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# GLOSSARY OF ABBREVIATIONS

ACT	American College Test	IEP	Individualized Education Plan
AP	Advanced Placement	IP	Internet Protocol
ARDT	Action Research Deployment Team	IPERS	Iowa Public Employees' Retirement System
ASBO	American Society of Business Officials	ITBS	Iowa Tests of Basic Skills
BLT	Building Leadership Team	ITED	Iowa Tests of Educational Development
BEDS	Basic Educational Data Survey	LAPO	Language Arts Primary Observation
BOE	Board of Education	LCEMA	Linn County Emergency Management Agency
CRCSD	Cedar Rapids Community School District	NCLB	No Child Left Behind
CREA	Cedar Rapids Education Association	NEA	National Education Association
CSIP	Comprehensive School Improvement Plan	OSHA	Occupational Safety and Health Agency
DAEC	Duane Arnold Energy Center	PACT	Program for Academic and Creative Talent
ELL	English Language Learners	PDSA	Plan Do Study Act
ERA	Extended Reading Assessment	PREP	Proactive Emergency Planning
ER/CM	Emergency Response/ Crisis Management	SAI	School Administrators of Iowa
ESEA	Elementary and Secondary Education Act	SASI	Student Administration System Information
FEMA	Federal Emergency Management Agency	SIP	School Improvement Plan
GFOA	Government Finance Officers Association	UEN	Urban Education Network
GWAEA	Grant Wood Area Education Agency	UNI	University of Northern Iowa
HERE	Hotel Employees, Restaurant Employees Union		
IASB	Iowa Association of School Boards		
IDEA	Individuals with Disabilities Education Act		

# GLOSSARY OF TERMS

9 Step Strategic Planning Process	A process used to develop a strategic plan. Steps include: identification of key stakeholder groups, input from stakeholders, needs assessment, identification of key goals and strategies, communication of goals, creation of a district scorecard, alignment of CSIP goals to district goals, deployment of goals and action plans, monitoring of progress and review of progress, goals, mission and vision.
Action Research Deployment Teams	Groups of staff working together using quality tools and processes to improve student learning.
Associate Arts Degree	A postsecondary educational degree achieved through two-years of community college coursework.
Balanced Literacy	Program featuring word study, writing, guided practice, and independent reading.
Balanced Scorecard	A set of measures used to determine progress toward stated goals.
Baldrige Criteria	Performance excellence framework.
Benchmarking	The act of identifying other organizations that are similar in size and demographics for comparison purposes.
Board of Educational Examiners	A division of the Iowa Department of Education charged with the issuance and monitoring of all Iowa certified school staff.
Breaking Ranks	The need for current high schools to engage in the process of change that will ensure success for every high school student.
Cabinet	Central Office Leadership/Administration.
Classroom Data Centers	Space in a classroom that displays the classroom mission statement signed by students, agreed upon ground rules, classroom SMART goals, action plans to accomplish goals and data representing progress toward goals.
Comprehensive School Improvement Plan	Communicates goals, progress and action plans for specific school improvement efforts.
Critical Processes	Core systems, functions or processes that occur in schools or Departments.
Dedicated Contracts	Time during the regular contract as well as additional contract time for curriculum development and special projects.
District Intranet	A webpage that employees access to gather district information, forms and data.
District Strategic Plan	Vision, mission, core values, goals, guiding philosophy and action plan that provide strategic focus.
Early Childhood Centers	School serving pre-school, Alternative Kindergarten and Kindergarten students.
Efficiency Task Force	Community/Business Leaders commissioned by Board of Education to study school district business operations.

# GLOSSARY OF TERMS

Employee Assistance Program	Free mental health services provided by Mercy Medical center as part of the district's employee benefits.
Extended Contracts	Extra work days beyond normal work year.
Flow Chart	Quality tool that graphically represents an identified process.
Grant Wood Area Education Agency	Regional agency that provides school improvement services for students, families, teachers, administrators and the community.
Individualized Career Development Plan	Yearly, state-required growth plans for all veteran teachers.
Iowa Communication Network	State agency that administers state wide fiber optics network for communication across the state using high quality, high speed Internet connections.
Iowa Recognition for Performance Excellence (IRPE)	Iowa based organization established to promote continuous improvement across the State of Iowa.
Iowa Teaching Standards	Eight performance areas in which Iowa teachers are required by law to provide data showing their proficiency.
Middle School Concept	School serving 6-8 grades centered on academic achievement and student development.
Multi-Age	More than one grade level of students in one class.
National Board Certified	Recognition given to teachers who successfully complete a rigorous and multi-dimensional assessment.
Office of Learning and Leadership	District office for curriculum, instruction, research and Elementary & Secondary Education.
Paraeducator	Hourly employee who provides assistance to classroom teachers. Also commonly called aides or associates.
Performance Excellence Criteria	Malcolm Baldrige Criteria for Performance Excellence. Includes 7 categories for performance excellence including: Leadership, Strategic Planning, Student & Stakeholder Focus, Measurement, Faculty & Staff, Process Management and Performance Results.
PDSA/Action Research	Data driven process of continuous improvement and problem solving. Includes 7 steps: Define the System, Assess the Situation, Analyze the Cause, Try Out Improvement Theory, Study the Results, Standardize, Plan for Continuous Improvement.
Professional Learning Community	A small team of teaching professionals working collaboratively to build and enhance the capacity to boost student learning, by shared purpose, cooperative activity, and collective responsibility.
Quality Tools	Set of graphical instruments used for problem solving and data driven decision making.

# GLOSSARY OF TERMS

Page 3

Self-Contained	Students with one teacher all day.
Senior Leaders	Principals, Central Office Administration, Department Managers and Board of Education.
SMART Goals	Goals that are: Specific, Measurable, Attainable, Realistic and Time-bound. A format for goal setting to ensure accuracy, clarity and measurement.
Student Data Folder	Collection of student work with organized charts and graphs displaying student progress. Includes classroom mission statement, personal mission statement, goals, action plans and authentic student work.
Student Led Conferences	Process of students taking ownership for their learning. Alternative to traditional parent-teacher conferences in which the student shares with the parents their progress toward meeting goals. Typically, a student data folder is shared as a demonstration of proficiency.
Team Teaching	Two or more staff involved in an interdisciplinary approach to learning.
Work Keys Exam	Commercially produced criterion referenced test designed by the American College Testing company to measure reading comprehension, listening skills and mathematical concepts.

# ORGANIZATIONAL PROFILE

## Preface: Organizational Profile

### P.1 Organizational Description

**P.1a(1) Organizational Environment** Developing world-class learners and responsible citizens in today's complex world has never been more important or more difficult. This is the mission of the Cedar Rapids Community School District (referred to in this application as CRCSD). The District's goal is to ensure that all students receive the very best educational opportunities that can be delivered, enabling them to meet or exceed learning standards and be prepared for success in the future.

CRCSD is organized in a Pre-Kindergarten through grade 12 system of quality public education. CRCSD serves all or part of four municipalities in east central Iowa. A wide range of diversity - including multiple religions, ethnicities, socio-economic status and languages - is found within the district boundaries that cover 121 square miles. Housing ranges from spacious and multi-million dollar homes to high-density rental properties, serving as home to many federally subsidized families. The 2000 census indicates that nearly 120,000 people reside within the boundaries of CRCSD. The district is the second largest school district in the State of Iowa, with a student enrollment of 17,840. Thirty-eight percent of the students receive waivers for free or reduced priced meals. The minority enrollment for the 2005-06 school year was comprised of 2% Asian, 3% Hispanic, 1% Native American, and 13% African American. English is not the first language of many of our students, with data indicating that over 40 different languages are spoken in their homes.

CRCSD has two early childhood centers, 22 elementary schools, six middle schools, three traditional high schools, and one alternative high school. Students in the elementary schools are heterogeneously grouped in student populations ranging from 210 to 520 students. Various models of instruction are utilized including self-contained classes, team teaching and multi-age/grade configurations. Teachers have the responsibility to tailor instruction to the individual needs of the students. A balanced literacy approach is used for instruction in the language arts; science is inquiry and problem-solving based; mathematics provides rich opportunities for problem solving, as well as emphasis on basic operations. Specialists teach art, music and physical education. Trained media specialists staff each of the school media centers.

At the middle school level, grades six thru eight serve a student population of 4,000. Enrollments range from 300 to 930 students in the six middle schools. The middle schools embrace the 'middle school concept' with teams of teachers working with

the same group of students in an academic block to provide a standards-based curriculum with a strong academic foundation. All students participate in physical education and music on alternate days and are involved in exploratory programs in art, graphics and media, wellness and consumer science, computer science and engineering technology. These opportunities encourage creativity, exploration and success for the entire school population.

The four high schools serve the needs of 5,800 students in grades nine thru 12. The three traditional high schools (Jefferson, Kennedy, Washington) house student populations ranging from 1550 to 1900 and are each staffed with 90-100 certified staff and 50 support personnel. Students are provided a solid core of academic subjects that prepare them for post-high school education opportunities. The curriculum is comprehensive and incorporates appropriate instruction for students with special learning needs to students taking Advanced Placement courses for college credit while still in high school. Our alternative high school (Metro) provides 570 non-traditional students with educational programs designed to meet their needs in smaller classes with more individualized attention. The administration and staff work diligently to provide a wide variety of educational options, opportunities and support services.

Curriculum, instruction, assessment and professional development are supported through the use of various specialists, facilitators, consultants and lead teachers. Individuals working in these capacities are provided time through a variety of venues (release time, extended contracts, dedicated contracts) to work on the development and implementation of the educational program including reading, mathematics, science, physical education/health/wellness, art, music, technology, media and vocational areas.

In addition to regular student programming, CRCSD provides the "Program for Academic and Creative Talent" (PACT). PACT is designed to provide enrichment opportunities that are generally school-based and provide services for students, before, during and after the regular school day and year. Trained specialists serve students with special talents or academic giftedness. All of our high schools work with Kirkwood Community College to provide "Career Edge Academies". The academies provide solid preparation for new workforce opportunities. The programs combine traditional academic study with career development activities and skills required in the everyday workplace. Students receive both high school and college credit for these courses.

CRCSD provides assistance for students who are below grade level in reading and mathematics. The interventions are intended to accelerate student learning



and help struggling students reach a level of proficiency that enables them to attain district standards.

For the students who do not respond to supplementary program assistance, special education services are provided. These programs include students with learning disabilities, behavioral and emotional disorders, hearing, vision or physical impairments, cognitive disabilities, autism and severe developmental delays. These students are served by full- and part-time special education teachers and related services' staff including speech pathologists, nurses, school psychologists, social workers, occupational and physical therapists, assistive technology specialists, work experience coordinators, itinerant vision and hearing specialists and educational consultants.

Limited English proficient enrollment is growing along with an increase in diversity of languages. English Language Learner (ELL) programs are offered for these students.

To accomplish its quest to develop world-class learners, CRCSD recognizes the importance of developing and maintaining a caring, safe and orderly learning environment. To that end, the Student Services Department further supports students regarding matters of mental and physical health, community involvement, homelessness and behavior. Believing that healthy students learn better, Student Services works to integrate services that address barriers to learning. Interagency and intergovernmental agreements further augment services by providing cooperative community support with medical, legal and sociological matters.

The 2006-07 budget is \$179.2 million: 34 % of that comes from local property tax; 48 % comes from state aid; 4 % comes from federal aid; 3% comes from income surtaxes with the remaining 11 % from other local sources. CRCSD operates its own transportation, custodial, maintenance, technology and food services department to support the district mission.

**P.1a(2)** The purpose of the CRCSD is expressed through the mission statement: *To develop world-class learners and responsible citizens.* Through the vision of *Excellence for All*, core values, goals and guiding philosophy, the district strives to achieve its mission. The core values are the deep beliefs in the way business is conducted and include:

- Customer Satisfaction
- Data-Driven Decisions
- Learning for All
- Teamwork
- Visionary Leadership

The District's guiding philosophy is *Continuous Improvement*. The District is committed to being better tomorrow than today in every aspect of the organization.

The direction and work of the district are further defined by five key goals included in the strategic plan:

- Improve all student performance in communication, mathematics and science.
- Enhance student social, emotional and behavioral development.
- Develop a diverse workforce that utilizes exemplary professional practices.
- Operate with fiscal integrity, efficiency and effectiveness.
- Increase family and community support for student learning and citizenship development.

**P.1a(3)** A high-performing workforce is vital to the success of the organization. During the 2005-06 school year, CRCSD employed 2,805 people. There were 1328 certified staff (teachers, counselors, nurses and specialists) 72 administrators, and 1405 non-certified support staff (64 technicians/supervisors, 186 custodians, 211 food service workers, 199 secretaries, 455 associates, 159 bus drivers/bus attendants, 12 carpenters/painters, 19 crossing guards and 100 day care staff members.) 546 substitute teachers were also employed when teachers were absent. Teachers have an average of 14 years of classroom experience, with 48% holding Masters Degrees or higher. There are currently 26 National Board Certified Teachers.

Teachers are certified by the Department of Education and are represented by the Cedar Rapids Education Association, an affiliate of the National Education Association. CRCSD's teacher induction and mentoring program has been recognized as outstanding, receiving the National Education Association/United Auto Workers Saturn Award in 2004. This year 130 experienced teachers served as mentor teachers.

Classified and support staff are represented by the Service Employees International Union (custodians and building secretaries), Chauffeurs, Teamsters, and Helpers, Local Union No. 238, an affiliate of the International Brotherhood of Teamsters (bus drivers), Iowa State Education Association, an affiliate of the National Education Association (associates), Local 308 United Brotherhood of Carpenters and Joiners of America (carpenters), Local 2003, International Brotherhood of Painters and Allied Trades, an affiliate of the AFL-CIO (Painters), and United HERE Local 497 (food service employees).

Action Research Team/PDSA training has been used to deploy the use of quality tools and processes in the district, reaching from the boardroom, to the classroom and to each support service department. The tools and processes provide the basis for driving data-driven decision making and goal setting throughout the district. It is primarily through this training that the Plan-Do-Study-Act (PDSA) model for process improvement has been deployed in the district.

**P.1a(4)** CRCSO operates two early childhood centers, 22 elementary schools, six middle schools, three traditional high schools and one alternative high school. The school facilities range in age from four to 91 years. In addition to school sites, the District maintains an Educational Service Center (ESC), a transportation center, purchasing and warehouse facility and building maintenance facility. Recent major renovations/new construction projects include a new elementary school, science additions to the high schools, heating and ventilation systems in four of the middle schools, two new instructional media centers and classroom additions at elementary schools. Technology is pervasive in the schools. At the elementary and middle school levels there are computer labs in all schools and a computer on each teacher's desk. Students are taught technology skills that lead to the application of computer tools, research, and learning software. At the high school level course offerings include graphics, networking, computer composition, spreadsheet and desktop publishing, web page design, Pagemaker and Photoshop to name a few. Educational technology components include technology classrooms, TV and sound studio, industrial technology modules, classroom computer labs and wireless mobile laptop labs. Each high school has the capability of connecting to the Iowa Communication Network that provides a full-motion teleconference connection. Students have opportunities to become certified network completers if they successfully finish the Technology/Networking Academy. The newest technology-based program is Project Lead the Way, an innovative and computer based pre-engineering series of courses implemented at one of the high schools and four middle schools. The District has recently introduced several electronic white boards, data projectors and wireless laptop computers to classrooms around the District.

The District has upgraded all of its facilities to provide Internet, video and voice-over IP telephone service to each classroom. A technology plan drives the acquisition of equipment and software to meet management and instructional requirements. The district has technology standards and benchmarks that guide students to technology literacy by eighth grade. Technology is used to enhance the learning experiences of students via computers in labs, wireless laptops, and computers in classrooms in all curricular areas for data management, information processing, presentations, skills practice, spreadsheets, programming, design, research and problem solving. Staff members use technology for information management, delivery of instruction and skill sharing across the organization, as well as a communication tool with parents and colleagues. The Internet is used to enhance research, partner with other organizations and share skills and best practices with the district.

A student management and reporting system allows for customized reporting and analysis for disaggregating and aggregating of data. The district is moving from three

separate student information systems to a single, K-12 web-based system. Additional programs are used to build student records and to review and interpret student data.

**P.1a(5)** State statutes or regulations provide minimum requirements for school district instructional programming. The Code of Iowa and regulations adopted by the Iowa Department of Education provide parameters for compliance. The District incorporates these requirements into curriculum, instruction and support operations as directed.

Additional requirements are enacted by the Federal government, including the Individuals with Disabilities Education Act (IDEA). This requires the District to provide a free and appropriate education in the least restrictive environment for all children eligible for special education services. Coupled with IDEA is section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, each with its own specific requirements.

The Iowa Department of Education requires all students in grades four and eight to take the Iowa Tests of Basic Skills (ITBS) in reading, mathematics, and science. All students in Grade 11 must take the Iowa Tests of Educational Development (ITED.) The results of the ITBS/ITED determine whether a school has made adequate yearly progress as defined by the Iowa Department of Education and in compliance with the Federal requirements of the No Child Left Behind legislation (Elementary and Secondary Education Act – ESEA). Comprehensive School Improvement Plans (CSIP) are developed by each school's staff and are submitted to the district Office of Learning and Leadership for review and approval. The District also develops a CSIP, which is submitted for approval to the Iowa Department of Education.

Personnel legal/regulatory requirements include the Code of Iowa, Public Employment Relations Board, State Teacher Certification Board, Occupational Safety and Health Administration (OSHA), United States Department of Education, United States Department of Labor, Iowa Insurance Commission, Department of Homeland Security, Federal-State-and Cedar Rapids Civil Rights Commissions, Department of Health and Human Services, United States – Iowa Departments of Transportation and the Department of Agriculture.

Food Service legal/regulatory requirements include the Department of Agriculture, Department of Public Health, State of Iowa - Auditor of State, American Food Service Association and the Department of Education.

Accounting rules and regulations are defined in the Code of Iowa, the Government Accounting Standards Board, the Financial Accounting Standards Board,

the U.S. General Accounting Office and the U. S. Office of Management and Budget.

Facility rules and regulations follow the Iowa Administrative Code, Uniform Building Code, Iowa Occupational Safety and Health Standards, Environmental Protection Agency Regulations, and other federal, state and local regulations and ordinances.

**P.1b(1)** The District is governed by a local Board of Education (BOE) consisting of seven members, four of whom are elected by districts and three of whom are elected at large. The Board’s powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the public schools. Official action by the BOE must occur at a duly called and legally conducted meeting (typically held twice a month.) Meetings are conducted in public with the exception of those items allowed to be dis-

cussed privately as described in the Iowa Open Meetings Act.

The BOE policy manual guides board conduct.

The BOE hires the Superintendent of Schools and holds him/her responsible for the administration and management of the schools in accordance with the BOE policies and state/federal law. The Superintendent is authorized to develop rules and procedures to implement the BOE policies. The Superintendent may delegate to other staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent.

**P.1b(2)** Through various listening methods, the District has determined its stakeholder groups and key requirements. They are shown in **Figure P.1b-1**.

**P.1b(3)** Over 4000 vendors are used to meet the needs of the District. Any public improvement that exceeds \$50,000 must comply with Iowa Code Chapter 297, requiring public hearing and competitive bidding. The District utilizes guidelines for any purchase that is less than \$25,000.

The District has 35 formal partnerships between local businesses and schools. Including individuals and members of the partnerships, over 135,000 volunteer hours are dedicated annually to the schools of the District. CRCSD utilizes a third-party administrator for a self-funded health insurance cooperative with some of the surrounding educational entities and has a strong partnership with a food provider for cafeteria operations. Relationships with local businesses, the Grant Wood Area Education Agency, and the Iowa Quality Center also help inform and guide the development of various district initiatives and programs.

**P.1b(4)** Communication mechanisms vary for key suppliers and include in-person meetings, the District Web site, e-mail and telephone. Meetings with suppliers are periodically held to solicit feedback regarding current processes. The Superintendent and principals of many of the schools are advised by student groups. The Efficiency Task Force, an ad hoc task force, provided detailed feedback to the District regarding effectiveness and efficiency of support processes.

**Figure P.1b-1 Key Requirements for Stakeholders**

Stakeholder Groups	Key Requirements
Students	Learn in a safe, caring and orderly environment. Be treated with respect and feel supported by all staff. Receive help when needed. Know expectations. Be accountable for their actions and work. Do their best and be enthusiastic.
Parents	Have a safe, caring and orderly environment. Highly qualified staff that provides a quality education to every student. Be informed of issues, events and rules. Be respected and a part of the educational process of their children.
Certified Staff	Have a safe, caring and orderly environment. Understand job expectations. Be part of decision-making that relates to performance of duties. Be informed of issues, events and rules. Receive high quality, pertinent training. Be supported when needed. Receive recognition.
Support Staff	Work in a safe and orderly environment. Be treated with respect and supported by supervisors. Understand job expectations. Be part of decision-making that relates to performance of duties. Receive and participate in staff development. Receive recognition.
Community Groups	Receive a maximum value for their tax dollars. Operate efficiently and with fiscal integrity. Expect that schools develop good citizens. Enhance property values.
Business	Prepare employees to meet current and future workplace needs. Partner in setting goals and standards for students. Work collaboratively for the betterment of the community.

**P.2 Organizational Challenges**

**P.2a(1) Competitive Environment** There are 10 church sponsored schools and two private schools that draw potential students from the CRCSD. The enrollment in competitor schools has increased over the past several years, while the CRCSD enrollment has stabilized. Schools in Iowa operate under ‘Open Enrollment’ provisions whereby students resid-

ing in one district may opt to attend schools in other districts. During the 2005-06 school year, 521 students enrolled into CRCSD and 736 enrolled out. Home schooling is also an option for families, with 61 students being educated in homes during the 05-06 school year.

**P.2a(2)** The CRCSD is focused on improving achievement for all students. This environment of commitment to excel through continuous improvement provides the framework for the vision of *Excellence for All*. Training of senior leaders and staff in the Plan-Do-Study-Act is in its fourth year. CRCSD is in its third year of participating with the Iowa Recognition for Performance Excellence in the training of examiners. The deployment of quality tools and processes in classrooms and departments grew substantially during the 2005-06 school year with 265 employees receiving direct training in 49 work teams. Those receiving direct training were responsible for sharing and helping others develop their continuous improvement skills in the various work places in the District. The District also trained 82 quality liaisons in all schools and support services departments to create internal capacity and support for change.

CRCSD has a dedicated, highly qualified staff that continues to enrich their abilities with ongoing staff development focused on effective instruction techniques. This provides a repertoire of strategies to meet the ever-increasing and diverse needs of the students.

**P.2a(3)** Although in the initial phases, CRCSD utilizes data collected from districts with similar demographics, regionally and across the State of Iowa. Different measures may be compared against different districts based on similarity and availability of data for the measure. For some business service measures, entities other than school districts are consulted. Discussions have occurred with other districts, businesses and professional organizations to find comparisons, particularly for support services. Many do not have measures or collect data that can be compared with CRCSD measures. Each process owner is required to find and use comparative data where applicable.

**P.2b** To meet the District's mission, *To develop world-class learners and responsible citizens*, CRCSD is on a journey over terrain that continually changes. Based on feedback from stakeholders and customers and analysis, the following strategic challenges have been identified:

- Closing the achievement gaps among student sub-groups.
- Properly responding to state and national emphasis on high stakes testing.
- Increasing family and community support.
- Nurturing the social, emotional and behavioral development of students.
- Attracting, retaining and training a high performing

staff.

- Ensuring the efficient, effective use of fiscal resources.

**P.2c** During the 2004-05 school year the Malcolm Baldrige Criteria for Performance Excellence were introduced district-wide as a framework for continuous improvement. Senior leaders continue to use this framework to help assess current organizational performance and to determine future direction. Updates to the District's mission, vision, core values, goals and guiding philosophy were approved by the Board of Education in the spring of 2005. Action plans as well as a Balanced Scorecard (**Figure 2.1-1; see page 7**) to track and report performance results have been developed for many areas within the organization.

A well-developed Web site provides easily accessible staff links of available resources to assist in knowledge sharing and learning throughout CRCSD. Some links are internal to best practices identified within the District, while others are to external resources.

Needs and expectations of stakeholders are derived from analysis of feedback, surveys, focus groups and informal discussions. This information is used to revise existing improvement plans and, when necessary, develop new plans and measures. Operational improvement of existing processes is addressed through the use of the Plan-Do-Study-Act process. For large-scope changes, benchmarks derived from successful practices in other organizations are utilized.

1.1 ORGANIZATIONAL  
LEADERSHIP

1.2 SOCIAL RESPONSIBILITY

LEADERSHIP

## Category 1.0 – Leadership

### 1.1 Senior Leadership

**1.1a(1)** In the late summer of 2004, the CRCSD adopted a continuous quality improvement approach to maintain a focus on performance improvement and to guide its evaluation and improvement of key processes. Senior leadership (eighty-three senior leaders including the Board of Education, Superintendent, Superintendent’s Cabinet, building principals, associate principals and business service managers) established, reviewed, and revised the Vision, Mission, Core Values, Guiding Philosophy and Goals of the District (**Figure 1.1-1**), which were adopted during the spring of 2005.

**Figure 1.1-1 Strategic Plan**



The District works toward its mission and carries out all aspects of organizational work in accordance with its vision of *Excellence for All*. In addition to the mission and vision, District direction is further guided by its Core Values, Guiding Philosophy and defined and measured by performance on five Goals.

Organizational goals, values and beliefs are deployed through the evaluation process, building and District level meetings, printed communication, public Board of Education meetings (live and rebroadcast on television) and the District Web site ([www.cr.k12.ia.us](http://www.cr.k12.ia.us).) The vision and supporting elements of the strategic plan are deployed through the day-to-

day actions of the senior leadership team through administrative meetings, public meetings, and required reports from buildings and departments. All staff members received a cardstock copy of the Vision, Mission, Core Values, Goals and Guiding Philosophy for display in their classrooms and workspaces. Poster size copies of the strategic information are publicly displayed in each of the District’s facilities. District beliefs, direction and progress are further communicated during public speaking opportunities with service clubs, PTA units, booster groups, various governing boards and alliances such as the Iowa Quality Center and the Grant Wood Area Education Agency, and through media coverage. Personal sized copies of the strategic plan on a page are distributed during such engagements.

Plus/Delta evaluations and open response opportunities are used to gather input regarding all facets of operation. In 2005, a questionnaire was utilized to gather input from the community, staff, and students to inform the revision of the District Strategic Plan (**Figure 1.1-1**). During the 2005-06 school year, the Superintendent and President of the Board of Education personally visited 56 individuals in the business community to further clarify their requirements, needs and expectations. The Superintendent also held student forums at each of the four high schools in the District to hear their needs and respond to their questions. Nearly 200 students met in one-hour sessions with the Superintendent. During each Board of Education meeting, an opportunity for citizen comments is provided, and the information utilized for future planning. The District’s evaluation of feedback information guides improvement efforts and informs future direction.

A Building Leadership Team (BLT) functions at each building site. The BLTs are comprised of the building principal, teachers and other staff members. Each team has developed a school improvement plan that is similar in format to the District improvement plan. While each plan aligns and supports the District plan, each plan is also unique to customers’ needs and expectations as determined by the local school community. It is believed that decisions to solve problems and determine courses of action are best made at the source closest to their origin. Student assessment results, surveys and other evaluation information specific to each building are used to determine progress.

Learning opportunities for staff are offered both from District-wide and building-specific perspectives. Professional development sessions are offered for job specific groups (e.g. all first grade teachers, building secretaries, and custodians), building staff (all teachers at school A) or the entire District (all employees). Training opportunities are tailored to best meet the needs of individual stakeholders.

**1.1a(2)** Ethical and legal requirements are identified in District policy (available in hard copy and posted online), employee handbooks, and addressed during building meetings. The provisions of the Iowa Code govern employees. There are specific processes and procedures by which employees may express concerns and requests for specific reviews and, when necessary, action when they believe their rights and/or security have been violated. Board Procedure 501.9 (Staff Complaint Procedure) provides specific procedures for a complainant to follow when he/she has encountered difficulty with a District employee or other matter that is cause for concern. One of the core values, *Customer Satisfaction*, contributes to developing an environ-

ment in which all individuals are valued and expected to carry out their roles in the organization in an ethical, respectful manner.

CRCSO establishes clear lines of authority and effective governance in several ways. District employees report to immediate supervisors. For example, teachers report directly to principals; principals report directly to the Executive Administrators for Secondary and Elementary Education; the Superintendent reports directly to the Board of Education. Food service workers report directly to their supervisors; supervisors report directly to the Manager of Food Service; the Manager of Food Service reports directly to the Executive Director for Business Services. All employees are formally evaluated at prescribed times. They are held directly accountable for their actions and performance, with particular courses of action delineated for poor performance.

**1.1a(3)** The Superintendent and Cabinet review District goal performance. Reviews of each building school improvement plan are conducted by appropriate members of the Superintendent's Cabinet. Based on analysis of performance data, the individual building plans are adjusted to meet expressed needs.

The District uses data analysis to drive change. This may be a minor revision such as the time during the year specific curriculum may be delivered to more substantial changes such as a change in the textbook series used for reading. The Office of Learning and Leadership, consisting of central office administrators and teachers on special assignment, determine when changes are needed. When there is consensus on specific District-wide changes, they are communicated to principals who take the intended changes to their BLT for consideration.

**1.1b(1)** Senior leaders communicate in a variety of ways to empower and motivate all faculty and staff throughout the organization. A video message is annually taped by the superintendent that communicates direction of the organization and highlights the District strategic plan. At each work site, two-way communication is addressed by senior leaders and administrators through activities and discussions around District goals and action plans. In addition, school board meetings are broadcast live on cable television for all staff, stakeholders and community. Each board meeting is then re-broadcast through taped delay during the two weeks between board meetings. All staff and community have an opportunity to publicly address the board of education at every meeting conducted. The board of education uses this method to hear the voice of the customer. Throughout the organization, electronic communication takes place regularly through District electronic mail messages by which input is solicited. In addition, the District Web site (<http://www.cr.k12.ia.us>) contains updates, messages and information for staff and the public to encourage communication throughout the organization and community.

Organizational direction is given to staff members through the CRCSO 4 Quality Levels document (**Figure 1.1-2; see page 3**). During the 2005-06 school year, employees reviewed the 4 Quality Levels that identify anticipated outcomes and District expectations for continuous improvement (the District's guiding philosophy). The 4 Quality Levels

empower staff throughout the organization and provide standardization to the engagement of quality and continuous improvement activities.

Senior leaders take an active role in motivating, rewarding and recognizing staff high performance through daily walk-through's in classrooms, work areas, personal notes, one-on-one communication, email messages and annual recognition ceremonies. In addition, high performance is recognized at individual staff meetings in the schools and departments and exemplary performance by staff and students is recognized publicly at regular bi-monthly school board meetings. As part of the CRCSO 4 Quality Levels #2.G, staff "Conduct celebrations of student achievement/ progress on a systematic basis in the classroom (or department/team)" to ensure high student performance is recognized.

**1.1b(2)** Senior leaders utilize the PDSA cycle of continuous improvement to create a focus on action to accomplish the organizations objectives, improve performance and attain the vision of the District. Every school and support services department has an "Action Research Deployment Team" that has been created to set and communicate direction at the school and department level (**Figure 1.1-3; see page 4**.) To further focus on action, all schools have a BLT that creates a School Improvement Plan (SIP) that aligns with District goals. To further support a focus on action, every school (and support service department) has a Quality Liaison (who also serves on the BLT and the ARDT) and assists their school/department in accomplishing the 4 Quality Levels and in carrying out the PDSA cycle to make improvement on SIP goals.

Senior leaders include a focus on creating and balancing value for students and other stakeholders in their organizational performance expectations through the District's strategic planning process. This process allows input from stakeholders, the incorporation of stakeholder feedback and a focus on District goals and core values. In addition, the 4 Quality Levels (**Figure 1.1-2**) incorporate the involvement of students and stakeholders in organizational performance expectations as seen in the following Quality Levels:

- 2.b** Facilitate the creation of a classroom mission statement that is aligned with school and District mission statements (displayed in the classroom.)
- 2.c** Involve students in the creation of classroom ground rules/expectations (displayed in the classroom.)
- 2.f** Implement student data folders in the classroom.
- 2.g** Conduct celebrations of student achievement/ progress on a systematic basis in the classroom (or department/team.)
- 3.c** Facilitate the process of students setting individual goals that align to classroom SMART goals (kept in individual student data folders.)
- 3.d** Facilitate the process of students creating their own mission statements that align with the classroom mission statement (kept in individual student data folders.)
- 3.e** Implement classroom meetings on a regular basis. Students lead the meeting and facilitate the discussion around the progress toward class

**Figure 1.1-2 4 Quality Levels**

<b>Cedar Rapids Community School District –Continuous Improvement Outcomes – 4 Quality Levels</b>		
<b>Levels</b>	<b>#</b>	<b>Outcomes</b>
<b>Quality Level 1</b>	1.a	Post the <i>District Strategic Plan on a Page</i> in the classroom
	1.b	Post <i>School Improvement Plan (SIP)</i> goals in the classroom
	1.c	Align the <i>teacher Individual Career Professional Development Plan (ICDP)</i> to school improvement plans (SIP) and the District strategic plan (if applicable)
	1.d	Serve on at least one school-level action research team
	1.e	Demonstrate the District core values through interactions with others (focus on Customer Satisfaction)
	1.f	Use at least 3 quality tools (brainstorming, affinity diagram, nominal group technique) with students
<b>Quality Level 2</b>	2.a	Complete all Quality Level 1 outcomes
	2.b	Facilitate the creation of a classroom mission statement that is aligned with school and District mission statements (displayed in the classroom)
	2.c	Involve students in the creation of classroom ground rules/expectations (displayed in the classroom)
	2.d	Establish classroom goals using the SMART format (displayed in the classroom)
	2.e	Collect data that measures progress toward classroom SMART goals (displayed in the classroom)
	2.f	Implement student data folders in the classroom
	2.g	Conduct celebrations of student achievement/ progress on a systematic basis in the classroom (or department/team)
	2.h	Demonstrate the District core values through interactions with others (focus on Data-Driven Decisions)
	2.i	Use at least 6 quality tools (brainstorming, affinity diagram, nominal group technique, run chart, flow chart, cause and effect diagram ) with students
<b>Quality Level 3</b>	3.a	Complete all Quality Level's 1 & 2 outcomes
	3.b	Create a Classroom Data Center ( May include: District Strategic Plan, SIP goals, classroom ground rules, classroom mission statement, SMART classroom goals, graphic displays of progress toward SMART goals)
	3.c	Facilitate the process of students setting individual goals that align to classroom SMART goals (kept in individual student data folders)
	3.d	Facilitate the process of students creating their own mission statements that align with the classroom mission statement (kept in individual student data folders)
	3.e	Implement classroom meetings on a regular basis. Students lead the meeting and facilitate the discussion around the progress toward class goals, measures and mission. Student feedback is used to drive the class meetings.
	3.f	Collect student and parent customer satisfaction data (displayed in the Classroom Data Center)
	3.g	Utilize PDSA to improve a process in the classroom (displayed in the classroom)
	3.h	Demonstrate the District core values through interactions with others (focus on Learning For All & Teamwork)
	3.i	Use at least 9 quality tools (brainstorming, affinity diagram, nominal group technique, run chart, flow chart, cause and effect diagram, force field analysis, pareto diagram, relations diagram ) with students
<b>Quality Level 4</b>	4.a	Complete all Quality level's 1, 2 & 3 outcomes
	4.b	Monitor student and stakeholder satisfaction and use data to drive classroom improvements (displayed in the classroom)
	4.c	Implement student-led (or student-involved) conferences
	4.d	Standardize key processes in the classroom using flow charts or other tools to communicate to stakeholders (displayed in the classroom)
	4.e	Use comparative data to evaluate classroom student achievement results to other classrooms in the school, District, State and/or Nation (displayed in the classroom if possible)
	4.f	Actively involve students in PDSA to improve a process in the classroom (displayed in the classroom)
	4.g	Demonstrate the District core values through interactions with others (focus on Visionary Leadership)
	4.h	Use at least 12 quality tools (brainstorming, affinity diagram, nominal group technique, run chart, flow chart, cause and effect diagram, force field analysis, pareto diagram, relations diagram, systematic diagram, lotus diagram, gallery walk ) with students





Certified & Classified Staff

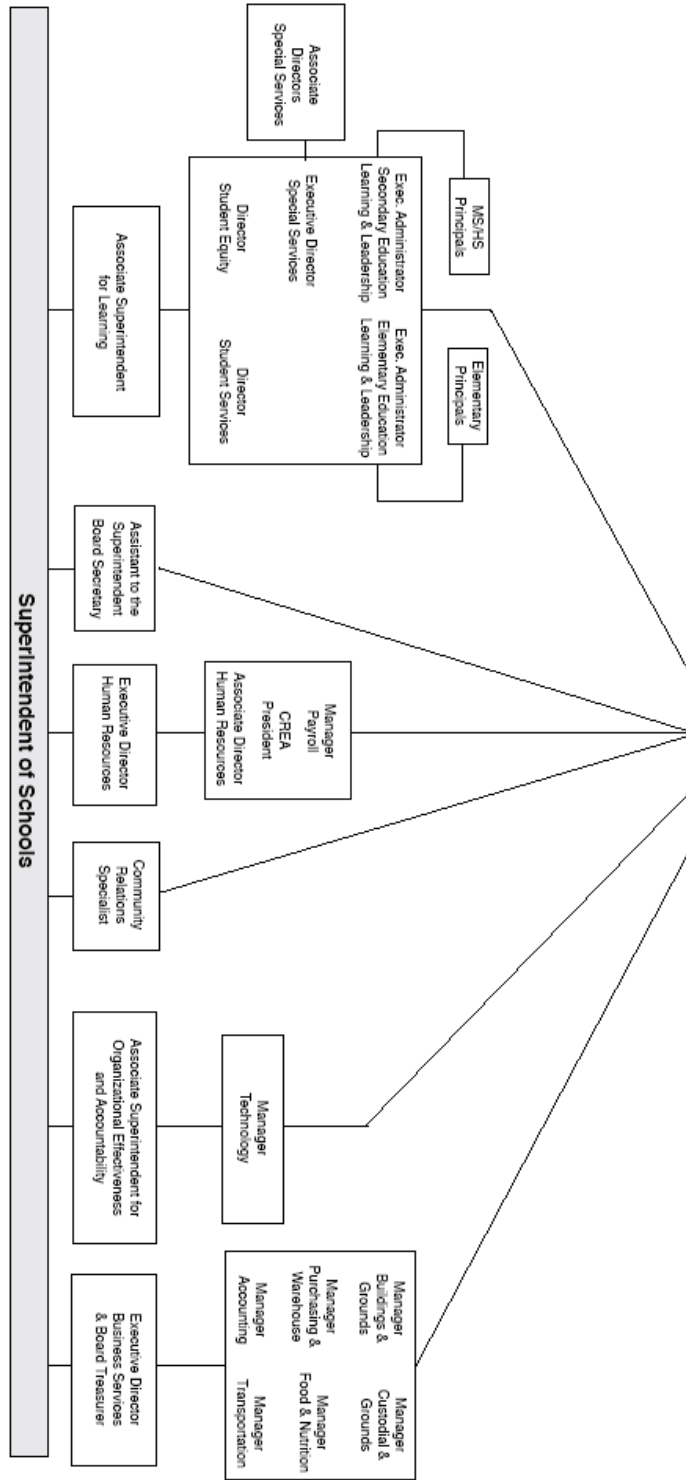


Figure 1.1-3 Organizational Chart

**LEADERSHIP TEAM**  
Cedar Rapids Community School District  
Cedar Rapids, Iowa

- goals, measures and mission. Student feedback is used to drive the class meetings.
- 3.f** Collect student and parent customer satisfaction data (displayed in the Classroom Data Center.)
  - 4.b** Monitor student and stakeholder satisfaction and use data to drive classroom improvements (displayed in the classroom.)
  - 4.c** Implement student-led (or student-involved) conferences.
  - 4.d** Standardize key processes in the classroom using flow charts or other tools to communicate to stakeholders (displayed in the classroom.)
  - 4.f** Actively involve students in PDSA to improve a process in the classroom (displayed in the classroom.)

## 1.2 Governance and Social Responsibilities

**1.2a(1)** CRCSD is subject to and complies with numerous federal, state and local statutes and regulations regarding students, staff and safety. Each year, the District undergoes an extensive financial audit of its books by an independent auditor in accordance with state and federal requirements. The CRCSD is one of only eight school Districts in the State of Iowa to receive the prestigious Certificate of Excellence in Financial Reporting from the Association of School Business Officials International and the Government Finance Officers Association for its Comprehensive Annual Financial Report.

The District has a safety committee that regularly reviews issues and procedures related to the safety and welfare of all those who interact with the District. District policies regarding student discipline are annually updated and disseminated to all students and parents; annual inventories of hazardous materials are conducted, and materials removed as necessary. All school offices are equipped with safety kits including cell phones, first aid kits, individual student emergency data, and safety procedure manuals. Staff members are trained in CPR procedures and methods to defuse volatile, person-to-person confrontations. The District has developed and implemented a crisis response plan as a result of customer, media and environmental concerns. The plan is annually reviewed and appropriate portions practiced in all buildings.

**1.2a(2)** The performance evaluation of Cabinet level senior leaders is accomplished formally through an annual written, formal evaluation completed by the Superintendent. In addition to performance as observed by the Superintendent, each Cabinet member conducts a self-assessment resulting in the report of strengths and opportunities for improvement. Each Cabinet member's progress is also measured by an instrument aligned with the seven Baldrige Criteria for Performance Excellence. The Superintendent also schedules bi-monthly meetings with individual Cabinet members to provide additional opportunities for addressing performance issues. The recommendations of the year-end evaluation become the bases for activity and improvement during the coming year.

Building principals are evaluated by the Executive Administrators for Education. The Executive Administrators

use a process that is aligned with the Performance Standards for Iowa School Leaders as collaboratively developed by the School Administrators of Iowa and the Iowa Association of School Boards.

The head of the organization, the Superintendent, is formally evaluated each year by the Board of Education. Similar to the evaluation system used for the evaluation of principals, the superintendent's formal evaluation is aligned with the Performance Standards for Iowa school leaders, a system that was developed jointly by the School Administrators of Iowa and the Iowa Association of School Boards. In addition to the seven Board members individual performance appraisals, information regarding the Superintendent's performance is also provided by the 13 members of the Superintendent's Cabinet and the principals and associate principals in each of the buildings. The input is sent directly to the Board of Education President who summarizes and shares the information with the other Board members. A collective and final evaluation is then provided for the Superintendent, and the recommendations for the coming year are the basis on which the Superintendent and Cabinet formulate the short-term goals (usually one year) for the new school year. The Board meets at least quarterly during the year in closed session with the Superintendent to discuss progress of the current year.

The Board of Education is evaluated in a number of ways. Board members assess their own performance at Board meetings using a formal written evaluation form. Annually, the Board arranges for an evaluation facilitated by a professional consultant. Incumbent Board members are evaluated by the casting of votes at the election polls.

**1.2c** CRCSD employees are involved in a number of community support programs. They contribute generously to the United Way of East Central Iowa campaign. The thirty-three District schools have established thirty-five formal partnerships with area businesses. The partnerships are truly win-win in nature. The schools benefit from regular visits from volunteers to assist in the classroom in a variety of ways such as reading to students and tutoring after school. Partners also support various special school activities and have invited school groups to visit their facilities for enrichment.

**1.2.b(1)** A number of District committees comprised of parents, community members, staff and students exist to proactively provide guidance for programs, offerings, services and operations that may arouse public or individual concern. Included in these groups are:

School Improvement Advisory Committee, Equity Committee, Career and Technical Education Advisory Committee, PTA Reconsideration Committee, Health Advisory Committee, School Calendar Committee, Transportation Safety Committee, Efficiency Taskforce, District Safety Committee, Policy Review Committee, Facilities Oversight Committee, Special Education Advisory Committee and the Audit Committee.

The Board of Education and District administration are responsible for achieving and surpassing legal, accreditation, regulatory and safety requirements. Compliance measures are defined by federal and state regulations. Compliance processes include mandatory state and federal reports and accreditation visits.

2.1 STRATEGY  
DEVELOPMENT

2.2 STRATEGY  
DEPLOYMENT

STRATEGIC PLANNING

## Category 2.0 – Strategic Planning

### 2.1 Strategy Development

**2.1a(1)** Strategic planning is utilized as a means of determining major direction and initiatives of the District. The desired goal in this process is to translate what stakeholders require, need and expect into performance requirements utilizing aligned and effective management systems.

The Baldrige criteria are used as a framework to develop and assess this stakeholder-driven strategic planning process. The process is benchmarked with the three highly successful Baldrige winning school Districts: Palatine, Illinois; Chugach, Alaska; and Pearl River, New York. The process, as initiated during the latter part of the 2004-05 school year, includes nine steps:

**Step 1.** The ongoing process starts with a review and identification of key stakeholder groups that must be part of the planning process. Key stakeholder groups include: District staff, students, community members, parents, businesses and state/national organizations.

**Step 2.** The key requirements are identified by analysis of stakeholder surveys, meetings with stakeholders, and review of changing laws/ rules/regulations. Input from informal listening is also analyzed. Informal listening includes random citizen inputs and civic organization memberships. The analysis includes identifying key external and internal factors, strengths/weaknesses and identifying key student and District performance requirements.

**Step 3.** The Cabinet reviews the results currently being produced. This identifies capabilities and needs, including assessment of student performance.

**Step 4.** Through this assessment, the Cabinet identifies key District goals and strategies that will produce the results described in the requirements and expectations as identified in the analysis and review stage.

**Step 5.** The Superintendent and Cabinet inform all District staff about the strategic goals. **(Figure.1.1-1)** These serve as the basis for developing individual school and departmental improvement plans.

**Step 6.** The Superintendent and Cabinet set short and longer-term improvement objectives. The District Scorecard **(Figure 2.1-1; see page 7)** is modified to align to key goals and identified priorities. This drives the allocation of resources and the redistribution of resources if necessary.

**Step 7.** School leaders develop or modify their school improvement plans based on the goals and scorecard measures. Process modifications are made using the Plan Do Study Act process **(Figure 6.1-2; see page 22)**.

**Step 8.** The Superintendent and Cabinet monitor deployment of the strategic plan with formal quarterly reviews.

**Step 9.** Cabinet reviews plan assumptions, external risks, and the planning process.

The Cabinet critically analyzes forecasts and projections from in-house sources (e.g. enrollment projections in October) and external sources (economists-quarterly, IASB literature, site visits to exemplary programs). Through the analysis of data sources, the District drives continuous refinement for developing and achieving its goals.

The District's long-term goals, measures and targets are

identified as part of the strategic planning process and are included in the District Scorecard. Through the planning process, resources are carefully appropriated to meet the challenges and opportunities for both the short and longer-term objectives, while meeting the needs of students and stakeholders.

**2.1a(2)** The CRCS D ensures that strategic planning addresses many factors. The organization's strengths, weaknesses, opportunities and threats are addressed through Step 2 of the strategic planning process. The District involves stakeholders in the process of identifying key external and internal factors, strengths, weaknesses and threats to organizational performance. The data and information collected in this step are used to advise the strategic plan.

Early indications of educational reform and major shifts in technology, student and community demographics, markets, competition, or the regulatory environment are addressed in step 2 of the strategic planning process described above. In addition, members of the Superintendent's Cabinet conduct reviews of each area of responsibility. For example, the Office of Learning and Leadership reviews demographic and attendance data regularly to determine needs and allocation of resources. In addition, attention to enrollment patterns are reviewed to determine the impact of competition (students enrolling in other Districts). The Technology Department annually updates the technology plan to incorporate changes in the technological environment and ensure that regulatory changes are monitored by department administrators as they apply to their area of responsibility. Any major recommended changes are brought by the administrator responsible for the area of impact to the cabinet for further discussion and decision making.

Long-term organizational sustainability and continuity in emergencies are addressed by senior leaders according to each area of responsibility. For example, the Technology Department's plan includes having an emergency generator to maintain our phones, critical servers, and core network equipment in event of a power failure. There is a process (written procedure with notification procedure and script) for diverting main number phone system calls to analog lines at each building in case of phone system failure. There is redundancy in critical equipment and spare equipment for replacement when network equipment fails and the department has capabilities to monitor the network equipment and servers. In addition, for disaster recovery purposes, there is a process in place to store backups off-site.

The ability to execute the strategic plan is addressed by senior leaders through steps 5-9 in the strategic planning process. In addition, the District's ability to execute the strategic plan is reviewed during cabinet meetings. All agenda items for cabinet meetings are arranged by strategic planning goal in which action plans, strategies and measures are reviewed. To further support the execution of the strategic plan, all School Improvement Plans (SIPs) are directly aligned to District goals through a SMART goal format to ensure constant attention and focus on the strategic plan.

The District's Balanced Scorecard **(Figure 2.1-1)** is used to track and monitor progress toward strategic goals and data are reviewed by each department administrator and brought to the cabinet and Board of Education for review.

**2.1b(1)** Senior Leaders have developed key strategic goals, action plans and timelines for accomplishing them. **(Figure**

**Figure 2.1-1 District Balanced Scorecard**

## Action Plan – Minority Recruitment

**List Goal:** By November 1, 2005, the Superintendent will present an action plan to increase the percentage of minority employees in the CRCSD.

**Strategy:** RECRUITMENT

**Goal Champion:** Dave Markward, Ann Feldmann

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Research/Rationale For Activity (Explain how best practices and research justify this activity)	Results (What will be the evidence of the impact on the goal)	Person(s) Impacted (Who will be involved?)	Resources (Funding Source & Cost)	Timeline (When will the activity occur?)
<p><b>1) <input checked="" type="checkbox"/> Meet with individuals from an array of groups to enlist support for the recruitment effort.</b></p> <ul style="list-style-type: none"> <li>➤ <input checked="" type="checkbox"/> Urban Education Network</li> <li>➤ <input checked="" type="checkbox"/> School Administrators of Iowa</li> <li>➤ <input checked="" type="checkbox"/> Iowa Association of School Boards</li> <li>➤ <input checked="" type="checkbox"/> Iowa Association of Personnel Administrators</li> </ul>	<p>Research indicates that if quality is constant, students make greater achievement gains by having teachers of their same race. (NBEP Working Paper No. 11154, Hanusek, Kain, O'Brien, Rivkin, Feb 2005)</p>	<p>a) A minimum of 10% of new employees for the year in each employee group will be persons of minority status.</p>	<p>Executive Director of Human Resources, Members of the Executive Council, Superintendent</p>	<p>Anticipated costs have been included in the Human Resources budget lines.</p>	<p>a) Annually starting October 1, 06</p> <ul style="list-style-type: none"> <li>● February 1</li> <li>● March 1</li> <li>● April 1</li> <li>● April 1</li> </ul>
<p><b>2) <input type="checkbox"/> Actively engage community resources to create a network to increase the candidate pool:</b></p> <ul style="list-style-type: none"> <li>➤ <input checked="" type="checkbox"/> Local Businesses/Chamber of Commerce</li> <li>➤ <input type="checkbox"/> Current families in the District</li> <li>➤ <input checked="" type="checkbox"/> Current employees</li> </ul> <p><b>3) <input type="checkbox"/> Engage in recruitment activities.</b></p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Attend minority recruitment fairs</li> <li>➤ <input type="checkbox"/> Make recruiting visits to selected colleges</li> <li>➤ <input type="checkbox"/> Benchmark districts with successful recruitment practices</li> <li>➤ <input type="checkbox"/> Meet with Executive Council to discuss the importance of and implementation of hiring goals</li> <li>➤ <input type="checkbox"/> Launch new <i>Emerging Teacher</i> program</li> <li>➤ <input checked="" type="checkbox"/> Move hiring timelines to earlier in the year</li> </ul>		<p>b) Candidate pool will be enlarged</p> <p>c) Activities will be completed and logged accordingly.</p>			<p>b) July 1, 2006</p> <p>c) June 1, 2006</p> <ul style="list-style-type: none"> <li>● February 1</li> <li>● April 1</li> <li>● June 1</li> </ul>
<p><b>4) <input type="checkbox"/> Update and publish CRCSD affirmative action plan</b></p>		<p>d) Affirmative action plan will be updated and published</p>			<p>d) July 1, 2006</p> <ul style="list-style-type: none"> <li>● August 1</li> <li>● January 1</li> </ul>

**Figure 2.1-2 Action Plan– Minority Recruitment**

**2.1-2; see page 8)**

**2.1b(2)** The strategic goals found on the Strategic Plan on a Page (**Figure 1.1-1**) address the challenges identified in the Organizational Profile (**see Preface pages iv-v**).

## 2.2 Strategy Deployment

**2.2a(1)** Brainstorming of potential strategies to address goals is conducted by the Superintendent's Cabinet and by each building/department team. The expertise of each building team and the Cabinet, along with external resources, are used to prioritize the ideas generated from brainstorming. The teams determine resources needed for each strategy and develop an action plan and timeline for completion. The Cabinet approves the prioritized strategies that have the greatest impact on goal attainment and fall within resources available. When necessary, strategies are adjusted, deleted or added to ensure continued progress toward attainment of the strategic goals.

The District has developed strategies for the implementation of key human resource plans to meet the requirements of the stakeholders. Recruitment of highly qualified staff, while increasing the percentage of minority staff to be representative of the diverse student population, is vital to continuing success. Once an individual is employed, the District provides ongoing staff development. The needs identified to promote higher performance are defined by the goal in the strategic plan: *Develop a diverse workforce that utilizes exemplary professional practices.*

Individual schools align their strategies and improvement plans to the goals of the District. Measurement systems incorporate appropriate measures and are enhanced with building specific considerations. Schools submit their school improvement plans to the Office of Learning and Leadership annually and are reviewed by the Office of Learning and Leadership to ensure that they are in alignment with the District goals. Each building identifies areas needing improvement and develops plans to address these needs.

**2.2a(2)** The District has action plans aligned to its goals. The plans have timelines that range from one year to five years. Unpredictable events, new discoveries, changes in funding and faster or slower expected progress are examples of influencing factors that result in a change in the deployment and implementation of action plans. The Superintendent and appropriate Cabinet members regularly review action plan progress. When circumstances require a modification of plans, the Superintendent meets with appropriately responsible personnel, adjustments are made to the plans as deemed necessary, and information shared with the appropriate site, department or work group. For instance, if a change is made to an action plan relative to the Superintendent's goals, the changes are reported to the members of the Board of Education, then to the site department or work group responsible for enactment.

Recommended action plan modifications initially deemed necessary at the building level are communicated by the building principal to the Executive Administrators for Elementary and Secondary Education and the Associate Superintendent for Learning. They, in turn, report to the Superintendent. The changes are enacted by the building level leadership teams, and reported to the building staff at large.

**2.2a(3)** Long-term action plans support the five main goals as found in the Strategic Plan on a Page shown in **Figure 1.1-1**. Long-term plans are in place for five-years, with short-term action plans shaping the activity to accomplish the long-term plans. The short-term plans support SMART goals and are developed each year by the Superintendent's Cabinet, presented to the Board as the Superintendent's Goals and tracked via the Balanced Scorecard. Action plans are regularly reviewed by appropriate personnel to determine progress and the need for adjustment. The creation of the short-term goals and accompanying action plans ensures regular dialogue and the opportunity for adjustment of District initiatives. An example of a significant change in program resulting from the analysis of data was the introduction of intervention programs for readers in kindergarten and first grade. Improvements/adjustments are typically made at the building sites based on the analysis of student data as part of the PDSA process or by incorporating successful programs/practices from other organizations attaining desired results.

**2.2a(4)** The third goal of the Strategic Plan, *Develop a diverse workforce that utilizes exemplary professional practices*, guides the human resource initiatives of the District. The goal includes hiring, retention, professional development and personnel deployment practices. A specific example of a change in program and practice as a result of a short-term goal associated with the long-term goal is the approach to increasing the percentage of minority employees in the District. (**Figure 2.2-1; see page 10**) While the primary responsibility for this goal lies with the Human Resources Department, it is considered a District-wide initiative. The accompanying action plans have defined the way in which District personnel are seeking to meet this goal.

**2.2a(5)** The key organizational performance measures are identified and aligned to each goal. Using data from 2005-06 as baselines, projections for the next three years were determined to guide and evaluate future progress and placed on the District Scorecard. The measures directly support key components of the District Strategic Plan, the backbone document for District organization and alignment.

**2.2b** Key performance measures identified in the Balanced Scorecard contain both short- and long-term projections for performance. Projections are based on past performance and the performance of competitors. When new data are available, the Balanced Scorecard is updated and projections are adjusted as necessary. Performance is often compared to schools in the Urban Education Network (UEN) and results can be found in section 7. The UEN school Districts are selected for comparison because of similarities to the CRCSD. Specifically, they are K-12 school Districts with more than one high school, more than 10,000 students, significant levels of poverty and minority student populations.

When gaps are identified in performance between the CRCSD and UEN Districts, the Superintendent's Cabinet examines the data to determine if further analysis is needed. When current performance does not meet or exceed performance of UEN Districts, improvement strategies are identified and/or benchmarking processes are sought by senior leaders (**Figure 2.2-2; see page 11**) During the past year, the CRCSD benchmarked Baldrige award winning school Districts to implement student satisfaction surveys and educational strategies such as: Jolly Phonics, PREP and Project Lead the Way.

## Goal Detail

### Goal # 3 of 5

**1.) State the goal.** (use **SMART** format- **S**pecific, **M**easurable, **A**chievable, **R**esults-oriented, **T**arget date).

By November 1st of 2005, the Superintendent will present an action plan to increase the percentage of minority employees in the CRCSD. The plan will include: A description of the research-based strategies and actions, in-process measures, targets, expected results, persons impacted, resources required and timelines for completion.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal. Data analysis summary:**

Current data indicate that there are 2.6 % (04-05) of minority employees in the CRCSD system. The student population is 19% minority. Students will be entering a diverse workforce and need opportunities to interact with and learn from people that are the same and different from their own race. Increasing the percentage of minority employees will enhance these opportunities.

**3.) Identify the correlation of the stated goal to the strategic plan.**

*Check all that apply:*

**District Goals**

- 1.) Improve all student performance in communication, mathematics and science.
- 2.) Enhance student social, emotional, and behavioral development.
- 3.) Develop a diverse workforce that utilizes exemplary professional practices.
- 4.) Operate with fiscal integrity, efficiency, and effectiveness.
- 5.) Increase family and community support for student learning and citizenship development.

**4.) Summarize how this goal will be measured- What will be the evidence of goal attainment?**

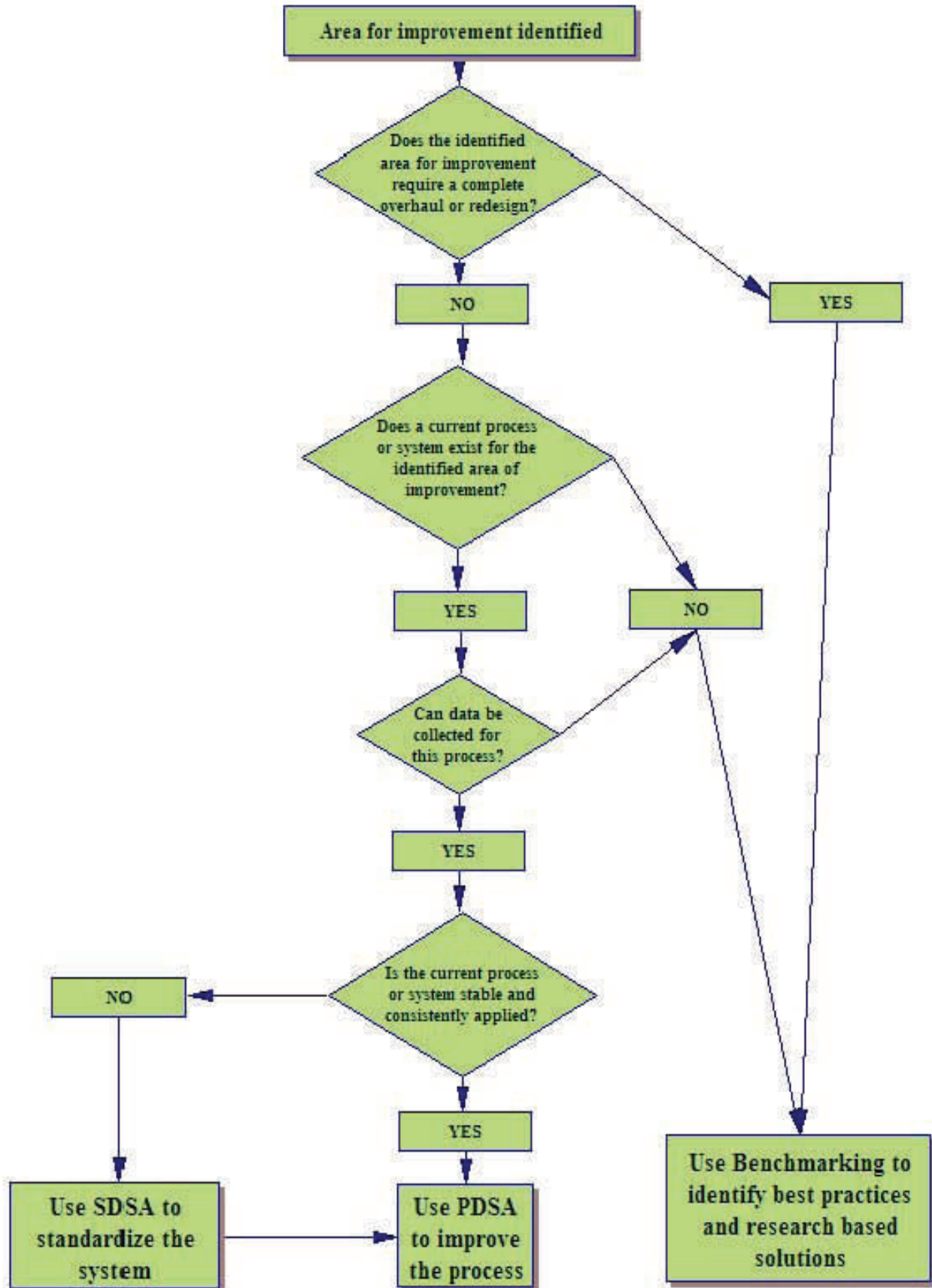
Evidence of goal attainment: The presentation of a detailed action plan to increase the percentage of minority employees in the CRCSD that includes the following components:

- 1.) A description of the research-based strategies and actions
- 2.) Inclusion of measures, targets and expected results
- 3.) Listing of persons impacted
- 4.) Identification of resources required
- 5.) Creating of timelines for completion



Figure 2.2-2 Decision Flowchart

*Decision Flowchart- Selecting Improvement Models*



3.1 STUDENT,  
STAKEHOLDER, &  
MARKET KNOWLEDGE

3.2 STUDENT &  
STAKEHOLDER  
RELATIONSHIPS &  
SATISFACTION

STUDENT, STAKEHOLDER &  
MARKET FOCUS

## Category 3.0 - Student, Stakeholder, and Market Focus

### 3.1 Student, Stakeholder, and Market Knowledge

**3.1a(1)** Student segments or sub-groups are determined by the Iowa Department of Education in accordance with the Elementary and Secondary Education Act, more commonly known as No Child Left Behind (NCLB). Students, staff, advisory groups, partner agencies and postsecondary institutions assist in the identification of educational programs, offerings and services. Several consortia with Kirkwood Community College, Regents' institutions, area school Districts, nonpublic schools, the Grant Wood Area Education Agency and business and industry meet regularly to examine and develop articulated programs leading to postsecondary education. Students from accredited nonpublic schools may participate in District programs by enrolling as "shared time" students. Students in non-accredited programs/schools including home-schooled students have access to programs and services through "dual enrollment." Students residing in one neighborhood may seek enrollment to another school in the District through a local permit process.

**3.1a(2)** Student surveys are electronically distributed to all students in grades 3-12. Depending on their grade, students respond to 20-22 questions to determine their levels of enthusiasm with the existing educational program. Portions of results of the survey are reported in **Figure 7.2-2; see page 37**.

The results of the surveys are compiled and used to assist in planning and identifying areas for improvement at the District level, building level and classroom level. This is accomplished by incorporating strategies and programming sensitive to survey results into each schools' School Improvement Plan (SIP). Schools and central office departments also conduct surveys with staff, students and parents to determine specific needs. Results are then shared with staff and used by the supervisors to devise plans to increase effectiveness and to better meet the needs and expectations of customers and stakeholders.

In 2004-05 a set of five questions was distributed to groups of students, staff and community members. The information gleaned from the nearly 1200 respondents was used to inform the strategic planning process. The responses to the questions were organized using an affinity process. Examples of the results are displayed in Pareto charts in **Figures 3.1-1 and 3.1-2; see page 13**. In 2005-06, the BOE President and Superintendent had structured conversations with over 50 community/business people to further inform planning. In addition, the Superintendent met with a total of over 200 students from the four high schools to gather their input.

The District reviews its offerings on an ongoing basis to ensure that the needs of the community it serves are being met. Through various affiliations, memberships and partnerships with key stakeholders, the District expands its program offerings beyond the minimums required by the State and Federal Governments. For example, with a high rate of low-income families, currently at 37%, the District offers an extensive pre-kindergarten program in its schools. In addition, the District offers an array of age 0-5 preschool screening services to identify at-risk learners and serve children as early as possible.

These programs served nearly 286 children ages three through five during the 2005-06 school year.

The District competes for students with private schools, parochial schools, home schooling and 'open enrolled' students. Although the District competes with other educational entities, it is also a partner. The District reviews the marketplace locally and nationally to identify current and potential competitors. The outcomes of the review are used as input in determining future directions of the District offerings.

A key factor in efficient allocation of resources is an accurate determination of student and stakeholder market needs and expectations. The District uses formal and informal listening systems to determine needs and expectations. This year the District conducted comprehensive surveys of students to determine levels of satisfaction relative to their experiences in the District. (**Figure 7.2-1; see page 36**)

Visitors to the District Web site have the opportunity to provide feedback on District operations. The District Web site has contact information for most of the employees enabling visitors to leave messages, questions, suggestions or comments.

The District annually prepares five-year enrollment projections. The model used is a cohort-survival ratio based on the prior four years of actual enrollment, birth rates and unique circumstances that might impact enrollment. This process was changed after several years of using a three-year survival ratio based on research indicating the four-year ratio is more accurate. Data are collected to determine the accuracy of this process.

For the last two years (and contracted for 2005-06) the District has contracted for service with an enrollment/demographic expert and his assistant with the University of Iowa. These individuals have provided expertise in identifying currently enrolled students, forecasting future students', location and enrollment, and advising possible boundary changes in the District.

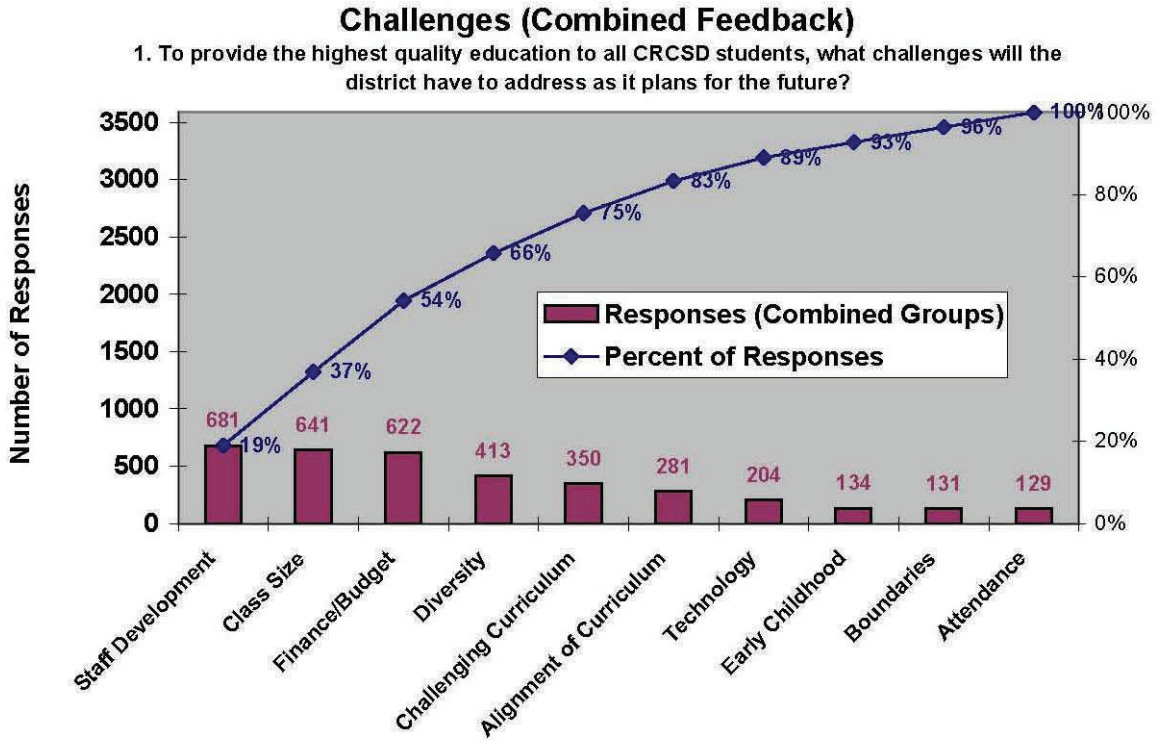
The Superintendent's Cabinet stays abreast of changing requirements and expectations of national, state and local entities through professional journals, contacts with legislators, attending regional, state and national conferences, memberships in professional organizations and partnerships with suppliers and local businesses. These sources provide insight into potential laws, rules and regulations that may impact District programming and operations.

Each year senior leaders review the listening and learning methods used by the District. It collaborates with other districts and organizations to investigate or honorably replicate successful systems.

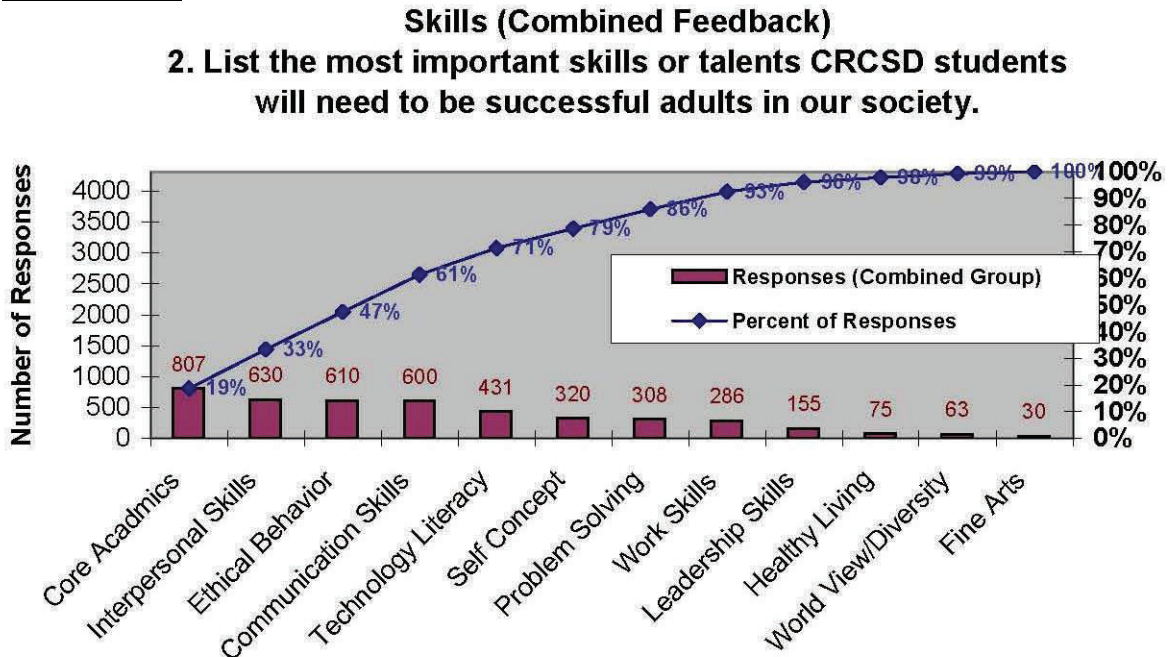
CRCS senior leaders are members of community service organizations. In addition, several senior leaders serve as board members or committee members for local and state organizations. These organizations provide input on needs and expectations, which assist in the strategic planning process.

**3.1a(3)** Organizational flexibility and agility are enhanced by senior leaders' review of feedback and inputs. The Superintendent's Cabinet meets weekly to discuss feedback received. Elementary and secondary principal groups meet monthly. Support departments meet with their supervisors on a monthly or bi-monthly schedule. Discussions may lead to adjustments in

**Figure 3.1-1**



**Figure 3.1-2**



measures, objectives and processes providing better alignment and measures to District and building goals.

### 3.2 Student and Stakeholder Relationships and Satisfaction

**3.2a(1)** Continuing relationships are fostered through various means. The most “sacred” relationship is between the student and teacher, as instructional leaders focus on establishing effective relationships within the classroom. These relationships are strengthened through communication with parents/guardians and participation at the classroom, building and district level.

Teachers at the elementary level send home weekly or monthly newsletters explaining what is happening in the classroom, recognizing student accomplishments and upcoming assignments/events. Teachers at all levels send personal notes and make phone calls to express success and/or needs. Interactive communication opportunities exist with parent/teacher conferences in November and February. The District maintains data on the percent of parents who attend these conferences and provides opportunities to gather evaluative input from participants.

**3.2a(2)** Many parents connect with their child’s teachers via the Web site. Utilizing the District Web site ([www.cr.k12.ia.us](http://www.cr.k12.ia.us)), parent portal and e-mail service as consistent, two-way communicators provides additional opportunities to build positive relationships with various stakeholders. All staff members are accessible to stakeholders for one-on-one communications.

PTA and/or Booster organizations are found in all of the District’s schools and meet on a regular basis. They offer an array of opportunities for families to be actively involved in the schools as well as provide two-way communication. Many schools offer quarterly workshops, family nights and/or activities for parent/guardian participation.

The District has worked closely with the major local newspaper, *The Cedar Rapids Gazette*, and other media outlets, to establish a positive image and to communicate the happenings in our schools. During a typical week, there will be two to three articles for stakeholders to read in *The Cedar Rapids Gazette* as well as regular reports on local television and radio stations.

Each year, the District creates and distributes the *Highlighter*, “a look at the issues, achievements, and people in the Cedar Rapids Community Schools.” Also, and annually, the District publishes and distributes *The Cedar Rapids Community Schools Annual Report to the Community*.

At a District level, a calendar of events is created annually and distributed to all families at the beginning of each school year. It contains nearly all the major events happening at each of our 34 schools during the school year, details about the Board of Education, the District’s Strategic Plan, discipline expectations and emergency information. The Web site also has a common calendar of events at the District level and for each school providing easy access for stakeholders seeking timely information.

**3.2a(3)** CRCSD has a formal complaint process for citizens. The process is defined in Board Regulation 1002.7, *Citizen Complaints*. The school district also has a formal complaint process for employees, Procedure 501a, *Staff Complaint*. The District strives to resolve all complaints closest to the point of

origin. For example, if a parent calls the superintendent to complain about a teacher, they are first asked if they have talked to the teacher and/or principal, and re-directed if they have failed to do so. On occasions when a complaint must proceed beyond the initial contact, it is processed per the guidelines and policy.

**3.2a(4)** Each building utilizes a trained Building Leadership Team (BLT) that meets on a regular basis to both communicate and determine satisfaction levels through open oral communications and surveys of specific events. For example, after completing a professional development opportunity, the staff fills out a brief survey asking them to list what went well and recommendations. In the spirit of continuous improvement, the leadership team analyzes the survey results and makes recommendations for the next event based on the findings. A similar process is also used after parent activities, parent-teacher conferences and faculty meetings.

At the District level, key student and stakeholder contact requirements are reviewed annually by senior leadership and building leaders. Data gathered through surveys, feedback received formally at Board Meetings and informal feedback from parents and the community are reviewed and analyzed to provide input in the development and revision of goals, indicators and action plans as found in the District Strategic Plan.

4.1 MEASUREMENT &  
ANALYSIS OF  
ORGANIZATIONAL  
PERFORMANCE

4.2 INFORMATION &  
KNOWLEDGE  
MANAGEMENT

MEASUREMENT, ANALYSIS, &  
KNOWLEDGE MANAGEMENT

## Category 4.0- Measurement, Analysis, and Knowledge Management

### 4.1 Measurement and Analysis and Review of Organizational Performance

**4.1a(1)** Selection and use of information and data are determined by the District Strategic Goals and Measures (District Scorecard) developed during the strategic planning process.

To facilitate the District's Core Value of *Data Driven Decisions*, many of the data used are stored electronically. **Figure 4.1-1** depicts the data systems used to collect and store data. Additional data are posted on the District's Web site.

**4.1a(2)** District-wide data are shared with the Board of Education and building leaders and are an important part of the comprehensive school improvement planning (CSIP) process. The use of comparative data is an important part of strategic planning at all levels. At the District level, the Cabinet selects comparison data. It is an expectation that Cabinet-level discussions involving planning and programs will include the question, "How are other successful school districts improving and what are their results?" Building leaders share district-wide data with classroom teachers, providing a comparison for building and classroom results.

**4.1a(3)** Senior leaders are able to complete a real-time analysis of any data stored electronically through the use of GWAEA Student Assessment Program. This system allows the user to define the data attributes needed for analysis. The software allows the user to model metrics and their relationship to each other based on any standard or proprietary scorecarding or management methodology desired.

Cabinet members prepare reports for the Board of Education to provide the data needed for decision-making. These reports are often posted online for access by all stakeholders.

As district-wide student performance data are available, the Office of Learning and Leadership prepares guidebooks for standardized (ITBS and ITED) test results and local curriculum assessments. Results are presented and guidebooks given to the Board of Education members and building leaders. Building leaders then present the results to their school community, where the data are analyzed and used to inform school improvement planning.

### 4.2 Information and Knowledge Management

**4.2a(1)** In addition to the data systems **Figure 4.1-1**, the District's Web page is used for disseminating information to all stakeholders. During the 2005-06 school year there were a total of 7,480,092 Web site 'hits' from approximately 1,076,411 visitors or just over 3790 visitors per day from over 50 different countries.

The Web site highlights District news and has links to many other tools and sites related to the District and student learning. District e-mail is also used as a means of communicating information.

**4.2a(2)** The CRCS D Technology Department oversees the purchase of all hardware and software, ensuring standardization across the District. Well-trained technicians provide timely technical support through a variety of means: a live help desk via the telephone and Internet; an Internet-based

work order system; remote control, allowing technicians to assume control of a computer from the technology office; and service calls. The intranet system is secured by a firewall, password protection feature, Internet filtering, and virus protection. A tape backup system provides data reliability. District-wide computer applications (exchange server for e-mail, student and educator data files, educational programs, security and Internet connections) are web-based and user friendly. Professional development is offered to all employees for all computer/software applications.

**4.2a(3)** The plan to ensure the continued availability of data and information includes having an emergency generator to maintain telephones, critical data servers and core network equipment in event of a power failure. There is a process (written procedure with notification procedure and script) for diverting main number phone system calls to analog lines at each building in case of phone system failure. There is redundancy in critical equipment and spare equipment for replacement when network equipment fails and the department has capabilities to monitor the network equipment and servers. In addition, for disaster recovery purposes, there is a process in place to store all data backups off-site.

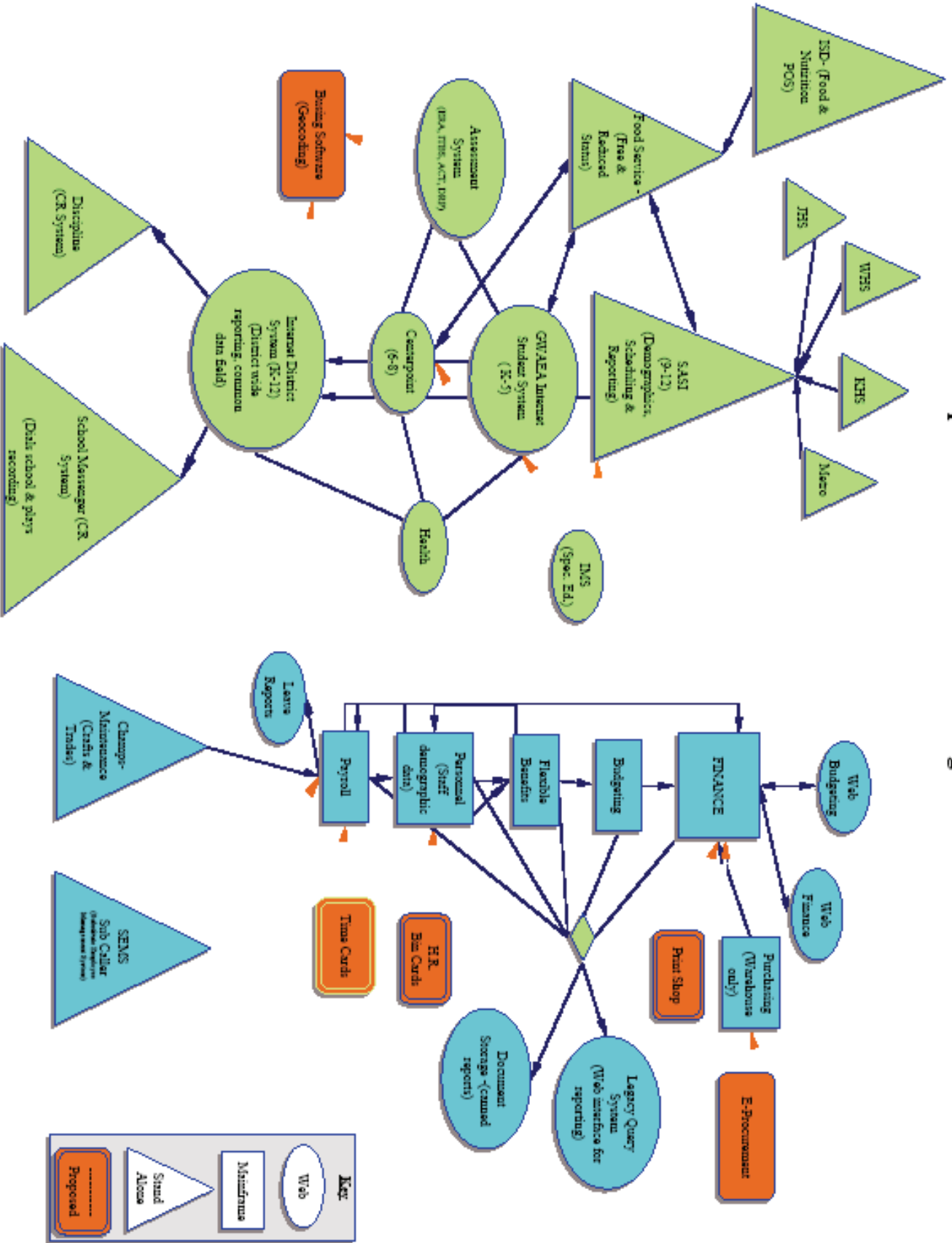
**4.2a(4)** The Technology Department's focus is on curriculum and technology integration as detailed in the CRCS D Technology Plan. A variety of methods are used to align technology with current and future needs. The Associate Superintendent of Organizational Effectiveness and Accountability uses input from building administrators and building media specialists to determine the educational technology needs of the District. The Technology Department subscribes to technology and curriculum journals, such as *Education Week* and *International Society for Technology in Education (ISTE)*. There is a five-year replacement cycle for hardware. The web interface for applications is easy to use and is accessible from anywhere on the Internet.

**4.2b** CRCS D values the expertise of its highly trained and qualified faculty and staff. Teachers serve as trainers and facilitators for a number of major initiatives. For example, the Teacher Mentoring Program trains mentors to support new teachers. Effective instructional strategies training is provided to teachers from each school. Principals incorporate these initiatives in the professional development plans for the buildings, utilizing regular faculty meeting time, early dismissals and/or the three full-day and eight one-half day district professional development days.

Ongoing staff interaction and sharing occurs through departmental meetings, the Board appointed School Improvement Advisory Committee, internal and external staff development programs and classroom visitations among staff. The District also values the knowledge of stakeholders and partners. CRCS D is a member of the Urban Education Network (UEN). The District Web site is used to store and disseminate best practices. The Curriculum section of the District Web site archives various initiatives, such as school improvement information from each building, continuous improvement activities and tools used throughout the District, and information on the effective instructional strategies training. Those seeking information can do so by clicking on CRCS D Intranet and then clicking 'Educ Resources' on the CRCS D web page.

Figure 4.1-1 Data Systems

Cedar Rapids/GWAEA Database Configuration





**4.2c** Data retrieval and analysis are done in real time through the use of the data systems and Pearson's CenterPoint and SASI systems. Accuracy of data input will be monitored through the District Scorecard. Board Policy and federal and state regulations govern the confidentiality of data used in the District. The integrity of data is ensured with software allowing only authorized users access for data entry. Data are kept secure with password protection.

5.1 WORK SYSTEMS

5.2 FACULTY & STAFF  
LEARNING &  
MOTIVATION

5.3 FACULTY & STAFF  
WELL-BEING &  
SATISFACTION

FACULTY & STAFF FOCUS

## Category 5.0 – Faculty and Staff Focus

### 5.1 Work Systems

**5.1a(1)** It is the belief of CRCSD that all of its employees need and are capable of career-long learning. The District’s vision of *Excellence for All* applies to each of its employees. In support of that belief, the District has structured compensation, benefits and career progression incentives to encourage and support high performance.

Salary comparisons to state and local area averages for teachers are favorable (**Figures 7.4-9 and 7.4-10; see page 46**). Compensation packages emanate from collective bargaining processes used by the Board of Education and the various employee groups (Service Employees International Union; Chauffeurs, Teamsters, and Helpers, Local Union No. 238; Cedar Rapids Education Association (NEA affiliate); Local 308 United Brotherhood of Carpenters and Joiners of America; Local 2003, International Brotherhood of Painters and Allied Trades; and Unite H.E.R.E. Local 497).

The District created a goal (**Figure 1.1-1**) to increase the commitment necessary to developing and maintaining a high performing organization in the area of Human Resources. Senior leaders believe that determined and effective efforts must be made to bring the best possible people into the organization and to keep them. To this end, CRCSD has increased its efforts to hire highly qualified teachers and instructional paraprofessionals in accordance with No Child Left Behind (NCLB) legislation. CRCSD enjoys a certified staff pool, the vast majority (96%) of whom are highly qualified according to the definition set forth by NCLB. Additionally, the District revised its teacher and administrator evaluation systems to incorporate indicators that are used to promote performance that meets or exceeds expectations and standards.

**5.1a(2)** The student population of CRCSD consists of 19% minority students. The employee group has approximately 3% minority employees. Part of Strategic Plan Goal 3 commits the District to increasing the number of minority employees. (**Figures 7.4-1 and 7.4-2; see page 42**) The District embraces a belief that both majority and minority students will benefit from interacting with teachers, administrators, and support staff from a variety of races, ethnicities and cultures.

CRCSD has established recruitment, hiring, and retention goals and action plans in an effort to ensure that its staff is representative of the diverse make-up of the student population. The District actively attends area and regional recruitment fairs; advertises job vacancies in area and national newspapers and magazines; and utilizes informal/formal networks to recruit employees. CRCSD follows specific hiring practices that are outlined in memos and shared with administrators. Administrators participate in specific training sessions regarding the hiring of personnel. All collective bargaining agreements support state and federal labor laws regarding open access and non-discriminatory hiring practices.

**5.1a(3)** The District achieves effective communication and skill sharing across departments, jobs and locations by notifying employees (teachers, administrators and support staff) of

building and district-level training, workshops and staff development opportunities via e-mail, access to professional proactive information via the Grant Wood Area Education Agency Web site District professional development booklets and at building/district meetings. All staff are encouraged to participate in professional development opportunities.

In 2005-06, 88 different staff development courses were taught by district staff. Professional learning communities, supported by the research of DuFour, Reeves, and others, are being developed at Jefferson High School. Professional teams with common goals and outcomes are being developed at Washington and Kennedy High Schools using formats from the Breaking Ranks initiative grants from the Iowa Department of Education.

A three-tiered assistance program ensures that teaching staff that fall below desired performance levels are provided tools and resources to improve. Support staff performance is monitored by division managers and housed and tracked in the human resources office.

Twenty-two members of the certified staff completed the course, “Contemporary School Leadership”, underwritten by the District and offered by GWAEA. Participants learn how to plan and implement data-driven decisions using quality tools and processes. In exchange for the District support of their tuition, staff members agree to use these skills as members of their school’s action research team.

**5.1b** Certified staff members (administrators and teachers) are evaluated in accordance with Iowa Code Chapters 20 and 284. The District utilizes a formal evaluation process to help teachers improve their performance and address the deficiencies of those not performing at acceptable levels. Teachers and administrators consistently use a process that includes annual individual professional goal setting, pre- and post-observation conferences, direct observation of instruction and the completion of a formal, summative evaluation instrument. Discussions based on these results contribute to establishing future direction for higher levels of performance.

Teachers (classroom instructors, nurses, counselors, media specialists, facilitators) are evaluated under the eight Iowa teaching standards. Beginning teachers must document satisfactory performance by the end of their second year in the profession. Veteran teachers must verify continued adherence to the eight standards at least once every three years and must submit and implement an individual career development plan every year.

The Executive Administrator for Elementary Education formally evaluates elementary school principals and the Executive Administrator for Secondary Education evaluates the middle and high school principals. The evaluation process and accompanying instruments were developed by the Iowa Association of School Boards and the School Administrators of Iowa and locally modified by a team of administrators for District use. Direct supervisors, using a written narrative form, evaluate other administrators. Support personnel are regularly evaluated by their supervisors in accordance with District policy. The Human Resources Department utilizes a District evaluation monitoring process. The evaluation monitoring system maintains up-to-date records on all District staff evaluation history, which includes: evaluation dates, name of evaluator, evaluatee’s name, occupa-

tion, work assignment, and assigned place of employment.

Support staff employees are evaluated using the tools and procedures negotiated with their respective bargaining agents. These procedures are reviewed as collective bargaining agreements are re-negotiated.

**5.1c(3)** CRCSD planning for senior leadership and supervisory succession begins with a report created by the Executive Director of Human Resources. Actual and anticipated job vacancies are identified and a discussion regarding internal candidates that may be suited for the available positions is held among the Superintendent and Cabinet leaders. Internal candidates for senior leadership and supervisory positions compete alongside external candidates for vacant positions.

The Human Resources Department has established a process to ensure proper certification/licensing of faculty and staff, which begins with the hiring process. The District hiring process requires that a candidate provide a letter of interest, resume and credentials including the verification of certification and license to be further considered for job vacancies. Once recommended for a position, Human Resources staff verify that recommended candidates meet district and state criteria for approval. This is accomplished by: verifying that all information offered in the applicant's materials is valid; conducting criminal, child abuse and sexual offender background checks; verifying former employment; and insuring that references have been adequately contacted. As part of the recommendation for hire process, senior leaders and building leaders/supervisors are required to submit the names of all candidates who applied and all who were interviewed for the position. The top candidate's recommendation is then forwarded to the Board of Education for contract approval.

Contributing to effective succession is CRCSD's participation in the Urban Education Leadership Development Program (UELDP). Several practicing administrators in the District have completed formal internship programs with senior leaders in key job positions as part of the UELDP participation. Aspiring administrators are also engaged in internships to help them prepare for job opportunities when they become available. Promising administrators also gain experience in Building Facilitator positions. Many current and practicing CRCSD administrators gained valuable experience in these 'quasi' administrative positions.

## 5.2 Faculty and Staff Learning and Motivation

**5.2a(1)** Faculty and staff education and training contribute to the achievement of the organization's action plan by directly correlating with District and School Improvement Plan goals. Each school's CSIP contains a professional development plan that directly supports each identified SIP goal. Additionally, all District professional development offerings directly support the CRCSD strategic plan. The education of staff is accomplished in a variety of ways, including workshops and conferences, visits to other effective schools, consultants, working with colleagues, and the use of focus groups. Funds for training must support experiences that will contribute to the achievement of building goals. Eight half-days and three full staff learning days of the school year are specifically des-

igned for professional development and school improvement purposes.

CRCSD's approach and planning for professional development activities balances short and long term organizational objectives by including those immediate training needs necessary to move school and District initiatives forward, as well as considering the longer-term needs of the District. Examples of short-term training include topics such as reading comprehension and vocabulary strategies, math problem solving, higher order thinking and differentiated instruction. In order to meet longer-term objectives, ongoing training is delivered to include the process skills and knowledge needed by all District employees. Examples of longer-term professional development activities include continuous improvement process and tools training. **(Figure 1.1-2; see page 3)**

**5.2a(2)** Iowa Department of Education regulations require that all teachers develop individual professional development plans. Building and site administrators review the plans and ensure that they consist of experiences that will result in improved teacher performance and support District vision, goals, and core values. Programming has been developed to support employees in furthering their education in an effort to achieve NCLB highly qualified status and enhance individual and District performance. Staff members are encouraged to participate in District professional development opportunities, local higher education institution courses, workshops and conferences. Food service, custodial/ maintenance, and transportation personnel are provided training in the most recent development in products, regulations, and safety procedures.

The Student Services and Special Services Offices offer and regulate training sessions on a number of mandatory topics including alternate assessment, seizure protocols and other student specific health related emergency procedures. In addition, Special Services offers an extensive array of "Best Practice" trainings including Crisis Prevention Intervention (CPI), Picture Exchange Communication System (PECS), Early Childhood Environmental Rating Scale, Early Childhood Program and Child Standards, Boys Town, Individualized Education Plan (IEP), Treatment and Education of Autistic and Communication Handicapped Children (TEACCH), Corrective Reading, Progress Monitoring, Orton Gillingham, Reading Mastery, Life Centered Curriculum Education, Applied Behavioral Analysis, Kansas University Learning Strategies and Kurzweil Voice-Activated Software.

**5.2a(3)** The needs for professional development and training are ascertained through the study of student achievement results and staff input as Comprehensive School Improvement Plans are developed. A portion of the evaluations of staff development workshops and other sessions consists of queries about future training needs. The comments are evaluated for common themes and additional training is offered as appropriate. Effective strategies and programs in other districts are considered for possible use in CRCSD. Building level teams review the performance of their students and tailor staff development experiences for the betterment of their individual staffs.

**5.2a(4)** Education and professional development are delivered in a variety of formats including in-house training, conferences, internships, workshops, Iowa Communications Network (ICN), on-line, and teacher mentoring. The District Teacher Mentor

program was developed and implemented during the 2001-02 school year in an effort to provide support and staff development opportunities for the certified teaching staff. All teachers new to the field are provided mentor support. Internal training capacity was established during the 2002-03 school year and has continued annually.

**5.2a(5)** New knowledge and skills learned on the job are shared through staff meetings and workshops. Superintendent Cabinet and Instructional Cabinet meetings are held weekly; Principal meetings are held monthly; support department meetings are held twice each month. In addition, two meetings for the executive council (Central Office administrators, principals, and support supervisors) are held each year, with professional development items included as part of the agenda.

**5.2a(6)** Research-based best practices provide the foundation for professional development provided through the District. The effectiveness of these programs is reflected primarily in student achievement. (Figures 7.1-1 through 7.1-18; see pages 31-36) Participants provide formal evaluations of each course or seminar that are reviewed by staff and administration, and are used to monitor and adjust the professional development program. Teachers maintain implementation logs citing the integrity and fidelity with which the strategies were employed. Peer coaches and mentors provide feedback on the implementation of the practices. Teachers create Individual Career Development Plans aligned with District strategic goals, and Comprehensive School Improvement Plans. Teacher evaluations are based on teaching standards that include professional growth.

**5.2b** Faculty and staff are encouraged to develop and utilize their full potential through the use of formal and informal mechanisms such as on the job mentoring, workshops, professional memberships and conference attendance. Additionally, every teacher creates a career development plan that outlines key activities to accomplish career goals. Senior leaders and supervisors help faculty and staff attain job and career related development objectives through the formalized evaluation process.

The effectiveness of professional development is ascertained through participant workshop evaluations, analysis of academic achievement results, and implementation assessments.

### 5.3 Faculty and Staff Well-Being and Satisfaction

**5.3a(1)** CRCSD complies with all local, state and federal American Disabilities Act (ADA) building requirements with all new facility construction and remodeling projects, while striving to continually improve our compliance to increasingly stringent requirements in existing facilities as resources become available. All buildings, save parts of two of the regular high schools, are air-conditioned. Due to the passage of a bond referendum, there recently have been \$53.6 million of renovations including building updates/upgrades, additional classroom space, and a new elementary school. All classrooms have telephones, computers, and all District teachers have access to the Intranet and Internet.

CRCSD also strives to ensure and improve employee health and safety through the District Safety Committee. The District Safety Committee is comprised of a representative cross section of District staff who actively participates in its improvement efforts. The Safety Committee meets monthly throughout the school year to discuss and make recommendations to District administration concerning the safety and health of students and employees of the District, in keeping with the Occupational Safety and Health Administration, and other federal and state safety regulations. Many safety improvements have been made as a result of this committee including improved air quality through the planned elimination of classroom carpeting, improved lighting in employee parking lots and improved employee safety awareness through the "Safety Tip of the Week" program as communicated to all employees via District e-mail.

**5.3a(2)** The District ensures workplace preparedness for emergencies and disasters by its implementation of its District Crisis Plan. The Crisis plan outlines the procedures that should be followed in the event of a crisis and/or disaster, including fire and tornado drills, and Emergency Crises Team guidelines. Inclement weather and disaster drills are held at the building and District level each year.

**5.3b(1)** District staff wellness needs are addressed in large measure through the CRCSD Wellness Office. The office is staffed by a nearly fulltime wellness coordinator. Services offered include wellness screening, private and group consultation, opportunities for relaxation and physical activities, an annual "Walkyerbunzoph" event and First Responder, CPR and First Aid training. The District provides funding for employees to access the Employee Assistance Program for problems including stress, alcohol/drug dependence/abuse and depression. Employees who purchase the District's group health insurance program are guaranteed the support of a sophisticated disease management program, designed to prevent health conditions from becoming serious.

CRCSD determines key safety factors that affect staff well being through the District Safety Committee's Safety Concerns program. The committee solicits all employees 2-3 times each year via direct e-mail, requesting suggestions for improvements to the District safe work environment. Annually, more than one hundred feedback responses received from this program are segmented by safety concern and employee category to determine the most advantageous method of response. Every employee who submits a concern receives a direct response back from the Safety Committee.

**5.3b(2)** The board of education maintains and District leaders implement policies, regulations and procedures that govern how employees are treated. Employees, as part of collective bargaining units or as meet and confer groups, negotiate and discuss wages, benefits, and working conditions. These contract discussions are endorsed by the board of education and implemented by the human resources department. As an indication of the District's and its employees satisfaction with the terms and conditions of employment, since 2001-2002, all contracts have been voluntarily settled, without the need for assistance from an outside neutral party. There have been no working conditions grievances from the Cedar Rapids Education Association (CREA) since 1994. Changes in

insurance benefits are directed through and shared with all employees via a group of representatives who meet regularly as a District Insurance Committee. The District maximizes its buying power by working together with neighboring Districts and educational entities to cooperatively purchase health insurance. Employees choose from four different Wellmark/Blue Cross and Blue Shield plan designs. Benefits are afforded to employees and retirees, their spouses/domestic partners, and children.

**5.3b(3)** Employee/employer needs and concerns are addressed through several formal and informal employee/employer meetings. Teacher and teacher associate representatives meet with District administrator in the Resolution Team semi-monthly. This committee consists of the regional ISEA representative, local president, vice-president, and contract maintenance chair meeting with the Executive Director for Human Resources and the Executive Administrators for Elementary and Secondary Education. Together they problem solve issues such as working conditions, individual's performance improvement plans, and other conflicts that arise from both employees and management. Minutes from Resolution Team meetings include an FYI to employees. The FYI clarifies contract wording, notes agreements to school problems and communicates commitments made between CREA and District management. Food service, custodial and secretarial employees' leaders meet regularly with District leaders in round table settings to share and problem solve items of concern. The District's collective bargaining processes are responsive to the diverse needs of the employees affording them the opportunity to address needs and improve salaries and working conditions as warranted.

The Human Resource Office requests feedback from all former employees in an exit survey—respondents may answer in hardcopy or via a web-based instrument. Results are shared with the senior leadership team and appropriate follow-up actions are determined in areas requiring attention.

**5.3b(4)** The District relates assessment findings to key organizational performance results to identify priorities for improving the work environment. An annual review for capital projects has resulted in a host of changes in facilities including concrete replacement, roof repairs, window replacement, parking lot updates, and classroom painting. Each year all employees provide input to building leadership regarding needs, buildings and materials. These are aggregated and submitted to the Capital Projects Review Committee for consideration. The Board of Education and Superintendent's Cabinet make the final decisions about which projects will be funded based on priority and available resources.

6.1 LEARNING-CENTERED  
PROCESSES

6.2 SUPPORT PROCESSES

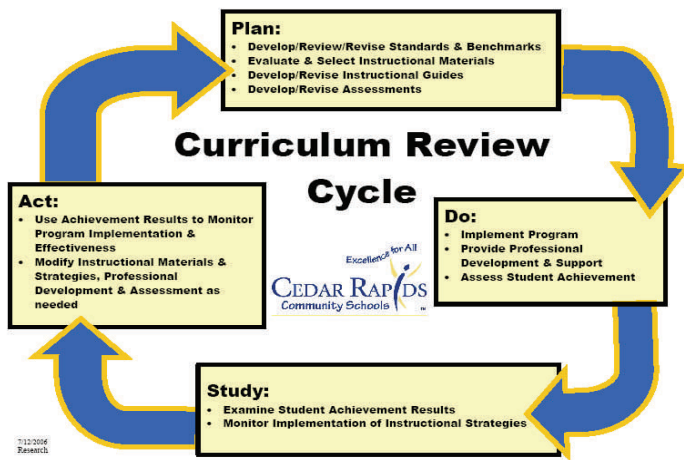
PROCESS MANAGEMENT

## Category 6.0 - Process Management

### 6.1 Learning-Centered Processes

**6.1a(1)** CRCSD has initiated a continuous improvement process utilizing quality tools to design, produce and deliver its core educational processes. The Plan Do Study Act (PDSA) model requires an internal review of educational offerings, along with external market review. Primarily through the utilization of Action Research Teams, individual schools utilize the Building Leadership Structure (**Figure 6.1-1; see page 23**) to revise individualized educational programming at their facilities. Another learning improvement process, the Curriculum Review Cycle, is presented in **Figure 6.1-2**.

**Figure 6.1-2 Curriculum Review Cycle**



**6.1a(2)** To ensure that all students are academically successful, students who are in need of additional academic assistance are provided a variety of interventions. The assistance is provided through special programming (including software applications) and strategies employed by teachers specifically trained to differentiate instruction to meet the different learning styles of students. For example, differentiated lessons vary in approach from visual, hands-on, cooperative work groups and problem solving.

To ensure that staff are properly prepared to deliver learning centered processes, the District is continually providing professional development to address diverse student needs. To standardize professional development, CRCSD uses the Professional Development Committee, consisting of employees and administrators. Committee members meet during work time to plan, develop, implement and assess District staff development efforts. Three full and eight one-half day school improvement forums are held in which all District staff participate in activities to enhance professional skills and learning.

Professional learning communities, educational journals and memberships provide information on strategies that have proven successful in other school districts and businesses. Building leaders review performance feedback and student achievement data to make necessary adjustments to enhance staff members' ability to meet the diverse needs of their students.

**6.1a(3)** Critical processes are designed to meet key student learning requirements through the school improvement planning process. Each school maintains a school improvement plan that

guides the educational design and delivery of programs at the school. Schools and departments use the PDSA cycle to make systematic improvements in identified areas of school improvement and work plans. All school improvement plans are to be aligned with the CRCSD strategic plan and are approved by the Office of Learning and Leadership and the Board of Education.

Technology continues to be integrated into the curriculum to expand and individualize student learning. All buildings have access to the Internet, each staff member has an e-mail address, many teachers maintain classroom Web sites that contain course information and resources and many student projects are completed using multi-media and computers. Technology usage has improved teacher sharing of success, and provides a mechanism for students to collect current data and information for research papers and projects, and provides additional tools for enhancing student learning. CRCSD monitors and updates a technology plan that outlines the design and delivery of instructional technology. Continual review and deployment of technology, particularly training of staff, focuses the finite resources in the areas to best meet the needs of students.

**6.1a(4)** Multiple academic achievement measures are used for formative and summative assessment of student learning. Standardized measures including ITBS and ITED are utilized in conjunction with locally developed assessments such as LAPO and ERA. In addition, Advanced Placement Exams and American College Tests are also consulted. Data are compiled, reviewed and analyzed by the local buildings. Centerpoint and SASI have been implemented to provide online access to data. The building data are aggregated and analyzed by senior leaders and are reported to the Board of Education annually. Areas of opportunity are identified and incorporated in the development/revision of goals, objectives and action plans that are reflected in the school improvement plan and the CRCSD strategic plan.

**6.1a(5)** The District improves learning-centered processes to maximize student success through the utilization of the Plan-Do-Study-Act cycle. The PDSA cycle involves 7 steps:

- Define the System
- Assess Current Situation
- Analyze Causes
- Try Out Improvement Theory
- Study the Results
- Standardize Improvements
- Plan for Continuous Improvement

BLTs use the Learning Improvement Process (**Figure 6.1-3; see page 24**) to determine improvement and/or adjustment of a specific learning goal. This process is an integral part of PDSA.

### 6.2 Support Processes and Operational Planning

**6.2a(1)** Key processes for support are listed in **Figure 6.2-1; see page 25**. These process requirements are determined based on federal and state requirements, customer need and community expectations. The processes are reviewed to



**Figure 6.1-1 Building Leadership Structure**

**Building Leadership Structure - Action Research - IDM**

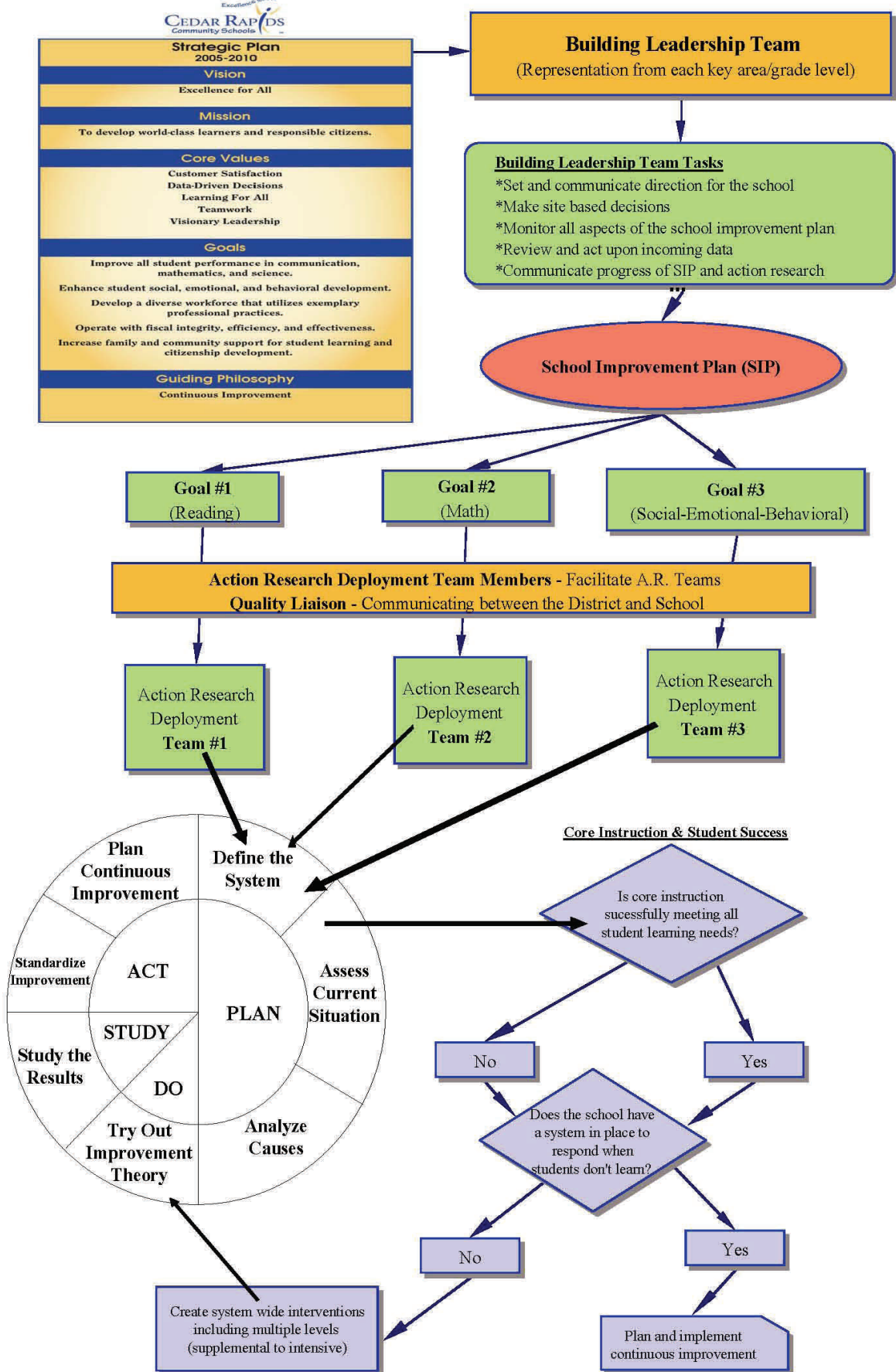
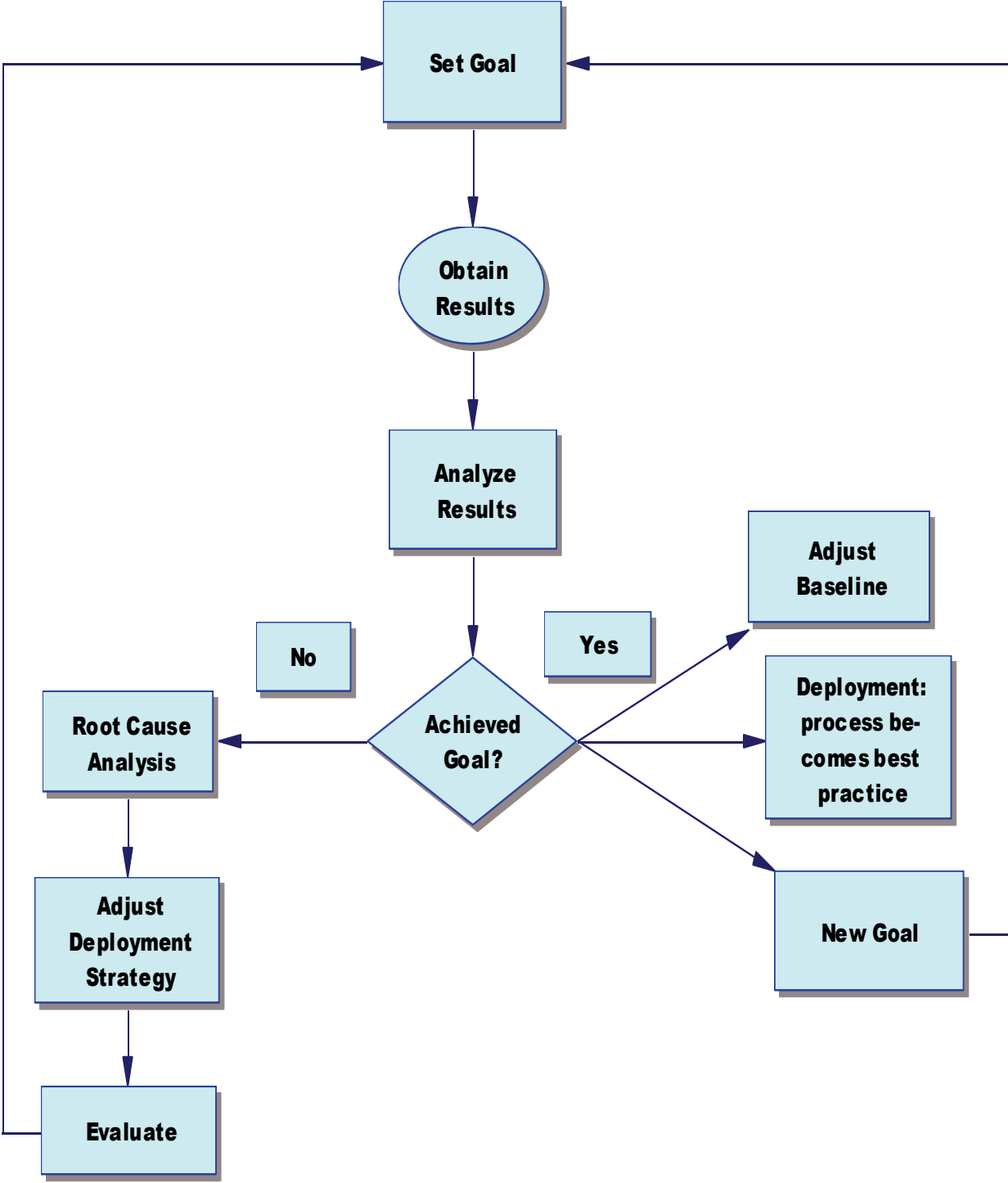


Figure 6.1-3 Learning Improvement Process



**Figure 6.2-1 Key Support Processes**

<b><u>Key Support Process - 6.2a(1)</u></b>	<b><u>Key Requirements - 6.2a(2)</u></b>	<b><u>Control Strategies - 6.2a(3)</u></b>	<b><u>Key Measures - 6.2a(4)</u></b>
Financial Services	An "Unqualified" Annual Audit Report, an approved Comprehensive Annual Financial Report from the GFOA and ASBO International, a low property tax "levy" rate, a low General Fund average cost per pupil and sufficient fund reserves.	Internal process controls; Annual Independent Audit; Special bi-annual Activity Fund audits, Audit Committee; monthly reports to the Board of Education	Fiscal Accountability, Urban Eight Levy Comparison, Linn County Levy Comparison, District Levy Rate Trends, General Fund Expenditures per Pupil CRCS and State Average, General Fund Unspent Balance and Cash Balance Trends
Food Services	Healthy attractive meals meeting USDA nutritional guidelines and competitively priced. Improved user satisfaction as reflected by increased participation levels of all students regardless of income.	Federal and State compliance audits, County Health Department inspections, Internal departmental quality monitoring.	NSLP Participation Trends, UEN Lunch Price Comparability
Student Transportation	Providing cost effective delivery of students while meeting State required safety and timeliness requirements.	Semi-annual State bus inspections, Semi-annual State Transportation Reports, Scheduled routine maintenance, Legal accident report requirements, State delivery time requirements,	Pupil Transportation Average Cost per Mile Comparison, State Transportation Safety Inspections
Purchasing	Providing on time delivery, compliance with State sealed bid requirements, leveraging District buying power to provide quality products and services at competitive prices.	Internal/external reviews, State competitive bid requirements, Participation in various local government and State cooperative purchasing programs.	Purchase Order Cycle Time
Custodial and Maintenance	To comply with federal, state and local laws/codes ADA standards, provide accessible well maintained buildings, decrease energy costs.	Internal/external reviews, Participation in State joint energy purchasing pool, Ongoing energy cost analysis; Customer satisfaction inquiries	Building Maintenance Customer Satisfaction, Custodial Customer Satisfaction, Energy Efficiency Trends

ensure effectiveness and cost efficiency. When processes are changed, they are deployed throughout the organization by written communication, staff meetings, hands-on training and professional development sessions. Key requirements of customers are considered and input utilized to determine if expectations are being met.

**6.2a(2-4)** The PDSA cycle for continuous improvement provides the basic framework for support services to keep processes current with key requirements, meet the potential need for agility, maintain and refine performance expectations, reduce costs, and prevent errors and identify and implement processes to increase overall efficiency and effectiveness. Some change considerations are of a smaller magnitude and utilize parts of the PDSA cycle including data review, creation of solutions, application of solutions, and evaluation. Typically, this is a more streamlined process not incorporating some of the more involved aspects of the PDSA cycle such as the creation of storyboards.

**6.2a(5)** Performance audits of support processes occur frequently. Due to the compliance nature of many “support processes” inspections, the costs are minimal. Federal, State and/or local authorities are required to inspect Food and Nutrition and Transportation Department operations routinely. A competitive bid selection process determines the Independent Auditors who are engaged to conduct tri-annual audits of District financial activity. Process errors are minimized through the use of a Plan-Do-Study-Act, (PDSA) model to isolate error types and implement needed process improvements. The Accounting/Finance, Food and Nutrition, Custodial and Buildings and Grounds Departments all utilize the PDSA model to reduce errors and rework.

**6.2a(6)** Support services supervisors and personnel use both internal and external control strategies to develop, gather, track, and evaluate data and initiate improvement processes (such as PDSA) with department members to develop plans for improvement. Realized improvements and lessons learned are shared with other members of departments and other departments within the organization through weekly Cabinet meetings, Business Services meetings and other meetings (such as Executive Council meetings) as deemed appropriate.

**6.2b(1)** To ensure that adequate budgetary and financial resources are available to support school operations, the Business Services Department, under the direction of the Executive Director of Business Services, completes an annual and detailed budget for approval by the Board of Education. The budget plan is constructed while consulting historical information, calculation of costs from new initiatives and mandates both locally and from the state or U.S. Department of Education, and analysis of revenue projections. The State of Iowa dictates spending authority for the Districts. That establishes a limit of expenditure which has a governing effect to ensure that expenditures do not out pace revenues both current and in reserve.

**6.2b(2)** The CRCSD has established and maintains a close partnership with local public health agencies, local law enforcement agencies, and the Iowa Department of Public Health. CRCSD has a District crisis manual that has been developed in mutual cooperation with local law enforcement and public health officials. The crisis manual contains guidelines for all District administrators and other key personnel to reference in order to maintain essential school functions during times of crisis. The manual is reviewed and updated annually.

The school District participates regularly with the Linn County Emergency Management Agency (LCEMA) in training exercises with the local nuclear power plant, Duane Arnold Energy Center (DAEC.) A representative from the Cedar Rapids Community School District attends the training exercises and serves as the primary conduit to the local area school District superintendents in the event of a radiological incident. The exercises are evaluated annually by Federal Emergency Management Agency (FEMA) officials. The school District has clearly defined relocation/reunification centers for students and families in the event of a school, city or county evacuation. Updates to reunification centers are communicated by both the school District and local phone directory companies.

In addition, the Grant Wood Area Education Agency, which serves CRCSD, in collaboration with Kirkwood Community College, received a federal grant (PREP – Proactive Emergency Planning) for emergency preparedness. The project assists the 176 school buildings within the seven county service area of Kirkwood and Grant Wood AEA to strengthen and improve Emergency Response/Crisis Management (ER/CM) plans and to assure that all schools are prepared to respond to and recover from crisis, including domestic or international acts of terror, technological or natural disasters. A representative from the Cedar Rapids Community School District serves on the Executive Steering Committee of PREP.

- 7.1 STUDENT-LEARNING RESULTS
- 7.2 STUDENT- & STAKEHOLDER-FOCUSED RESULTS
- 7.3 BUDGETARY, FINANCIAL, & MARKET RESULTS
- 7.4 FACULTY & STAFF RESULTS
- 7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS
- 7.6 GOVERNANCE & SOCIAL RESPONSIBILITY RESULTS

# ORGANIZATIONAL RESULTS

## Category 7.0 Results (For ease of reference and reading, all graphs and tables for Category 7 are found following the explanatory text.)

### 7.1 Student Learning Outcomes

**7.1(a)** CRCSD key measures for student performance reflect district results on one goal: *Improve all student performance in communication, mathematics, and science.* Results include performance of students on the mandated grades for reporting for the No Child Left Behind mandates (formally known as the Elementary and Secondary Education Act). Grades 3 through 8 and 11 and the content areas of reading, mathematics and science are included in the mandates. The formal measures for the State of Iowa are the Iowa Tests of Basic Skills in grades 4 and 8 and the Iowa Tests of Educational Development in grade 11. CRCSD tests all students in these areas in grades 3-12. ITBS/ITED data are provided by the Iowa Department of Education. **Figures 7.1-1 through 7.1-6** display results for “all students” in the mandated grades and areas to be tested. The percentages reported indicate the number of students who are considered ‘proficient’ as defined by the State of Iowa. **Figure 7.1-7** is an example of student results reported by segmented group (ethnicity) and indicates consistent improvement of achievement among the largest minority group of students, African American. The number of students in some sub-groups in some years did not constitute a large enough sample for statistical significance. Those groups do not have a score reported for those specific years. Because there are literally hundreds of segmented reports that could be displayed, results for the other segmented student groups (school site, ethnicity and other grade levels, gender, English Language Learners, special education, free/reduced lunch status) are available on site. Because the 2005-06 results for other districts in the state were not released at the time of this writing, comparative data from that year were not available and have not been included. They will be available on site in October 2006.

The results for student learning in grades 4 and 8 reading, grades 4 and 8 mathematics, and grade 11 mathematics are at their highest levels in the last three years. Among the eight Urban Education Network comparison districts, CRCSD ranked second in 4<sup>th</sup> grade mathematics, third in 4<sup>th</sup> grade reading, third in 8<sup>th</sup> grade mathematics, second in 8<sup>th</sup> grade reading, first in 11<sup>th</sup> grade mathematics, and second in 11<sup>th</sup> grade reading.

Science has not yet been a mandated reporting area in the state. Therefore, only the science trends for CRCSD are provided (**Figure 7.1-8**). During the academic year just completed, District students performed at their highest level in the last three years in grade 4, while attaining their second highest score in grades 8 and 11.

Student performance has been above state trajectories (those levels of acceptable performance set by the State of Iowa) in all areas tested. Student performance has also been well above the national norms in each area tested.

While it is imperative that CRCSD respond to increasing the number of students proficient as measured by ITBS and ITED achievement tests, it is also important to ensure that there is not a migration toward the mean in student achievement. Therefore, CRCSD also monitors the percentage of students

scoring at or above the 90 percentile on the standardized measures. **Figures 7.1-9 through 7.1-11** indicate a stable or rising district trend over the last three years in the tested areas of reading, mathematics, and science. Results for the segmented student groups (school site, ethnicity, gender, English Language Learners, special education, free/reduced lunch status) are available on site.

**Figures 7.1-12 through 7.1-14** depict student performance on the American College Test (ACT). CRCSD students exceed the state and national averages for the composite score, and compare very favorably with the Jenks Public Schools (Oklahoma), a 2005 Baldrige recipient. CRCSD also tracks students scoring at 20 or higher level and 30 or higher level on this test of college readiness. A score of 20 is accepted for admission to many colleges and universities, while a score of 30 is often used as a threshold to some select and elite colleges and universities. The percent of students scoring at 20 and 30 or higher as well as the percent of students taking the exam (**Figure 7.1-15**) have remained constant during the last 5 years.

Former Secretary of Education Richard Riley once described Advanced Placement courses as the ‘gold standard’ for educational rigor and challenge. CRCSD has realized significant increases in student AP participation in recent years. (**Figure 7.1-16**) In addition, the number of AP examinations completed (**Figure 7.1-17**) has also increased (taking the exam is optional). The percent of students tested scoring a ‘3’ or higher (**Figure 7.1-18**) on the five-point scale has also increased significantly. Enrolling students in the AP program is important. Conversations with college personnel inform that student enrollment in AP level courses is a great help in preparing for college both in content readiness and in applying the rigor to course work that is typically demanded in college classrooms. A score of 3 or above on an AP exam is indicative of the student performing at a proficient level on an approved, standardized college level examination and, in most colleges and universities, will result in the student receiving college credit for the appropriate course. The overall percentage of students scoring 3 or higher ranges from a district total of 67% to 71% during the 2002-03 through 2004-2005 school years (2005-06 data not available at the time of writing this application). This is higher than the range of 62% - 67% students scoring 3 or higher in Jenks Public Schools (Oklahoma), a 2005 Baldrige recipient.

CRCSD’s three traditional high schools participate in the AP program. Kennedy High School offers 25 of 38 possible course offerings; Washington High School offers 22 of the 38 offerings; Jefferson High School offers 11 course offerings. Pearl River District (New York), a 2001 Baldrige recipient, offers 15 courses.

### 7.2 Student- and Stakeholder-Focused Outcomes

**7.2a(1)** For two years the CRCSD has sought to determine the needs, expectations and requirements of its students via the use of a student survey. The number of survey questions varies from 22 to 24, depending on the grade level of the student. Results for the satisfaction portion of the survey are depicted in **Figure 7.2-1**. **Figure 7.2-2** displays results for student enthusiasm toward language arts (reading at the elementary level), mathematics and science. Results for the many segmented

student groups (school site, ethnicity, gender, English Language Learners, special education, free/reduced lunch status) are available on site.

Graduation rates (**Figure 7.2-3**) for the District depict a four-year positive trend. The district-wide rate is ranked #1 among the eight Urban Education Network school districts.

An indication of student satisfaction is attendance at school. The levels of attendance are shown in **Figure 7.2-4**. These figures compare favorably with the state and Urban Education Network district averages.

Following three years of modest numbers of student expulsions, there was an increase in the number of expelled students during the 2005-06 school year (**Figure 7.2-5**). While the number increase seems large, the percentage in a large district (17,500 students) the expulsion rate ranges from 0.03 % - 0.08% of the student body. The districts with which CRCSD is compared have much smaller student populations. Their trends have been, for the most part, steady, as was CRCSD until the 2005-06 school year.

Through increased efforts to diversify learning at the classroom level, the District endeavors to reduce the number of students identified and placed in the special education programs. Two measures, **Figures 7.2-6 and 7.2-7** report the results of this effort in the District. While the overall percentage of students in special education programs remains steady, the reduction in the percentage of students in Level I (the largest and first category of special education) is promising. Comparisons with neighboring districts show slight increases in their special education populations during the last three years.

### 7.3 Budgetary, Financial, and Market Outcomes

**7.3a(1)** The District constantly strives for efficiency. One measure of efficiency is the amount of General Fund money spent per pupil. **Figure 7.3-1** indicates that the CRCSD spending per pupil is less than the state average spending per pupil.

The strong trends for unspent balance and cash reserves over the last four years are depicted in **Figure 7.3-2** and indicates progress by the District to improve its cash position. Responding to a Board of Education request, the District is now much closer to attaining a level of 10% of the total budget as a cash reserve.

The District believes fiscal integrity and accountability are important to its tax-paying public. **Figure 7.3-3** shows recognition by the Association of School Business Officials and Government Finance Officers Association for 11 consecutive years. This places the District in elite accounting company.

The District endeavors to provide the lowest cost per mile student transportation system among the eight Urban Education Network school districts. Currently, CRCSD ranks fifth lowest. Although not in its desired position, the three districts above CRCSD are spending considerably more per mile, while the cost separating CRCSD from the second-ranking district is more modest. (**Figure 7.3-4**)

CRCSD is safety conscious. In the area of student transportation, the District has had 100% compliance with State of Iowa transportation safety inspections for several years running. (**Figure 7.3-5**)

Improving customer satisfaction in the custodial and facility maintenance areas is embraced by the employees of

these work groups. **Figures 7.3-6 and 7.3-7** display the results of the customer satisfaction surveys utilized by each of the groups. In both areas, the results were more positive in 2005-06 than in 2004-05 as reflected by the averages on a 5-point Likert scale (5 is good; 1 is poor).

School districts in Iowa derive a considerable amount of their revenue from local property tax. CRCSD is sensitive to its taxpayers, yet needs to ensure appropriate levels of funding to carry out its mission. **Figures 7.3-8 and 7.3-9** show property tax levy comparisons with other Linn County school districts and the other seven members of the Urban Education Network. Both figures show favorable positioning, with only one district in each comparison having a lower property tax levy rate.

**7.3a(2)** CRCSD has maintained its student population at or near the 17,500 student level for the last three years. Nonetheless, there has been a net negative flow of students from the District during the last several years. (**Figure 7.3-10**)

Due to increasing cash reserves (**Figure 7.3-2**), the District was notified in January 2006 that it had improved its Moody Investor Service rating from A1 to a more favorable Aa3.

### 7.4 Faculty and Staff Outcomes

**7.4a(1)** CRCSD works to increase the percentage of minority employees in all work groups. The percentages for all groups are shown in **Figure 7.4-1**. There has been a slight overall increase and modest increase in some work groups. The segmented teacher group is shown in **Figure 7.4-2**.

**7.4a(2)** CRCSD has a highly qualified staff, the primary factor in progressing toward the vision of *Excellence for All*. Nearly 96% of certified staff members have been designated as “highly qualified” according to the mandates of NCLB. 48% of the certified personnel hold master’s degrees and 1% have earned doctorates. **Figure 7.4-3** indicates the increasing number of Nationally Board Certified Teachers in the District. This is the highest distinction for classroom teachers across the nation and requires comprehensive reporting and demonstration of the ability to teach at the highest levels. During the 2004-05 school year a CRCSD teacher was one of two Iowa teachers recognized with a Milken Educator Award and received a \$25,000 stipend in recognition of his outstanding commitment to the teacher profession.

Per state mandates, certified personnel are required to earn postsecondary continuing education units during a five year certification cycle. The number of units vary by level of degree: 6 units for those with a BA; 4 for those with an MA; and zero units for those with a permanent professional license (those who received an MA prior to October, 1988) Many district staff members go well beyond the minimum number of units for recertification. The District endeavors to provide multiple avenues for staff to receive necessary training including college credit courses, in-district courses (88 offered in 2005-06), including courses covering topics from integrating technological tools into their work to how to implement the latest research and methods into teaching and learning. The negotiated agreements with the CREA, the Cedar Rapids Organization of Teacher Associates, and SEIU Local 199 (Secretaries) place great emphasis upon gaining continuing education as a key component for salary increases. Custodians

and maintenance personnel spend an entire contract day each year in professional development, organized by union leaders and district leaders. Teacher associates are provided the opportunity to participate in professional development activities planned on the district's early release days. At monthly building administrators' meetings, professional development is provided to principals, athletic directors, and associate principals.

CRCSD has employed a nationally recognized (NEA/Saturn/UAW Partnership Award) rigorous and comprehensive new-to-the-district teacher orientation and development series. **Figure 7.4-4a** depicts the satisfaction levels as reported by the participants of the program. Further, developing teachers are paired with a mentor teacher. During the 2005-06 school year, 130 veteran teachers served as mentors. Their satisfaction level with the program is shown in **Figure 7.4-4b**.

CRCSD has committed to staff members to develop proficiency in the use of quality tools and processes deemed necessary to bring about continuous improvement. To that end the District has:

- 67 Quality Liaisons from the schools and support services departments
- 129 elementary staff members trained as members of Action Research Deployment Teams
- 42 middle school staff members trained as members of Action Research Deployment Teams
- 42 high school staff members trained as members of Action Research Deployment Teams
- 52 support staff members representing 13 departments trained as members of Action Research Deployment Teams

These trained individuals work in each of our schools and departments to further deploy the tools and processes necessary to accomplish the improvement tasks in each of CRCSD facilities.

**Figures 7.4-5 through 7.4-8** provide results from the 2005 all-staff in-service day. This is indicative of the type of evaluation of professional development sessions that is done on a routine basis.

**7.4a(3)** One indicator of the concern of an organization for its employees is the level of compensation. CRCSD endeavors to be among the leaders in compensation. The level of pay for teachers is consistently above the state average (**Figure 7.4-9**). CRCSD is favorably positioned in the local area (**Figure 7.4-10**) where competition is most keen for teachers. Comparables are routinely sought when determining salary levels and are instrumental in conversations involving bargaining. Cost comparisons for other segments of the work force are available on site.

CRCSD has an excellent reputation and is a wonderful place in which to work. Consequently, faculty turnover is low (**Figure 7.4-11**). The District compares favorably with the Jenks, Oklahoma District (2005 Baldrige Recipient; data taken from Jenks Baldrige Application).

**Figure 7.4-11 Certified Staff Turnover Rates**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
CRCSD	4.2%	3.9%	4.1%	3.7%
Jenks	5%	11%	6%	NA

CRCSD prides itself in working with its union representatives.

There has not been a teacher grievance filed since 1994.

Loss of work time due to injury is a concern both for the employees of CRCSD and the District itself. Efforts including monthly safety tips to all employees via e-mail and closer investigation of lost days due to injury have led to a reduction in the number of workmen's compensation claims. (**Figure 7.4-12**)

## 7.5 Organizational Effectiveness Results

**7.5a(1)** Current levels and trends for student performance were reported in section 7.1. The in-depth study of student results has led to modifications in the learning program including interventions in the early reading program, adoption of a new mathematics series and the incorporation of a pilot pre-engineering course, Project Lead the Way, at the middle and high school levels. These are but a few examples of the kind of learning adjustments that are made on the basis of analysis of student learning results.

Three major areas of concern were identified during Superintendent visits with students from the four high schools in the District:

- Provide more parking space.
- Preserve the wide array of course offerings.
- Provide more up-to-date technology applications for student use.

This information is included as future plans are considered.

**7.5a(2)** The food and nutrition personnel take great pride in providing highly-nutritious meals at a moderate cost. It is believed that the participation rate reflects the quality of the program. The participation rate trend (**Figure 7.5-1**) in the school meal program has shown an increase from 57% in 2000-01, to 64% in 2004-05 (the most recent year for which data are available). Prices for the three levels (elementary, middle school, and high school) vary. On average, the price of meals lies in the mid-range of the Urban Education Network Districts. (**Figure 7.5-2**)

In response to the need to provide more timely delivery of materials, the District began tracking its purchase order cycle time (**Figure 7.5-3**). The result has been a more favorable trend in the number of days to deliver items from the time of their request.

For many years CRCSD has been conscious of the level of its energy use. One of the main job responsibilities of one employee is to monitor and suggest ways to reduce the consumption of energy. An example of a result from this study is the move of the District to geothermal energy systems in recent years. This has been instrumental in helping reduce energy use. (**Figure 7.5-4**)

## 7.6 Leadership and Social Responsibility Outcomes

**7.6a(1)** The preceding results displayed in the various sections of category 7 are indicative of the accomplishments of CRCSD related to its organizational strategy (**Figure 1.1-1**) and action plans. **Figures 7.4-5 through 7.5-8** provide evidence of the direction senior leaders have set for the organization as reported at the conclusion of in-service sessions in June and September 2005. A similar evaluative instrument will be used in



September 2006 to determine the amount of support for District initiatives.

**7.6a(2)** CRCSD endeavors to be an ethical organization through intentional practice and sound policy. All teachers receive a copy of the negotiated agreement between the CREA and CRCSD. Also, CRCSD's Board policies, regulations, and procedures are accessible via the District Web site. In addition, prior to the start of each school year, each principal reviews with his/her staff the State of Iowa law pertaining to the Code of Professional Ethics and Conduct, *Educational Examiners (282) IAC 8/4/04 Chapter 25*. When breaches of ethics occur, District personnel are directed by specific policy to address any wrongdoing. Consequences may vary from verbal warnings, to written warnings, to dismissal from the work place. Pending the offense, it is, at times, warranted to report to the Board of Educational Examiners. The BOEE may decide to revoke a teacher's license.

Student handbooks are distributed to all students. Additionally, all students sign acceptable use agreements relating to the Internet and use of technology equipment. An up-to-date firewall protects students and employees from inappropriate Web sites and undesirable e-mail communications.

**7.6a(3)** CRCSD uses an external, independent auditing firm to ensure fiscal accountability. The auditor's report consistently finds CRCSD in compliance with Generally Accepted Accounting Principles (GAAP) as prescribed by the Governmental Accounting Standards Board and the Association of School Business Officials International. The Business Services Office completes an annual in-depth budgetary plan for approval by the Board of Education. The budget must be certified with the Department of Education by April 15<sup>th</sup> of each year. This projected revenue and expenditure budget is published in the local newspaper and on the District Web site. Revenues vs. Expenditures (**Figure 7.6-1**), Fund Balances (**Figure 7.3-2**), and Per Pupil Costs (**Figure 7.3-1**) are all indicators of fiscal accountability to the District's public

The Executive Director of Business Services conducts monthly internal reviews and reports to the Board. Budget adjustments are made pending the state of the economy and unanticipated changes in revenue or the need for expenditures. Periodic compliance reviews of internal controls and adherence to policies and procedures detect irregularities and breaches in policy and/or practices. Procedures are in place to prevent recurrences. In addition, CRCSD utilizes an independent, community Audit Committee consisting of local financial experts who advise the Executive Director.

**7.6a(4)** The District received notification from the Iowa Department of Education that it is in compliance with all licensure, student achievement planning, and goal setting regulations per a review of the District's Basic Educational Data Survey (BEDS) report.

Special education programs are subject to the regulatory guidelines identified in the Individuals with Disabilities Education Act and accompanying regulations as well as the subsequent Iowa State Rules of Special Education. Compliance is monitored by the AEA and the Iowa Department of Education. The District is in compliance with all guidelines for services to students with disabilities.

The most recent comprehensive state audit of the District's programming in 2002 indicated that CRCSD is in compliance with all State of Iowa department of education require-

ments. The District was declared in compliance with Affirmative Action guidelines in the same state of Iowa audit. The next audit is scheduled for 2007-08.

CRCSD reports to IPERS (Iowa Public Employees Retirement System) each year regarding our retirees. During the past 13 years, the District has not had a penalty or billing for incorrect underpayment from IPERS as determined by their audits. Internal Revenue Service audits have never resulted in a citation for being out of compliance regarding timeliness or accuracy of reporting.

In 2005 the District, with assistance from our worker's compensation insurance company, Employers' Mutual Company, submitted responses to a Survey of Occupational Injuries and Illnesses from OSHA. The District received no notices of non-compliance with federal workplace safety laws.

**7.6a(5)** All CRCSD schools and support facilities participate in the annual United Way drive. This compares to nine of fourteen schools in the Jenks Public Schools (Oklahoma), a 2005 Baldrige recipient. The most recent trends are positive (**Figures 7.6-2 through 7.6-4**) with total dollar, number of participants, and per person giving increases during the 2005-06 school year. Per person giving surpassed the per person giving in the Community Consolidated School District 15 (Palatine), a Baldrige recipient in 2003.

CRCSD continues to participate in the win-win arrangement of formal business partnerships. To date, there are 35 such partnerships, many having been established several years ago.

During the past year, 6,702 individuals (over twice the number of CRCSD employees) volunteered 135,774 hours to assist staff and students in the schools through community resource speaker programs, curriculum-related field trips and on-site visits, Speak Up (introduction to public speaking for 5<sup>th</sup> graders), Rockin' Reader reading mentors, and the America Reads program (**Figure 7.6-5**). Using a \$9 per hour wage, this amounts to over \$1.25 million of service to the schools given by community volunteers.

CRCSD partners with seven local colleges and universities to offer field experiences for aspiring educators in both clinical observations (one day) and placement status (multiple days). (**Figure 7.6-7**) The District also works with the same institutions for the placement of student teachers, averaging between 100 and 125 student teacher placements each semester. The student teachers gain the experience necessary to prepare for careers as teachers; the District benefits from the actual teaching efforts of the student teachers, as well as having the opportunity to have first-hand knowledge of the candidates' abilities in the classroom.

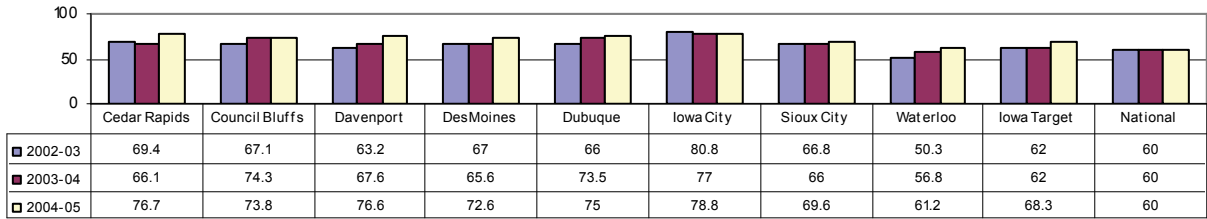
The District's buildings are available to the community for after school, evening and weekend use. Board of Education Policy 805, Community Use of School Facilities, describes detailed procedures for facility usage and, when appropriate, rental. During the 2004-05 school year, facilities were used by community groups a total of 9,561 hours. During the 2005-06 school year, facilities were used by community groups a total of 12,039 hours, a sizeable increase that is embraced by CRCSD.

7.1 Student Learning Outcomes

7.1-1

**ITBS Math Total  
Percent Proficient (FAY)  
Grade 4**

Good ↑

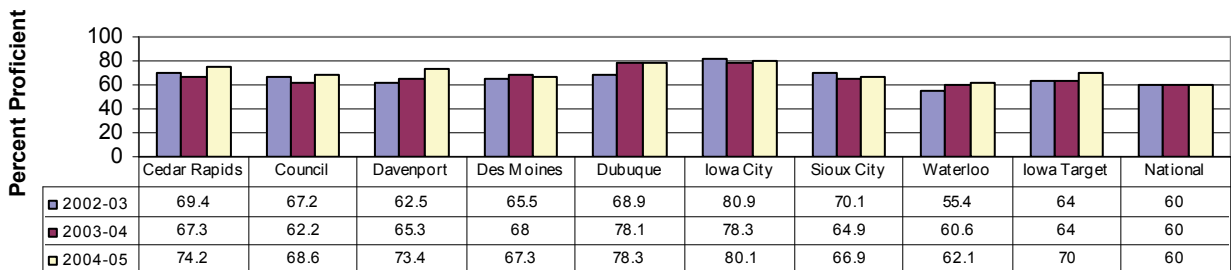


Urban Education Network School Districts

7.1-2

**ITBS Reading Comprehension  
Percent Proficient (FAY)  
Grade 4**

Good ↑

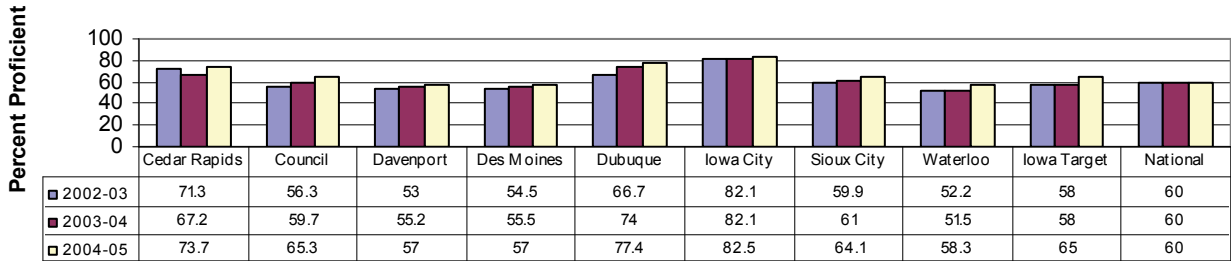


Urban Education Network Districts

7.1-3

**ITBS Math Total  
Percent Proficient (FAY)  
Grade 8**

Good ↑

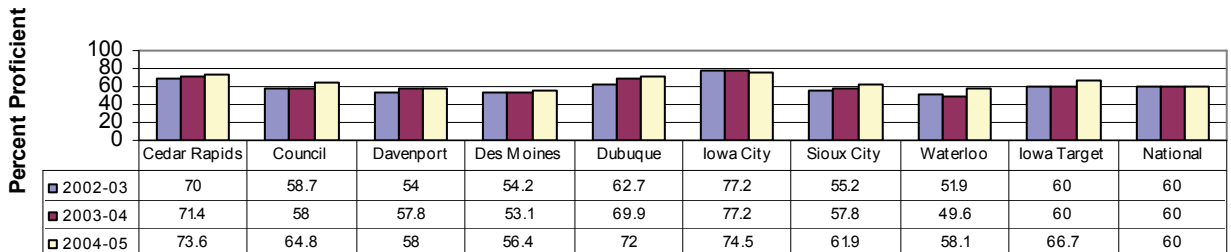


Urban Education Network Districts

7.1-4

**ITBS Reading Comprehension  
Percent Proficient (FAY)  
Grade 8**

Good ↑

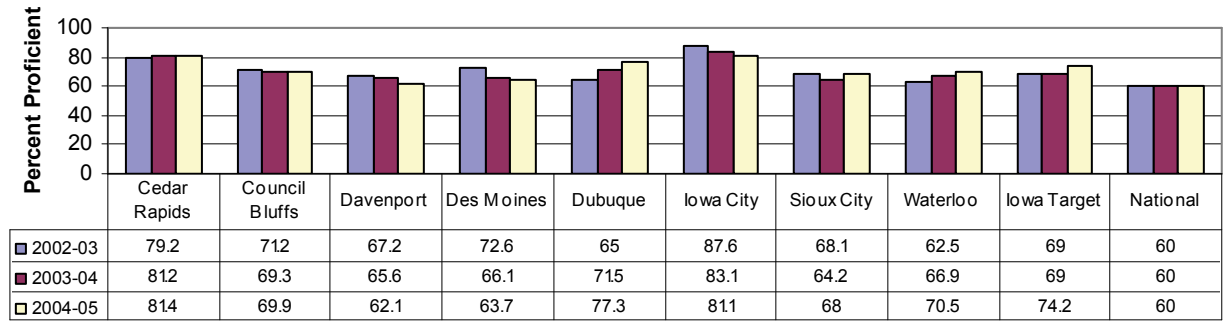


Urban Education Network Districts

7.1-5

**ITED Math Total  
Percent Proficient (FAY)  
Grade 11**

Good ↑

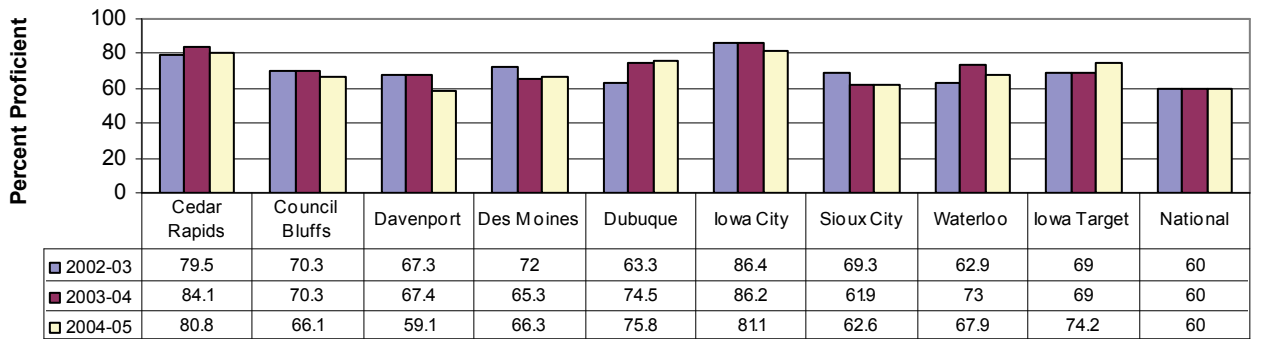


Urban Education Network Districts

7.1-6

**ITED Reading Comprehension  
Percent Proficient (FAY)  
Grade 11**

Good ↑

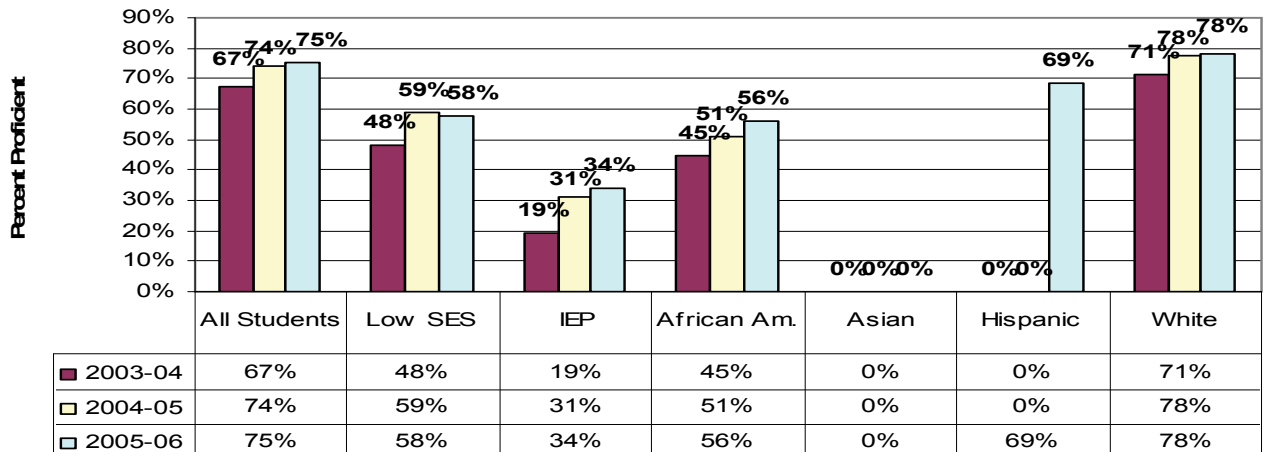


Urban Education Network Districts

7.1-7

**CRCSD 4th Grade Students (FAY)  
Reading Comprehension Percent Proficient**

Good ↑



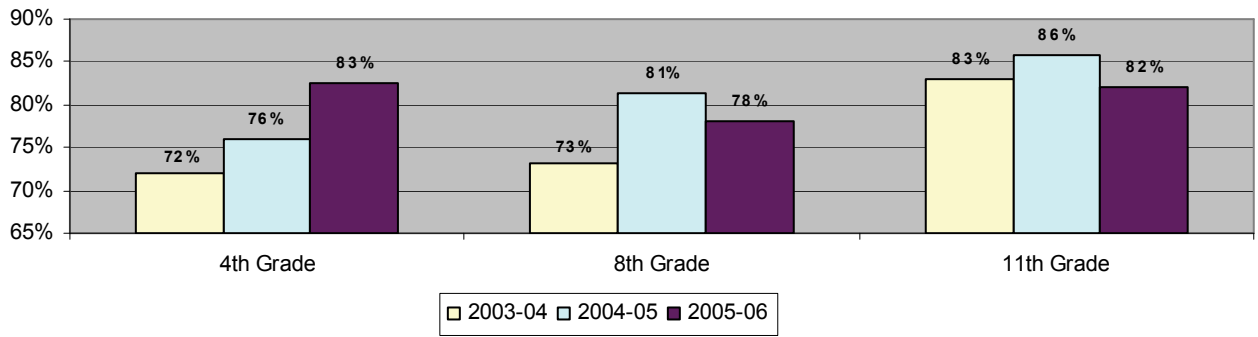
Subgroups

2003-04 2004-05 2005-06

7.1-8

**ITBS/ITED Science  
(Grades 4th, 8th, and 11th)**

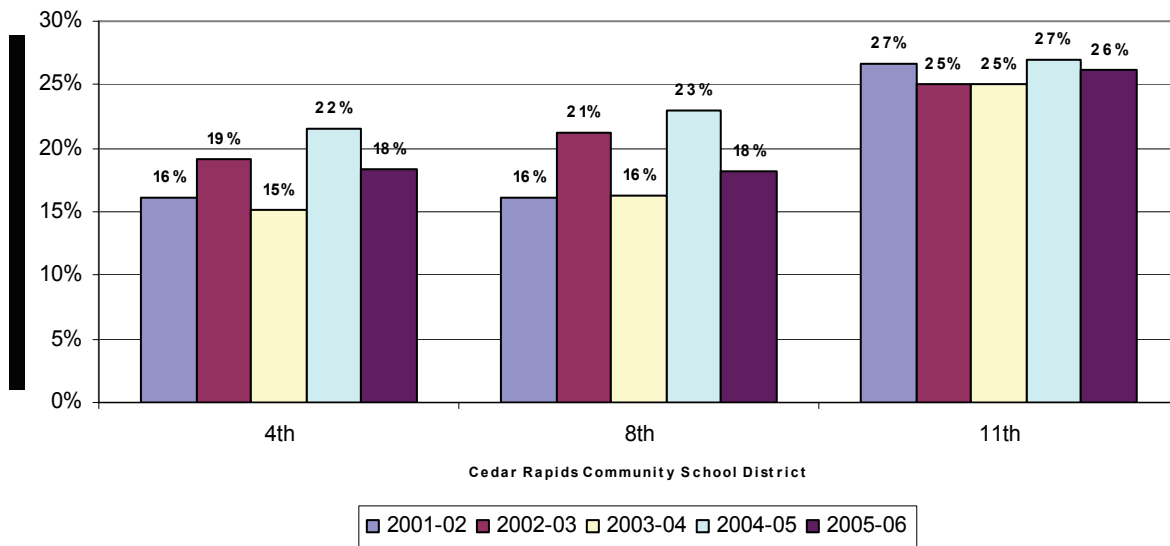
Good ↑



7.1-9

**ITBS/ITED Reading Comprehension Percent Scoring at 90% and Above  
(FAY) Grades 4, 8 & 11**

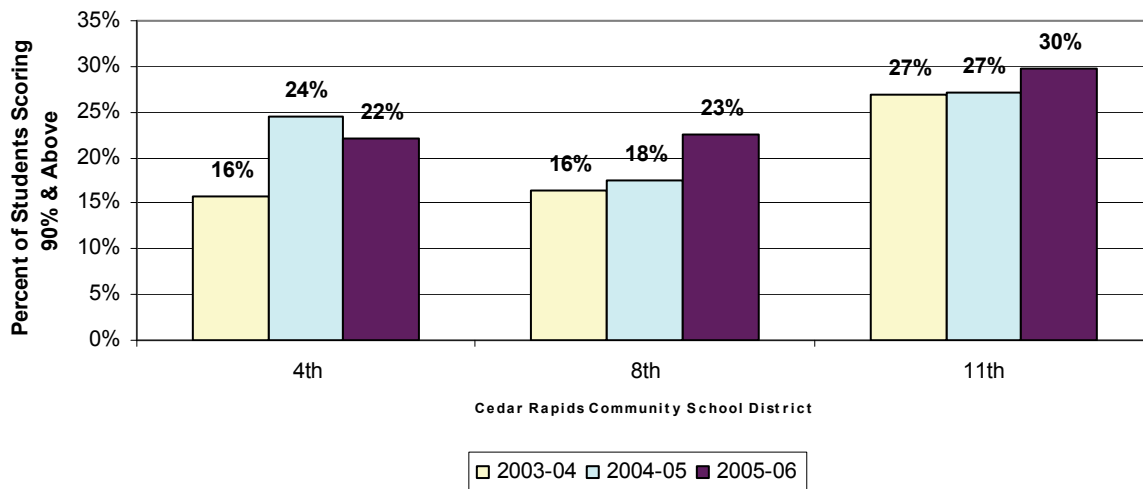
Good ↑



7.1-10

**ITBS/ITED Math Total Percent Scoring at 90% and Above  
(FAY) Grades 4, 8 & 11**

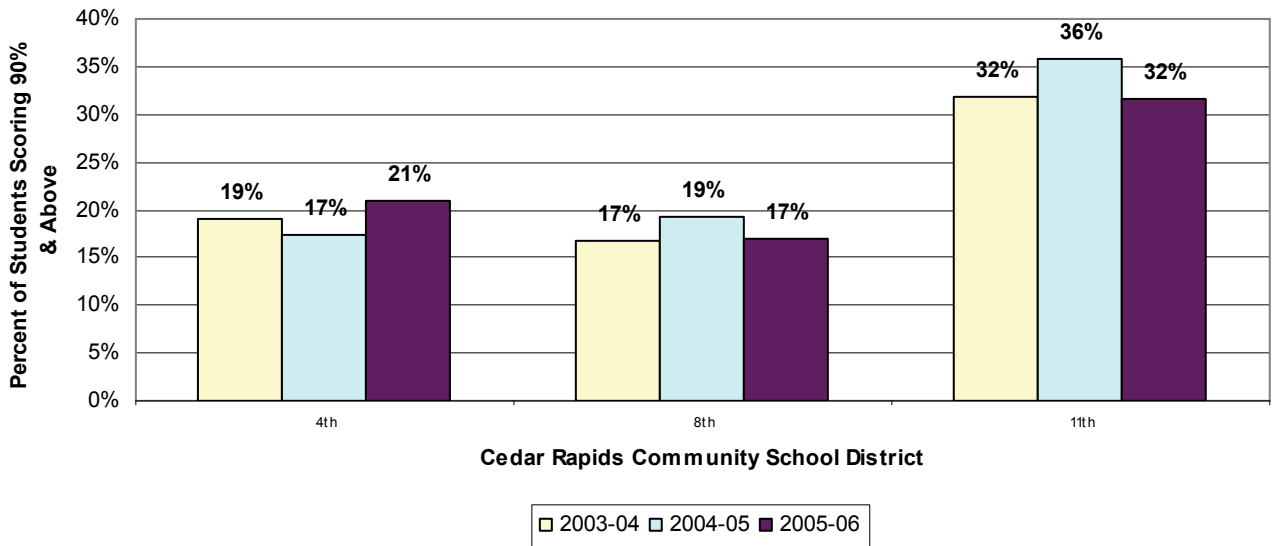
Good ↑



7.1-11

### ITBS/ITED Science Percent Scoring at 90% and Above (FAY) Grades 4, 8 & 11

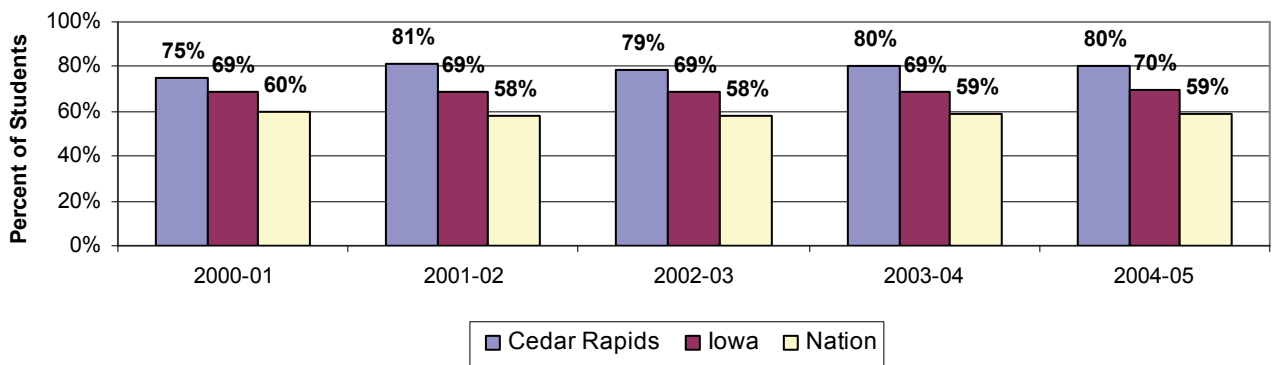
Good ↑



7.1-12

### ACT Composite Score Percent of Students Scoring 20 or Higher

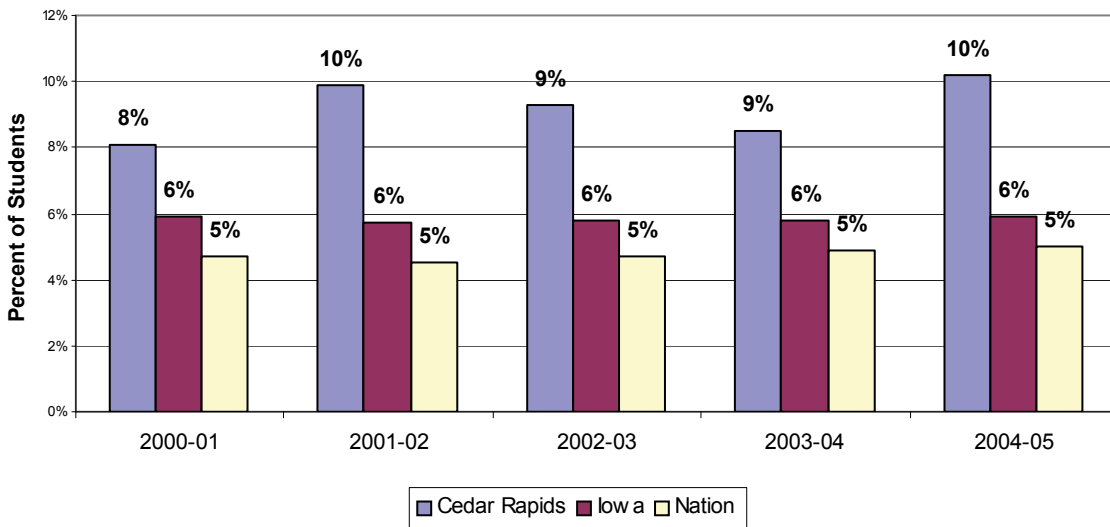
Good ↑



7.1-13

### ACT Composite Score Percent of Students Scoring 30 or Higher

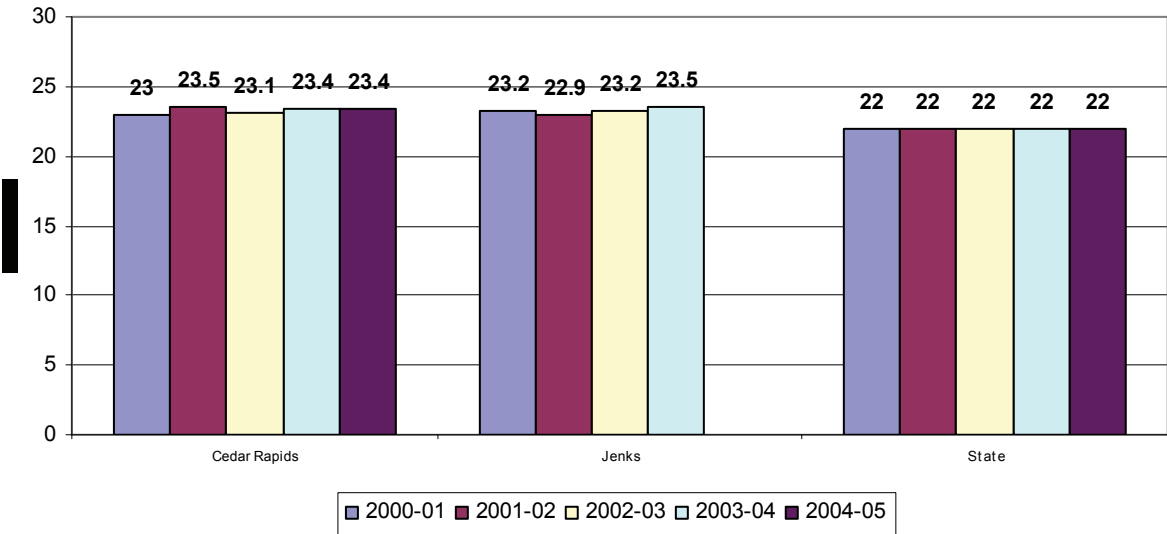
Good ↑



7.1-14

Good ↑

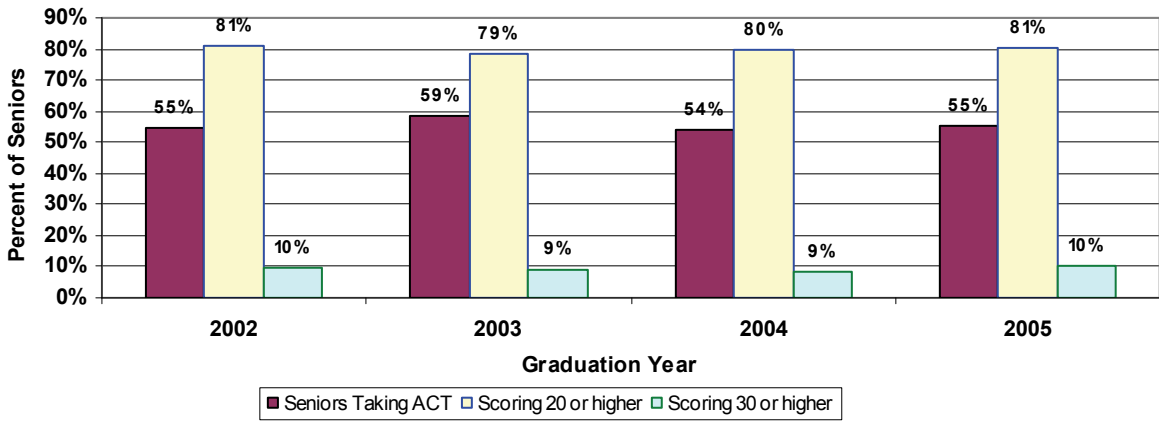
**Cedar Rapids Community Schools  
Average ACT Composite Score**



7.1-15

Good ↑

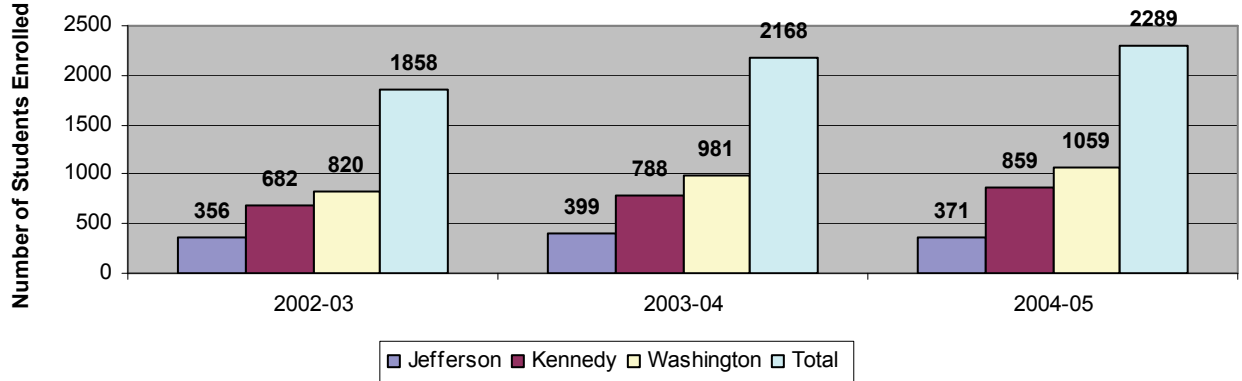
**Cedar Rapids Seniors Taking ACT**



7.1-16

Good ↑

**AP Course Enrollment**

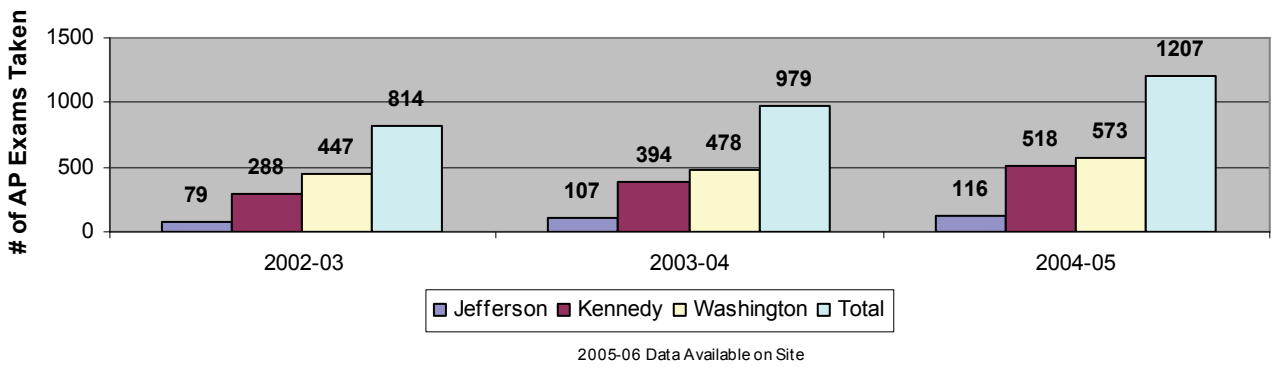


2005-06 Data Available on Site

7.1-17

AP Exams Taken

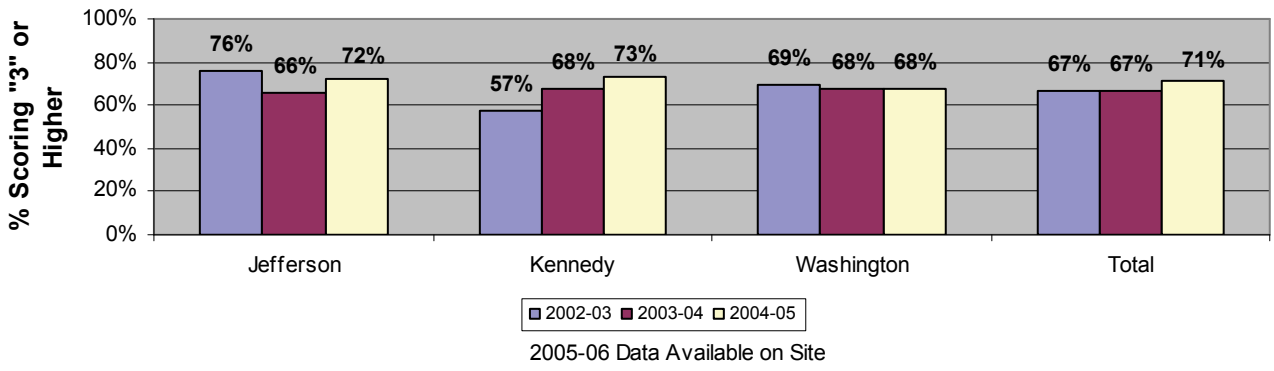
Good ↑



7.1-18

Percent of Students Scoring 3 or Higher on AP Exams

Good ↑

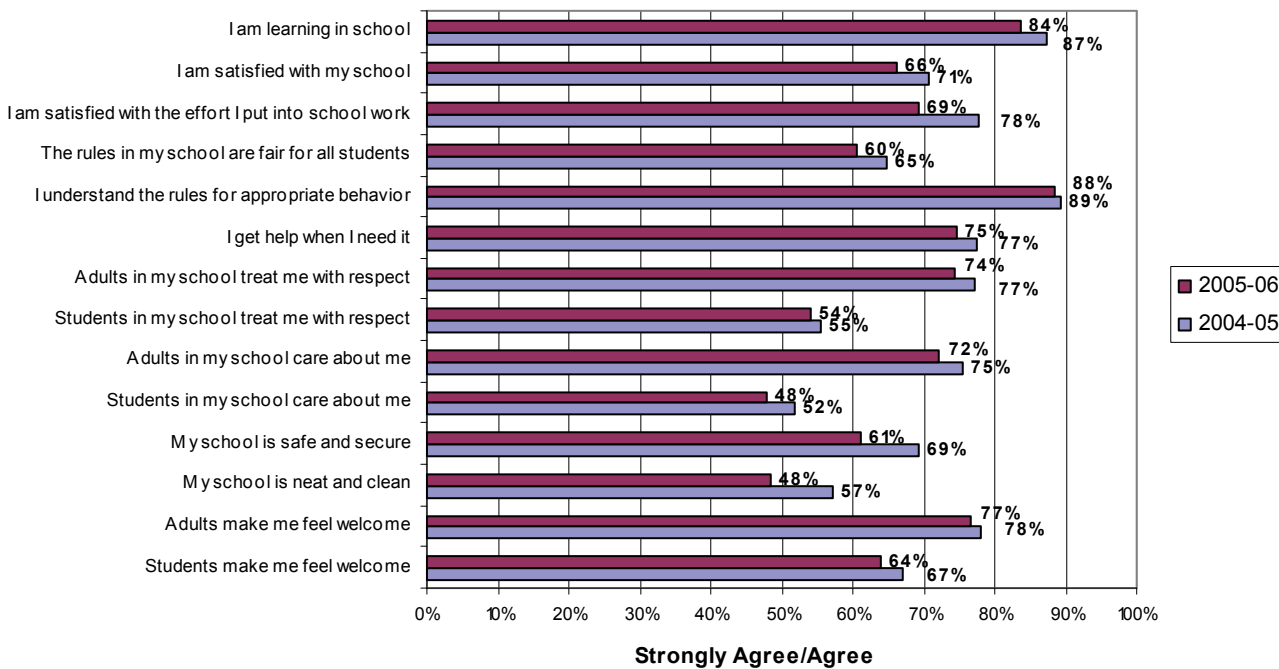


7.2 Student and Stakeholder-Focused Outcomes

7.2-1

District Student Satisfaction (Grades 3-12)

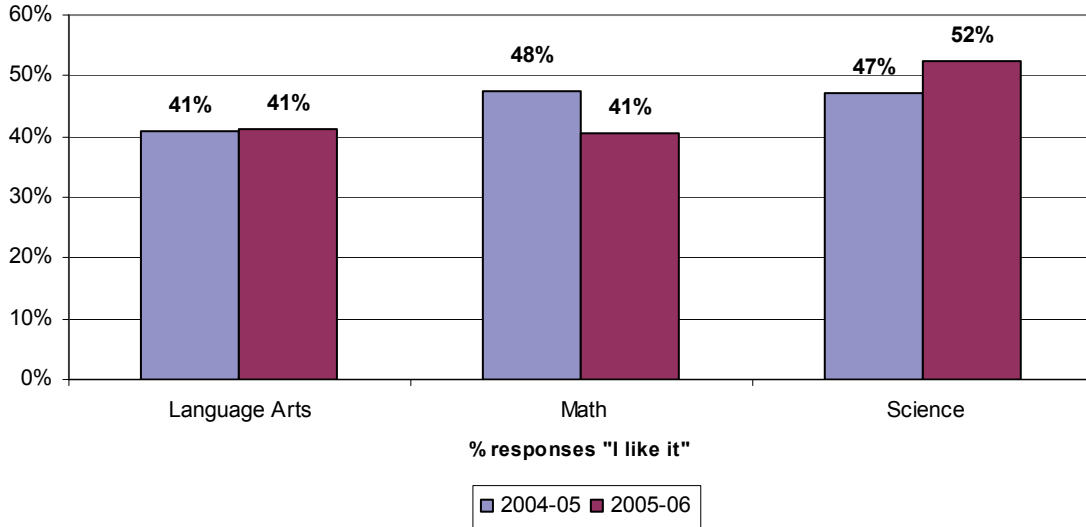
Good ↑



7.2-2

District Student Enthusiasm Trend (Grades 3-12)

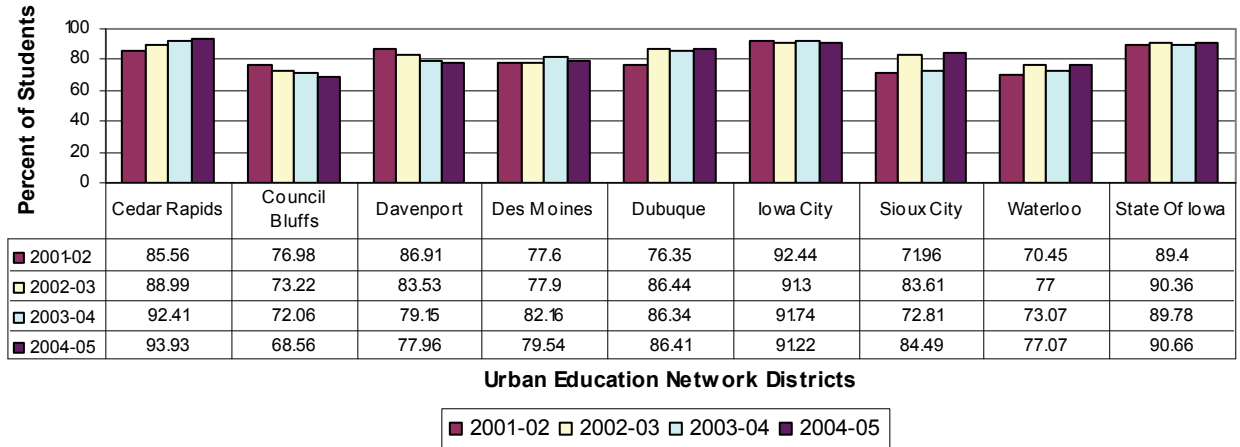
Good ↑



7.2-3

Graduation Rates Urban Education Network Districts

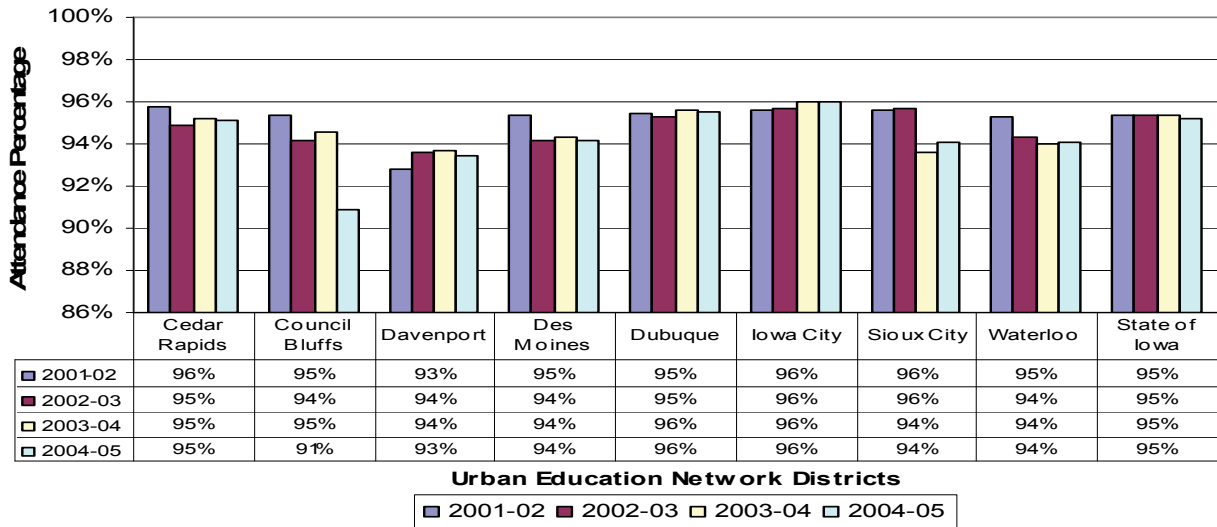
Good ↑



7.2-4

Average Daily Attendance Grades K-12

Good ↑

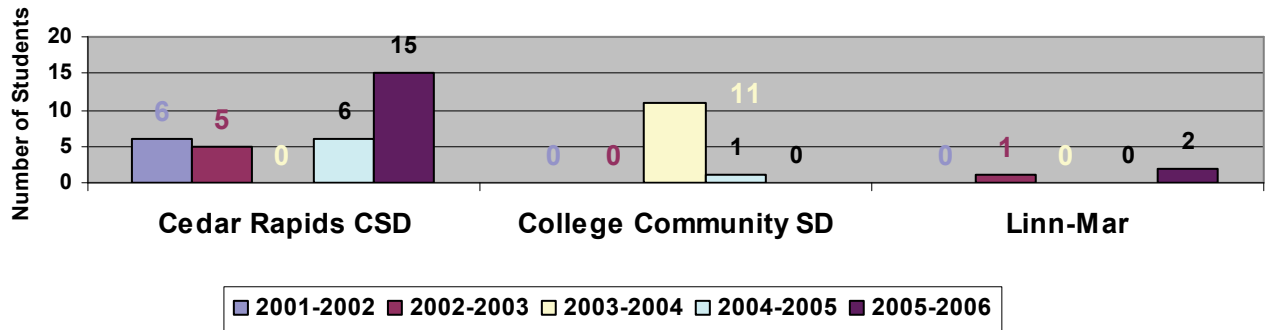




7.2-5

### Number of Expulsions

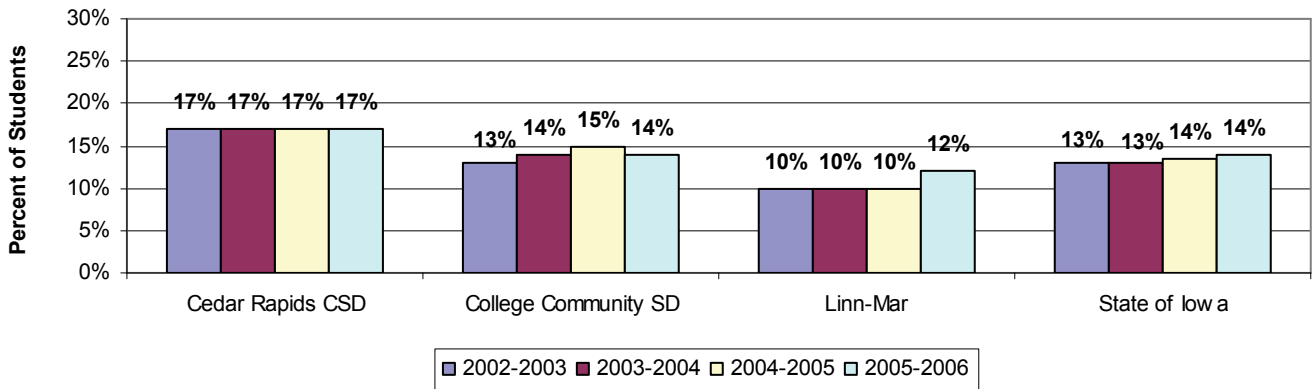
Good ↓



7.2-6

### Percent of Students in District Special Ed Programs

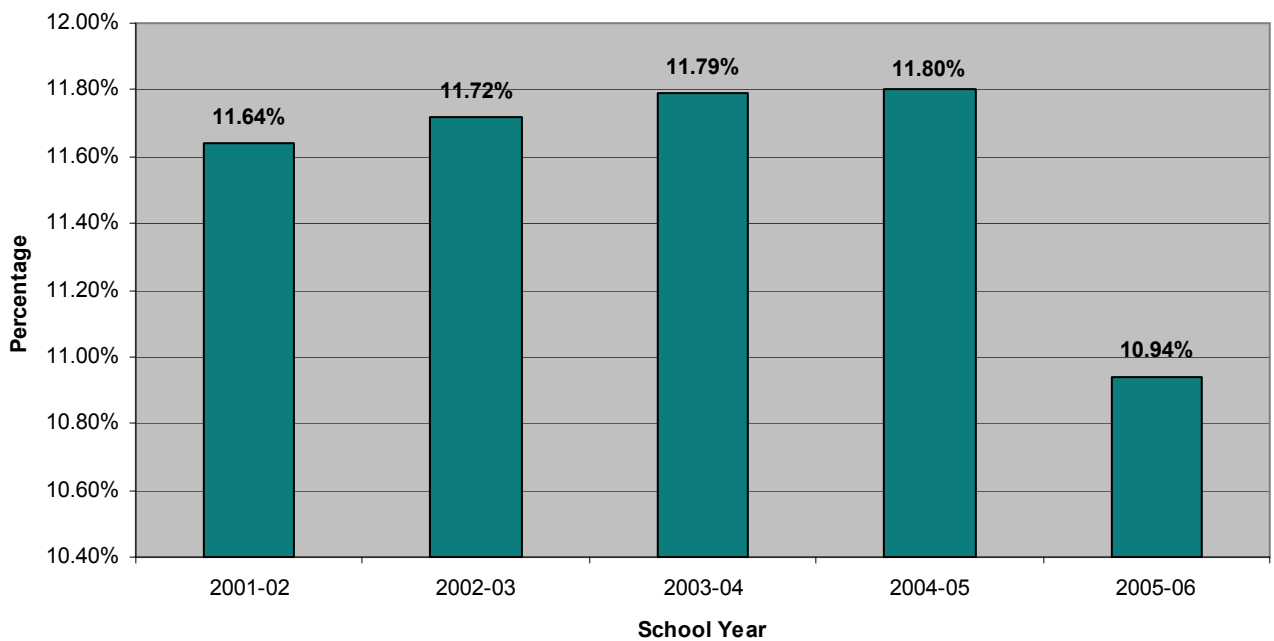
Good ↓



7.2-7

### Level 1 Special Education Percentage to District

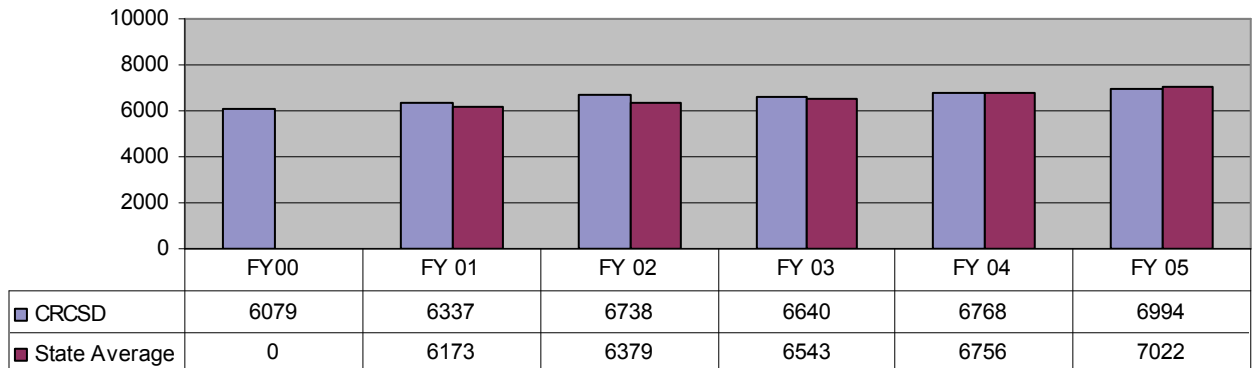
Good ↓



**7.3 Budgetary, Financial, and Market Outcomes**

7.3-1

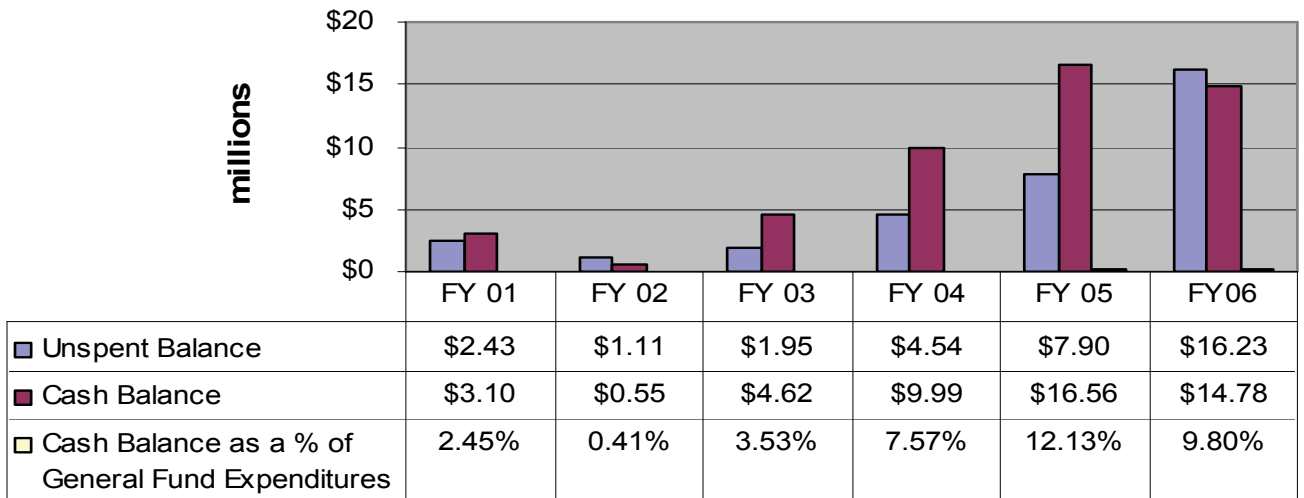
**General Fund Expenditures per Pupil  
CRCSD and State Average  
(Good = lower than the State Average)**



7.3-2

**General Fund Unspent Balance**

Good ↑



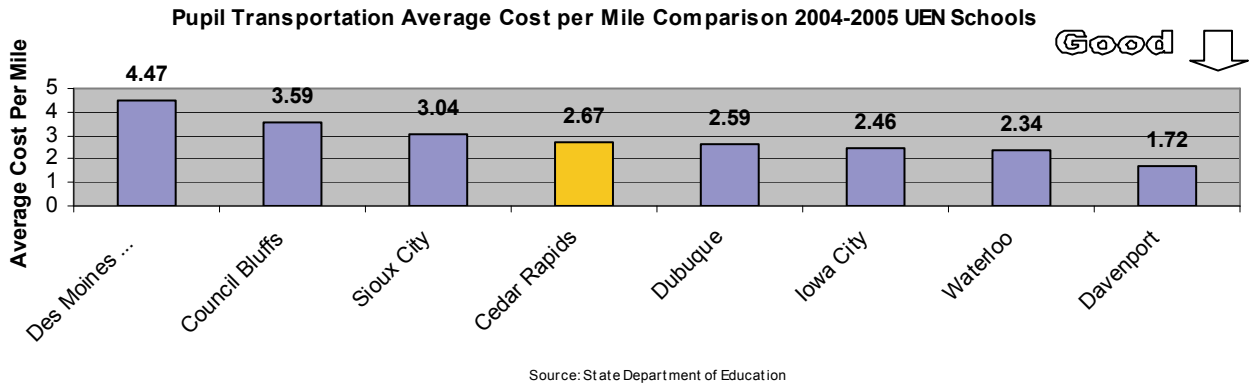
7.3-3

**Fiscal Accountability**

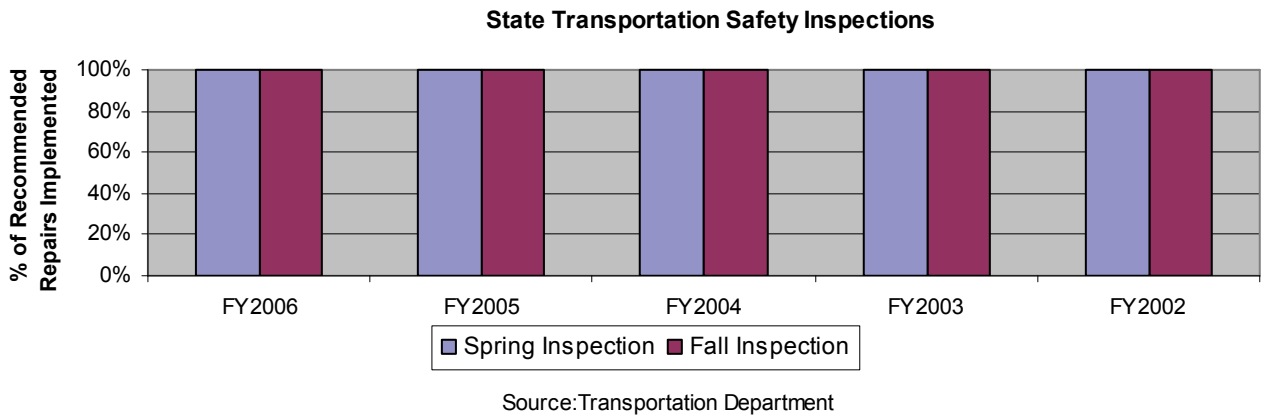
2003-2004	ASBO	GFOA
2002-2003	ASBO	GFOA
2001-2002	ASBO	GFOA
2000-2001	ASBO	GFOA
1999-2000	ASBO	GFOA
1998-1999	ASBO	GFOA
1998-1999	ASBO	GFOA
1998-1999	ASBO	GFOA
1998-1999	ASBO	GFOA
1998-1999	ASBO	GFOA

**The CRCSD has earned the ASBO and GFOA Certificates of Excellence in Financial Reporting for 10 consecutive years.**

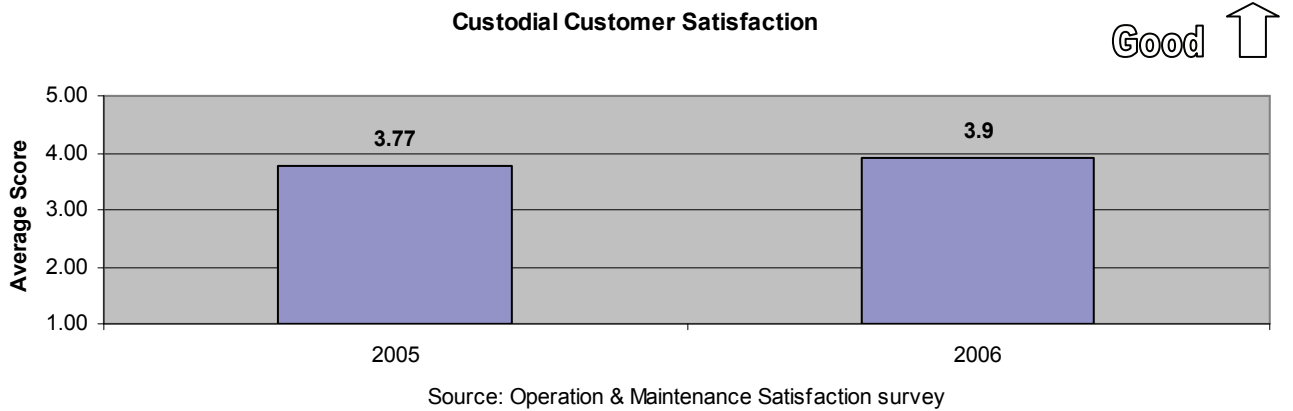
7.3-4



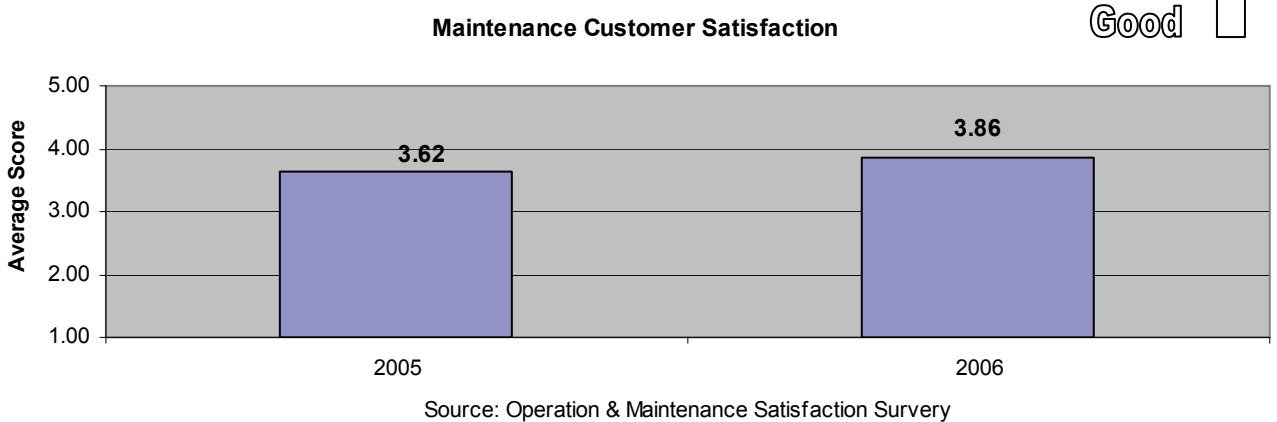
7.3-5



7.3-6



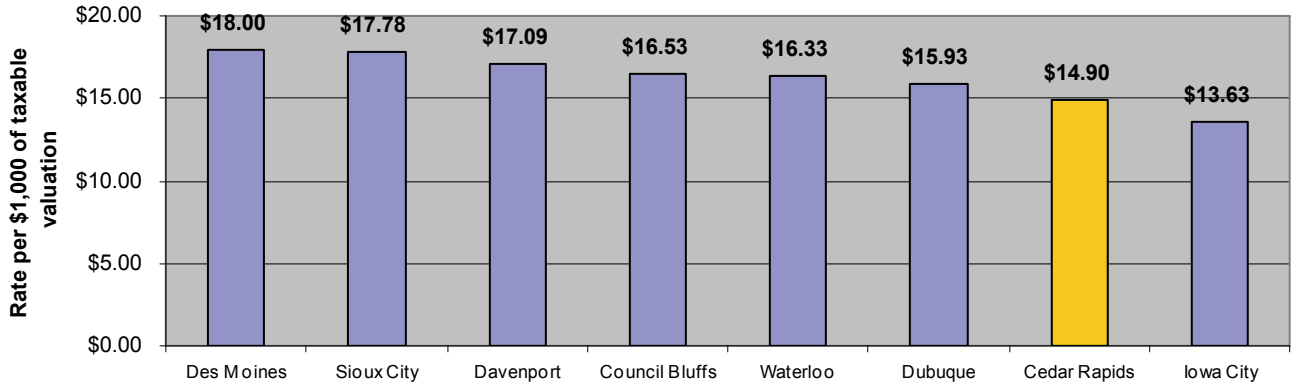
7.3-7



7.3-8

### Urban Eight Levy Comparison Fiscal Year 2006-2007

Good ↓

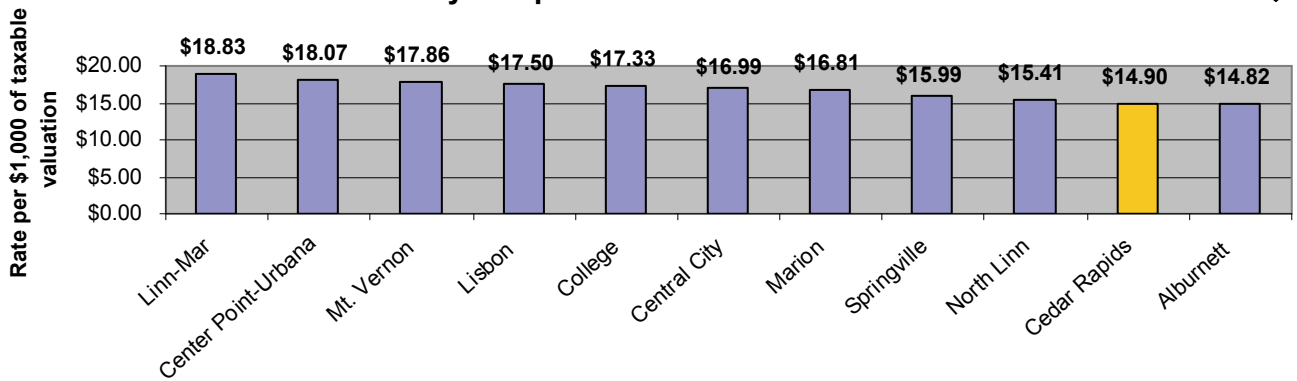


Source: District Financial Records

7.3-9

### Linn Levy Comparison Fiscal Year 2006-2007

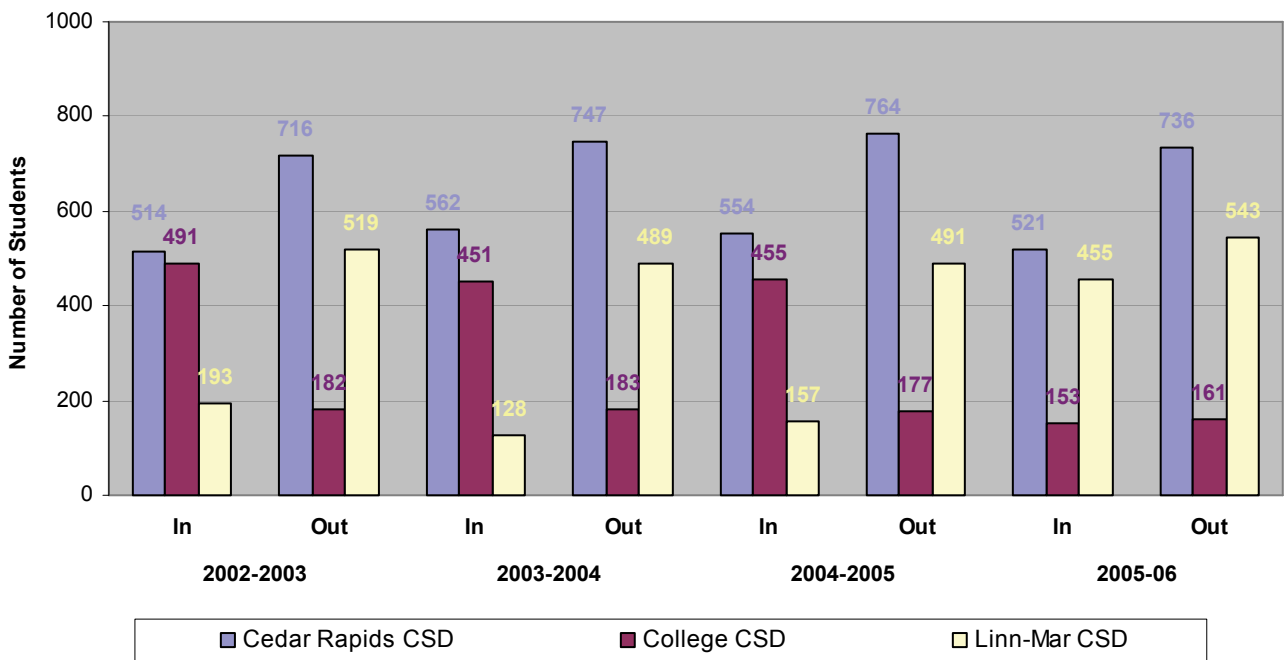
Good ↓



Source: District Financial Records

7.3-10

### Number of Students Enrolled In/Out of District



**7.4 Faculty and Staff Outcomes**

7.4-1

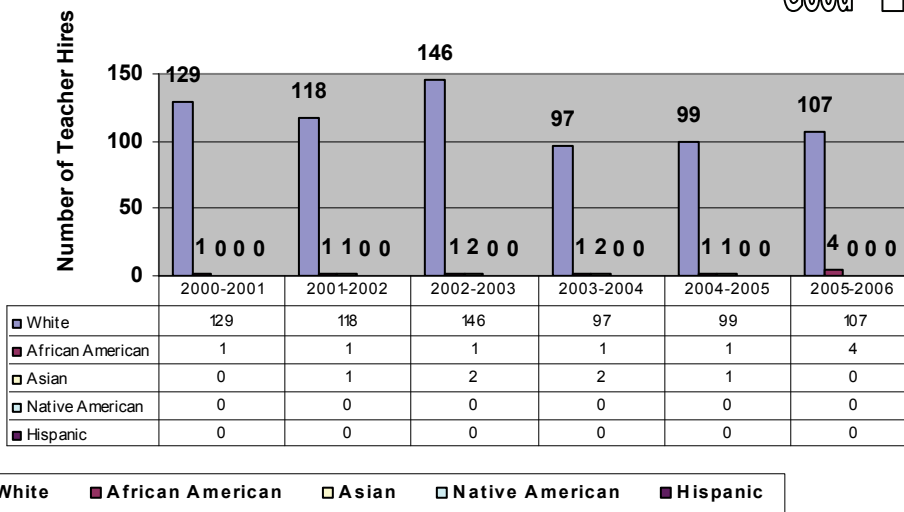
**% Minority Employees by Workgroup**

	2003-04	2004-05	2005-06
<b>Administrators</b>	1.35%	2.78%	2.78%
<b>Bus Drivers</b>	2.65%	2.55%	2.52%
<b>Carpenters</b>	0.00%	0.00%	0.00%
<b>Crossing Guards</b>	0.00%	0.00%	0.00%
<b>Custodians</b>	4.30%	4.23%	4.84%
<b>Day Care</b>	1.89%	1.04%	0.97%
<b>Food &amp; Nutrition</b>	2.40%	1.45%	2.36%
<b>Secretaries</b>	0.49%	0.00%	0.00%
<b>Supervisor/Techs</b>	8.45%	7.46%	9.38%
<b>Teachers</b>	2.49%	2.25%	2.26%
<b>Teacher Associates</b>	3.76%	3.96%	4.50%
<b>Total</b>	<b>2.73%</b>	<b>2.53%</b>	<b>2.75%</b>

7.4-2

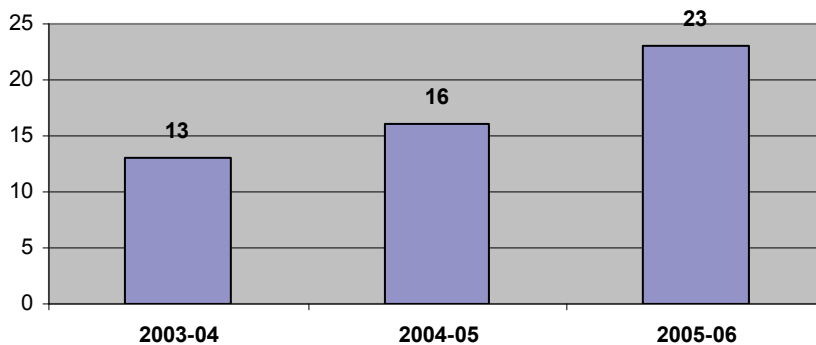
**New Teacher Hires By Ethnicity**

Good ↑

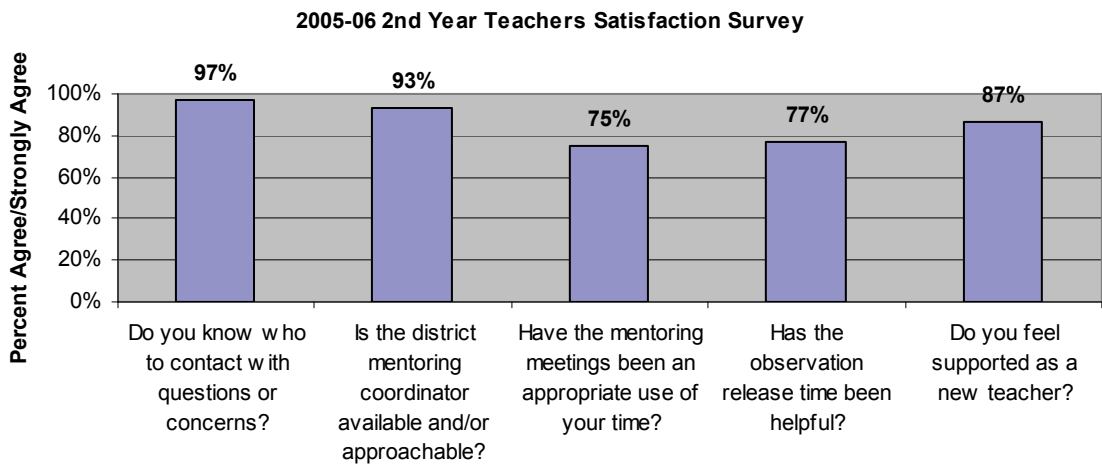


7.4-3

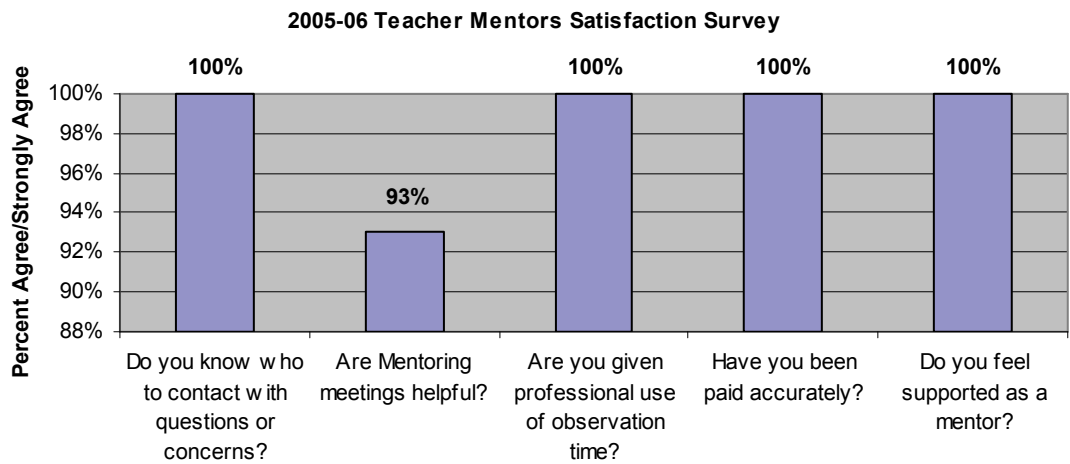
**# Cummulative National Board Certified Teachers**



7.4-4a



7.4-4b



7.4-5

## September, 2005 Staff Feedback

<i>District Focus:</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
Regarding <i>District</i> direction... <b>I believe the District is heading in the right direction.</b>	41%	57%	2%	0%
	<b>98%</b>			
Regarding <i>District</i> direction... <b>I believe the District has identified the right vision, mission, goals, core values and guiding behavior which I support.</b>	43%	55%	2%	0%
	<b>98%</b>			

7.4-6

## September, 2005 Staff Feedback

<i>School Focus:</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
Regarding <i>our school improvement plan</i> ... <b>It is aligned well to the District Strategic Plan.</b>	52%	48%	0%	0%
	<b>100%</b>			
Regarding <i>our school improvement plan</i> ... <b>I agree with the school improvement plan and will assist in accomplishing the stated goals.</b>	56%	43%	1%	0%
	<b>99%</b>			

7.4-7

## September, 2005 Staff Feedback

<i>Individual Employee Focus:</i>	Strongly Agree	Agree	Disagree	Strongly Disagree
Regarding <i>my individual contribution</i> to District and school improvement plans... <b>I understand the Individual Career Development Plan process.</b>	29%	67%	4%	0%
	<b>96%</b>			
Regarding <i>my individual contribution</i> to District and school improvement plans... <b>I understand how my actions (through the development of the Individual Career Development Plan process) will directly contribute to the accomplishment of the SIP goals and District Strategic Plan.</b>	34%	61%	4%	1%
	<b>95%</b>			

7.4-8

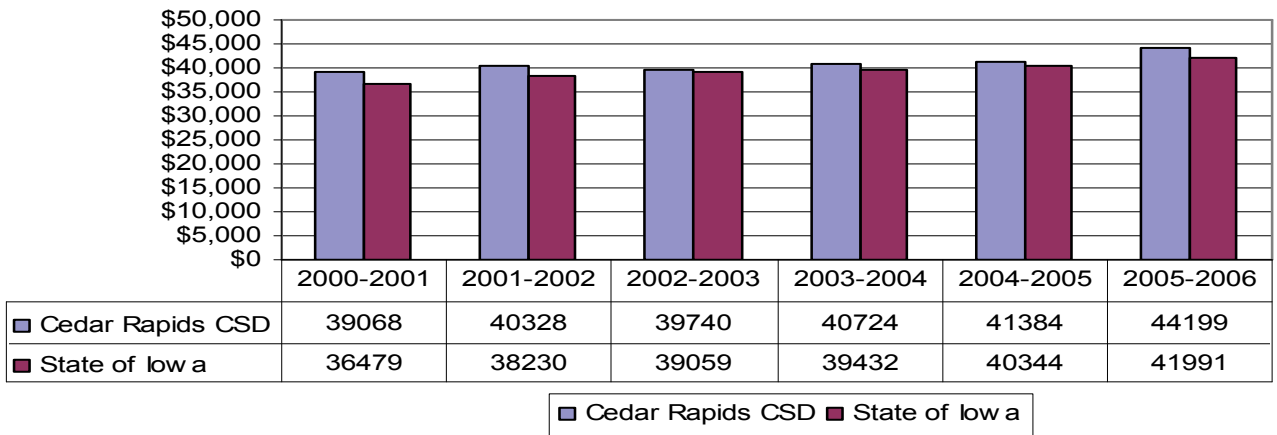
## August 2005 Administrators Feedback

- I support the District's continuous improvement efforts...
  - YES (99%)
  - NEED CLARIFICATION (1%)
  - NO (0%)
- The pace of our continuous improvement effort is...
  - Just Right (94%)
  - Too Fast (5%)
  - Too Slow (1%)

7.4-9

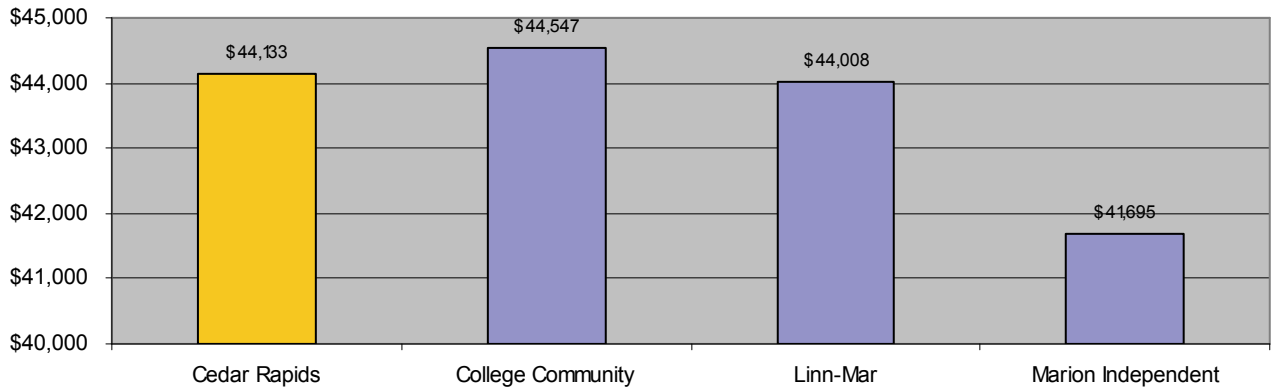
### Teachers Average Salary

Good ↑



7.4-10

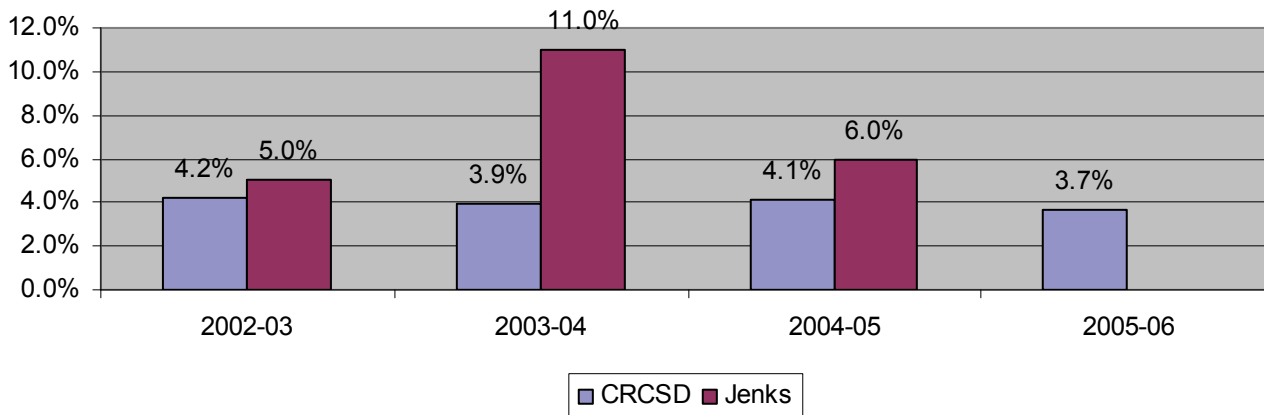
### 2005-06 Average Teacher Salary





7.4-11

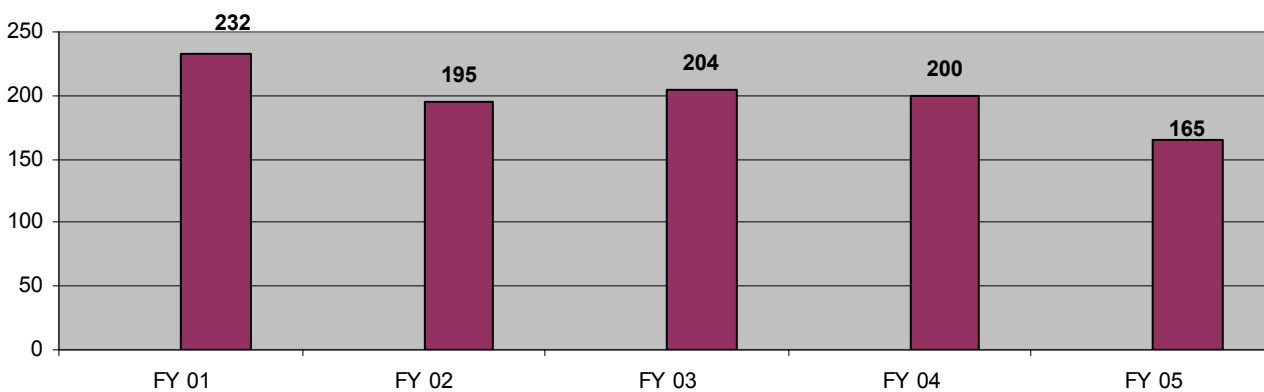
### Certified Staff Turnover Rate



7.4-12

### Workers Compensation Claim Count History

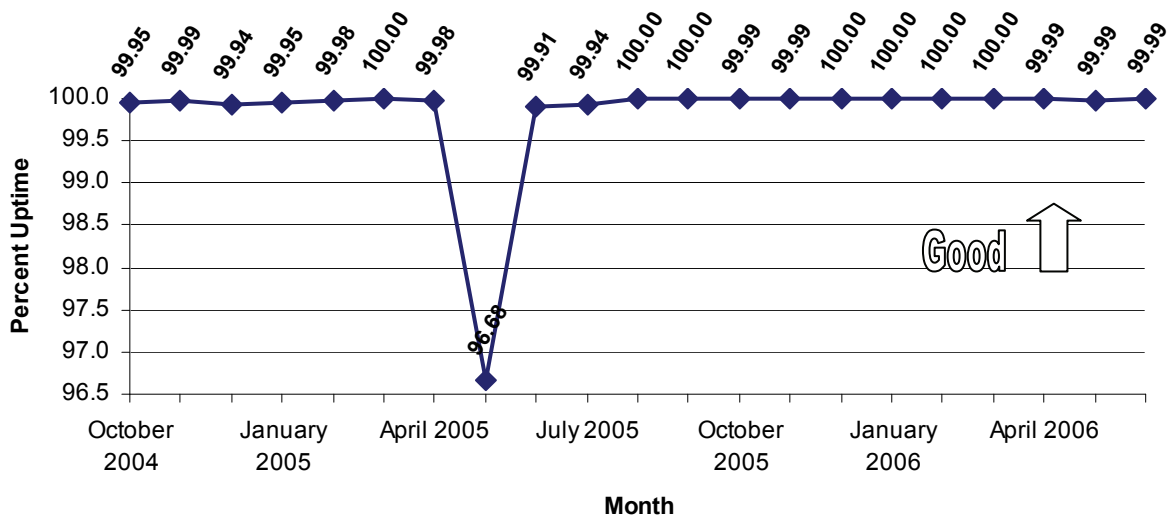
Good ↓



Source: EMC Insurance Company

7.4-13

Goal: District Data And Telephone Network To Each Building Will Be Functional 100% Of The Time From 7:30 AM to 4:00 PM On Each School Day



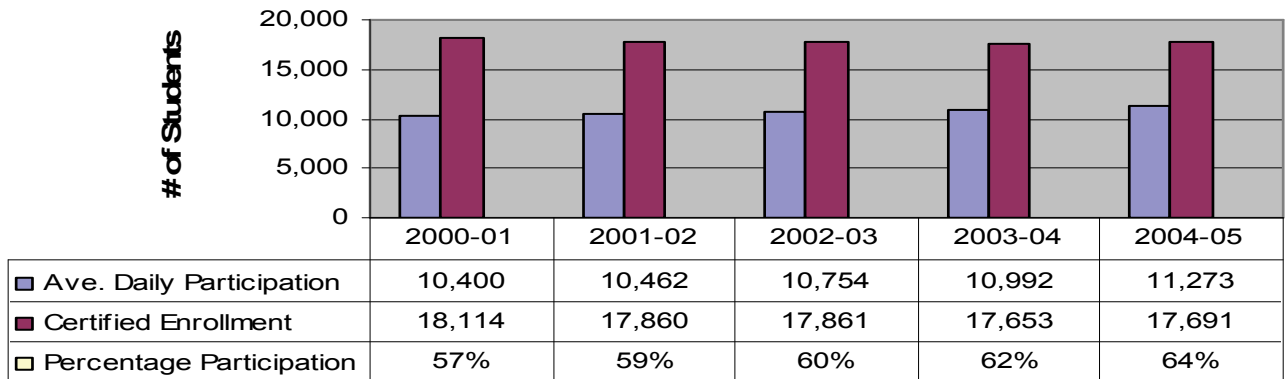
Good ↑

**7.5 Organizational Effectiveness Results**

7.5-1

Good ↑

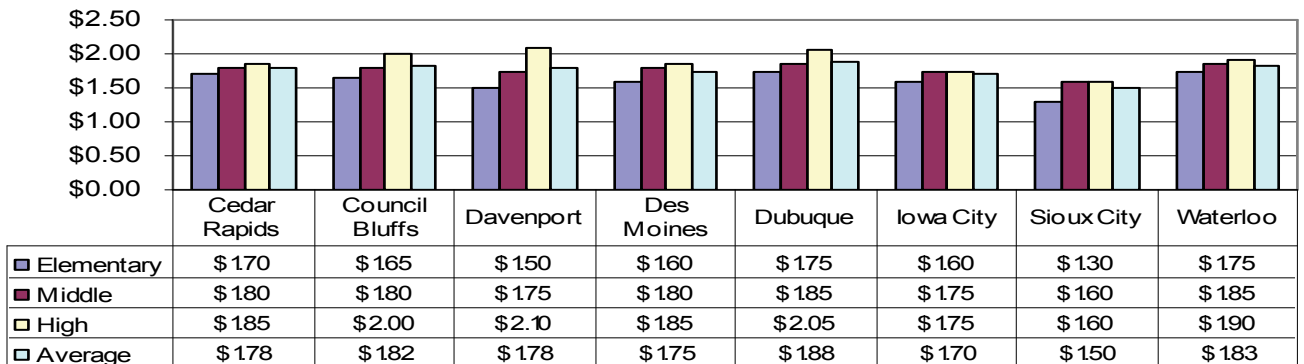
**Department of Food and Nutrition NSLP Participation Trends**



Source: CRCSD Food and Nutrition

7.5-2

**UEN Lunch Price Comparison  
Fiscal Year 2006**

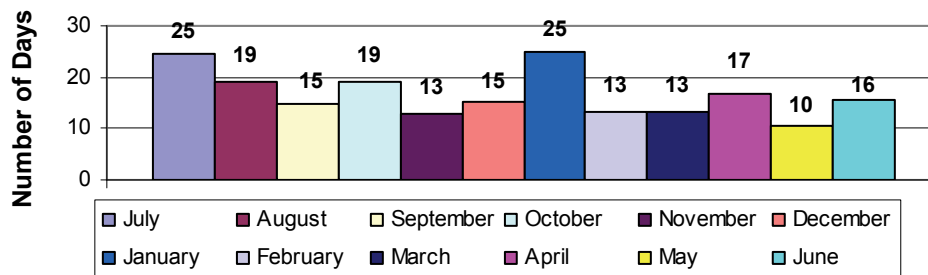


Source: Food and Nutrition Department

7.5-3

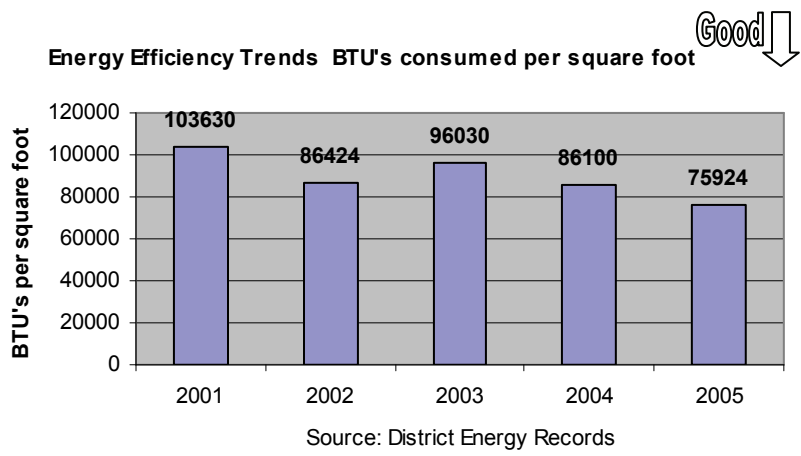
Good ↓

**2005-2006 Purchase Order Cycle Times**



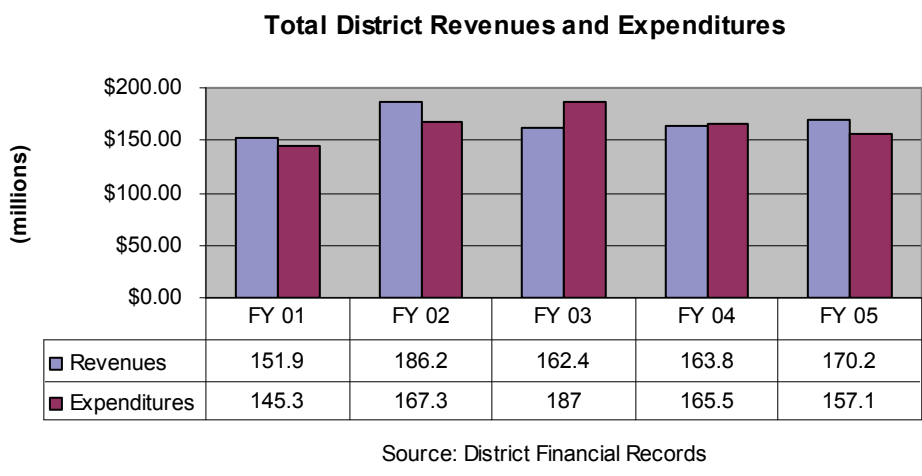
**Yearly Average was 16.72**

7.5-4

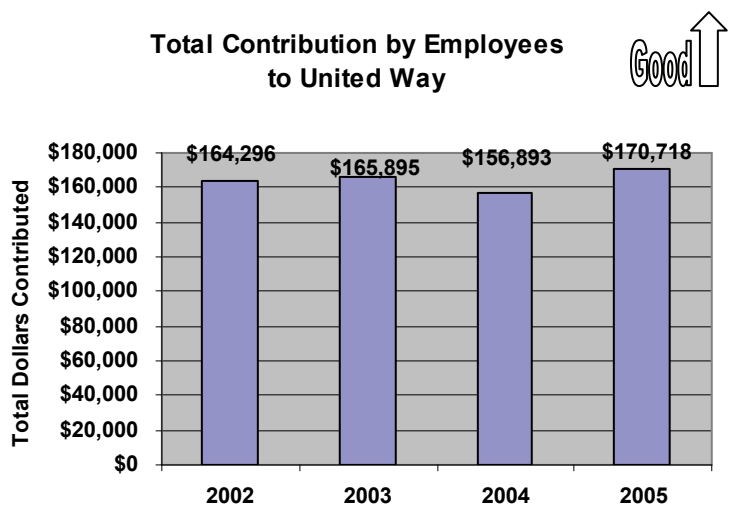


**7.6 Leadership and Social Responsibility Outcomes**

7.6-1



7.6-2

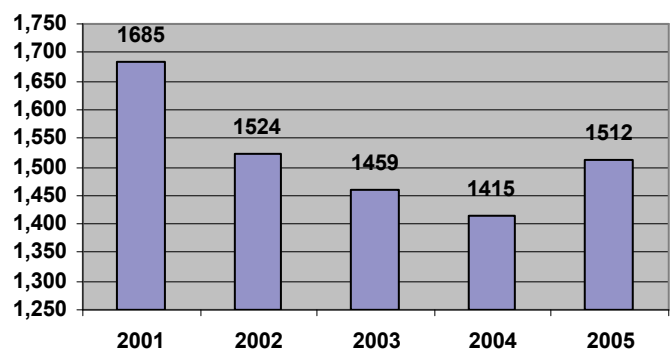


7.6-3

7.6-4

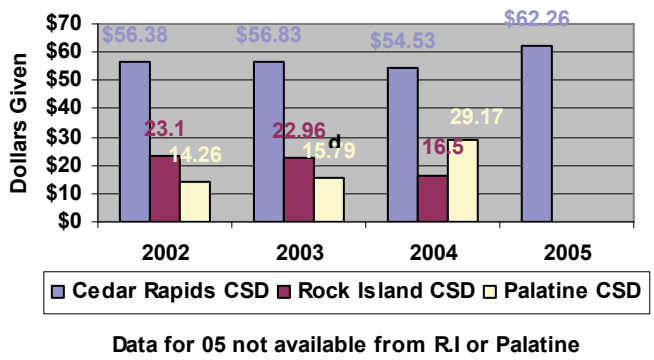
Number of Employees Giving to United Way

Good ↑



Per Person Giving to United Way

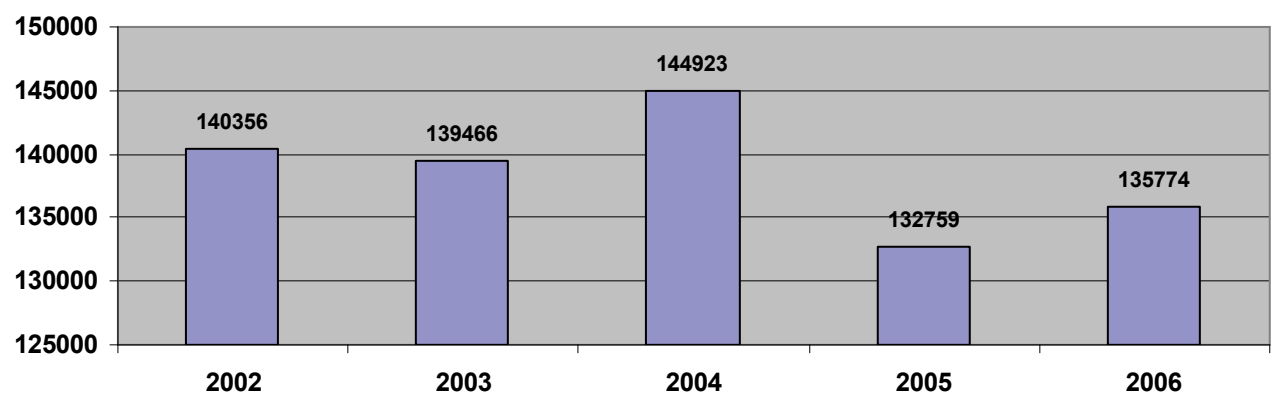
Good ↑



7.6-5

Total Number of Volunteer Hours

Good ↑



7.6-6

Total Field Experience & Observation Placements

Good ↑

