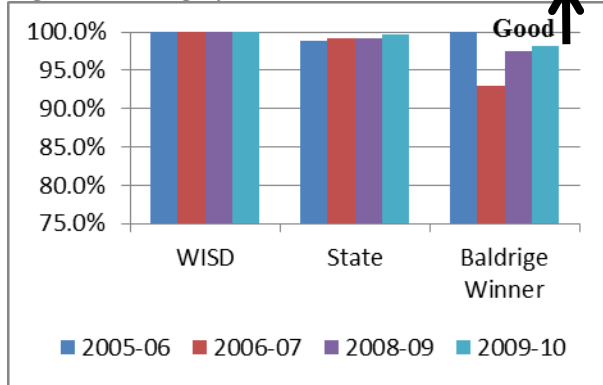


Keeping great teachers has many benefits. We are pleased that we have continued to reduce our teacher turnover in a time that we have been limited in funds to keep pace with the region in increasing teacher salaries. This past year our turnover rate reached a new low of 12%. See Figure 7.5.2 [Note: The data for the state and region are not yet available to us.]

**Figure 7.5-2 Teacher Turnover Rate**
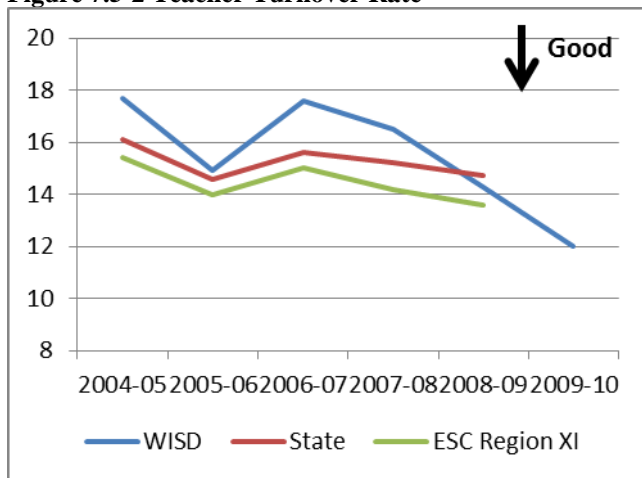


A state requirement for us is to account for every student and for every staff member employed in a public or charter school. This process is used to report staff members and students to the state. These numbers are used as a part of the state formula for funding and must be accurate. Errors can result in a lowered performance rating for the District and campuses, which would impact our overall goal of being an Exemplary district. Figure 7.5-3 PID Errors reflect our improving process of accurate, reliable data for the state process of assessing the work of our District.

**Figure 7.5-3 Personal Identification Errors**
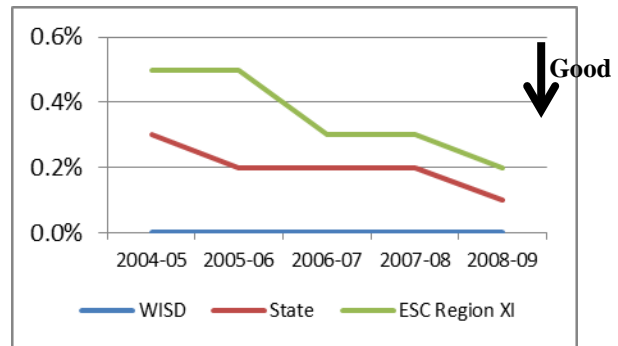


Key to our having great results is not only clear processes with designated staff responsibilities, but also staff understanding what they are required to do in the job they perform. We measure this understanding in our employee surveys. Figure 7.5-4 reflects the increased understanding that staff has about the work they are to do.

**Figure 7.5-4 Job Performance Understanding**
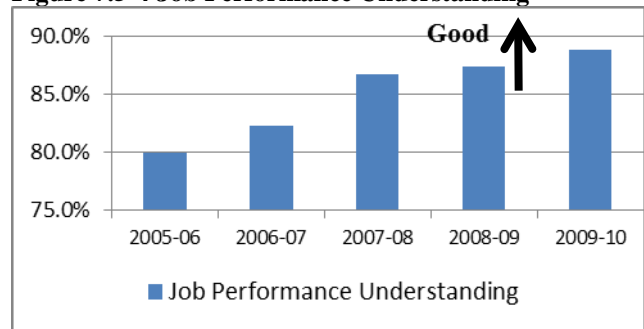


To address our funding challenges, we have aggressively worked to save on utilities. This is part of Strategic Planning Goal 5. Figure 7.5-5 summarizes our results since our baseline year of 2007-08. We targeted 5% reduction in consumption and have achieved that in the all utility areas: electric, water and natural gas consumption.

**Figure 7.5-5 Energy Savings**

| | Measure/Indicator | 5 Year Goal | Baseline 07-08 | Actual Data 08-09 | 09-10 |
|---|---|---|---|---|---|
| 5.1.1 | Reduce total usage of electricity: KWH | 5% | Total Usage 1,218,272 | 12% Usage Avoidance 131,860 | 19% Usage Avoidance 213,592 |
| 5.1.2 | Reduce usage of natural gas: CCF | 5% | Total Usage 11,377 | 49% Usage Avoidance 4,773 | 37% Usage Avoidance 4,209 |
| 5.1.3 | Reduce total usage of water: CCF | 5% | Total Usage 177,902 | -88% Usage Avoidance -202,967 | 6.5% Usage Avoidance 13,671 |

Key to our having success in each classroom is ensuring the resources are available to support student learning. We have worked to redirect funds and approximately two of every three dollars we receive have gone to the classroom in the last six years. Figure 7.5-6 charts our results and compares them to the state and the region.
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**Figure 7.5-6 Percent of Monies Directly Supporting Classrooms**
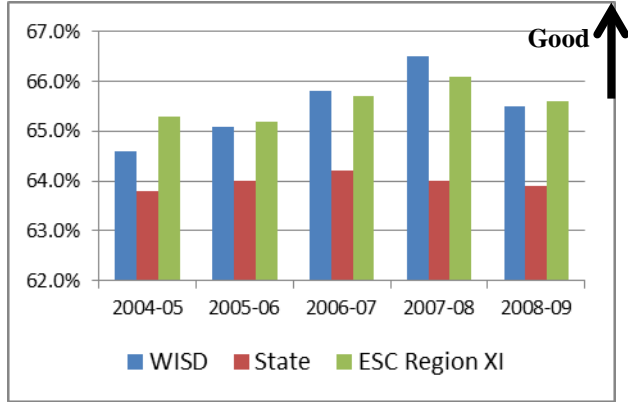


We have continued to work with students who need special strategies to address their dyslexia. We have steadily increased these students' success as measured by the state standards for reading and math. Figure 7.5-7 Dyslexia Process Effectiveness reflects the growth and the goal achievement in math and reading
.
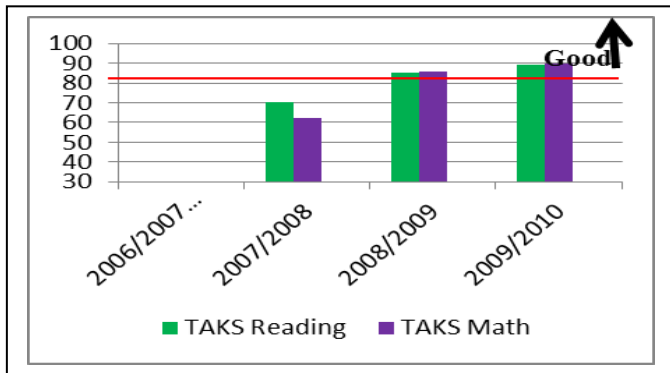


**Figure 7.5-7 Dyslexia Process Effectiveness**

We determined to put into place instructional strategies so that more students could be successful with less intensive interventions. We targeted that no more than 8.5% of the students would need interventions that required interventions by the special education staff. We achieved our 5-year goal in the 2009-10 school year. (See Figure 7.5-8.)

We have defined what we expect to see in the deployment of quality concepts in the classroom. Those include District Mission and Core Values, Classroom and Student Missions, Ground Rules, Classroom and Student Goals, Data, PDSA's, student tools and quality work standards. We have introduced student-led parent-teacher conferences. Every administrator is involved as a team member of the walkthroughs. Walkthroughs measure the degree to what we have instituted quality classrooms. These standards were developed by teachers and the deployment process began last year. Figure 7.5-10 shows the growth in teacher adoption and practice of quality processes in the classrooms. We are delighted with our growth in the use of our District mission and core values guiding the daily classroom processes.

**Figure 7.5-8 Percent of Students Served by Special Education**
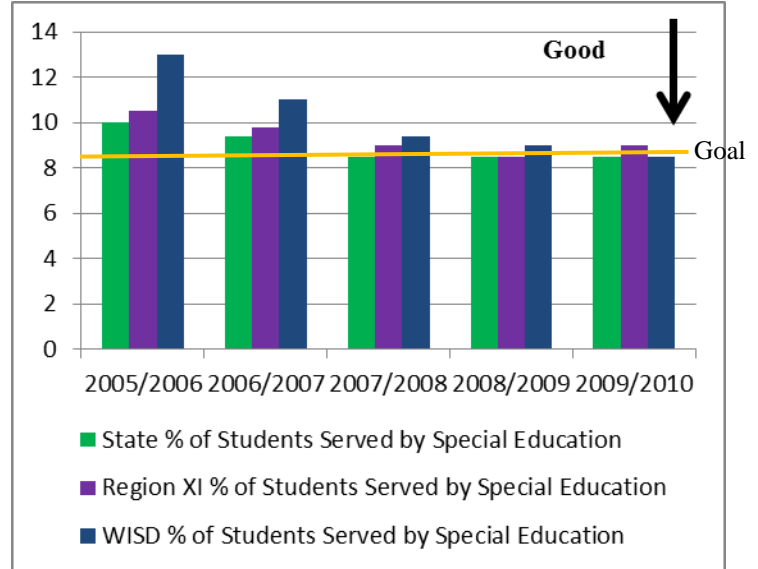


The Performance Based Monitoring Analysis Report reflects how well we are working with special populations of students. Limited English Speaking [LEP], Career and Technology Education, and Special Education students as reported to the state and the federal government as part of No Child Left Behind. Figure 7.5-9 shows the improvement in the percentage of students who are meeting the federal passing standard. When districts do not perform well on this report, action plans are written and monitored by the state. Continued poor performance results in loss of funding.

**Figure 7.5-9 WISD Student Results on Federal Standards**
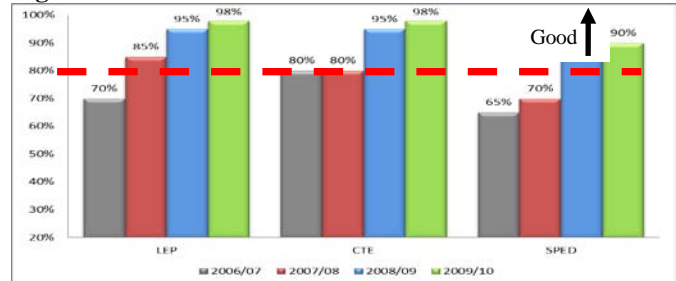


**Figure 7.5-10 Teacher Adoption of Baldrige Classroom Tools**



46
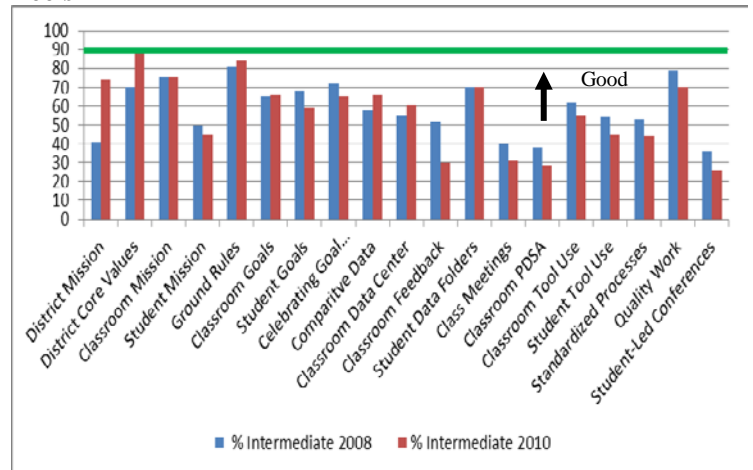
## 7.6 Leadership Outcomes
## 7.6.a Leadership and Societal Responsibility
## 7.6.a (1) Results of Strategy and Action Plans

The results of our strategy are shown in that our District has reached recognized status for the last three years. This occurred due to leadership learning and deployment of continuous improvement mindset and practices. With the learning and continuous improvement cycles, the campuses grew in their ability to achieve. Figure 7.6 -1 Campus Ratings summarizes the growth as our results in each campus reached a higher level of distinction. For a campus to be exemplary over 90% of the students have to pass the state standard tests in each of the core subjects: math, science, reading, writing, and social studies. The reorganization to support the Gemba, the deployment of our continuous improvement processes, and our ability to learn and transfer knowledge reflects the growth in student performance that occurred over 80% of our campuses.

### Figure 7.6 -1 Campus Ratings
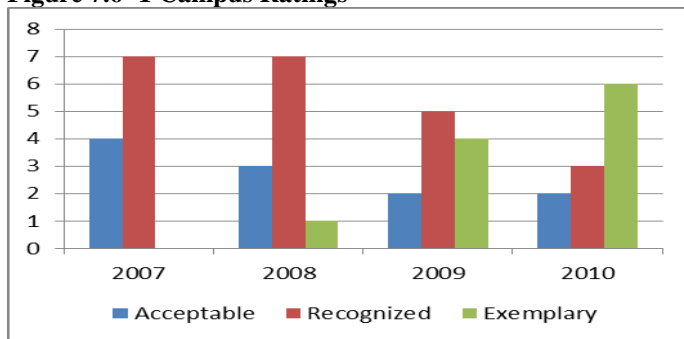


On our scorecard [see Figure 7.6-14 District Scorecard], there are many measures. The target for each measure is where we plan to be in 2013. Figure 7.6-2 graphs the "Percent of Measures Meeting Target". For the current scorecard, out of 32 KSMs, we have 19 green, five yellow and eight red. his indicates that we are reaching the majority of our targets. The eight areas with red show our greatest opportunities for improvement. All eight have specific action plans written for the 2010-11 school year and will be monitored as described in 2.1.a(1). We were pleased that in the first year of our plan we were meeting one out of four of the measures that we expected to achieve in four more years. In 2009-10 year, we have 36% of the measures in the target zone – which is labeled as the green zone.

### Figure 7.6-2 Percent of Measures Meeting Target
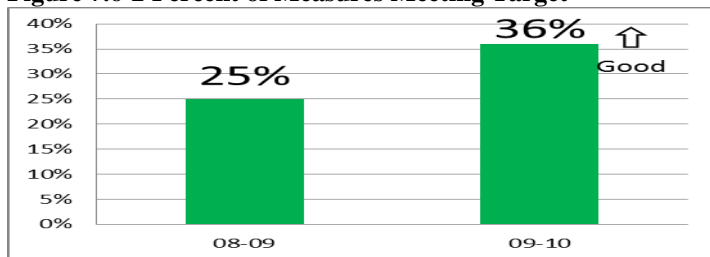


We use campus and department scorecards to deploy the strategic plan, track results, determine where we have gaps and guide our redirection of resources. Figure 7.6-3 is an example of a campus scorecard. This enables not only the SLs but also the campus leadership and stakeholders to know how their individual campus is doing as compared to the District.

### Figure 7.6 -3 Campus Scorecard

| M# | Measure | Goal | | | |
|---|---|---|---|---|---|
| 1.1 | TAKS Reading/ELA | 90% | ≥ 90 | 90 > x ≥ 80 | < 80 |
| 1.2 | TAKS Writing | 90% | | | |
| 1.3 | TAKS Social Studies | 90% | | | |
| 1.4 | TAKS Math | 90% | | | |
| 1.5 | TAKS Science | 90% | | | |
| 1.6 | TAKS Commended | 45% | ≥ 45 | 45 > x ≥ 35 | < 35 |
| 1.7 | Attendance Rate | 96% | ≥ 96 | > Last Year but < 96 | < Last Year and < 96 |
| 1.8 | Enrollment in Advanced Courses (AP/Pre-AP) | 45% | ≥ 45 | 45 > x ≥ 35 | < 35 |
| 1.9 | Co-curricular and Extra Curricular Participation | 90% | ≥ 90 | 90 > x ≥ 75 | < 75 |
| 1.10 | Success Rate | 90% | ≥ 90 | 90 > x ≥ 85 | < 85 |
| M# | Measure | Goal | | | |
| 2.1 | Parent Organization Membership | 40% | ≥ 40 | 40 > x ≥ 30 | < 30 |
| 2.2 | Student Satisfaction | 75% | ≥ 75 | 75 > x ≥ 65 | < 65 |
| 2.3 | Parent Satisfaction | 75% | ≥ 75 | 75 > x ≥ 65 | < 65 |
| 2.4 | Active Parent Portal Accounts | 50% | ≥ 50 | 50 > x ≥ 30 | < 30 |
| 2.5 | Voluntary Leavers | 3.0% | ≤ 3.0 | 3.0 < x ≤ 5.0 | > 5.0 |
| M# | Measure | Goal | | | |
| 3.1 | SESGA | 100% | ≥ 95 | 95 > x ≥ 85 | < 85 |
| 3.2 | Overall Impressions | 3.5 | ≥ 3.5 | 3.5 > x ≥ 3.0 | < 3.0 |
| 3.3 | STaR Chart Rating | 4.0 | ≥ 3.5 | 3.5 > x ≥ 2.5 | < 2.5 |
| M# | Measure | Goal | | | |
| 4.1 | Employee Satisfaction | 80% | > 80 | 80 > x ≥ 70 | < 70 |
| 4.2 | Teacher Turnover Rate | < 12% | < 12 | 12 ≤ x < 15 | ≥ 15 |
| M# | Measure | Goal | | | |
| 5.1 | Staff ADA | 96% | ≥ 96 | > Last Year but < 96 | < Last Year and < 96 |

### 7.6.a (2) Governance

Governance accountability is maintained through our elected seven members Board of Trustees. The Board has adopted as their "theory for action" the continuous improvement policy using the Baldrige framework. In that vein, they use three indicators to help them monitor the effectiveness of their processes: the election process, their learning, and their meeting processes.

The Board hears the voice of the customer through the yearly elections process in which the community shows its pleasure or displeasure with the Board leadership [See Figure 7.6 -5 Board Member Length of Service]. We are pleased with the community's trust in the Board, as every Board member has been approved by the voters at least twice. All Trustees elected for the last two years have run unopposed.

The Board members' longevity and the state recognition of Board of the Year in 2009 are testaments to their successful leadership. In addition, our Board maintains or exceeds the yearly training / learning requirements set forth by law. Figure 7.6- 6 shows each Board member's hours of training for the last three years.
The Board uses internal measures from the Board Meeting Tracker System to evaluate the efficiency of their meeting process as set in Board Policy. This tracking system helps them to focus on Strategic Goal 1 "Focus on Student Success" and ensure they meet their goal of time spent in meetings on students and instructional improvement. Figure 7.6 -4 illustrates the data from the last year, with the majority of the Board's time spent on student recognition, hearing reports from
campus principals, or deliberating or discussing issues related to instruction and curriculum.

**Figure 7.6-4 Board Meeting Measures** .

| Board of Trustees Meeting Tracking Data 2009-2010 | Average |
|---|---|
| Meeting Length | 82.9 |
| Number of Items | 23.4 |
| Consent Items | 4.8 |

**Actual Time: Minutes**

| | |
|---|---|
| Student Achievement | 39.2 |
| Other Governance | 24.4 |
| Miscellaneous Items | 4.8 |
| Recognition | 14.5 |
| Total Meeting Time | 82.9 |

**Percentage of Meeting Time:**

| | |
|---|---|
| Student Achievement | 46.3% |
| Other Governance | 29.6% |
| Miscellaneous Items | 6.0% |
| Recognition | 18.1% |
| Executive Session | 8.3 |

(Note: Texas Association of School Board does not know the average training hours for Board Member training for the state.)

**Figure 7.6-5 Board Member Length of Service**

| Board Member | Years Served | # of training hours 2008 | # of training hours 2009 | # of training hours 2010 |
|---|---|---|---|---|
| Place 1 | 5 | 13 | 16 | 69 |
| Place 2 | 7 | 15 | 16 | 65 |
| Place 3 | 3 | 20 | 13 | 64 |
| Place 4 | 2* | 10 | 10 | 59 |
| Place 5 | 9 | 19 | 19 | 76 |
| Place 6 | 5 | 13 | 13 | 46 |
| Place 7 | 5 | 13 | 7 | 55 |
| Total Years' Experience | 36 | | | |

*Newly elected due to legal requirements of predecessor to step down; predecessor served 14 years

## 7.6.a (3) Regulatory, Safety, Accreditation Legal Compliance

We track several measures for regulatory, safety, accreditation, and legal compliance. Figure 7.6-13 "Regulatory Measures" shows that the District is 100% in compliance with these inspections. Safety is monitored through several measures, including evacuation drills, duck-and-cover drills, campus relocation drills, bus driver monthly safety training and campus safety walkthroughs. [See Figure 7.6-6]

Health Department Accreditation measures include Southern Association of Colleges and Universities. Inspections on each campus have exceeded 90% in the last five years and over 94 % on all campuses the last two years. Weatherford High School has been accredited through this organization since 2002. The school is undergoing an update for 2010.

## 7.6.a (4) Ethical Behavior, Stakeholder Trust

As discussed in Section 7.6.a (2) above, the community seems pleased with the Board's decisions. Their re-election along with our recent Voters Tax Election [which passed with 85% voters agreeing to the changes in the distribution of the tax monies] demonstrates our community's trust in what is happening.

**Figure 7.6-6 Safety Monitoring Processes**

| Safety Measure | Number | Annual Results 2008 | Annual Results 2009 | Annual Results 2010 |
|---|---|---|---|---|
| Evacuation Drill | 10 | 100% | 100% | 100% |
| Duck & Cover Drill | 2 | 100% | 100% | 100% |
| Campus Relocation | 1 | 100% | 100% | 100% |
| Safety Walkthroughs | 220 | 100% | 100% | 100% |

**Figure 7.6-7 Board LIP Summary Report June 2010**

| 1. Focus on Student Success | | | | |
|---|---|---|---|---|
| **LIP Measure** | **Green** | **Yellow** | **Red** | **Action Plan** |
| Math DCA | 90 | 76 | 45 | Y |
| Science DCA | 57 | 11 | 33 | Y |
| English Language Arts DCA | 35 | 11 | 3 | N |
| Social Studies DCA | 26 | 21 | 15 | Y |
| DRA in Grades K-2 | 0 | 2 | 1 | Y |
| TEMI Assessment; K-2 | 0 | 2 | 1 | Y |
| Special Education Enrollment | 0 | 1 | 0 | N |
| SPED Instructional Setting | 12 | 4 | 0 | Y |
| **2. Focus on Students, Parents and Communities** | | | | |
| District Print Media Report | 2 | 1 | 0 | N |
| **3. Focus on Operational Excellence** | | | | |
| "Your Voice" Data | 10 | 0 | 0 | N |
| Operations Staff Survey | 7 | 7 | 2 | Y |
| **4. Focus on Employees /Organizational Development** | | | | |
| Teacher Turn-Over Report | 1 | 0 | 0 | N |
| **5. Focus on Stewardship** | | | | |
| Utility Usage Report | 3 | 0 | 0 | Y |
| Tax Revenue Collection Report | 6 | 0 | 0 | N |
| Cash Position Report | 1 | 0 | 0 | Y |
| Investment Report | 0 | 0 | 1 | Y |
| Cash Flow Projections | 30 | 2 | 3 | Y |

The data reported from Your Voice, a web-based comment collection program, is shared monthly with the SLs [Figure 7.2-7 Your Voice Comments], and these data indicate that complaints have risen from 2008 to 2009. We believe that the increase in complaints is partially attributable to a greater number of constituents becoming aware of this avenue for being heard. We have nineteen "voices" through this listening and learning channel in the first six weeks of this year: six suggestions, six complaints, one compliment, and seven miscellaneous comments. All of which we are actively addressing at this time.

As our processes require, when we are made aware of violations of ethics we have acted. Figure 7.6-8 charts the Employee Grievances, Ethical Violations and the related terminations.

**Figure 7.6-8 Grievance, Ethical Violations, Terminations**
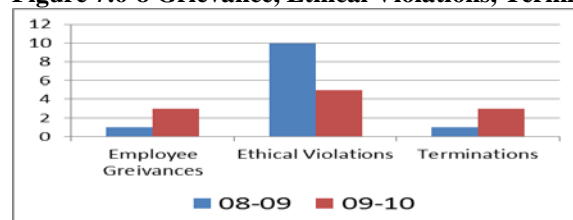
**7.6.a.(5) Societal Responsibilities, Key Communities**

We recognize as a member of our community and that we need to role model fulfilling our societal responsibilities for businesses, our families and our students - -the future leaders of our community. Figure 7.5-5 charts the utility savings including our energy savings. The energy savings has exceeded the 10% reduction in usage target recommended by the state in each of the five years. All eleven (11) campuses have active paper recycling programs and disposal units. As we replace equipment and tools, we evaluate solutions with consideration being given to environmental impact and stewardship of community resources – including tax monies.

Our support to key communities also included the financial contributions to various organizations, educational offerings, and working with volunteers so that we are good stewards of their tax dollars.

Our staff partnership with the WISD Education Foundation is charted in Figure 7.6-9. At a time when their salaries are not keeping pace with the surrounding areas salaries, it is a testimony to how much they value learning and opportunities to develop innovating practices that they significantly increased their giving to the WISD Foundation.

Figure 7.6-10 is one example of the staffs' monetary participation. It tracks their donations for the National Lee Denim Day. Figure 7.6-11 reflects the hours of education and the number of registrations through our Community Service educational offerings that benefit the needs of the District's residents.

In its 26th year, the Weatherford ISD volunteer program continues to exceed expectations. During the 2009-2010 school year, we set new heights for the program with over 2,300 approved volunteers who contributed 55,593 hours. This increase was, in part, due to the successful addition of the Watch Dog Dads program at several elementary campuses, which provides a structure for fathers to be more engaged with their student's schooling. During the 2009-2010 school year our chairpersons developed Volunteer Core Competencies for the program. These core competencies are traits that we expect each volunteer to embrace as they work to provide world-class support to our schools. Fig. 7.6-12 reflects the trend over the last 10 years of the engagement of the community in our District.
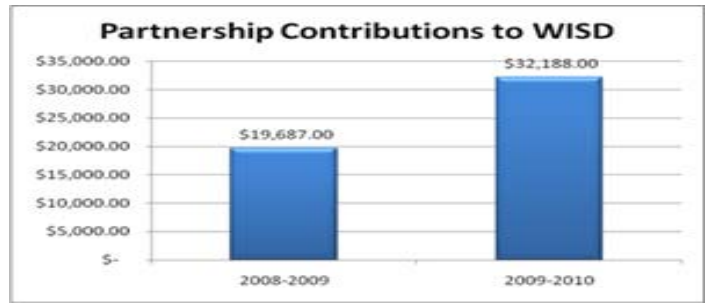


**Figure 7.6-9 Partnership Contributions to WISD**
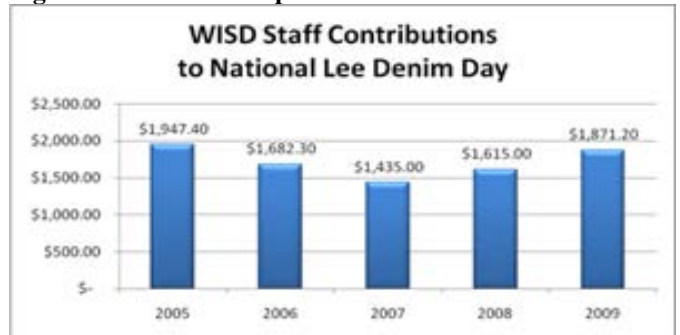


**7.6-10 WISD Staff Contributions to National Lee Denim Day**

| Program | 07-08 | 08 - 09 | 09 -10 |
|---|---|---|---|
| Adult Education | 24,403 contact hours | 17,697 contact hours | 27,576 contact hours |
| Community Education | 1761 | 1766 | 1908 |
| Kids Unite After School | 8874 | 8858 | 6806 |
| Kids Unite Summer Camps | 1982 | 1508 | 1551 |
| Driver Education | 690 | 482 | 641 |

**Figure 7.6-11 Community Education Program (registrations)**
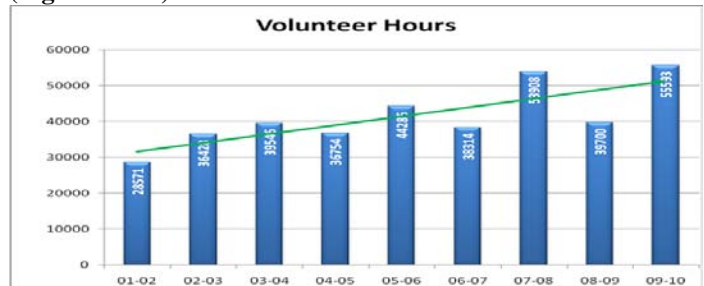


**Figure 7.6-12 Volunteer Hours**

**7.6-13 Regulatory Measures**

| Items | Timeline | Governing Agency | Results - Compliance | | |
|---|---|---|---|---|---|
| Boilers | Bi - Annual | Insurance Co. , Texas DLR | **2007-8** | **2008-9** | **2009-10** |
| Elevators | Annual | Texas DLR | 100% | 100% | 100% |
| Fire Sprinkler Systems | Annual | City of W'ford; National Fire Prevention Act | 100% | 100% | 100% |
| Fire Alarms Systems | Annual | City of W'ford; National Fire Prevention Act | 100% | 100% | 100% |
| Asbestos | Every 3 years | EPA; State | Compliant | Compliant | Compliant |
| Fire Suppression | Annual | City of W'ford; National Fire Prevention Act | 100% | 100% | 100% |
| Fire Extinguishers | Annual | City of W'ford; National Fire Prevention Act | 100% | 100% | 100% |
| Natural Gas Systems | Bi - Annual | Texas Railroad Commission | 100% | 100% | 100% |

**7.6-14 District Scorecard with Projections – Color Codes: Green – Exceeds Target; Yellow – Emerging Concern; Red – Needs Action Plan; Blue – Baseline**

| SG.KSM# | Key Strategic Measure | | 5 Year Goal | Base Line | Actual Data 2009 | Actual Data 2010 | Projections 2011 | Projections 2012 | Projections 2013 | Status |
|---|---|---|---|---|---|---|---|---|---|---|
| **1. Focus on Student Success** | | | | | | | | | | |
| 1.1 | TAKS performance | Exemplary | 100% | 48% | 76% | 88% | 94 | 98 | 100% | ⇧ |
| | | Recognized | 100% | 84% | 100% | 100% | 100 | 200 | 100% | 🏆 |
| 1.2 | HS completion rate | | 97% | 88.40% | 94.90% | 96.90% | 97 | 97 | 97% | ⇧ |
| 1.3 | Attendance rate | | 97% | 95.34% | 95.30% | 95.22 | 96 | 97 | 97% | ⇔ |
| 1.4 | TAKS commended performance | | 45% | 37.50% | 38.10% | 38.80% | 42 | 45 | 45% | ⇔ |
| 1.5 | AP and College Credit Earned | | 750 | N/A | 315 | N/A[1] | 475 | 625 | 750 | |
| 1.6 | Co-curricular & extra-curricular activities, clubs or organizations (Secondary Students) | | 90% | 56.60% | 81.80% | 74.90% | 82 | 90 | 90% | ⇩ |
| 1.7 | Enrollment in Post-secondary training or education | | 90% | N/A | N/A | 75.60% | 81 | 86 | 90% | |
| 1.8 | Career and Technology Certifications | | 200 | 38 | 59 | 63* | 85 | 125 | 200 | ⇧ |
| 1.9 | Scholarships for post-secondary education (Per Graduating Senior) | | $3,500/ | N/A | $2,955/ | $6,957/ | 3,500 | 3,500 | $3,500/ | ⇧ |
| **2. Focus on Students, Parents, and Communities** | | | | | | | | | | |
| 2.1 | Volunteer data | | $600,000 | N/A | $530,000 | $743,222 | $600,000 | $600,000 | $600,000 | ⇧ |
| 2.2 | Student satisfaction rating | | 80% | N/A | 68.10% | 66.30% | 70% | 75% | 80% | ⇩ |
| 2.3 | Family(Parent) satisfaction rating | | 80% | N/A | 83.90% | 93% | 90% | 90% | 80% | 🏆 |
| 2.4 | Student leaver statistics | | 3.00% | 5.70% | 5.60% | 3.80% | 3.60% | 3.30% | 3.00% | ⇧ |
| 2.5 | Community satisfaction rating | | 80% | N/A | 79.20% | 79.40% | 80% | 80% | 80% | ⇧ |
| 2.6 | Measurement of partnerships – Time [hours] | | 2,000 | N/A | 1,658 | 3,560 | 2,000 | 2,000 | 2,000 | 🏆 |
| 2.7 | Measurement of partnership contributions | | $250,000 | N/A | $182,000 | $143,658 | 180,000 | 220,000 | $250,000 | ⇩ |
| 2.8 | Parent Involvement | | 4 | N/A | N/A | 2.1 | 2.8 | 3.5 | 4 | |
| **3. Focus on Operational Excellence** | | | | | | | | | | |
| 3.1 | Percentage of key processes written, deployed | | 100% | N/A | 34.20% | 53% | 65% | 80% | 100% | ⇧ |
| 3.2 | STAR Chart | | 3 | 2.08 | 2.47 | 2.44 | 2.65 | 2.85 | 3 | ⇔ |
| 3.3 | Technology Access | | 2 | N/A | N/A | 2.8 | 2.6 | 2.4 | 2 | |
| 3.4 | Customer satisfaction | SESGA | 100% | N/A | 77% | 89.50% | 90% | 95% | 100% | ⇧ |
| | | Overall Impression | 100% | N/A | 83.50% | 92% | 95% | 98% | 100% | ⇧ |
| **4. Focus on Employees and Organizational Development** | | | | | | | | | | |
| 4.1 | Employee satisfaction survey results | | 85% | 87.20% | 84.60% | 84.50% | 85% | 85% | 85% | |
| 4.2 | Teacher turnover rate | | 12% | 16.50% | 14.30% | 10.0%* | 12% | 12% | 12% | |
| 4.3 | Level of implementation: professional development strategies | | 85.00% | N/A | 72.80% | 69.00% | 75% | 80% | 85.00% | ⇩ |
| 4.4 | Level of satisfaction: professional development | | 80% | N/A | 86.40% | 75.90% | 77% | 79% | 80% | ⇩ |
| 4.5 | Salary Market Comparisons | | 100% | 102% | 93.00% | 91% | 95% | 98% | 100% | ⇩ |
| **5. Focus on Stewardship** | | | | | | | | | | |
| 5.1 | Fund balance ( in millions) | | $8.8 | $15.70 | $2.20 | $1.2* | $4.80 | $6.80 | $8.8 | ⇩ |
| 5.2 | Funding from outside sources | | $150,000 | N/A | $100,000 | $174,215 | 125,000 | 135,000 | $150,000 | ⇧ |
| 5.3 | Per Student expenditures (NV: No variance) | | NV | $7,281 | $7,423 | N/A[2] | NV | NV | NV | |
| 5.4 | Instructional budget expenditures | | 65% | 62.70% | 63.30% | N/A[3] | 65% | 65% | 65% | |
| 5.5 | Audit Report | Findings | 0 | 0 | 0 | N/A[3] | 0 | 0 | 0 | |
| | | Recommendations | 0 | 2 | 6 | N/A[3] | 0 | 0 | 0 | ⇩ |
| 5.6 | Budget Variances | Expenditures | < 100% | 101.50% | 105.50% | N/A3 | < 100% | < 100% | < 100% | ⇩ |
| | | Revenue | > 100% | 102.70% | 101.80% | N/A3 | > 100% | > 100% | > 100% | |