



Examiner Feedback Report

Spackenkill Union Free School District

Site visit dates: November 17-19, 2014

February 2, 2015

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February 2, 2015

Lois Powell, Ed.D.
Superintendent of Schools
Spackenkill Free Union School District
15 Croft Road
Poughkeepsie, NY 12603

Dear Dr. Powell:

Congratulations for taking the Baldrige challenge! We commend you for your commitment to performance excellence. This feedback report was prepared for your organization by members of the volunteer Board of Examiners in response to your application for the 2014 Partners in Performance Excellence (PiPEX) Award. It outlines the scoring for your organization and describes areas identified as strengths and opportunities for possible improvement. The report contains the examiners' observations about your organization, although it is not intended to prescribe a specific course of action. In some cases, the feedback report comments do not cover all areas to address within a Criteria item. This is due to the examiner team intentionally identifying your most significant strengths and your most important opportunities for improvement, in the team's collective opinion. Please refer to "Preparing to Read Your Feedback Report" for further details about how to use the information contained in your feedback report.

We are eager to ensure that the comments in the report are clear to you so that you can incorporate the feedback into your planning process to continue to improve your organization. For ease of understanding, each comment is preceded by the relevant Criteria item reference. In addition, the comments in your report are concise, with the "nugget" of feedback located in the first sentence and supported with examples, as appropriate. As direct communication between examiners and applicants is not permitted, please contact me at 781-801-6893 if you wish to clarify the meaning of any comment in your report. We will contact the examiners for clarification and convey their intentions to you.

The feedback report is not your only source of ideas about organizational improvement. Current and previous National Level Baldrige Award recipients can be potential resources on your continuing journey to performance excellence. For information on contacting award recipients, please see <http://www.nist.gov/baldrige>. Current and previous recipients participate in PiPEX conference as well.

Thank you for your participation in the Partners in Performance Excellence Award process. Best wishes for continued success with your performance excellence journey.

Sincerely,



Marta Nichols, Executive Director
Partners in Performance Excellence

Preparing to read your feedback report . . .

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

If your organization has not applied in the recent past, you may notice a change in the way feedback comments are structured in the report. In response to applicant feedback, the PiPEX program now asks examiners to express the main point of the comment in the first sentence, followed by relevant examples, in many cases resulting in more concise, focused comments. In addition, the program has included Criteria item references with each comment to assist you in understanding the source of the feedback.

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

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

KEY THEMES – PROCESS ITEMS

Spackenkill Union Free School District (SUFSD) scored in band 3 for process items (Items 1.1 through 6.2) after the site visit review of your organization. For an explanation of the process scoring bands, please refer to Figure 3, Process Scoring Band Descriptors. An organization in band 3 for process items typically demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.

A. PROCESS STRENGTHS - The most important strengths or outstanding practices (of potential value to other organizations) identified in APPLICANT's response to Process Items are as follows:

- SUFSD uses a Strategic Planning process and defines five pillars: (1) Student Performance, (2) Community Involvement, (3) Workforce Engagement, (4) Operational Efficiency and Fiscal Responsibility, and (5) Healthy, Safe, and Caring Environment. These five pillars are widely deployed throughout the school district. SUFSD reports to the community on its performance on each of these pillars. In addition, the BOE receives academic audits annually on the five pillars. Building goals are developed to support the achievement of the five-year district goals and are aligned to the pillars of the Strategic Plan. Furthermore, SUFSD's workforce fully understands the central focus is students and, indirectly, their parents and the larger community. These processes reinforce the integration and alignment of strategy, action plans, and accountability throughout SUFSD and support the Baldrige Core Value of Focus on the Future.
- SUFSD demonstrates a strong commitment to its Mission, tradition of excellence, and student-focus approaches. This is evidenced by tailored academic plans, low Staff-to-Student ratios, strong interpersonal engagement, inclusion of students in school improvement opportunities, and significant student performance processes. Curriculum design and value-added educational experiences across the age spectrum within the District support unique needs identified for its students, including high achievers, special education, and low performance. These student-focused processes indicate SUFSD's leadership and workforce commitment to its Vision.

B. PROCESS OPPORTUNITIES FOR IMPROVEMENT - The most significant opportunities, concerns or vulnerabilities identified in APPLICANT's response to Process Items are as follows:

- The organization lacks a systematic process for intelligent risk taking and managing for innovation. While there are many examples of improvement adopted after suggestions from staff and students, there is limited attention to proactively pursuing innovation and intelligent risk taking. A systematic approach to manage for innovation may enable the organization to leverage the insights and strengths of its key stakeholders and more effectively compete in the marketplace.
- Many of the organization's processes are not fully deployed. These include the deployment of the vision and values to non-instructional staff, deployment of district committee or building site team actions plans to key suppliers, listening to subgroups of students, deployment of the performance analysis and review approach to the high school, and deployment of organizational learning strategies and priorities. The lack of deployment in these areas to engage all stakeholders may inhibit the organization's progress in fulfilling its Mission.

- Best practices and process learnings are not systematically used to drive organizational-wide learning and process improvement. Sharing best practices is inconsistently deployed and usually shared through personal networks. In addition, SUFSD does not have a collective understanding of what constitutes a best practice, which best practices have already been identified, and whether or not there are internal best practices that should be adopted in additional areas. A systematic process to identify and spread best practices and share lessons learned may impact SUFSD's ability to better meet its Mission, Vision, Values, address strategic challenges, and sustain quality performance.
- The organization has limited or no performance measures in some areas of importance. These include quantifiable goals for action plans, performance projections and the projected performance of competitors, measures of satisfaction and dissatisfaction from other customers and competitors, and measures for key support processes. The lack of performance measures in these areas may make it difficult for the organization to assess its progress and identify improvement opportunities to remain competitive.

KEY THEMES – RESULTS ITEMS

Spackenkill Union Free School District (SUFSD) scored in band 2 for results items (Items 7.1 through 7.5). For an explanation of the results scoring bands, please refer to Figure 4, Results Scoring Band Descriptors. For an organization in band 2 for results items, results typically are reported for several areas responsive to the basic Criteria requirements and the accomplishments of the organization's mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.

C. RESULTS STRENGTHS - Considering APPLICANT's key business/organization factors, the most significant strengths found in response to Results Items are as follows:

- SUFSD reports positive results for academic student performance. SUFSD's 97.6% graduation rate exceeds the state rates. Ninety-seven percent of graduates earned Regents Diplomas, 56% of students earned a Regents Diploma with Advanced Designation, and 29% earned a Regents Diploma with Advanced Designation with Honors. Favorable results are indicated for Reading and Mathematics SAT scores, Advanced Placement exam pass rate, and students attending two- and four-year colleges. These favorable results often exceed comparison results and demonstrate SUFSD's strong commitment to its Mission, Vision, and Pillar 1: Student Performance.
- SUFSD has favorable financial performance reflecting its strategic advantage of fiscal stability and disciplined approach to fiscal accountability. The General Fund balance consistently increased from 2006-07 through 2012-13 and nearly doubled during that time period. SUFSD's bond rating is strong, and SUFSD has achieved operating surpluses for the last four fiscal years. In addition, SUFSD and key partners engaged in multiple energy strategies to reduce expenditures resulting in overall societal benefits for the environment. These results demonstrate SUFSD's commitment to Pillar 4: Operational Efficiency and Fiscal Responsibility and contribute to sustainability.

D. RESULTS OPPORTUNITIES FOR IMPROVEMENT - Considering APPLICANT's key business/organization factors, the most significant opportunities, vulnerabilities and/or gaps (related to data, comparisons, linkages found in response to Results Items are as follow:

- Comparisons are missing in several student performance measures. The use of comparisons is important to identify areas of strength and potential areas for improvement to create a focus on action and to ensure a high performing organization. Using comparisons supports SUFSD's focus to achieve its strategic objectives and achieve student-focused excellence.

- Many results are not segmented. These include results for student groups and work processes associated with education and process outcomes; and workforce satisfaction and engagement. Ensuring that results have appropriate segmentation may enable the organization to more effectively identify areas of high performance to uncover best practices and to detect gaps to address.
- Some results lack sufficient data to assess trends over time or small sample sizes that make results difficult to analyze. These include some measures related to community engagement and parent and alumni satisfaction. Reviewing data over time and with sample sizes sufficient to represent statistical significance may support the organization in fact-based decision making to address the needs of its key customers and stakeholders.

Criteria Items	Scoring Range
Process	
1.1 - Senior Leadership	30-45%
1.2 - Governance and Societal Responsibilities	30-45%
2.1 - Strategy Development	50-65%
2.2 - Strategy Implementation	30-45%
3.1 – Voice of the Customer	10-25%
3.2 – Customer Engagement	30-45%
4.1 – Measurement, Analysis, and Improvement of Organizational Performance	30-45%
4.2 – Knowledge Management, Information, and Information Technology	50-65%
5.1 – Workforce Environment	50-65%
5.2 – Workforce Engagement	30-45%
6.1 – Work Processes	50-65%
6.2 – Operational Effectiveness	30-45%
Results	
7.1 – Student Learning and Process Results	50-65%
7.2 – Customer-Focused Results	10-25%
7.3 – Workforce-Focused Results	30-45%
7.4 – Leadership and Governance Results	30-45%
7.5 – Budgetary, Financial, and Market Results	50-65%

Your application scored in band 3 for process items. An organization in this band typically demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.

Your application scored in band 2 for results items. For an organization in this band typically results are reported for several areas responsive to the basic Criteria requirements and the accomplishment of the organization’s Mission. Some of these results demonstrate good performance levels. The use of comparative and trend data is in the early stages.

List of Sites Visited

District Office, 15 Croft Road, Poughkeepsie, NY 12603

Spackenkill High School, 112 Spackenkill Road, Poughkeepsie, NY 12603

Orville A. Todd Middle School, 11 Croft Road, Poughkeepsie, NY 12603

Hagan Elementary School, 42 Hagan Drive, Poughkeepsie, NY 12603

Nassau Elementary School, 7 Nassau Road, Poughkeepsie, NY 12601

SCORING

The scoring system used to score each item is designed to differentiate SFUSD in the various stages of review and to facilitate feedback. The scoring of responses to Criteria Items is based on two evaluation dimensions: Process and Results.

- The four factors used to evaluate Process Categories 1 – 6 are Approach (A), Deployment (D), Learning (L), and Integration (I). **Figure 1** shows Scoring Ranges and Descriptions for Process Categories 1-6.
- The four factors used to evaluate Results (Items 7.1 – 7.5) are Levels (Le), Trends (T), Comparisons (C), and Integration (I). **Figure 2** shows Scoring Ranges and Descriptions for Results Category 7.

In the feedback report, SFUSD receives a percentage range score for each item. The range is based on the Scoring Guidelines, which describes the characteristics typically associated with specific percentage ranges. SFUSD's overall scores for Process and Results each fall into one of eight Scoring Bands. **Figure 3** shows each scoring band with its corresponding descriptor of attributes associated with that band.

Figure 1—Scoring Guidelines for Process Items

SCORE	PROCESS (For Use with Categories 1–6)
0% or 5%	<ul style="list-style-type: none"> • No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) • Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) • An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) • No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> • The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) • The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) • Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) • The APPROACH IS ALIGNED with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) • The APPROACH IS DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) • The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) • The APPROACH is in the early stages of alignment with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) • The APPROACH IS WELL DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) • A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and effectiveness of KEY PROCESSES. (L) • The APPROACH IS ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is well DEPLOYED, with no significant gaps. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) • The APPROACH IS INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> • An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) • The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) • Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) • The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)

Figure 2—Scoring Guidelines for Results Items

SCORE	RESULTS (For Use with Category 7)
<p>0% or 5%</p>	<ul style="list-style-type: none"> • There are no organizational PERFORMANCE RESULTS, or the RESULTS reported are poor. (Le) • TREND data either are not reported or show mainly adverse TRENDS. (T) • Comparative information is not reported. (C) • RESULTS are not reported for any areas of importance to the accomplishment of your organization’s MISSION. (I)
<p>10%, 15%, 20%, or 25%</p>	<ul style="list-style-type: none"> • A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) • Some TREND data are reported, with some adverse TRENDS evident. (T) • Little or no comparative information is reported. (C) • RESULTS are reported for a few areas of importance to the accomplishment of your organization’s MISSION. (I)
<p>30%, 35%, 40%, or 45%</p>	<ul style="list-style-type: none"> • Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) • Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) • Early stages of obtaining comparative information are evident. (C) • RESULTS are reported for many areas of importance to the accomplishment of your organization’s MISSION. (I)
<p>50%, 55%, 60%, or 65%</p>	<ul style="list-style-type: none"> • Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) • Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization’s MISSION. (T) • Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
<p>70%, 75%, 80%, or 85%</p>	<ul style="list-style-type: none"> • Good-to-excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization’s MISSION. (T) • Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) • Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
<p>90%, 95%, or 100%</p>	<ul style="list-style-type: none"> • Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) • Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization’s MISSION. (T) • Industry and BENCHMARK leadership is demonstrated in many areas. (C) • Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most <i>key</i> CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

FIGURE 3: 2013-2014 Scoring Band Descriptors

Score Band PROCESS Descriptors

Score Band RESULTS Descriptors

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

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

The **Leadership** Category examines how your organization's senior leaders' personal actions guide and sustain your organization. Also examined are your organization's governance system and how your organization fulfills its legal, ethical, societal responsibilities and supports its key communities.

1.1 Senior Leadership

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

1.1a(1) Spackenkill Union Free School District (SUFSD) Senior Leaders (SLs) use a systematic approach to set and update its Mission, Vision, and Values. The process includes an annual review; feedback solicited from stakeholders including teachers, parents, and the community; and approval by the Board of Education. This process supports SUFSD's Mission, Vision, and Values and helps to provide the context for achieving its five Pillars.

1.1b(1) SLs use a variety of approaches to communicate with and engage the entire workforce. Senior Leaders interact regularly with employees such as in meetings, newsletters, social media and class room visits. These approaches support Pillar 3: Workforce Engagement.

1.1a(3) SLs encourage the workforce to engage in personal learning through professional evaluations, employee contracts, and flexible scheduling. Teachers and both non-certified and non-instructional staff attend training opportunities through the local counties' Boards of Cooperative Educational Services. This demonstrates SUFSD's dedication to personal learning to help fulfill Pillar 3: Workforce Engagement.

Opportunities for Improvement

1.1a(1) SLs do not deploy the organization's Vision and Values to the entire workforce. SUFSD does not have a process to involve non-instructional staff. Non-instructional staff are not included on building or district site-based teams. Without a process, SUFSD may miss opportunities to ensure alignment of the Vision and Values. Failure to include specific work groups may result in SLs failing to meet their goals.

1.1a(3) SLs do not have a systematic approach to create an environment for intelligent risk taking. While individual senior leaders or middle managers have discretion to take risks, there is no process for encouraging intelligent risk taking related to achieving strategic objectives or providing organizational agility. This lack of systematic approach may hinder SUFSD's ability to fulfill its mission to have a spirit of continuous improvement and to provide its students with all academic and social skills necessary to pursue their goals.

1.1a(3) SUFSD does not use a process to enable SL participation in succession planning and the development of future leaders or a process for organizational learning. Formalizing a succession plan, leadership development, and organizational learning approaches may help SUFSD to identify the SLs' role in retention and growth of future leaders who can work toward a defined career path and help sustain the organization.

1.2 Governance and Societal Responsibilities

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

1.2a(1) SUFSD uses a variety of processes to ensure a governance system that is transparent and accountable. Specifically, SUFSD's approach includes Board of Education (BOE) elections, open meetings, financial audits, senior leader performance evaluations, and strict adherence to health and safety codes. A transparent and accountable governance system may enable SUFSD to achieve responsible governance and leadership while enhancing and taxpayer confidence.

1.2a(2) SLs' performance is evaluated through its performance evaluation process. This comprehensive process uses best practices to improve SLs' effectiveness. Performance is reviewed annually using a performance rubric with six domains and also considers the results on various surveys. This systematic process assists SUFSD in improving its leadership effectiveness.

1.2c(1) SUFSD has an approach to contribute to its societal well-being. For example, SUFSD uses conservation methods and continues to expand projects to improve the environment and its community. In addition, SLs participate in community events. These approaches may assist SUFSD to achieve Pillar 2: Community Involvement.

Opportunities for Improvement

1.2a(2) SUFSD does not use a process to improve the effectiveness of its governance and leadership system. There is no systematic approach to review and improve governance or leadership processes. Without such a systematic process, SUFSD may have difficulty achieving its Mission, Vision, and Values.

1.2a(1) SUFSD has no process for SL participation in succession planning and the development of future leaders. Formalizing a succession plan and leadership development may help SUFSD to identify the SLs' role in retention and growth of future leaders who can work toward a defined career path and sustain the District.

1.2b(1) SUFSD does not use a systematic approach to address risks associated with educational programs, services, and operations. There is no process to review risks at annual BOE meetings. Without a process to address adverse impacts on society resulting from SUFSD's educational programs and services and anticipating public concerns with current and future educational programs, SUFSD may have difficulty in fulfilling Pillar 1: Student Performance.

The **Strategic Planning** Category examines how your organization develops strategic objectives and action plans. Also examined are how your chosen strategic objectives and action plans are implemented and changed if circumstances require, and how progress is measured.

2.1 **Strategy Development**

Your score in this Criteria item for the Consensus Review is in the 50-65 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

2.1a(1) SUFSD uses a Strategic Planning Process (SPP) for the District and buildings. The process is well-defined, deployed, and integrated. This process includes input and feedback from leadership, workforce, and customers. Action plans are generated to achieve established goals and are assigned to individuals to assure completion. Objectives and their status are reviewed in building staff meetings and a District quarterly meeting. A final review is completed at the end of the year with the BOE. This process allows SUFSD to better achieve its MVV.

2.1a(3) SUFSD uses a process for data collection and review for the Strategic Plan (SP). This process is well established and deployed. The process includes input from audits, surveys, NY state school performance records, and additional information from systems supported by the finance and technology groups. Data are reviewed during the SPP to establish goals and objectives for SUFSD. Collecting, analyzing, and using relevant data may assist SUFSD in executing its SP and making improvements.

2.1a(1) SUFSD uses a process to address mid-course adjustments. Inputs and feedback are gathered from a diverse group of stakeholders including leadership, workforce, and customers; then, building plans are modified at the authority of the principals and their staff. Modifications to the District level SP are reviewed and submitted to the BOE for approval. Using this process provides agility for SUFSD to improve to meet the expectations of students and respond to changes that may improve Pillar 1: Student Performance.

2.1a(4) SUFSD uses a process for determining whether to outsource work or internally perform the work during the SPP. The process includes inputs and feedback from the leadership team, affected members of the workforce, finance department, and potential suppliers. Relevant information is reviewed, and consensus is established on which direction to pursue. This process helps SUFSD to make fact-based decisions to provide optimal results and help fulfill its MVV.

Opportunities for Improvement

2.1a(4) SUFSD's core competencies are identified as products of the work being done by the system, and the core competencies are not used in the SPP. The core competencies have not changed in the past 10 years. Reviewing and updating its core competencies and using these in the SPP may help SUFSD effectively respond to the needs of students while fulfilling its Mission.

2.1b(2) SUFSD's approach for identifying strategic challenges is not fully integrated. The approach includes input and feedback from a diverse group of stakeholders including leadership, workforce, and customers, but appears to lack cycles of evaluation and improvement. Action plans are

not generated to address a number of the challenges listed. In addition, the SP does not identify known challenges such as changing demographics and bullying. Without a process to address strategic challenges, SUFSD may miss opportunities of adopting a SP to meet or exceed its MVV.

2.2 Strategy Implementation

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

2.2a(3) SUFSD uses a process, within its regulatory and governance parameters, for ensuring that financial, workforce, and other resources are available to support the achievement of its action plans consistent with its SP. Through its fiscal year budgeting process, allocation of these resources is directed with clear lines of direction, accountability, and risk management. This process allows the SUFSD to effectively conduct and deploy the SPP.

2.2a(2) SUFSD's process to deploy action plans is well established and integrated. Action plans are generated to achieve established goals and are assigned to individuals to assure completion. Status of objectives are reviewed in building staff meetings, monthly site-based team meetings, and district quarterly meetings with final review being conducted at the end of the year with the BOE. This process may ensure that the strategies needed to accomplish goals are executed to achieve the desired results.

Opportunities for Improvement

2.2a(1) Action plans for many of the District and buildings do not have measurable goals. For instance, the action plan to ensure equitable access to programs for all students does not have a measure for success. Similarly, some plans do not have specific comparisons or benchmark measures. Without measurable goals and benchmarks, SUFSD may have difficulty determining action plans to improve the desired results to fulfill its five Pillars.

2.2b SUFSD does not identify projections for its own measures or its competitors' for comparison. Without projected measures of performance or competitors' performance, it may be difficult for SUFSD to know if its action plans are successfully moving the organization toward its Mission and Vision. An organization that does not effectively outline performance projections may neglect significant opportunities to improve its performance over time and may have difficulty deciding what improvement initiatives to start, accelerate, or discontinue.

2.2a(2) There is no evidence that district committee or building site team action plans are shared with key suppliers. SUFSD does not have an approach for including suppliers in SP improvement efforts. SUFSD relies on several key suppliers who provide key services. Without including suppliers with action planning, SUFSD may miss opportunities to leverage its suppliers and to improve supplier services and performance to support its MVV.

The *Customer Focus* Category examines how your organization engages its students and customers for long-term marketplace success. This engagement strategy includes how your organization listens to the voice of its customers (your students and customers), builds customer relationships and uses this information to improve and identify opportunities for innovation.

3.1 Voice of the Customer

Your score in this Criteria item for the Consensus Review is in the 10-25 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

3.1a(1) SUFSD uses a variety of well-deployed approaches to listen to, interact with, and/or observe students, parents, and the community to obtain actionable information. For example, the principals have an open door policy and attend regular PTA meetings, while staff members provide their phone numbers and emails to families of students. The listening methods vary for different groups, which may allow SUFSD to learn of their anticipated requirements and expectations to develop goals within the organization.

3.1a(2) SUFSD uses an approach to capture actionable information on satisfaction and dissatisfaction from key customers on an annual basis in preparation for the budgetary process. Relevant information is collected through SUFSD's website. The analysis of this information is integrated into the goal setting process and is used to make programmatic changes. This well-deployed approach supports Pillar 2: Community Involvement.

Opportunities for Improvement

3.1b(2),(3) There is no process to obtain satisfaction and dissatisfaction from customers other than students or for customers of competitors. A process to obtain satisfaction and dissatisfaction feedback (for example, from Volunteers and competitors) may assist SUFSD to know how it is performing compared to its peers and assist in achieving its five Pillars.

3.1a(3) There is no approach for listening to student segments or sub-groups such as enriched students or those economically disadvantaged, which SUFSD describes as a focus of its educational programming. In light of a 100% increase in students who participate in the school lunch program, implementing a systematic process to capture such information may help SUFSD address one of its strategic challenges – Changing Socioeconomic Environment.

3.1a(1) Student satisfaction data relative to key competitors or other education sector benchmarks is not analyzed through a systematic process. Having this information may assist SUFSD in achieving Pillar 1: Student Performance and Pillar 5: Providing a Healthy, Safe and Caring environment.

3.2 Customer Engagement

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

3.2a(1) SUFSD uses a number of approaches during its annual budget process to obtain feedback from parents to assist in identifying key educational programs and service offerings that may need to be changed. These include input from parents on Site Based Teams, key committees, and survey results. For example, SUFSD learned that parents liked the small class size and the variety of learning opportunities for students. This process allows SUFSD to anticipate requirements and expectations to better respond to growth opportunities to increase its customer engagement.

3.2a(1) SUFSD uses a process for determining student requirements for educational program and service offerings. This process goes beyond federal IDEA legislation, as well as NCLB and RTTT laws. Input is received during the SPP along with feedback from teachers and families, then SUFSD identifies and provides a varied set of offerings to meet the needs and interests of a diverse student population. Non-mandated programs the District provides include music, art, Family and Consumer Science, computer, ESL, and Foreign Language courses that support Pillar 1: Student Performance.

Opportunities for Improvement

3.2b(2) SUFSD does not use a process to ensure that complaints are resolved. Complaints are referred to the individual buildings or individual teachers with no systematic tracking to ensure the effective management of these complaints. Without a closed-loop complaint process, SUFSD may be at risk of inconsistently or ineffectively addressing complaints, or accumulating unresolved complaints. Without such a process, SUFSD may experience dissatisfaction by key customers.

3.2b(1) SUFSD has a limited approach to acquire students and build market share. Focusing on building market share may help SUFSD ensure long-term sustainability in light of decreasing enrollment and also in terms of geographical size that precludes traditional growth through, for example, residential real estate development.

The *Measurement, Analysis, and Knowledge Management* Category examines how your organization selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets and how it manages its information technology. The Category also examines how your organization reviews and uses reviews to improve its performance.

4.1 Measurement, Analysis, and Improvement of Organizational Performance

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

4.1a(1) SUFSD uses data and information to support organizational decision making, continuous improvement. The scorecard is aligned to the 5 Pillars of the SP. SUFSD identifies what their key organizational performance measures are within each of the 5 Pillars, and the frequency with which they track their measures. This process allows input into organizational decision-making, continuous improvement, and innovation. It also allows SUFSD to make informed decisions based on relevant data that reflect the environment, their performance, and the effectiveness of their action plans to better meet their goals.

4.1a(2) SUFSD uses an approach for the selection of key comparative data for student results. SUFSD chose exemplar schools by reviewing NY State data and choosing comparative schools that are high-performing. Comparison public schools are selected that have similar characteristics such as size and demographics. SUFSD uses these exemplar and comparison schools as benchmarks for college attendance rates, ELA scores, and graduation rates. Using comparative data and information helps SUFSD identify educational gaps to address and supports operational and strategic decision-making.

4.1c(3) SUFSD uses a process to communicate its priorities and opportunities for improvement with suppliers. The process reviews performance monthly with all their suppliers to identify improvement opportunities and to set up action plans for continuous improvement. An example is the issue of touching on school buses, SUFSD installed cameras in all areas of the buses rather than just in the front of the bus. This process helps to ensure that suppliers are aligned with SUFSD priorities.

Opportunities for Improvement

4.1b SUFSD has limited deployment of its approach to performance analysis and review. There is an approach used in the elementary and middle schools; however, there is no deployment to the high school. Without a performance analysis and review process at all levels of education within the District, senior leaders may have difficulty validating conclusions reached in reviews and assessing organizational success.

4.1c(2) SUFSD does not have a systematic process to use projected future performance. Without a process to use projections, it may be difficult for SUFSD to know whether its actions will achieve its MVV.

4.2 Knowledge Management, Information, and Information Technology

Your score in this Criteria item for the Consensus Review is in the 50-65 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

4.2a(1) SUFSD uses numerous tools for managing knowledge. SUFSD uses its website, eSchoolData, and Student Management System (SMS). For administrative work, SchoolDude assists by maintaining work orders. For teachers and curriculum information, SUFSD is piloting Google Apps for Education, and it will be deployed widely. In addition, the Atlas tool at Hagan monitors and supports the curriculum for each grade level and is user friendly. These processes support knowledge transfer and sharing. These processes help to achieve Pillar 1: Student Performance, Pillar 2: Community Involvement, and Pillar 4: Operational Efficiency.

4.2a(1) SUFSD uses a systematic process to deliver relevant knowledge into the SPP via multiple inputs. Inputs include administrators, workforce satisfaction survey results data, student performance data, new laws and regulations (e.g., bullying), and student satisfaction survey data. Multiple inputs from within and from outside the District help to ensure that SUFSD is addressing SP objectives and meeting Pillar 4: Organizational Efficiency.

4.2b(1,3) SUFSD's IT group has developed processes and procedures to ensure the reliability, security, and user-friendliness of its hardware and software (Figure 4.2-3) and to ensure that data are available and accessible when needed (Figure 4.2-2). Multiple backups occur on a nightly and weekly basis. Key student data are uploaded to SIRS. These processes ensure the integrity, reliability, timeliness, and security of the data.

4.2b(2,4) SUFSD uses a process to ensure the continued availability of hardware and software systems as well as data and information through contingency planning for emergencies, data storage networks, virtual server technology, and the use of remote backup servers and other tools. This process may ensure that SUFSD will have the necessary data in the event of an emergency.

Opportunities for Improvement

4.2a(1) SUFSD does not have a repeatable approach to transfer relevant knowledge. While learning takes place in response to problems or failures, SUFSD does not have a systematic process. Without a process for ensuring effective knowledge transfer, key elements of the MVV may be at risk, and SUFSD may miss opportunities for innovation.

4.2a(2) SUFSD does not have a consistent approach to deploy its organizational learning strategies and priorities throughout the District and to all key stakeholders. For example, while there are effective processes for sharing knowledge assets among teaching and leadership work groups, there is a lack of such processes for SUFSD's non-instructional, non-leadership staff. Deploying the organization's organizational learning strategies and priorities may lead to enhanced organizational learning.

The **Workforce Focus** Category examines your ability to assess workforce capability and capacity needs and to build a workforce environment conducive to high performance. The Category also examines how your organization engages, manages, and develops your workforce to utilize its full potential in alignment with your organization's overall mission, strategy, and action plans.

5.1 Workforce Environment

Your score in this Criteria item for the Consensus Review is in the 50-65 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

5.1a(1) SUFSD uses several processes to assess its workforce capability needs, including skills, competencies, and certifications for its certified employees (teachers and administrators). These include its well-defined hiring process, professional development system, MLP software monitoring, and annual performance appraisal process that is aligned with legislative mandates. These approaches are deployed for all schools and enable SUFSD to ensure that its workforce has the skills and abilities to meet the organization's goals.

5.1a(2) SUFSD uses a process to recruit, hire, and place new workforce members. Opportunities for direct observation of teaching skills and interviews by a number of stakeholders allows for capability assessment beyond résumé reading. The use of a hiring checklist for most job titles is well deployed through the schools. This process supports SUFSD in hiring the appropriate staff member for the right job to achieve its MVV.

5.1a(3) SUFSD uses systematic processes so that the workforce is accomplishing organizational work effectively. The recognition and reward programs are established at all schools as well as at the district level. Interviews with staff indicate that the program is well received. In addition, NY State regulations establish the requirements for performance evaluation and feedback, and this approach is deployed throughout all schools with periodic monitoring and performance feedback. These approaches assist SUFSD in motivating its workforce to accomplish their work effectively.

Opportunities for Improvement

5.1a(2) SUFSD does not use consistent approaches to recruit, involve, and place volunteers throughout the District. There is no systematic process for recruiting and retaining the 400 parents who volunteer to chaperone field trips and events, run programs such as Parents as Reading Partners, and serve on booster clubs to raise money for athletics and music. Without such a process, SUFSD may miss opportunities to build the most effective and engaged volunteer workforce to maximize the talents of its entire workforce.

5.1b(2) SUFSD does not have a process for tailoring its benefits or policies to meet the varying needs of non-unionized work groups. Workforce Services, Benefits, and Policies (Figure 5.1-3) indicate that some employees are eligible for benefits and some are not. The benefits for unionized staff are negotiated in contracts with the unions. Benefits for non-unionized staff are negotiated with health care insurance providers and other benefit vendors. An approach to evaluate the needs of non-

unionized workforce segments and tailoring benefit packages to meet their needs may improve the workplace environment and the engagement of the workforce.

5.2 Workforce Engagement

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

5.2a(1) SUFSD demonstrates an approach to determine key elements that affect Workforce Engagement. Indicators for Pillar 3: Workforce Engagement are outlined in Figure 1.1-4, and these are measured to determine how well the workforce is engaged. By identifying and measuring these indicators, SUFSD is evaluating how they affect workforce engagement.

5.2a(2) SUFSD demonstrates a systematic approach to foster an organizational culture that is characterized by open communication. Cross-functional teams, such as Site-Based Teams, are established to work on issues affecting the school and its stakeholders. These teams foster open communication and leverage staff and community engagement to increase the performance of the District. Collaboration in Teams (Figure 5.1-5) shows the team members and purpose of each team. The approach is well deployed, showing SUFSD's commitment to Workforce Engagement.

5.2c(2) SUFSD uses a process to assess the effectiveness of the learning and development system for teachers. This is accomplished through a State-mandated Danielson Rubric including training evaluation feedback and classroom observation. This provides constructive information to the teachers on what improvements and professional development may help increase performance and results. The process is well deployed through all buildings. This fact-based systematic evaluation and improvement process may help SUFSD attain its goal of promoting organizational effectiveness.

Opportunities for Improvement

5.2b(2) There is little evidence that SUFSD relates its assessment of Workforce Engagement to key organizational results. The district does present audit results to the BOE to help develop district and building goals. No other information was found to correlate Workforce Engagement to results to identify opportunities for improvement. Having such a process may enable SUFSD to prioritize workforce engagement improvement opportunities to address those that will most directly impact organizational results.

5.2b(1) SUFSD does not have a process to assess engagement of its volunteers nor does it include volunteers in the learning and development system. The approximately 400 volunteers are identified by the applicant as key segments of the workforce. By not deploying engagement and development approaches to all workforce groups, SUFSD may fail to leverage the contributions made by its volunteers.

5.2a(3) SUFSD does not have a systematic approach for encouraging and reinforcing intelligent risk taking to achieve innovation. Employees may offer ideas for improvements, and there is an open door policy at each school. However, a fact-based, systemic process for initiating and assessing risk and prioritizing resource allocation is missing. Without a well-defined process, SUFSD may have difficulty in engaging its workforce in achieving innovation.

The *Operations focus* Category examines how your organization designs, manages, and improves its educational programs and services and work processes to deliver students and other customers value, and achieve organizational success and sustainability.

6.1 Work Processes

Your score in this Criteria item for the Consensus Review is in the 50-65 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

6.1a(2) SUFSD's process for how requirements and measures are monitored for processes that reflect both compliance and align to the 5 Strategic Pillars is well defined. The approach consists of multiple reviews of Scorecard measures and comparisons of action plan status to goals in Board Meetings, Cabinet Meetings, Building Site Based Team Meetings, Union Meetings, and PTA meetings. If the monitored measures are not meeting targets, the escalation process is evoked. Evidence on Shared Decision Making allows SUFSD to comply with all legal requirements and stakeholder requirements.

6.1b(1) SUFSD's Referral Process for RTI (Figure 3.2-4) and Referral Process for CSE (Figure 3.2-5) are deployed and directly impact student learning and success. In addition, the Curriculum, Instruction, Assessment and Intervention Management processes, the NWEA MAP assessments, and Academic Intervention Systems guide student learning and assist in student achievement. All of these processes assist SUFSD in achieving Pillar 1: Student Performance.

6.1b(2) Several support processes are used to ensure that SUFSD is meeting key process requirements. These processes include: Budgeting, BOE communications, BOE Presentations (Figure 1.1-1), and Operating Efficiencies Cost Effectiveness (Figure 1.1-5). These processes may assist SUFSD in ensuring adequate funding for student and staff needs while adjusting to the challenges of declining funding and enrollment.

6.1b(3) SUFSD uses a Plan-Do-Study-Act method to improve processes. Using the Atlas Curriculum Mapping program, Site Team meetings where parents are key members, and Faculty meetings with cross-functional roles enable different approaches for improving existing work processes. These methods may assist SUFSD in improving educational programs and achieving Pillar 1: Student Performance.

Opportunities for Improvement

6.1a(3) SUFSD identifies its academic work processes and support processes (Figure 6.1-2); however, no systematic process is used to design and improve these work processes. Without a process to improve its key academic and support processes, SUFSD may miss opportunities to operate as efficiently and effectively as possible to achieve Pillar 4: Operational Efficiency and Fiscal Responsibility.

6.1b(2) SUFSD does not use a systematic process to determine key support processes. Without a process for determining key support processes, SUFSD may miss opportunities to integrate these processes with its key academic processes in support of the Mission and Vision.

6.2 Operational Effectiveness

Your score in this Criteria item for the Consensus Review is in the 30-45 percentage range. (Please refer to Figure 1, Scoring Guidelines for Process Items.)

Strengths

6.2c(1) Safety Prevention/Inspection/Root-Cause Analysis (Figure 6.2-1) shows SUFSD uses several prevention and inspection approaches for district safety. SUFSD partners with the town police department and employs a full-time Safety Resource Officer in the district. In addition, a District Safety Committee focuses on safety. The Committee consists of parents, fire officials, the school resource officer, insurance representatives, union officials, nurses, social workers, and administrators. Furthermore, SUFSD established an exemplary program of safety checks to assure the students and stakeholders have a minimal chance of injury or harm. All of these approaches address Pillar 5: Healthy, Safe, and Caring Environment.

6.2c(2) SUFSD uses several approaches to ensure it is prepared for disasters or emergencies. Each school develops a building level Emergency Response Plan and operates drills and mock lockdowns. SUFSD's plan to crisis prevention and emergency preparedness - Project SAVE – is a comprehensive planning effort to address prevention, response and recovery. These approaches exceed the minimum NY SAVE standards and address Pillar 5: Healthy, Safe, and Caring Environment.

6.2b SUFSD has an effective approach for the management of its supply chain. SUFSD meets monthly with its suppliers to review supplier performance, provide and receive feedback, and have suppliers take remedial action when necessary. Contractors failing to meet performance standards may have their contracts terminated. This approach may help SUFSD meet its Mission since suppliers are an integral part of performance for its stakeholders.

Opportunities for Improvement

6.2a SUFSD has little or no systematic processes for determining and incorporating cycle time, productivity, and efficiency in its work processes. While it achieves cost savings in its purchasing, there is no systematic process of how it uses cost control methods to achieve these results. Having a systematic cost control process that addresses these parameters may allow SUFSD to reduce costs in its key work processes in the face of its strategic challenge of declining enrollment.

6.2d SUFSD has several approaches to gather ideas for innovation from staff, community and students such as principal coffee, parent survey, PTA Meeting, staff one on one's, monthly faculty meetings, grade level meetings, and walkabouts. However, SUFSD does not have a systematic process to manage innovation. Without a systematic approach to innovation and/or intelligent risk taking, SUFSD may miss opportunities to address strategic objectives more quickly and address vulnerabilities.

The **Results** Category examines your organization's performance and improvement in all key areas – student learning and process results, leadership and governance outcomes, and budgetary, financial and market outcomes. Performance levels are examined related to those of competitors and other organizations providing similar education program and service offerings.

7.1 Education and Process Outcomes

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 2, Scoring Guidelines for Results Items.)

Strengths

7.1a SUFSD reports positive levels and trends in several key results of student learning. SUFSD demonstrates positive trends for its Advanced Placement Exams (2009-2014), Reading Math, and Writing SAT scores (2011-2014) and Algebra Regents (2010-2013) pass rates. Further, the AP Exam and SAT performance rates exceed NYS and national rates, and Algebra Regents pass rates exceed NYS and most of its comparative and exemplar schools. In addition, the applicant's SAT Prep program shows a positive trend for SAT performance improvement for its participants. These results indicate SUFSD is making progress in achieving Pillar 1: Student Performance.

7.1a Results for college-career readiness show high admission rates of students attending college. For the 2013 graduating class, they show 100% of students were admitted to either a 2-year or 4-year college. SUFSD has received several national recognitions validating its commitment to student performance, and these results are consistent with the SUFSD's MVV and Pillar1: Student Performance.

Opportunities for Improvement

7.1a,b,c SUFSD reports limited segmented results for student groups and work processes at the different buildings. For example, students attending college are not segmented for special groups, such as those attending classes for special education, general education, and accelerated learners. Results are also not segmented by building. Without analyzing these results by relevant groups, SUFSD may have difficulty identifying underperforming segments requiring improvement or high performing segments that might offer best practices.

7.1a,b,c SUFSD does not provide comparisons for key student learning, student focused process, and work process effectiveness results. There are no comparisons for AP Course offerings and pass rates; Math, Writing and English SATs; or End of Year MAP Math and Language scores. Additionally, there are no comparisons for use of technology before or after incorporation as compared to exemplar schools. Without comparative results, SUFSD may not be able to evaluate its performance relative to other school districts and miss opportunities to achieve Pillar 1: Student Performance and Pillar 4: Operational Efficiency.

7.2 Customer-Focused Results

Your score in this Criteria item for the Consensus Review is in the 10–25 percentage range. (Please refer to Figure 2, Scoring Guidelines for Results Items.)

Strength

7.2a(2) Student engagement is measured by drop-out rates, graduation rates and attendance, and shows favorable results. Drop-out Rate (Figure 7.2-4) shows SUFSD's high school rates are lower than NYS drop-out rates from 2010-2012. District Average Daily Attendance Comparison Schools (Figure 7.2-5) and Exemplar Schools (Figure 7.2-6) also show favorable results higher than NY comparisons from 2009-2012. These results support student engagement.

Opportunities for Improvement

7.2a(1) SUFSD identified key measures for Community Engagement (Figure 3.2-7). However, data are collected for a single point in time. In addition, there is limited parent participation in surveys and no trends or comparison data for several community engagement measures including impartial hearings, committee memberships, membership in booster organizations, membership in PTA, and participation in Forums. Without trends and comparisons, SUFSD may have difficulty determining that it is meeting Pillar 2: Community Involvement.

7.2a(1) Winter 2014 parent satisfaction survey results show lower results in comparison with the national average of selected educational institutions. SUFSD is performing lower than the comparison schools for 8 out of 9 satisfaction elements (Figure 7.2-2). Alumni satisfaction survey shows a 4% reduction in scores from 2010-2012 (Figure 7.2-3). In addition, the elementary and middle school results show less than 50 parents responded to the survey, and only 20 alumni responded to the survey. It is difficult to analyze these results due to the small sample size. Without adequate numbers of survey responders and lack of comparisons, SUFSD may have difficulty gauging its engagement of students and other customers.

7.2a(2) SUFSD reports limited customer-focused results. SUFSD does not compare results for students, parents, and other customers over the course of their relationship. Using levels and trends over time may assist SUFSD in building strong relationships to maintain its reputation as a quality school district.

7.3 Workforce-Focused Results

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 2, Scoring Guidelines for Results Items.)

Strengths

7.3a(1) Workforce results indicate high levels and trends for its teaching staff. Workforce Capability – Teachers (Figure 7.1-32) indicate that over 98% of the District’s teaching staff are deemed “highly qualified” along with a very low Student-to-Staff ratio (Figure 7.3-1) of 5:1 for the past 5 years, despite the strategic challenges of reduced enrollment and school budget. These results indicate SUFSD’s values of tradition, character, and knowledge appear more likely to be transferred to its student body through close contact with its qualified and available teachers.

7.3a(2) Levels and trends indicate that its workforce experiences a positive climate of safety and security. Workforce Satisfaction Survey Excerpts (Figure 7.3-2) shows staff are proud to be employees at rates higher than national comparisons. As a result of the Health and Wellness Committee, SUFSD was awarded HEARTSafe Silver recognition and two titanium-level insurance awards for School Safety Excellence (2013 & 2014). These results support Pillar 4: Healthy, Safe, and Caring Environment.

Opportunities for Improvement

7.3a(3) SUFSD does not report results for workforce satisfaction and engagement by segmented groups. For example, workforce satisfaction results by group such as leaders, teachers, administrators, teaching assistants, non-instructional employees, and volunteers, or buildings are not included in results reported. Furthermore, Workforce Satisfaction Indicators (Figure 7.3-3) show results for certified and non-certified staff, but not for other key segments, such as Volunteers. Segmenting results may better position SUFSD to be able to evaluate and address the differing needs of its workforce segments.

7.3a(2) There are few or no results for key workforce climate. For example, there are no results related for volunteers and for workforce services and benefits. Without results for the key indicators for workforce-focused climate, SUFSD may miss opportunities to achieve Pillar 3: Workforce Engagement.

7.3a Results for workforce-focused key indicators of capability and capacity are limited to levels and trends within the organization. Comparisons to key competitors, such as exemplar schools, and state or national averages are not reported, such as Student-to-Staff ratio. Without comparative data, SUFSD may be unable to assess its workforce capability and capacity in the face of declining enrollment.

7.3a(3) Building Goals indicate higher dissatisfaction results at the higher grade levels compared to the elementary schools. These low levels of employee morale may impact SUFSD’s ability to engage and retain its workforce, and its ability to provide its core educational services.

7.4 Leadership and Governance Results

Your score in this Criteria item for the Consensus Review is in the 30–45 percentage range. (Please refer to Figure 2, Scoring Guidelines for Results Items.)

Strengths

7.4a(3) SUFSD demonstrates positive results in meeting regulatory requirements. SUFSD shows positive results in Fire Inspections, Kitchen Inspections, Special Education, Safety Training, Test Management, HIPAA, Election Laws, and recruitment and retention (Figure 7.4-4). Meeting regulatory requirements may demonstrate Senior Leadership engagement and effectiveness.

7.4a(5) SUFSD shows positive results for energy conservation programs in fulfillment of its societal responsibilities. These results include conserving 618 metric tons of carbon dioxide emissions and saving \$181,417 in energy costs over a 20-month period. These positive results show SUFSD's commitment to societal responsibilities and support of key communities.

Opportunities for Improvement

7.4a(3) Comparisons are missing for key results for meeting and surpassing regulatory, legal and accreditation requirements (Figure 7.4-4). Little or no comparative results are reported for accidents, bullying complaints, and suspensions. Without comparisons, SUFSD's Senior Leaders may miss opportunities to reach Pillar 5: Healthy, Safe, and Caring Environment.

7.4a(5) There are no results related to the key community groups such as Chamber of Commerce, United Way, and Town of Poughkeepsie Library as identified in Figure 1.2-3. Without results for key communities, SUFSD's leaders may find it more difficult to assess its performance of the SP and action plans.

7.4b While there are results for some action plans at the building level, there are no results for key measures related to achieving organizational strategies and action plans at the District level. SUFSD states that there has been a steady increase in the accomplishment of their District level goals; however, there are no results to support that statement. SUFSD is currently developing such District level metrics and anticipates results next year that will help Senior Leaders and the BOE to report results for strategy achievement and to strengthen core competencies. Without results for the achievement of District action plans, it may be difficult for SUFSD to achieve its Strategic Plan.

7.4a(1) SUFSD does not provide results for Senior Leaders' communication and engagement with the workforce, deployment of the organization's vision and values, encouragement of two-way communication, or focus on action. Senior Exit Survey Excerpts (Figure 7.4-3) results are limited to an assessment of learning satisfaction and transition preparation only from graduating seniors. For example, there are no results for Senior Leaders' communication and engagement with its workforce (staff and volunteers). Without these results, SLs may have difficulty knowing if their communication, engagement, or deployment of vision and values are effective.

7.5 Budgetary, Financial, and Market Results

Your score in this Criteria item for the Consensus Review is in the 50–65 percentage range. (Please refer to Figure 2, Scoring Guidelines for Results Items.)

Strengths

7.5a(1) SUFSD’s bond rating through Moody's evaluation process shows favorable results. The General Fund Balance shows increases every year since 2006 and has nearly doubled over that time period. The strong bond rating and fund balance address uncertain state funding, a key strategic challenge for the District. These results enable SUFSD to fund improvements and allocate resources in its instruction budget to help achieve Pillar 4: Operational Efficiency and Fiscal Responsibility.

7.5a(1) SUFSD shows positive results for several cost reduction processes helping to reduce expenses and provide fiscal accountability to their stakeholders in the areas of energy conservation programs and budgetary control of workforce assignments. The cost reduction objectives align with the Pillar 5: Operational Efficiency and Fiscal Responsibility. Providing these cost-effective solutions may enable SUFSD to maintain fund reserves and allow more resources to be directed toward educational endeavors.

Opportunities for Improvement

7.5a(1) SUFSD shows that the percentage change in cost per student from 2009 to 2013 is the second greatest of all district schools and that the total expense in 2012-2013 school year for each student is among the highest of all the comparative data provided. However, there are no results showing how expenditures per student compare to performance results. By not analyzing these results and comparisons, SUFSD may miss opportunities to identify underperforming areas, which may hinder full attainment of their budgetary and financial goals.

7.5a(2) SUFSD does not provide comparative budget information from other organizations. Knowing comparative results may help SUFSD to quantify success and achieve long-term sustainability.